

# **John C. Fremont High School**

**“Making A Path in the 21<sup>st</sup> Century”**



**Accreditation  
Focus on Learning  
Self Study Report 1999-2000**

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WASC 27940



The seal is circular with a scalloped outer edge. The text "UNIVERSITY OF CALIFORNIA" is written along the top inner edge, and "FREMONT" is written along the bottom inner edge. In the center of the seal is a shield with a sunburst at the top and a path leading to a mountain range. The word "PATHFINDERS" is written across the bottom of the shield. The word "Introduction" is superimposed over the center of the seal in a large, bold, black serif font.

# Introduction



**Los Angeles Unified School District**  
450 North Grand Avenue  
Los Angeles, CA 90012

**Board of Education**

Genethia Hudley Hayes, President  
Victoria Castro  
Caprice Young  
Valerie Fields  
David Tokofsky  
Julie Korenstein  
Mike Lansing

**District Personnel**

Ramon Cortines, *Superintendent of Schools*  
Howard Miller, *Chief Operating Officer*  
Liliam Castillo, *Deputy Superintendent, Instruction & Curriculum*  
Francis Nakano, *Deputy Superintendent, Support Services*  
Ronald Prescott, *Deputy Superintendent, Government Relations & Public Affairs*  
Carol Ogawa, *Director, Secondary Instructional Programs*  
Charles Jackson, *Fremont Cluster Leader*

John C. Fremont High School  
7676 S. San Pedro Street  
Los Angeles, CA 90003

**Administrative Staff**

Augustine Herrera, Jr., *Principal*  
Cliff Ker, *Assistant Principal, Student Activities/Athletics*  
Marcie Hines, *Assistant Principal, Instruction & Curriculum*  
Laurice Sommers, *Assistant Principal, Secondary Counseling Services*  
Walter Flores, *Assistant Principal, Secondary Student Services*  
Lue Ellen Guidry, *Assistant Principal, Secondary Student Services*

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## LAUSD MISSION STATEMENT

"The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential."

## NUMBERS OF SCHOOLS AND CENTERS

### SCHOOLS

Elementary.....	420
Middle Schools.....	72
Senior High Schools .....	49
Multilevel Schools.....	6
Magnet Schools .....	20
Continuation Senior High Schools.....	45
Special Education Schools .....	18
Opportunity Senior High Schools.....	11
Community Adult Schools .....	26
Central Adult High Schools.....	1
<b>Total.....</b>	<b>668</b>

### CENTERS

Children's Centers.....	102
Infant Centers .....	4
Magnet Centers .....	115
Opportunity Centers.....	6
Newcomer Centers .....	2
Primary Centers.....	7
Regional Occupational Centers.....	5
Business and Industry Schools .....	1
Skills Centers.....	5
<b>Total.....</b>	<b>248</b>

**TOTAL SCHOOLS AND CENTERS..... 915**

(Information is based on the 1998-99 school year.)

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## SIZE

The Los Angeles Unified School District is the second largest school district in the United States. It encompasses an area of over 700 square miles, extending from San Pedro in the south to Sylmar in the north, from as far west as Venice and Woodland Hills to the edge of the San Gabriel Valley in the east.

### SCHOOL DISTRICT EMPLOYEES

Teachers .....	36,170
Other Certificated.....	5,344
Classified (non-teaching) .....	25,655
<b>Total Regular Employees .....</b>	<b>67,169</b>

(The district also employs part-time, substitute and relief personnel. Information based on the 1998-99 school year.)

### ENROLLMENT BY LEVEL

#### K-12 ENROLLMENT

Elementary Schools .....	353,330
Middle Schools.....	139,308
Senior High Schools .....	148,946
Magnet Schools and Centers.....	45,648
Special Education Schools .....	4,255
Opportunity and Continuation Schools.....	5,656
<b>Total K-12 Enrollment .....</b>	<b>697,143</b>

#### OTHER ENROLLMENT

Community Adult Schools .....	165,230
Occupational Centers and Skills Centers .....	39,762
Children's Centers and Child Care Programs .....	10,984

**TOTAL ENROLLMENT.....913,119**

## *A Brief History of John C. Fremont High School*

John C. Fremont High School was founded in 1924 as a one-building school with thirteen hundred students in grades seven through eleven. The school was named after John Charles Fremont, the nineteenth century American explorer and soldier, known as the "Pathfinder" for his western explorations. Situated on thirty-five acres, the campus looked bare since few of its original buildings had been completed. The main building and the additions were designed in the Italian gothic architectural style. During the summer of 1926 four new buildings had been constructed which housed machine and drawing shops, a science building, and the boys' and girls' gyms. Included in the science rooms were a photography classroom, a newspaper office, an art room, boys' and girls' infirmaries, and an arcade adjoining the structure to the main building. The auditorium and the shops are the only remaining original structures.

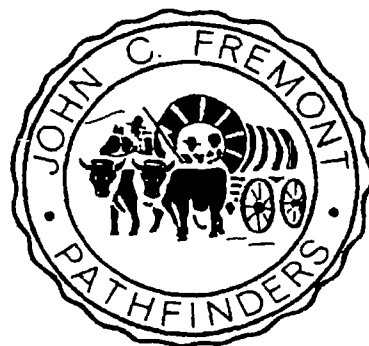
By September 1932 the school had grown to a beautiful tree-studded campus adorned with a fountain as the focal point of the campus. The bleachers, completed in 1931, were among the finest in Los Angeles. Richer Field, named in honor of the first principal, was used as a track practice venue for the 1984 Summer Olympic Games. The Olympic Rose Garden, located on the west end of the quad, was a gift given to the school by the 1984 Summer Olympic Committee.

Since 1985, nearly three hundred outstanding graduates in the categories of Athletics, Professional, Civics and Government, Education, and the Arts have been inducted into the John C. Fremont Hall of Fame.

Chosen in 1924, the school colors are  
*Cardinal and Gray*

School Motto  
*"Find a Path or Make One"*

School Newspaper  
*Pathfinder*



# John C. Fremont High School Mission Statement

*The mission of  
Fremont High School  
is to effectively educate  
all students to become  
self-sufficient,  
life long learners who are active,  
responsible citizens in a global  
society.*

# **La Misión De la Escuela Preparatoría John C. Fremont**

*La Misión de la  
Escuela Preparatoría Fremont  
es la de educar eficazmente a  
todos los estudiantes para que sean  
autosuficientes, con deseos de  
aprender durante toda su vida,  
ciudadanos activos y responsables  
en una sociedad global.*

# John C. Fremont High School

## Accreditation Leadership Team

Principal .....Augustine Herrera, Jr  
Administrator in Charge.....Marcie Hines  
Self-Study Coordinators.....Mathew Taylor/Flora Wells

### Focus Group Leaders

#### Vision, Leadership and Culture

Augustine Herrera .....Principal  
Charles Olynyk.....Social Studies  
Nuria Quezada.....Foreign Language  
Aura Talley.....Mathematics

#### Curricular Paths

Skip Aldrich .....Social Studies/Staff Development Coord.  
Vicky Barkley.....English  
Louis Rosales .....Mathematics/Department Chair  
Laurice Sommers.....Assistant Principal, SCS

#### Powerful Teaching and Learning

Nichole Dodd .....English  
Marcie Hines .....Assistant Principal  
Rebecca Hurst .....Mathematics/Academic Decathlon  
Harriett Partovi.....English

#### Support for Student Personal and Academic Growth

Terry Alcantar .....PSA Counselor  
Clovia Denkins .....Special Education  
Cliff Ker .....Assistant Principal  
Germain Labat.....Social Studies

#### Assessment and Accountability

Maxine Bracy .....English  
John Fris.....English  
Alfredo Giddens .....Social Studies/Athletic Director  
Lue Ellen Guidry .....Assistant Principal, SSS

# John C. Fremont High School

## *Augmented Instructional Leadership Team*

Terry Alcantar .....	Facilitator
Fred Aldrich .....	Staff Development Coordinator
Debby Barkin .....	Testing Coordinator
Vicki Barkley .....	English
Clovia Denkins .....	Dept. Chair, Special Education
Nichole Dodd .....	Facilitator, English
Rick Edwards .....	Dept. Chair, Social Studies
Mary Erwin .....	Dept. Chair, Special Education
Walter Flores .....	Assistant Principal, SSS
Dennis Garcia .....	Dept. Chair, Health
Alfredo Giddens .....	Facilitator
Lue Ellen Guidry .....	Assistant Principal, SSS
Mary Guinn .....	Title I Coordinator
Brad Hand .....	Dept. Chair, Mathematics
Tracy Hayes .....	Dept. Chair, ESL
Augustine Herrera .....	Principal
Marcie Hines .....	Assistant Principal
Mary Hoover .....	Librarian
Rebecca Hurst .....	Facilitator, Mathematics
Darlene Jones-Pack .....	School Administrative Assistant
David Kahn .....	Dept. Chair, English
Cliff Ker .....	Assistant Principal
Germaine Labat .....	Facilitator
Aurora Martinez .....	Dept. Chair, Foreign Language
April Mason .....	College Counselor
Howard Miller .....	Dept. Chair, Vocational
Luis Mora .....	Technology Coordinator
Chuck Olynyk .....	Facilitator
Jill Pyrko .....	Dept. Chair, English
Nuria Quezada .....	Facilitator
Blanca Ramirez .....	Bilingual Coordinator
Tom Richardson .....	Dept. Chair, JROTC
Louis Rosales .....	Dept. Chair, Mathematics
John Rose .....	Dept. Chair, Technology
Stuart Schnell .....	Dept. Chair, Science
Laurice Sommers .....	Assistant Principal, SCS
Blaine Steele .....	Student Leadership
Mathew Taylor .....	Accreditation Coordinator
Flora Wells .....	Accreditation Coord./English Resource
Sharonne Wells .....	Accreditation, Business
Students .....	Leobardo Guerrero/Vanesa Romero/Luchrisa Bell
Parents/Community .....	Mary Fleming/Hilda Acosta/Jose Larios



## *Preface/Acknowledgements*

Since the Focus on Learning process began, we realized how necessary it was to involve all stakeholders. In order to help clarify our school's educational mission and to authentically impact student learning, all of us have had to contribute time, energy and ideas. The key to our success has been the willingness of so many to trust the F.O.L. experience, no matter how tedious it can seem at times. Certificated and classified personnel, parents and students should be saluted for their ability to listen and discuss ideas openly with each other. The desire to share responsibility has been our most positive outcome.

In spite of a major transition in administration, stakeholders have shaped an Action Plan the entire school is very excited about. More teachers are looking outside their classrooms and seeing their connection to the success of the school's instructional programs. Many of us are learning to work more in collaboration and less in isolation. Fremont has "rounded the corner" and is now pointed in a positive direction. Morale and expectations are high. We trust that higher academic achievement for our students will be the result.

It is important that we express our gratitude to the many individuals who gave so much of their time, energy, intelligence and wisdom. They helped so much to make Focus on Learning a vital and meaningful experience. They put our students' education first.

Following the last accreditation visit, the Instructional Leadership Team, composed of administrators, department chairpersons, coordinators, parents, students, and classified staff was formed. Having such a team already in place was advantageous. Focus group facilitators were simply added to this team to form, what we refer to as the Augmented Instructional Leadership Team.

Special thanks go to the Augmented Instructional Leadership Team that worked diligently to ensure that each step of the process was genuine. The focus group reports and the Action Plan were created under its guidance.

Special thanks to the Action Plan Committees:

Accountability

Karen Chapple  
Mary Hoover  
Darlene Jones-Pack  
Jill Pyrko  
Thomas Richardson

Communication

Clovia Denkins  
Mary Hoover  
Aurora Martinez  
Louis Rosales

Curriculum

Vicki Barkley  
Alfredo Giddens  
Bradley Hand  
Marcie Hines  
Charles Olynyk

Instructional Delivery

Fred Aldrich  
Luis Mora  
John Rose  
Sharonne Wells

Support Services

Richard Edwards  
Dennis Garcia  
Lue Ellen Guidry  
Blanca Ramirez  
Laurice Sommers

Special thanks to:

Darnise Williams, Debby Barkin, and the Leadership Class for fine tuning the ESLR's  
Ezequiel Lopez and Giovanni Gonzalez for their help with graphics  
Mary Guinn for her work on the Student/Community Profile  
April Mason, Tracy Murray, and Sarah Usmani for their extended editing support  
Alejandro Garcia and Sonia Sandoval for their clerical support  
Laura Salguero for endlessly compiling the packets needed  
Shirley Garrett for all the copying needed during the process

Marcie Hines, Administrator in Charge

Finally, we are most appreciative of the support and leadership given to us by our new principal, Mr. Augustine Herrera.

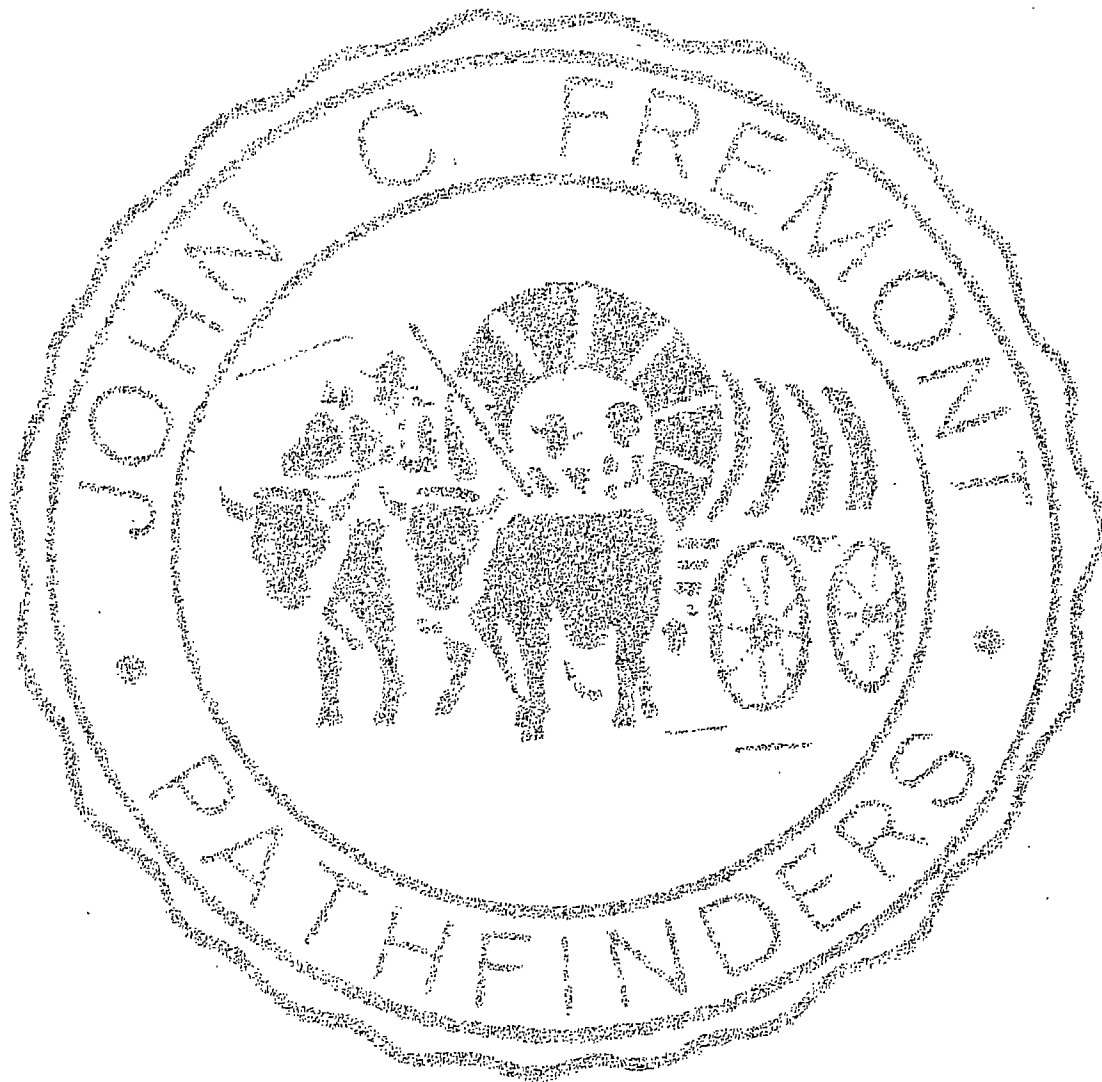
Our sincere thanks to all.

*Mathew C. Taylor*  
*Flora R. Wells*  
Mathew Taylor and Flora Wells  
Self Study Coordinators



WASC 27952

# Student and Community Profile



## Chapter I

CHAPTER I  
GENERAL IDENTIFYING DATA

School: **John Charles Fremont High School**

Address: **7676 South San Pedro Street  
Los Angeles, CA 90003**

District: **Los Angeles Unified School District**

Superintendent: **Ramon Cortines**

Year this school was established: **September 1924**

Year of last WASC Accreditation: **1996**

Grade levels served at the school: **9 to 12**

Total current enrollment of John C. Fremont High School: **4397**

Number of high schools in Cluster: **1**

Number of high schools in District: **54**

**WASC 27954**

# John Charles Fremont High School

## School/Community Profile

The Los Angeles Unified School District has 54 comprehensive high schools, 44 continuation schools, 17 alternative schools, and 27 special education centers, serving over 250,000 students between 14 and 21 years of age. The district is organized into 27 geographic clusters each comprised of elementary, middle and from one to three high schools. The cluster configuration, as a result of restructuring, began at the beginning of the 1994-1995 school year.

The Fremont Cluster (#20), located in the heart of South Central Los Angeles, is composed of one high school, three middle schools, and fifteen elementary schools, boasting a population in excess of 30,000 students. This represents the fifth largest cluster in the district.

Fremont High School was opened in 1924, as a result of overcrowding in the other high schools at that time. Today, the community is a densely populated area and primarily residential. However, some businesses and light/heavy industry are interspersed throughout the area. An overwhelming majority of the students come from families receiving various forms of public assistance. Since the 1994-1995 school year, over 90% of our students are eligible for the Federal Lunch Program; although, no more than 78% participate annually.

The community socioeconomic conditions range from lower to middle-lower levels. Based on the California Department of Education 1999 Academic Performance Index (API) School Report, the 81% student responses indicated that: 68% of their parents are high school non-graduates; 20% are high school graduates; 6% had some college; 4% are college graduates and 1% have some graduate school experiences. The average parent education level is less than high school graduate. An overwhelming majority of our students come from families receiving various forms of public assistance; however, as few as 70% have participated in the Free or Reduced Price Lunch program.

In 1994, Fremont High School became a multi-track, year-round school, adopting a Concept 6 calendar. Concept 6 school programs are organized into segments of instruction called mesters. Each track has 163 days of instruction. To compensate for the

loss in instructional days in the year, the day is extended by 39 minutes. In addition, in 1994, Fremont reconfigured to include ninth grade students from feeder middle schools, and forty teachers were added to the staff.

**\* Student Profile \***

The student population has increased steadily, exceeding the district and cluster trends. While the school has experienced some decline in growth over the past three years, the 1999-2000 students' enrollment has increased by nearly 400 students over the previous year.

During the past fifteen years, the Fremont community has transitioned from predominantly African American to predominantly Hispanic. Over the past nine years, Latino students have constituted more than 80% of the student population, consistently increasing annually. The African American students constitute the balance, fewer than 20%, with a continued decline. Other ethnicities have limited representation at Fremont and are on the decline. Within the Fremont Cluster, over 78% are Latino, 71% are African American, and less than 1% represent other racial groups (American Indians, Asian, Filipino, Pacific Islander and Caucasian). The district ethnic enrollment is as follows: 7.4% of students represent various racial groups (American Indians 0.3%, Asian 4.8%, Filipino 1.9%, Pacific Islander 0.4%, 14.4% African American, 66.6% Hispanic, and over 11.6% Caucasian. While most of our students are local residents from this community, to add to the diversity, we also receive students in the Fremont Mathematics/Science and Technology Magnet who are drawn from across the district.

The student population in the Fremont Mathematics/Science and Technology Magnet program has transitioned from predominately African American to Hispanic. The pattern of enrollment is consistent with that of the regular school. Latino students constituted more than 90% of the enrollment with the remaining 10% African American.

Gender representation among our students is equitable and has been for the past four years. In 1996-1997 there were 2,522 males and 1,918 females; in 1997-1998, 2,026 males and 1,980 females; 1998-1999, 1,948 males and 1,940; and 1999-2000, 2,789 males and 2,119 females. The slight margin of males enrolled over females is a cluster and district trend.

The large Latino student population at Fremont High School, as well as cluster and district-wide is primarily composed of immigrants who are limited-English proficient. The LEP/Bilingual program at Fremont High School serves over 48% of our student population 4,040. Within the cluster, 24,000, 80% have been designated LEP.

The student population at Fremont includes a variety of academically, culturally, and physically diverse students. There are two special needs populations at Fremont High School: special education and gifted. Over the past three years both populations have increased not only at Fremont but also Cluster and District-wide. There are three strands within the Special Education program at Fremont High School: Orthopedically Handicapped (OH) Learning Disabled (LD) and Educationally Retarded (ER). Since the 1996-1997 school year, the special education programs enrollment has grown to 345 students. Special day classes have increased from 152 to 204 including 17 educable retarded; 31 orthopedically handicapped, and 156 specific learning-disabled classes.

In addition, 141 students participate in the Resource Specialist Program. To the extent possible, all special education students are mainstreamed. In the Gifted and Talented program, there are 190 students identified. The Magnet school has an enrollment of 30 students, one African American and twenty-nine Hispanics. The remainder of the enrollment numbers in the regular school consist of nine African Americans and one hundred fifty-one Hispanics.

Norm Day enrollment figures fluctuate continually. Student enrollment in the ninth grade has been greater than 1,500 students. By the tenth grade, that student population has decreased to less than 500 students. Fewer than 500 of those students remain enrolled for the eleventh grade, and it is projected that less than 600 will be enrolled from that group by their twelfth grade year. However, because many students are enrolled in ESL classes, or they do not complete the number of credits needed to advance to the next grade level, many students continue to be classified in a lower grade level.

Student transience has an additional impact on the instructional program at Fremont High School. Each year, over 200 students transfer out of Fremont, going to other schools within the district; an additional 50 students check-out of Fremont to other cities or states. Student transience continues to be a problem here as elsewhere in the district; however, transiency among students enrolled in the Fremont Mathematics/Science and Technology Magnet is relatively low.

**WASC 27957**



At the same time, over 450 students enroll in Fremont after Norm Day. Our ADA (Average Daily Attendance) rate is currently 83.21% that shows a slight increase over the 1997-1998 school year.

The goal of our school has been to continue improving attendance through a variety of programs which includes: increasing the PSA Counselor position from one to one year-round and a half position (1 1/2); telephoning parents/guardians regarding student's absences, individual staff calling parents/guardians by third day of absence, counseling for students; incentives for good attendance and perfect attendance. With the diligence of the Drop-out Prevention Coordinator, teachers, counselors, deans, administrator, attendance office staff and support staff, efforts are beginning to pay off. Special recognition has been given to Fremont for its improvement in this area.

In areas of student dropout rates, Fremont's statistics, again, reflect the common difficulties faced all over the school district. However, there has been a gradual improvement in the overall dropout figures. The 1999-2000 ninth grade class represents our largest group of students at 1705. This represents more than twice the size of the present twelfth grade class of 598 students. This attrition is due largely to district transfers, geographic moves (including those out of the country, a common occurrence at Fremont), and demotions; discontinuation of schooling occurs at all levels. Many students leave to work because of economic conditions. The largest drop seems to occur between the tenth and eleventh grade years, with nearly 64% of tenth graders who began at Fremont in the fall of 1998 not in attendance at the beginning of the eleventh grade year in 1999.

Student discipline is addressed in a comprehensive manner by Fremont staff. There are three deans; however, one position is open; nine counselors and one administrator who are directly involved with student discipline. While the number of suspensions is very high, expulsion recommendations are low. The Fremont staff works with students to find alternate placements if the regular school setting is not suitable for them. During the past three years, an average of 412 students have been suspended. Each year, the average number of student days of suspension has been over 500. Over the past three years, expulsions have been recommended. A total of 12 Opportunity Transfers were processed at Fremont High School in the past year. Discipline proceedings primarily involve ninth and tenth grade students. It should also be noted that the overwhelming majority of disciplinary matters involved male students; the ratio remains almost 3-to-1.

**WASC 27958**

## **ATTENDANCE PATTERNS**

Since 1994-1995, Fremont has used the Concept 6 year-round schedule, which mandates a longer than average school day. Students are expected to arrive at school no later than 7:40 a.m., which is the beginning of period one. The day, inclusive of nutrition and lunch periods, does not end until 3:20 p.m. Students spend sixty minutes in each class period except for period two. In 1995-1996, separate homeroom period of eleven minutes was discontinued. Period two was extended by 19 minutes and designated as Record Room.

Attendance issues vary with each track. The "A" track schedule resembles a traditional calendar school. "C" track has had the highest level of attendance, ranging from a low of 79.59% to a high of 88.32% average daily attendance (ADA) during the past three years. Tracks "A" and "B" have a lower ADA than "C" track. ADA range from a low of 65.64% for "A" track and 68.94% for "B" track, to a high of 87.58% for "A" and 86.02% for "C" tracks.

Enrollment for each track tends to decline after the first months of the school year. Of the number of absent students, the absences that are apportioned run from 94.28% to a low of 68.79%. In the 1998-1999 school year the average enrollment figures were as follows: "A" track 1,397, "B" track 1,445 and "C" track, 1,212. The Magnet enrollment figured 170 students.

Attendance for the Mathematics/Science and Technology Magnet is tallied separately; this program reports higher daily attendance figures than the regular school. The Magnet school follows the "C" track schedule. There are 153 students enrolled in the magnet program with the lowest enrollment dropping 6% over the past three years. The Magnet School's lowest monthly attendance is still 85% and its highest at 93%. Its percentage of apportioned absences consistently exceeds that of the regular school with 97%.

## **SCHOOL SURVEYS/INTERVIEWS**

The results of annual Stakeholders Opinion Surveys are used to confirm and validate major strengths in the school program, identify growth areas, and direct reform efforts on the part of the School Site Council, the staff, and the administration. In the spring of 1999, as a part of the WASC process, Fremont conducted three surveys: student, parents, and staff. In the student survey, students indicated that the orientation they received at the beginning of their high school career helped them to become familiar with the campus, the staff and the course offerings. While most students surveyed knew the discipline policy of the school and found it to be fair, many felt that sensitivity to issues of racial and ethnic fairness is not demonstrated by students, teachers, and administrators at Fremont. Great satisfaction was expressed regarding the extent to which the

administration includes students in making decisions about matters that directly affect students. The students strongly disagreed that a variety of teaching and learning activities is provided for students to help them learn. Many students feel that teachers are not willing to give students individual help outside of class time. For the most part, students are able to participate in the student activities of their choice. The Teacher Opinion Survey revealed that teachers feel that Fremont is doing a good job in all areas of instruction; however, the availability of teaching materials and supplies are not adequate to support good teaching. The school facilities are not adequate to support the instructional program. Teachers feel that students are not motivated to do their best work and parents involvement could help in this area. At the time of the survey, an alarming number of teachers felt that the principal was not fair and open with teachers.

A large number of students agreed that their classroom assignments were interesting and challenging and that the instructional materials used in the classroom helped in their understanding of the course. They also felt that they were receiving constructive criticism of their work and that the grading system was fair. When asked to rate their classes the students rated most subjects above average. They also agreed that they had the opportunity to use a variety of skills. Most students surveyed felt that the school was doing a good job in preparing them to take their place in the real world, whether that will be work or college.

The small number of Parent Opinion Surveys returned by parents did not provide a representative sampling based on student population. A follow-up review of the survey with the parents during a Compensatory Education Advisory Committee Meeting revealed that parents felt that their students received support in planning their high school education. There is a great concern about every child having a textbook in all subject areas. Parents felt that they were able to work with the school staff and together they could assist their children with their education.

In addition to the first survey of parents and interviews of questions during the CEAC Meeting, a second survey revealed that preparation for college best describes the focus of their children's high school career; most students' average grades was "C" or better, 40% with grade average of "B"; their career choices range from high skilled, computer technology, to military. The sample survey reflected opinions of 78% Hispanic, 18% African American and 4% American Indian. Overall, the parents seemed satisfied that the school has a positive role in their children's life, and that it is a pleasant place to be.

WASC 27960

## STUDENT PERFORMANCE DATA

Based on percentile scores for the Stanford 9 and Aprenda, Fremont students scored 16 in reading ability and 23 in mathematics. There is great disparity between the performance of English Language Learner and English Only speaking students. For the past two years, the school has scored consistently low after having a reasonable amount of progress made spring 1998 scores.

An analysis of the 1998-1999 Stanford 9 Test data as reported by the California Department of Education revealed: Fremont High School, Magnet school scores included, ranks in the lowest deciles on a scale of 1 to 10, ten being highest statewide as well as among similar schools. The 1999 Academic Performance Index (API) for grades 9-11 is based on scores of 2852 students who were in the district the prior year.

Eighty-five per cent of the students were tested. For Reading, 1632 - 65.28% of students scored in lowest Performance Band 1 while 16 - less than 1%- scored in the highest Performance Band 5; Mathematics, 1160-42.79% in Performance Band 1 while 35 - 1.29% scored in Performance Band 5; Language, 1366 - 51.78% scored in Performance Band 1 while 37 - 1.40% scores in Performance Band 5; Science, 1182 - 45.80% scored in Performance Band 1 while 34 - 1.32% scored Performance Band 5; and Social Science, 1192 - 46.47% scored in Performance Band 1 while 54 - 2.11% scored in Performance Band 5.

Among the subgroups for Grades 9-11, more than 50% of the African Americans not Hispanic students scored in Performance Band 1 in all content areas. There were no students scoring in the Performance Band 5 in Reading or Science and fewer that 1.5% in Mathematics, Language, and Social Science. For Hispanics or Latinos, 64.3% scored in Performance Band 1 in Reading, 50% or fewer scored in Performance Band 1 in all other content areas. While 0.7% scored in Performance Band 5 in Reading, at least 1% Scores in Performance Band 5 in all other content areas. Consistent with data analysis, the Socio-economically Disadvantaged revealed that Reading represents the largest percentage of students in Performance Band 1 at 64.2% and the smallest per cent in Performance Band 5 at 0.7%.

Report card data from the 1998-1999 school year reflects that student academic achievement is improving. The fall 1999 grade survey indicated that most students earn a "C" or better in the core academic classes: English 292. Mathematics 1835, Social Studies 2190, and Science 1902. A record number of 8,848 "C" or better marks were earned while 7,616 marks were below "C".

WASC 27961

## **STUDENT INSTRUCTION**

Fremont High School students have access to a wide variety of course offerings in each subject area. There is the core curriculum of english, mathematics, science, and social studies with electives offered in each discipline. Additionally, Fremont offers electives in visual and performing arts, business and computer education, health, physical education, industrial art and JROTC.

College/SAT preparatory classes, Cultural Awareness, Speech and ECP I/II are available for all ninth grade students. Special classes are offered in reading for ninth grade students who scored between 10 – 25 percentile on the 1998 Stanford 9 test. Competency test classes are also available in reading (SHARP), writing (WRITE SR.), and mathematics (TOPICS) through the tutorial program and on Saturday. Sample Making/Sewing, Cosmetology and Computer Applications are offered as an extension of the Regional Occupational Center Program.

There are many instructional programs at Fremont to meet students' needs and interests. The Mathematics/Science and Technology Magnet offers students a rigorous course of study with an emphasis in Mathematics and Science. There are interdisciplinary Humanitas programs on all tracks. The Academy of Travel and Tourism Program and the Perkins Vocational/Academic Program integrate real work experience in the classroom. Students on all tracks are able to participate in an Advanced Placement curricula that includes Government, Physics, Calculus, Spanish Language, Spanish Literature, Biology, English, and Chemistry. The number of students taking advantage of this opportunity increased from 247 students to 611 students. Each programs with its own identity includes:

**Academy of Travel and Tourism (Track A)** - The Academy of Travel and Tourism prepares students for careers in the travel industry and teaches general workplace skills.

**Communications Cluster (for LEP students only) Track A/B/C)** - The Communications Cluster focuses on how to express oneself more effectively and comfortably.

**Honors Program (Track A/B/C)** - The Honors Program provides a rigorous college preparatory curriculum that focuses on preparation for advanced placement courses and a competitive 4-year college.

**Humanitas Program (Track A/B/C)** - The Humanitas Program is an enriched interdisciplinary program that teaches students to think and write critically.

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**Integrated Science Cluster (Track A/B/C)** – The Integrated Science Cluster focuses on life, earth space and physical sciences. Labs and hands-on activities will occur frequently.

**Math/Science and Technology (Track C)** – The Math/Science Magnet Program emphasizes math and science, which helps students develop the skills necessary for functioning in the twenty-first century.

**Performing Arts Academy (Track A/B/C)** – The Performing Arts Academy focuses on careers in the entertainment and/or performing arts industries.

**Perkins Program (Track B/C)** – The Perkins Program is a vocational/academic program designed to improve academic skills while giving the student opportunity to major in a vocational area.

**Reading for All (Track A/B/C)** – A reading intervention program for identified grade nine students.

### **STUDENT INTENTIONS AFTER GRADUATION**

Based on the exit surveys, students overwhelmingly report post-secondary plans. In 1997-1998, more than one half of the students would be attending college with 25.3% attending a 2-year college and 36.1 going directly to a 4-year college. Over 25% indicated that they would be going directly to work, and 25% were undecided. More than 14% of the students would be attending a trade/technical school, military, or homemaker.

### **STAFF**

There are 204 teachers, and 85 classified employees on the staff at Fremont High School. It is a culturally diverse faculty. Ethnic distribution of the faculty is 36 Latinos, 41 African Americans, and 93 non-Hispanic white and 5 Others. A large majority of teachers have fewer than 5 years experience. Degree distribution among the faculty is 97 holding a Bachelor's degree, 54 holding a Master's degree, 11 with a Doctorate, and 43 emergency credentialed. Beginning with spring semester 1999, many of the unfilled positions were filled. The English department was most needed with 13 positions; mathematics 7 positions; science 6 positions; special education 6 positions; social science 5; foreign language 4; health 1 and art 1. The analysis of positions by track revealed that track B was most impacted with 18 positions, track C with 16, and track A with 11.

The Title I Program provides a coordinator, two resource teachers, 1 PSA counselor, 1 psychiatric social worker, 0.3 psychologist, 6 teacher assistants, 2 community representative, 6 educational aides II, 1 educational resource aide, 1 office assistant, and 1 bilingual clerk. The Bilingual Program provides a coordinator, 1 resource teacher, 0.3 PSA counselor, 0.3 Psychiatric social worker, 2 educational aides II, 1 community representatives.

Fremont High School operates as a School Based Coordinated Program and participates in the SB1882 California Professional Development Program. Using these funds in addition to the Rodriguez and Title I funds, over 75% of the teachers and staff have attended professional development programs off campus, and all staff have attended classes on campus. Professional development has included conferences in subject fields, technology training, curriculum assessment, grant writing, cultural diversity, portfolios, ESL, journalism, reading styles, and the California Literature Project.

#### **SCHOOL FINANCIAL SUPPORT**

The two largest categorical funds are the Compensatory Education Program and Bilingual Education Programs. The Compensatory Education Program budget includes funds from Title I and State Compensatory measuring nearly \$1,000,000.00 per year. In addition to supplemental staff members, the funds provide supplemental instructional materials, including photocopying services, staff and parent training, peer tutors and tutoring through intervention programs i.e. extended day instruction and some Saturday classes in reading and mathematics. The Bilingual Education Program is approximately \$500,000.00 per year. In addition to supplemental staff members, the funds provide supplemental instructional materials for English Language Learners and photocopying services.

Until 1998-1999, Fremont had benefited from partnerships with Pacific Bell, and grant programs through Columbia Charitable Foundation, Salick Health Care Foundation, the Los Angeles Metropolitan Employer Advisory Council to the Employment Development Department, Golden State Minority Foundation and the Anti-Defamation League. Pacific Bell provided volunteers who assisted in individual classrooms. Columbia Charitable Foundation provided grants that helped students to go to college. Salick Health Care Foundation was involved with helping students train for careers in medicine. They provided work experience and financial assistance for post-secondary education. The Los Angeles Metropolitan Employer Advisory Council to the Employment Development Department had adopted Fremont High School. They provided funds for college scholarships and discretionary funds for the school. The Anti Defamation League grant provided teacher, student, and parent/community training in hate crime prevention and

diversity. Instructional assistance was offered through the Anti Defamation League  
World of Difference Curriculum

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**SCHOOL/COMMUNITY PROFILE**  
(PLEASE NOTE: Data inclusive of December 1999)

**STUDENT INDICATORS**

Population

Indicators	1996-1997		1997-1998		1998-1999		1999-2000	
	Regular	Magnet	Regular	Magnet	Regular	Magnet	Regular	Magnet
<b>Total Enrollment</b>	4440	162	4006	174	3918	164	4397	153
<b>Grade 9</b>	1763		1686		1580		1705	
<b>Grade 10</b>	1299		1113		1073		1275	
<b>Grade 11</b>	778		649		725		819	
<b>Grade 12</b>	600		558		540		598	
<b>Male</b>	2522	58	2026	69	1978	59	2789	66
<b>Female</b>	1918	104	1980	105	1970	105	2119	92
<b>Hispanic</b>	3409	140	3472	156	3442	152	3895	150
<b>African-American</b>	506	22	532	18	472	12	497	8
<b>English Language Learners</b>			2107		2217	0	2014	0
<b>Migrant</b>	NO		18		17		15	
<b>Others</b>	525		2		4	0	5	0

**DROPOUT**

An average of (14) students dropout each month at Fremont High School.

Indicator	1996-1997	1997-1998	1998-1999	1999-2000
Fremont HS	11.81	11.83	17.81	
Cluster	11.81	11.83	17.81	
District Rate	13.93	7.84	11.69	

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SCHOLASTIC ASSESSMENT TEST - SAT

Indicator	1996-1997	1997-1998	1998-1999
Enrollment	550	514	497
# Taking SAT	191	206	207
% Taking SAT	34%	40%	41%
Verbal	334	340	334
Math	360	363	352

DISCIPLINE

Indicator	1996-1997		1997-1998		1998-1999		1999-2000	
	Male	Females	Male	Females	Male	Females	Male	Females
Suspensions								
Expulsions								
Recommended								
Opportunity Transfers	1				69	45	N/A	N/A

ATTENDANCE

Actual Attendance represents the percentage of students who actually attend school daily. Apportionment absences are those for which we are entitled to collect ADA (Average Daily Attendance) funds: illness, family funeral, and court appointment. Data 1999-2000

Indicators	Track A	Track B	Track C
Actual attendance	87.58	86.02	88.32
Apportionment	94.28	93.26	94.22

STUDENT PERFORMANCE

Performance	1997-1998	1998-1999	1999-2000
<b>SAT Total</b>	703	430	
Mathematics	363	460	470
Verbal	340	410	390
<b>ACT Composites</b>	14.6	21.4	16
English		15	13
Mathematics		16	18
Reading		16.5	17
Science		16.5	17
<b>Stanford 9</b>	17	18	
Reading		66.92	
Mathematics		84.78	
Language		79.92	

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Student Performance (Cont'd)			
Science		82.34	
Social Studies		85.14	
			<b>1999 API</b>
			<b>399</b>

**POST-SECONDARY EDUCATION (540 total Seniors)**

Post-Secondary Intentions	1998-1999	1999-2000
<b>2-Year College</b>	45%	43%
Percentage		
<b>4-Year College</b>		
Percentage	21%	20%
<b>Trade/Technical School</b>		
Percentage		18%
<b>Job</b>		
Percentage		28%
<b>Undecided</b>		
<b>Military</b>		1%

A variety of special programs are offered to meet students' needs.

A variety of special programs are offered to meet students' needs: (Cont'd)

Programs	1996-1997	1997-1998	1998-1999	1999-2000
<b>Special Education</b>				
OH (Orthopedic ally Handicapped)-SDC (Special Day Class)		20	21	31
LD (Learning Disables)-RSP (Resource Specialist Program)		84	176	141
ER (Educationally Retarded)-SDC (Special Day Classes)		10	10	17
LD (Learning		132	149	156

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Programs	1996-1997	1997-1998	1998-1999	1999-2000
Disabled)- SDC (Special Day Class)				
GATE				170

INSTRUCTIONAL STAFF: Teachers

Indicators	1996-1997	1997-1998	1998-1999	1999-2000
African American				45
Asian				6
Hispanic				47
Caucasian				99
American Indian				1

Indicators	1996-1997	1997-1998	1998-1999	1999-2000
Academic Training				
Bachelor's Degree			87	118
Master's Degree			50	52
Doctoral Degree			11	7
Unidentified			55	21

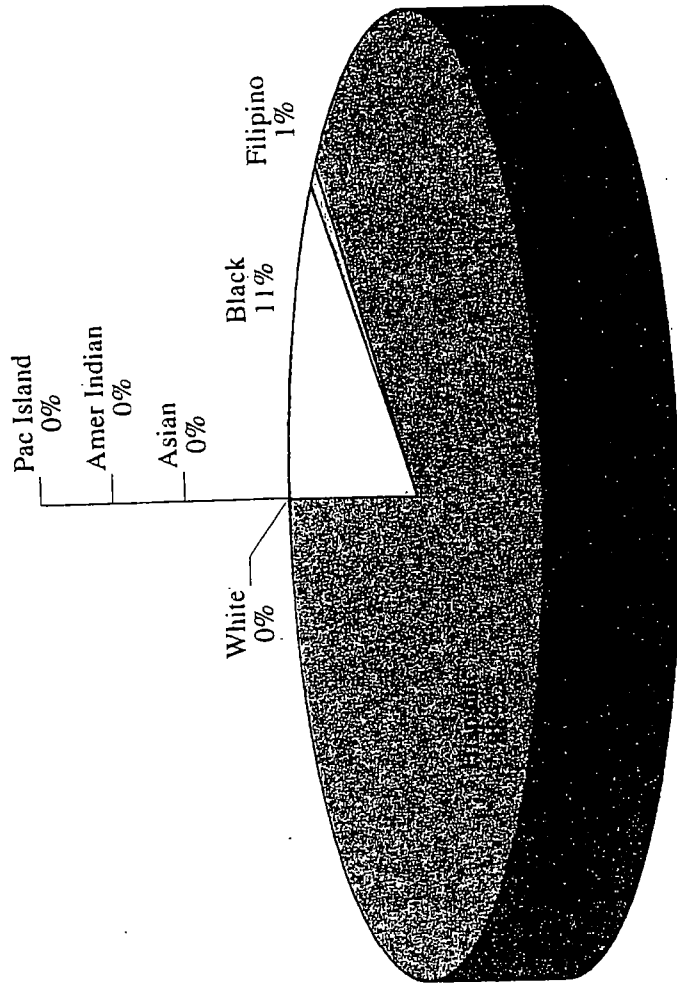
Los Angeles Academy of Travel and Tourism  
Population Summary 1999-2000

School	9th	10th	11th	12th	Total
Belmont	85	94	60	48	277
Fremont	49	28	24	26	127
Total	134	112	84	74	404

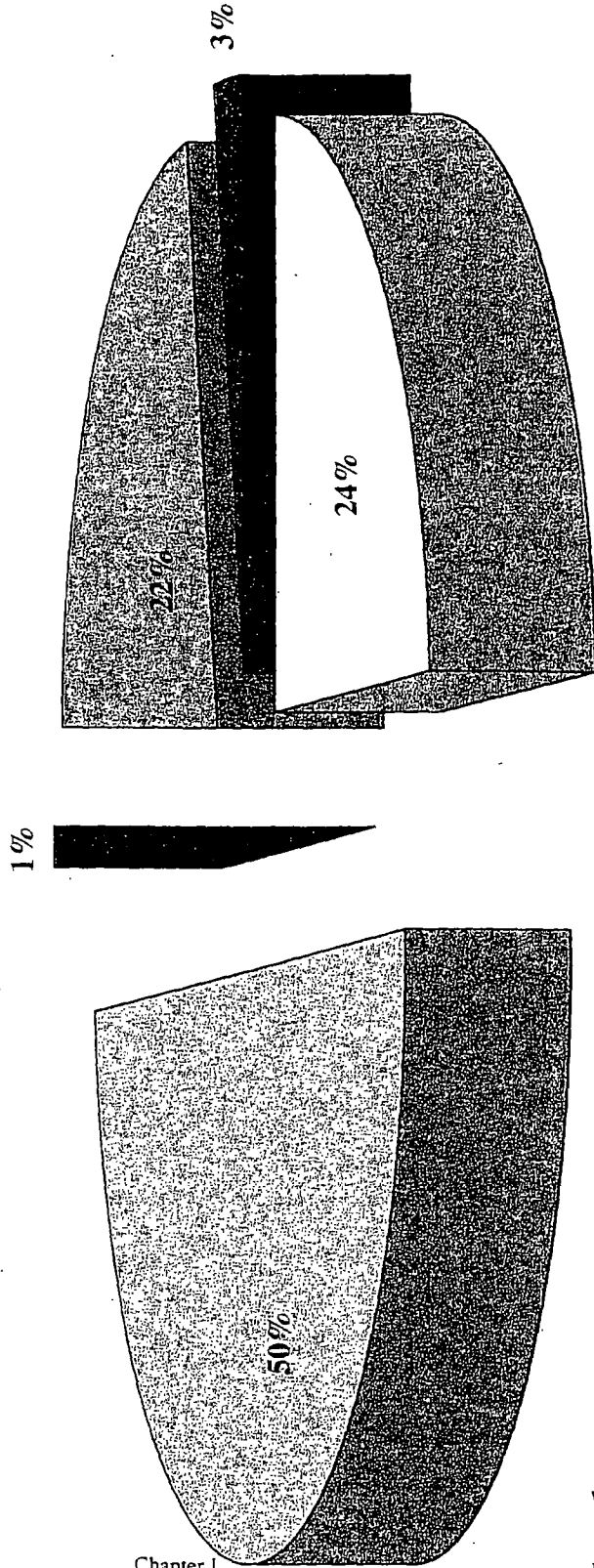
Academy Profile	Male	Female	Total	African- American	Hispanic	Asian Islander	Caucasian	Other
9th	71	63	134	17	107	10	0	0
10th	61	51	112	6	97	8	0	1
11th	45	39	84	4	77	2	0	1
12th	36	38	74	2	70	2	0	0
Total	213	191	404	29	351	22	0	2

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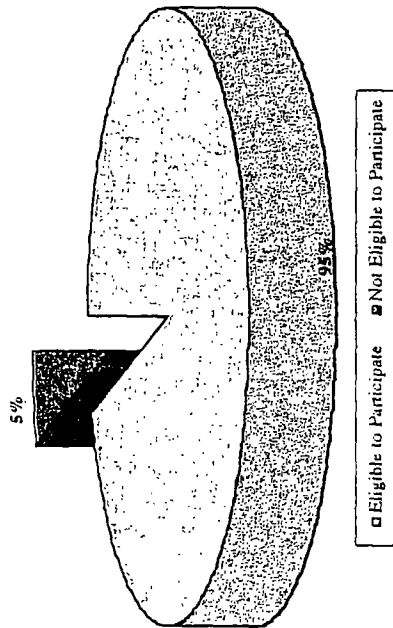
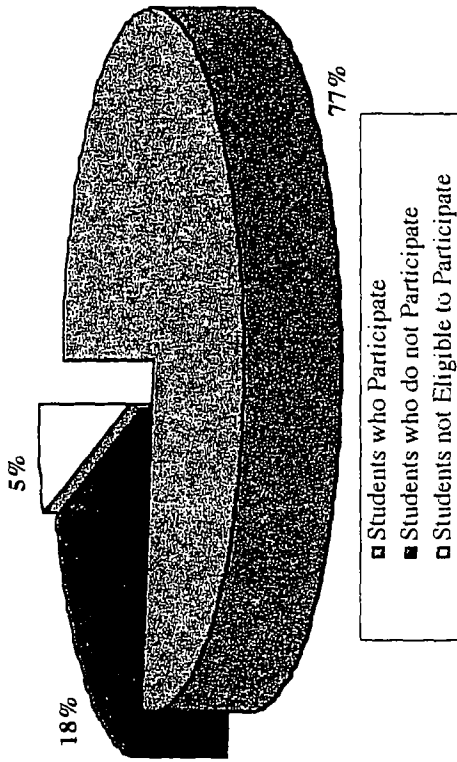
**Fremont High School**  
**Student Total Enrollment**  
**Racial-Ethnic Demographic**  
**Fall '99**



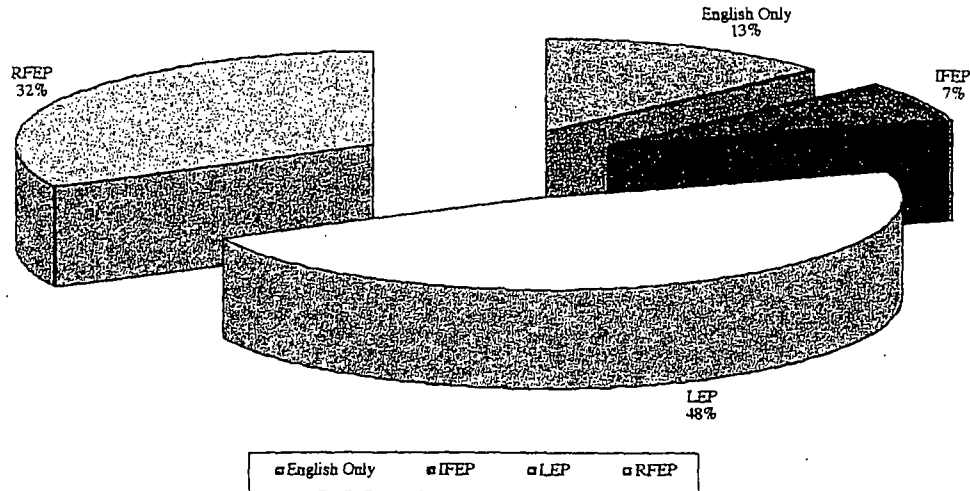
# Fremont High School Staff Ethnicity Demographics (Magnet included)



# Fremont High School Federal Program Eligibility



## 1998-1999 Language Classification Breakdown



**English Only-** The home language of the student is English. Both parents are fluent in English and it can be safely surmised that native language is not a barrier to the student's instruction.

**IFEP-(Initially Fluent English Proficient)-** The student was tested for English-Proiciency and the result was Functional or Proficient in English. It is safe to surmise that the student's native language poses no barrier to the student's English language instruction.

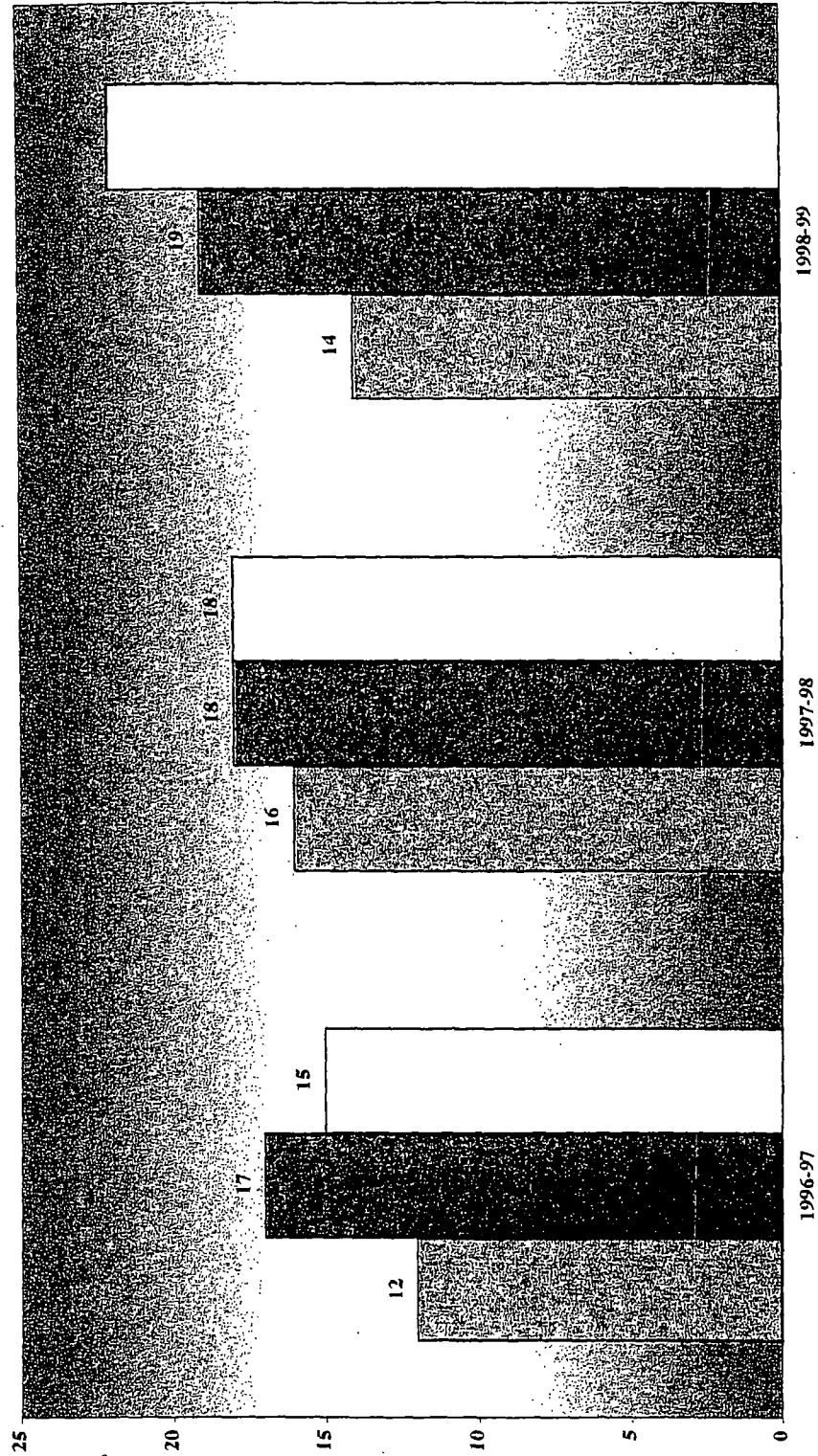
**LEP-** (Limited English Proficient)- The student was given an exam in English Proficiency and the test result was Non or Limited Fluency in English upon entry into the educational program and classified as an English Learner.

**RFEP-(Reclassified as English Proficient)-**The student, originally diagnosed as English Learner, was reclassified after taking an English Proficiency exam and obtaining a Proficiency or Functional result. The student now performs at a level of reading and writing proficiency deemed satisfactory to engage in academic work without the aid of primary language support.

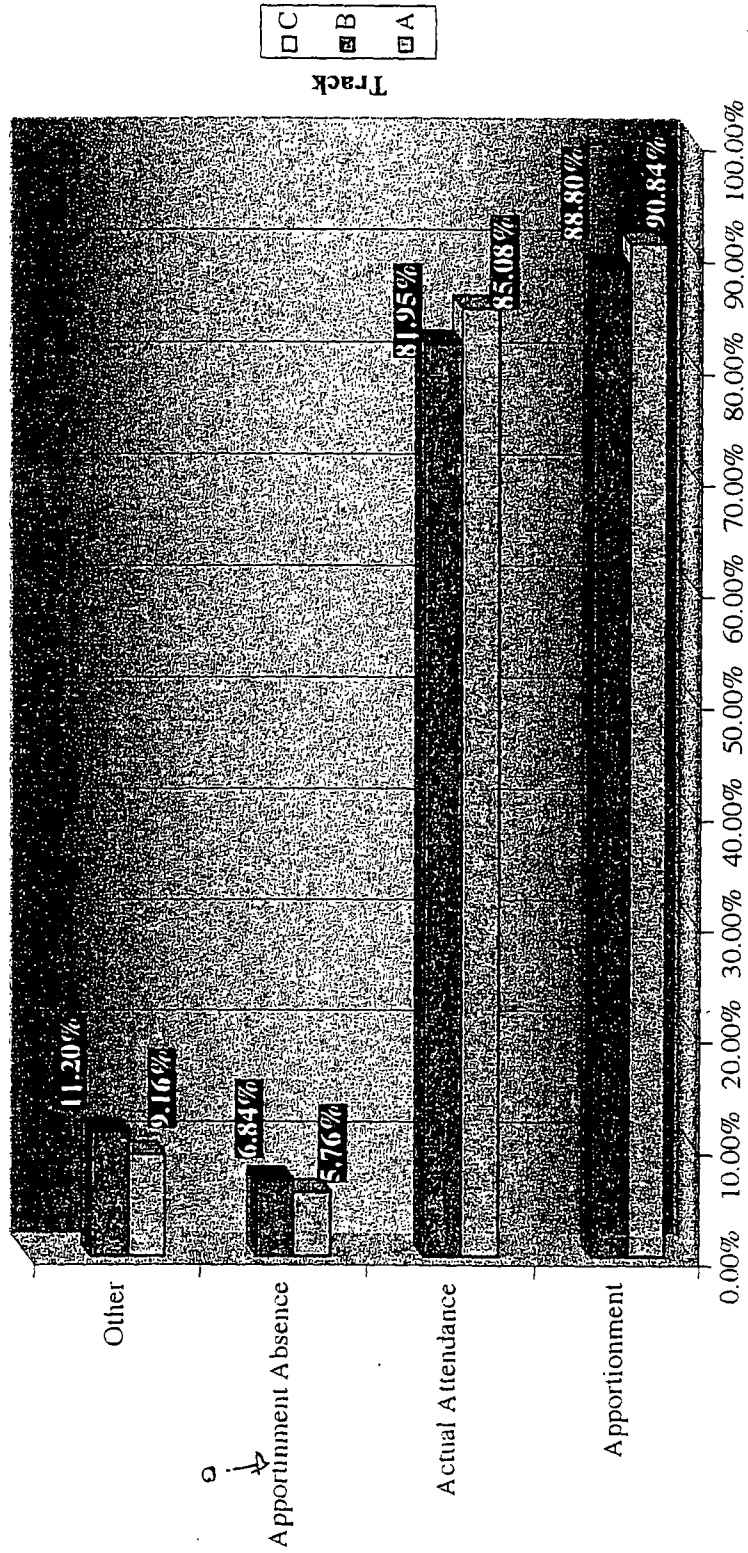


**Fremont High School**  
Teacher Bilingual Certification

Bilingual Certification    
  District A Fluency    
  ELD

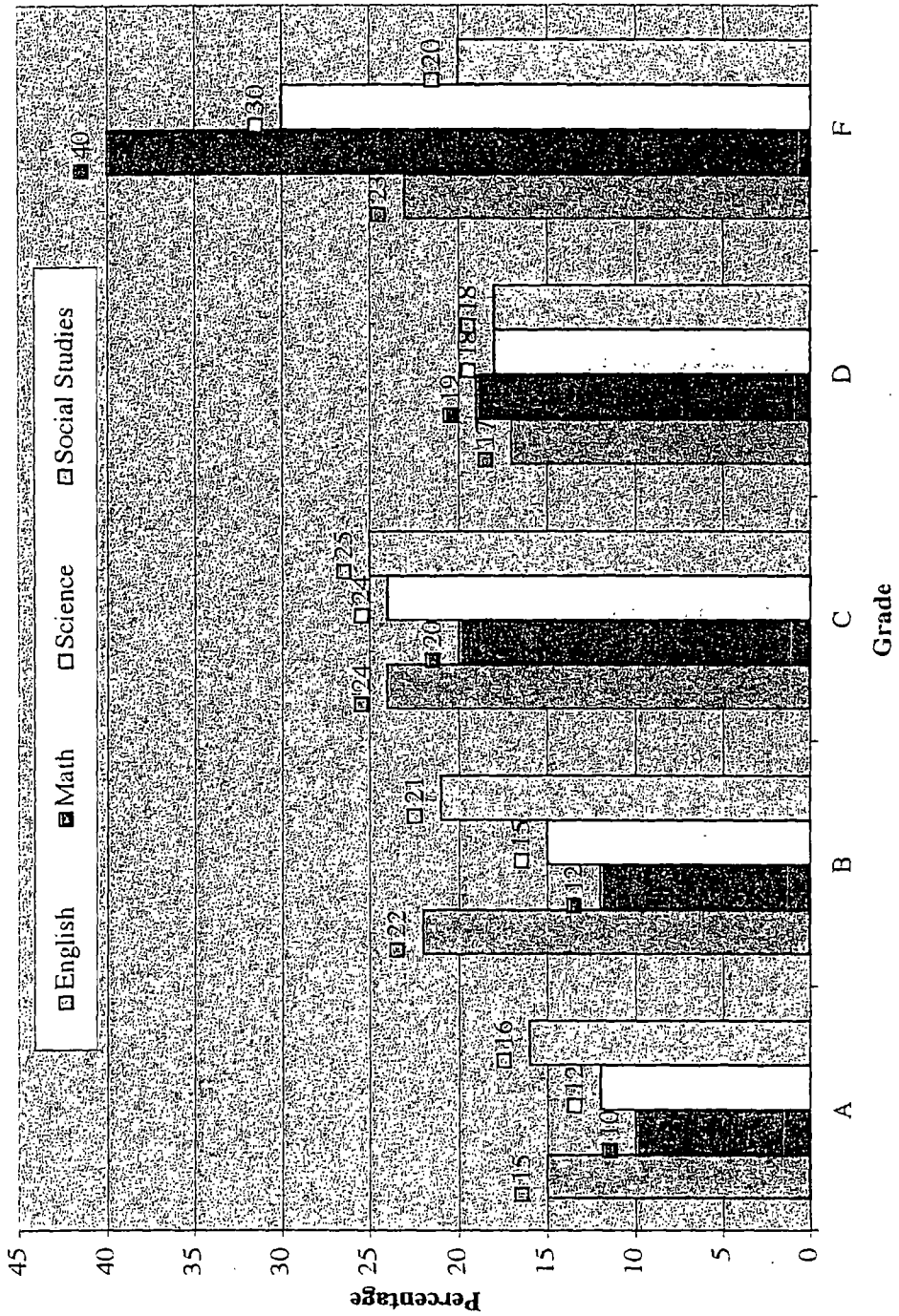


# Fremont High School Attendance

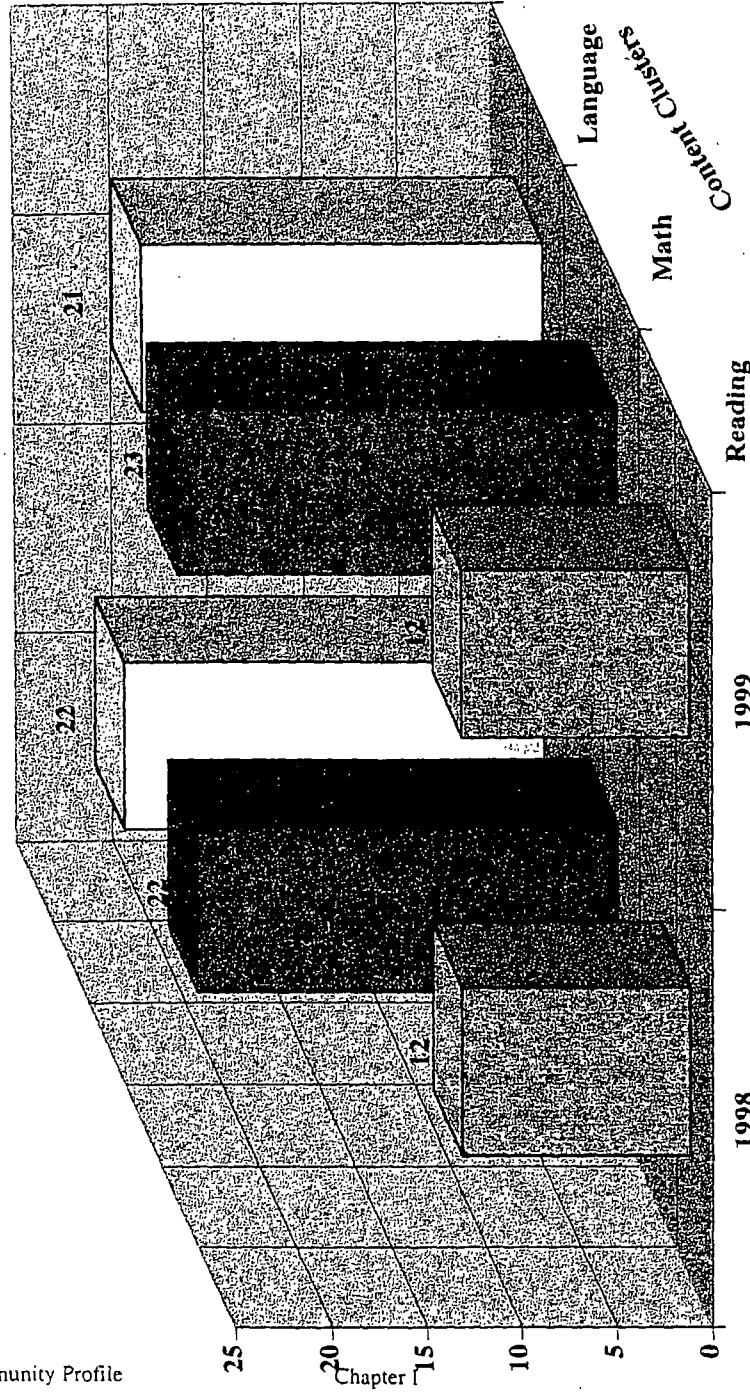


# Fremont High School

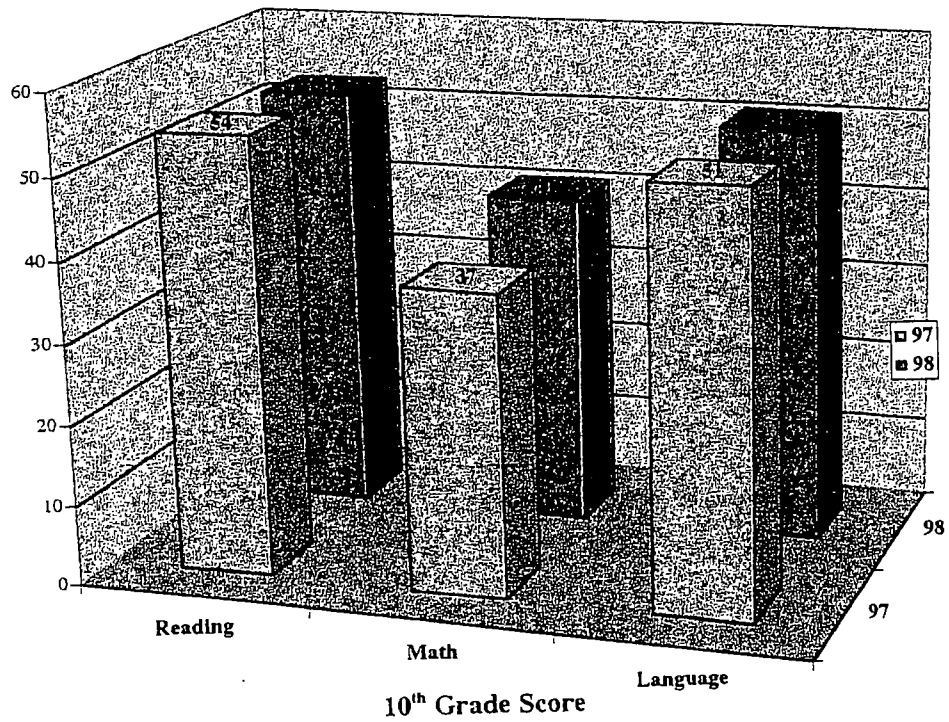
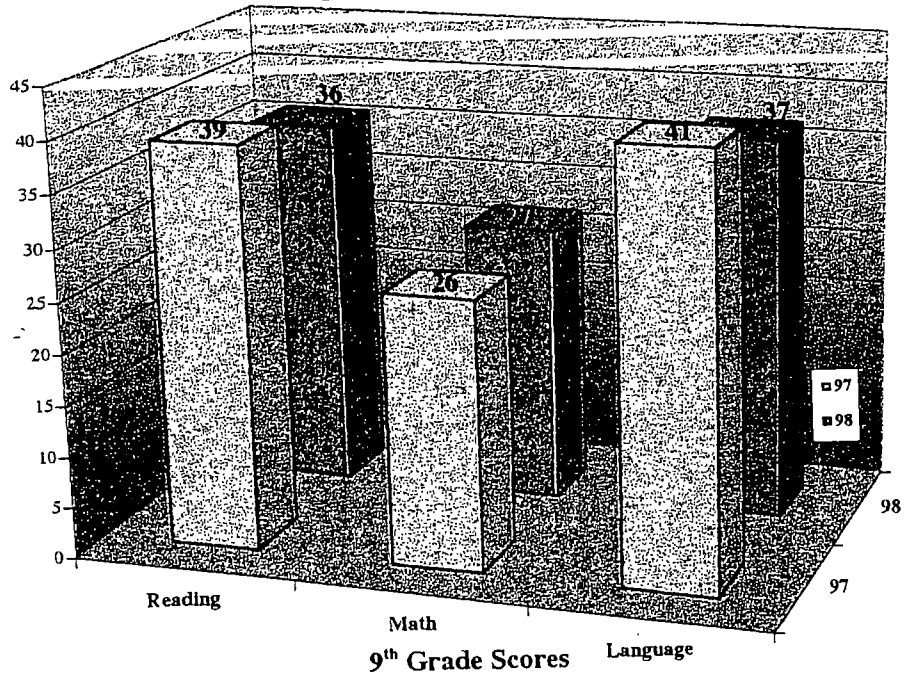
## Student Performance in Academic Subjects Spring 1999



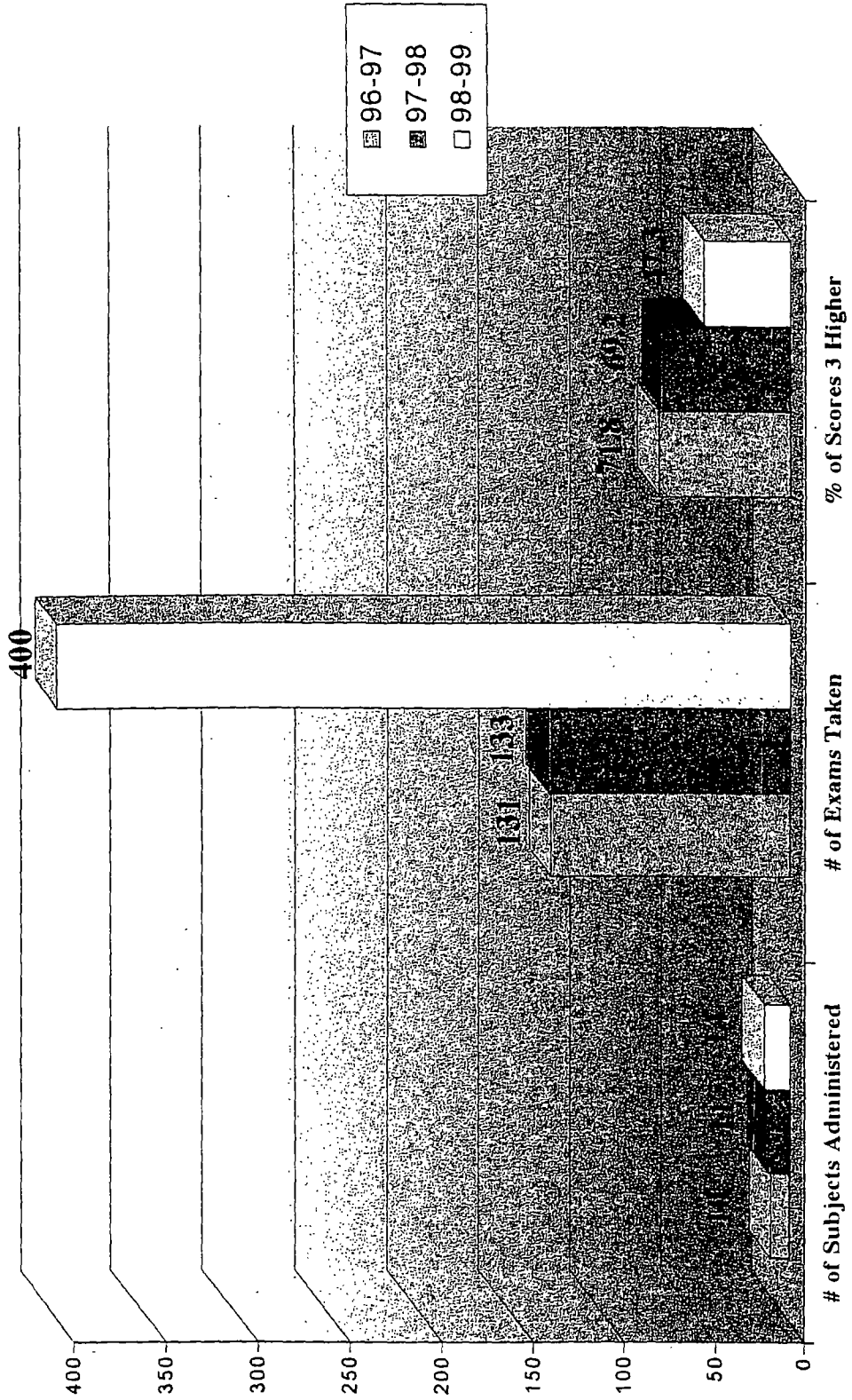
# Fremont High School Stanford 9



## Fremont High School Aprenda Test Results

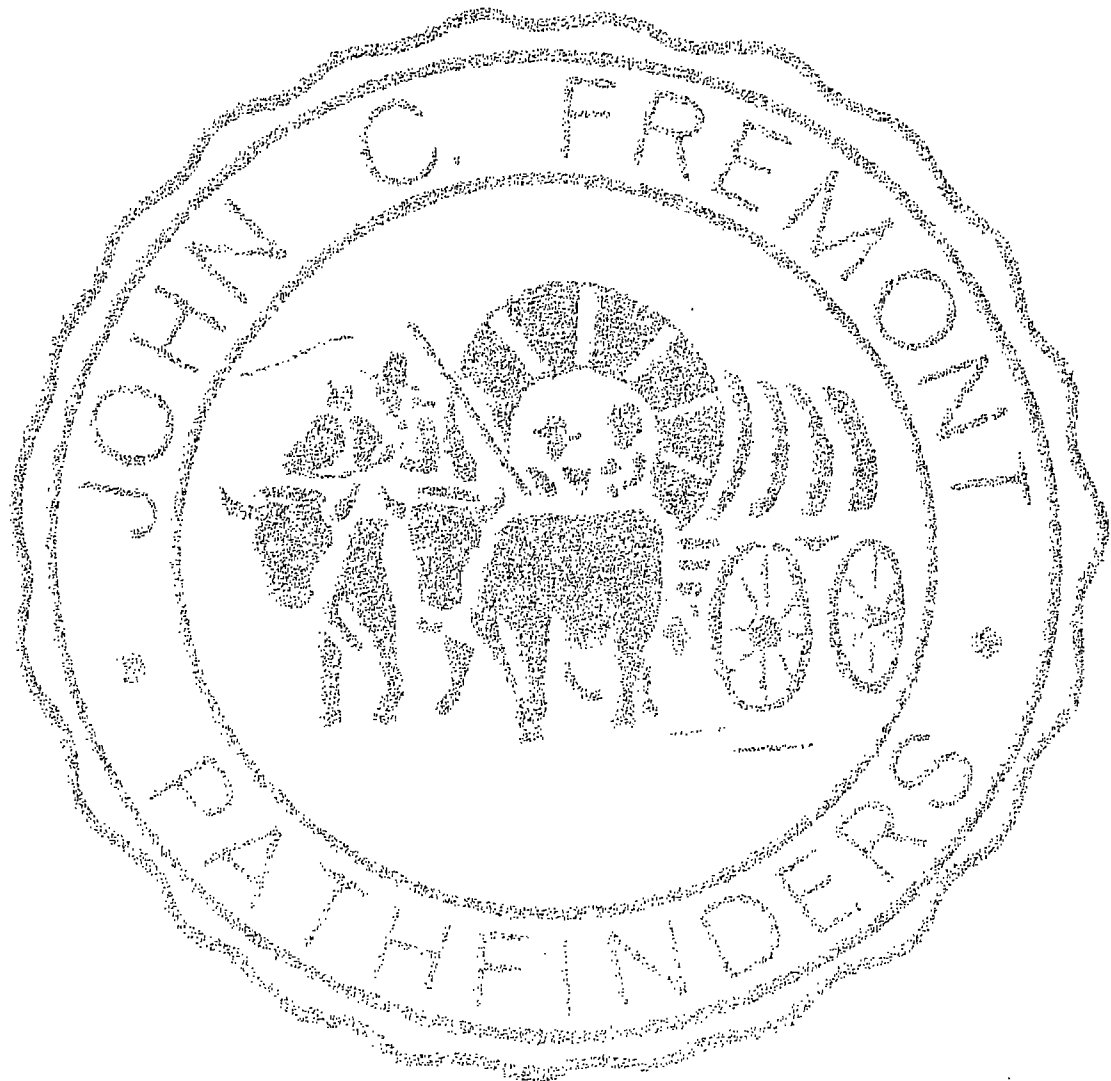


# FREMONT HIGH SCHOOL ADVANCED PLACEMENT EXAM





# Expected Schoolwide Learning Results



## Chapter II



# John C. Fremont High School

## Expected Schoolwide Learning Results

### Refinement Process

All stakeholders agreed to retain the school's mission statement in tact. This statement expresses the vision all stakeholders have for the students.

"The mission of Fremont High School is to effectively educate all students to become self-sufficient, life-long learners who are active, responsible citizens in a global society." On the other hand, everyone agreed that the ESLR's needed to be refined in order to give a clear description of what students should know and be able to do upon graduation. During the months of March through June, 1999 (depending on track), stakeholders in home groups and sub committees began the process of refining the ESLR's.

First, each department reviewed and aligned the old ESLR's with the language of the district's content standards. Second, departments carried the activity of refinement further to include the alignment of ESLR's to sample learning activities, and assessment. Finally, a sub committee synthesized the home and focus group recommendations into the new ESLR's.

The ESLR's were presented to teachers and staff during a staff development day in April, to parents at the Title I and Bilingual Councils, and to the Leadership Class. As a result of the input from these groups, other revisions continued until June, 1999. The ESLR's were also translated into Spanish and final acceptance by all stakeholders occurred in June, 1999.

In July, 1999, notebook copies of the ESLR's were distributed to students in record rooms. Laminated posters for each classroom and office soon followed. Many teachers began classroom discussions and held contests in order for students to learn the ESLR's and to recognize the connections among the ESLR's, content standards, learning activities, and assessment.

An ESLR is read during P.A. announcements regularly, and an ESLR is printed at the top of the *Daily Bulletin*. The Performing Arts choral reading group performed a unique choral reading of the ESLR's on the P.A. system over a three-day period. It is expected that Fremont students will become as familiar with the ESLR's and their significance as they are with the school motto.

WASC 27982

# John C. Fremont High School



## Expected Schoolwide Learning Results

Upon graduation from Fremont High School, students are expected to be:

### Effective Communicators who:

- Demonstrate proficiency: Listening, speaking, reading and writing in English for a variety of purposes.
- Apply critical thinking, problem solving and computational skills to academic and real life situations.

### Life-Long Learners who:

- Set goals, assess needs, and apply appropriate educational, professional and personal strategies to accomplish identified goals.
- Gather, interpret and convey information from a variety of sources for an intended purpose.
- Use technology appropriately as a tool to enhance learning and to perform complex tasks.

### Quality Producers who:

- Work cooperatively and demonstrate appropriate interpersonal and social skills.
- Create intellectual, artistic and physical products to represent meaningful concepts.
- Contribute time, energy and talent to improve the quality of life in the community and the nation.

# Preparatoría John C. Fremont



## Resultados Esperados del Aprendizaje Escolar

Para la graduación en la Preparatoría Fremont, se espera que los estudiantes:

### Comunicadores efectivos que:

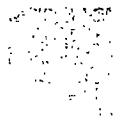
- Demuestren proficiencia al: escuchar, hablar, leer y escribir en inglés en todas las situaciones.
- Aplicar el pensamiento crítico, el resolver problemas y tener habilidades de computación en situaciones académicas y de la vida real.

### Deseos de aprender durante toda la vida que:

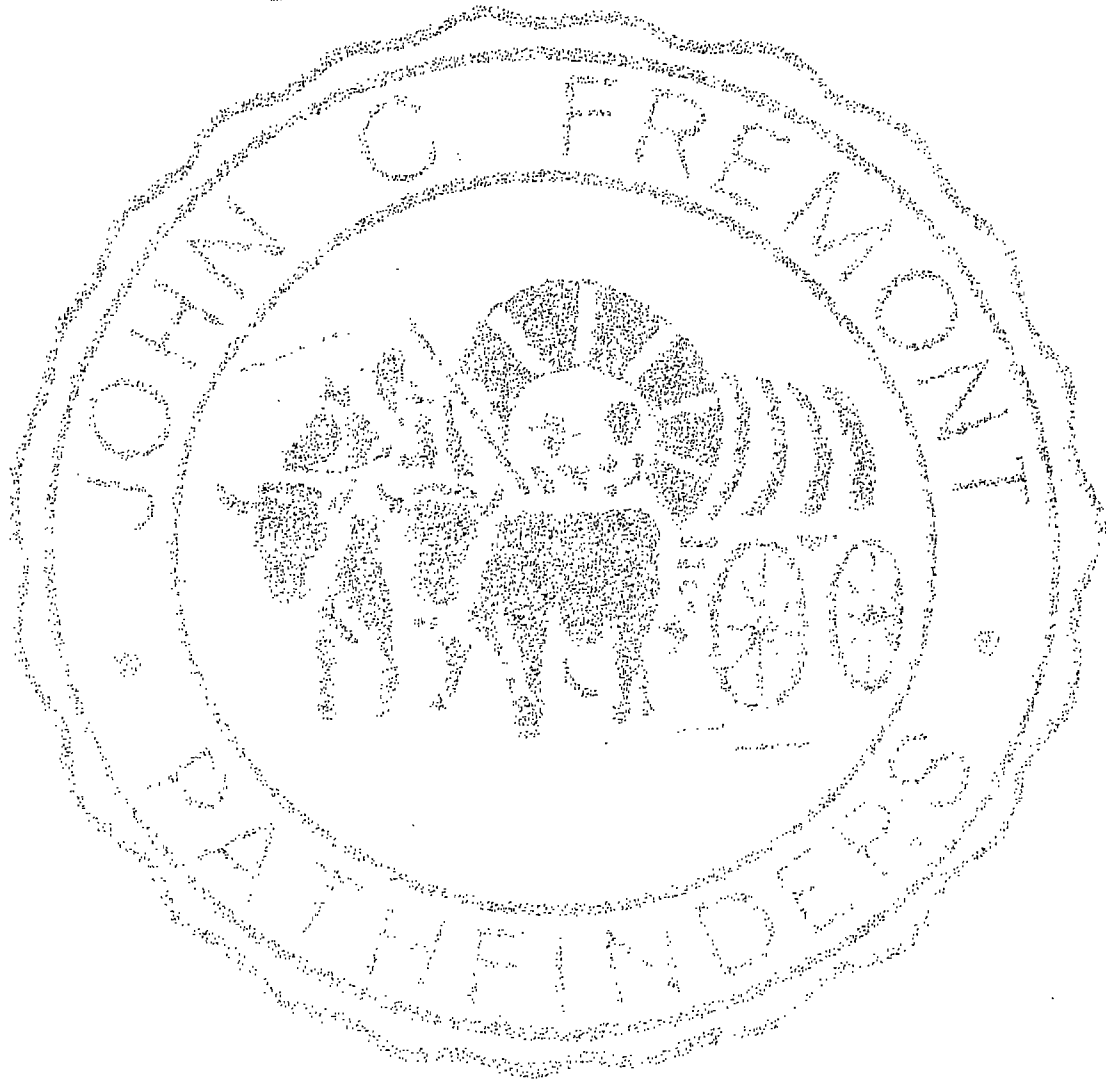
- Se pongan metas, evalúen las necesidades y apliquen las estrategias apropiadas educativas, profesionales y personales para lograr las metas identificadas.
- Reunir, interpretar y combinar información de diferentes fuentes para un propósito.
- Usa tecnología apropiadamente como una herramienta para agrandar el aprendizaje y llevar acabo tareas complejas.

### Productores de calidad que:

- Trabajan de forma cooperativa y demuestren las destrezas sociales e interpersonales.
- Sean creadores intelectuales, artísticos y productores fisicos para representar conceptos importantes.
- Contribuir con tiempo, energía y talento a que mejore la calidad de vida en la comunidad y la nación.



# Progress Report



## Chapter III

### *Progress Report Preface*

During the last three years the school has been especially pleased with many of its accomplishments. The following highlights are some of our achievements:

- The Digital High School Education Technology Grant is expanding the integration of technology into the curriculum. Computers are in classrooms and the number of computer labs now totals nine, technology training is on-going.
- The Academic Decathlon Team finished 15th in the Super Quiz and 30th overall in the LAUSD competition.
- The Pathfinder Band Organization has been recognized as one of the premier performing groups in the state. The Marching Pathfinders, the Concert Band, the Color Guard, the Jazz Big Ban, the Jazz Combo, and the Percussion Ensemble have won too many awards to list here. Every year over forty members are awarded "ALL District Honors."
- One of the Performing Arts student, Ruben Lopez, was one of six finalists in a county-wide Shakespeare Competition.
- The Fremont Marine Corps (JROTC) unit is actively involved in community service, as well as in inter-JROTC athletic and drill competition. They routinely earn top rankings. The unit volunteers its service in the community for events such as the L.A. Marathon and at the West L.A. Veteran's Administration.

**One hundred and sixty-two Fremont students took Advanced Placement Exams last year, with sixteen per earning a score of 3 or better. Seventy-one percent of the thirty-eight student who took the Spanish Literature test earned a 3 or better.**

The Visual and Performing Arts Department is benefiting from a seventy thousand grant from Arts CONNECT that supports collaborative projects. Many aspects of the curriculum will be enriched by a wide array of workshops and performances.

Since October, the library has purchased over 2,00 new books and started a "New Arrivals" section to promote access to high interest literature for reluctant readers.

Fremont is one of the schools chosen for the J. Paul Getty Museum's Multi-visit Program. Sixty Art History/Humanitas students will be involved.

**PROGRESS REPORT**  
*Vision, Leadership, and Culture*

**AREAS FOR GROWTH:**

**Increase cleanliness at the school site to promote a more positive learning environment.**

To promote a more positive learning environment, cleanliness has been targeted, and it has improved on the campus because of a new plant manager. Other changes such as rescheduling of custodial duties, new equipment, improve organizational priorities, and an infusion of Proposition BB funds have helped to increase the atmosphere of the campus. The school buildings and classrooms are scheduled for repainting. New tiles are being placed on floors in hallways and classrooms. Student restrooms have been renovated. A new wrought iron fence will replace the old one. New and brighter lighting has replaced old fixtures in hallways and classrooms. Venetian blinds in all classrooms have been cleaned and repaired. The grass areas in the quad are being planted with new seeds and are being "greened" for the beautification of the campus.

Graffiti continues to be a problem. To alleviate the problem, two custodians are assigned to paint over graffiti on a daily basis. The leadership class plans activities to instill school pride and appreciation for the beauty of the campus. Discipline for graffiti violators is stringent. Disciplinary actions range from clean up to suspension from school.

Classrooms are cleaned daily. The custodial staff is able to respond quickly to problems. However, more funding is needed to expand the size of the custodial staff.

**Increase the level of trust and professionalism among all stakeholders in order to increase cooperation, raise morale, and work together towards successful completion of action plans.**

The level of trust and professionalism among all stakeholders had been lowered because of a rapid turnover of administrators and teachers and a widespread lack of trust with the previous principal. However, the arrival of the new principal has changed much of this. Faculty and staff have shown increased cooperation and better morale within departments. Communications has improved, and all stakeholders are working toward a more positive and enthusiastic environment for all.

**Improve the effectiveness of professional development and resources in order to increase student achievement and successful graduates.**

The effectiveness of professional development and resources has improved. There is more teacher participation in the planning and implementation of professional development. All of the staff is invited to open meetings, which take place twice monthly.

The need for teachers to acquire strategies for teaching reading, writing, problem solving, and critical thinking skills to use standards-based instruction dictates the choice of conferences attended and workshops planned. Teachers continue to attend conferences and workshops to improve their teaching strategies in these skill areas, while becoming more proficient in standards-based instruction in a series of workshops sponsored by the cluster, the Achievement Council, and by the United Teachers of Los Angeles (UTLA). Since 1997, the school has partnered with Center X at UCLA to focus on literacy and the integration of technology to improve teachers' professional growth.

Staff development is ongoing, and it occurs in various configurations as needed. Digital High School provides formal and informal ongoing technology training. Teachers receive planning time during off-track days. Humanitas (interdisciplinary) teachers have common planning periods. These teachers receive eight days of training each year. Teachers attend conferences and workshops within and outside of the county. Cadres of teachers were trained in literacy strategies. A group of teachers and parents has attended Marie Carbo's Reading Styles Conference and the California Literacy Conference. Those who attended conducted a round of workshops for the staff on all three tracks. Others cadres are being trained in standards-based instruction. Those teachers will be able to train others. The Staff Development Committee decided that the large number of new teachers should be given priority in conference and workshop attendance.



## PROGRESS REPORT

### *Curricular Paths*

#### *Areas for Growth:*

**A plan should be developed to address the needs of students' low reading skills.**

In an effort to address the needs of students' low reading skills, the *Reading for All* Pilot Program was planned. Grade 9 students who score between 15-25% on the Stanford 9 are scheduled into a reading intervention program called "Humanities." This course title was designed to remove any stigma associated with being enrolled in a reading class. *Reading for All* is a highly structured reading program. Students in the program are provided with numerous alternatives and/or individualized learning opportunities to develop and strengthen students' reading, oral, and written language.

**Three core English teachers are afforded planning time too regularly collaborate and address the unique needs of these students. Each teacher has six classes with enrollment in each class limited to twenty students. Using New Century Educational Reading, a computer diagnostic/prescriptive program, each student receives a profile identifying strengths and weaknesses in reading. The computer program produces a student reading profile and places the student in the appropriate lessons. The profiles also suggest follow-up instruction for the classroom teacher.**

The reading teachers received training in *Carbo* Reading Styles. These reading teachers are presently receiving training in a joint venture of the District and UTLA. The training will enable and support teachers in teams to examine student work and modify their instructional program. The training is aligned to the District's Literacy and the Structured Reading Program, and the standards-based instruction effort.

Some students with reading weaknesses and good attendance participated in the District-sponsored Sylvan Reading Program on site. Approximately 10 teachers have been trained in the Sylvan methods. In 1997-1998 over one hundred and fifty students, participating in the program, improved from one to three grade levels in reading.

The Title I Program provides special reading lessons for record room activities. Both Bilingual and Title I funds were used to purchase classroom libraries for sustained silent

reading and to provide print rich environments in the classrooms. Supplemental reading resources are continuously provided by Title I.

The resource teacher in special education uses a computerized reading program, ranging from phonics to comprehension that has proven to be successful.

After-school tutoring is available to students with reading and other academic problems on a daily basis.

**Greater parental involvement is needed in the development of students' four-year goals.**

SB813 funds are used for counselors to hold conferences with parents of high school sophomores about the development of students' four-year goals. These conferences take place after school hours from 3:30 to 7:30 p.m., for one week during the fall semester. In addition, a four-year plan is sent home at the beginning of each school year. Parent conferences are held once per semester during the evening hours for parents to discuss the first four weeks of progress with teachers and counselors. Advisory Council and Bilingual Advisory Council meetings are held once per month during the evening hours. At these meetings parents receive information about requirements for graduation, test data, and school programs. In the fall, seniors receive a Fremont High School Diploma checklist from their counselors. These are shared with the parents, and a parent signature is required. Throughout the school year, the college advisor provides programs that bring the college goal closer to the students' reach. Parents are encouraged to attend the financial workshops provided by the College/Career Center.

**Expand efforts to involve private and public agencies and businesses in career articulation with the school.**

There are several businesses and public agencies in career articulation with the school. Shell L.A. Scholars Program is one such business. Through mentoring, recognition, and support systems, students are encouraged to successfully complete an academically rigorous high school program emphasizing science and technology. The Shell Scholars program is sequenced grades 9-12, and it consists of three major components: portfolio production, scholarship recognition, and mentoring.

INROADS/Southern California, Inc. is a career development organization dedicated to recruiting and training qualified students who are pursuing business, computer science

and engineering careers. The mission of INROADS is to develop and place talented minority youth in business and industry and to prepare them for corporate and community leadership.

CBOP (Career Based Outreach Program) is an early academic outreach program through UCLA. CBOP selects 9<sup>th</sup> grade honors students, and involves them in mentoring, provides them with tutoring and academic support, takes them on college campus tours and other activities. CBOP counselors meet with students weekly and parents periodically to ensure that the students are on track in completing "A" through "F" Requirements, in order that they may be prepared academically to apply to the University of California system.

First Break/Y.E.S. to Jobs (Youth Entertainment Summer) is a program designed to introduce minority high school students to career opportunities behind the scenes of the entertainment industry.

Kedren Community Health Center trains students after school in the Inner City Jump-Start Program for Business. The training focuses on:

- Product Development
- Sales, Marketing and Advertising
- Accounting and Bookkeeping
- Computer Training for Business
- Interviewing and Self-Presentation

Salick Health Care, Inc. adopted Fremont when its Sponsor-A-School student employment and scholarship program was implemented in 1992. Students in the program are introduced to the health care industry by working during school breaks at Salick Health Care Comprehensive Cancer Center at Cedars-Sinai Medical Center. Students' grades and attendance are closely monitored. Students are provided mentors and other support. Salick Health Care provides financial assistance for post-secondary education up to \$2,500 per year per student. Those students who complete their post-secondary education in an area that is suitable to Salick Health Care will be offered a full-time position in the company.

Pacific Bell Volunteer Program sends tutors to Fremont to assist in the classroom with individuals and small groups. Teachers are given the opportunity to solicit Pacific Bell volunteers at the beginning of the school year. Tutors are members of the community, current and retired Pacific Bell employees.

WASC 27992

**PROGRESS REPORT**  
*Powerful Teaching and Learning*

**AREAS FOR GROWTH:**

**Implement a staff development plan to increase teaching strategies that enable students to take a more active role in the learning process and challenge them to achieve higher levels of thinking skills.**

In the past three years, Fremont High School Staff Development Program has focused on improving student achievement. Careful analysis of student data indicated that professional development needed to assist teachers with the following:

- Targeting instructional strategies in reading, writing, and problem solving.
- Implementing standards-based instruction
- Using multiple assessment tools
- Utilizing standardized test data to inform instruction
- Developing skill in the use of technology as a tool to improve instruction.

All categorical programs have been coordinated to build a staff development program that addresses the targeted areas. The attendance of content specific conferences is encouraged. Both Title I and SB1882 funds support conference attendance. New teachers are given priority in order to improve their instructional strategies. Teams consisting of parents, teachers, and administrators, attend content-specific and reform conferences and workshops. There was on-site training of all teachers in reading styles and strategies.

In coordination with UCLA Center X, many off-track teachers attended literacy workshops. A team of teachers and administrators has been trained in standards-based instruction, facilitated by the Cluster leadership and the Achievement Council. Some teachers have participated in the California Writing and Literature Projects, SDAIE methods, "Teaching Tolerance in Social Studies" and AP workshops and training.

All teachers have participated in some type of standards-based training for lessons. New teachers are required to become familiar with standards-based instruction through a workshop with on-going support facilitated by the Achievement Council and the District.

WASC 27993

In addition, staff development supports teacher collaboration. SDAIE methods and scaffolding are shared at staff development meetings to make education more accessible to second-language learners. Teachers share their usage of real-life scenarios to make concepts real to students. For example: creating spreadsheet budgets in computer classes and completing experiments in sciences that apply to the real world.

Assessment through projects and portfolios are being used to check for understanding and critical application skills. These projects are being shared in staff meetings to give other teachers ideas of how to best present the material to the students.

**Implement a staff development plan with teachers to broaden the level of expertise in using technology as a learning tool in and beyond the classroom.**

The Technology Committee, under the leadership of the technology coordinator, has involved the staff on various levels of technology training. Technology training is ongoing. Prior to receiving computers in their classrooms, teachers must receive some basic training in the use of the computer. The intention is to put at least one computer in every classroom for teachers to become more familiar and practice the use of technology in the classroom context. In partnership with Center X of UCLA, twenty-five teachers were trained in the use of technology in standards-based instruction. In another UCLA partnership, over thirty teachers received training in linking project-based learning, interdisciplinary, thematic, team instruction, content standards, and technology as a part of the Digital High School Grant. Teachers are training other teachers after school, at lunch, Saturdays, and during off-track time. Teachers who plan the training receive laptop computers to plan their in-services. Faculty members who have completed a designated number of hours will also be eligible to receive a stipend, as an added incentive.

**Continue to expand the technological, multimedia, and the other resources available to teachers and students to fully support all the expected school-wide learning.**

Five new computer rooms have been set up: a room with IBM compatible computers for classes in introductory computers; a Macintosh G3 lab for Journalism, Yearbook, and classes in desktop publishing; a PC classroom for Advanced Applications, Internet, and Programming; and two Title I labs (one for Math, which offers supplemental instruction in math and the Multimedia Center which supports Language Arts and writing as a process). Three of these classrooms/labs are networked and connected to the Internet via ISDN lines. A Digital High School grant has provided the school with funds for the

expansion of technological resources in classrooms and to conduct on-going technology training. A Technology Committee meets monthly to make decisions about budgets, training, and placement of computers.

**Pursue plans to increase teacher collaboration, interdisciplinary planning, and curriculum development.**

Teachers have an opportunity to collaborate on interdisciplinary planning and curriculum development during off-track time and during pupil free days. In partnership with Center X of UCLA, teachers work together on-site to plan interdisciplinary projects. The Humanitas program has expanded to include all three tracks. All Humanitas teachers plan curriculum collaboratively. Every effort is made to schedule partnering teachers at a common conference (planning period). Some teachers are team-teaching within the department; they use off-track time for planning. Teachers have also been given time to design standards-based instructional units.

## PROGRESS REPORT

### *Support for Personal and Academic Growth*

#### AREAS FOR GROWTH:

**Pursue strategies to increase counseling support to better meet the academic and personal needs of students.**

There is a general shortage of counselors throughout the District. Counseling deficiencies severely affect the continuity of adequate support services. In order to maintain an equitable level of counseling services to all students on all tracks, off-track counselors substitute in unfilled counseling positions. In some instances, teachers pursuing counseling credentials fill in as advisors during their conference periods. When available, counseling assistants are employed. During the 1999/2000, the school has hired counselors for unfilled positions.

A PSA counselor receives referrals from the school and support staff to provide outreach services and/or case management activities related to students out of school or in danger of dropping out. This counselor does a follow-up on extended, excessive, or suspicious student absenteeism by visiting homes, consulting with the dropout prevention coordinator and other outside agencies.

The Drop Out Prevention coordinator provides counseling for students who have excessive absences or trancies. This counselor sets up attendance contracts, works with families, and makes referrals to outside agencies.

The psychiatric social worker has started a new program to help students through emotional difficulties. She does crisis work with students and their families. Other services offered by the psychiatric social worker include individual and group counseling with emotionally disturbed, socially unskilled, or high-risk students. The counselor offers a supportive relationship in which students can learn new approaches to solving their problems. Support and consultation with teachers of the students is a part of the service offered by this counselor.

The Career Advisor assists students in the acquisition of employment on and off campus, and provides information and opportunities for career training and exploration. This

WASC 27996

advisor coordinates the services of outside agencies and businesses. At present, a regular teacher is working in this unfilled position part time.

The Psychologist provides an effective support system to assist in the evaluation process of students needing special education services and three-year evaluations. The psychologist assists with emergency social/emotional student needs and makes referrals to community-based services for extended needs.

*Impact* provides support for students who have problems that prevent them from being successful in school. There are ten Impact groups. Trained staff members, under the direction of the Impact Coordinator, facilitate support groups for students with specific problems such as alcohol, drugs, pregnancy, or other social issues. If an Impact group is not appropriate, the student is referred to another on-campus support service or to a community agency.

Presently, the services mentioned are insufficiently coordinated as to give adequate individualized support to students.

**Development of a plan to involve more parents, particularly Spanish-speaking, to support and assist the school on a regular basis.**

Parent involvement is inadequate. Attendance at Advisory Council and Bilingual Committee meeting is low. A few parents are involved as parents are members of both the Leadership Council and the Site Council. In addition, some parents are involved in the Fremont Booster Club, and Pathfinder Band Organization Booster Club. Both booster organizations provide assistance in monitoring the academic growth and coursework of participating students. The parents also provide financial support for banquets, awards ceremonies, and trips.

Parents attend conferences and workshops. During 1997-1998 Fremont parents were among the thirty-five parents from the Cluster to participate in the UCLA Parent Curriculum Project. The objective of this twelve-week project was: to provide information to parents regarding recent changes in curriculum content and instruction; model student center learning and authentic assessment; provide parents an opportunity to analyze reform issues that may affect their school; and to discuss ways to participate in the decision making process at the school.



Both Title I and Bilingual Programs funds provide community representatives to keep parents informed of meeting dates and to provide other assistance as needed. Translation to overcome the language barriers is provided at parent meetings, yet many Spanish-speaking parents are reluctant to attend meetings or to speak out because of language barriers. Some parents have participated in Digital High School computer training and have, as a result, purchased computers for the home.

The Parent Room, which was used for parents to train and to receive information, existed until this school year when there was a need for classroom space due to the shortage of classroom space. An average of twenty-five to thirty parents per teacher attend Parent Conference Night, and a few parents attend college workshops.

**Continue to explore ways to increase the availability of texts and other materials to support student learning needs.**

Every effort is made by the school and the district to provide students with textbooks. Textbook losses remain a problem; however, the district is in the process of implementing a new textbook checkout system which will hold parents and students more accountable for textbooks.

In school year 1998-99 money was made available through the District Loan account for the purpose of insuring that every student had the needed Recently the superintendent eliminated the requirement for repayment; therefore the loan became a grant.

Several fund sources have been used to purchase textbooks in the last three years including State, District, Categorical Programs, and L. A. Adopt-A-School.

	<u>IMA - 4170</u>	<u>STATE - 4111</u>
1997-98	\$170,248	\$71,231
1998-99	\$127,743	\$68,918
1999-2000	\$138,699	\$75,208

In addition, the amount of \$54,000 was allocated for new math textbooks from the 2811 account.

The Leadership Council decides which departments get new textbooks based on the following:

- Departments that are impacted by a change in the California Frameworks
- Departments with students who have no textbooks get priority
- Departments which request textbooks based on money available and other request are usually filled

Title I and Bilingual funds are used annually to purchase supplemental instructional resources. The combined Title I and Bilingual funds were used to purchase classroom libraries. Specifically, in the fall 1998, the Title I Program became school-wide which allowed for funds to be allocated to all students' textbooks.

LA Adopt-A-Class has provided for a variety of textbooks that were distributed to the classes at Fremont to provide each student with a textbook.

Textbook loss is a major problem, which should be alleviated by the District's new computer system for textbook accountability. When teachers do textbook checks weekly, students are made more aware of their accountability for textbooks issued.

Also, the Rodriguez Consent Decree fund provides support to new teachers by giving them all funds to use for instructional materials, equipment, and supplies. The Perkins Program provides funds for vocational education incorporated into regular classrooms.

\*\*Current textbook expenditures are detailed in the appendix.

**PROGRESS REPORT**  
*Assessment and Accountability*

*Areas for Growth:*

**Standardize test scores must continue to improve in order to prepare students for success after graduation.**

Although standardized test scores continue to remain low, scores have shown small increases. Composite scores increased from eleven percent in 1996-97 to seventeen percent in 97-98, and eighteen percent in 98-99. The increase in 97-98 can be attributed to the concerted efforts of the Title I staff, teachers, and assistants in preparing students to take the test with a series of practice tests in a similar format as the Stanford 9 test.

**Staff and students should continue to collaborate in the expansion of types of assessments to measure learning.**

Some teachers continue to use chapter tests and traditional tests. There is some evidence that more teachers are using types of assessments such as: portfolios, rubrics, and standard based instruction. Teachers and students collaborate more frequently on group assessment through collaborative projects. More teachers are also using student projects, presentations, conferences, peer and self-evaluations, and other non-traditional assessments. A common rubric and standard test for each department have not been put into place in all departments at this time.

**Greater articulation and collaboration must be pursued between grade levels and subjects to define appropriate expectations and standards.**

Standards-Based Instruction has helped focus articulation and collaboration between grade levels and subjects. Every teacher and department has participated in some training in standards-based instruction. A priority of the Staff Development Committee is to train all new teachers in standards-based instruction. Also, the English Department has implemented a vertical teaming committee to coordinate the instruction between the grade levels. This committee is in its second semester of planning. Similar activities are occurring in other departments.

WASC 28000

**Fremont must develop a more aggressive effort to reduce absences and the number of dropouts.**

Absences and dropout rates remain a problem; however, there have been small reductions in absences and the dropout rate. Attendance has improved 4.36% over the last three years. The dropout rate has decreased 2.02% over the same period. Teacher assistants, attendance staff, the Drop Out Prevention Coordinator, and PSA counselors make calls to verify enrollment of non-attending students. The "Attendance Check Program" coordinates students, parents, and teachers to improve attendance. Additionally, there has been improved coordination between the attendance coordinator the PSA counselor. Recently, another half-time PSA counselor was added to increase PSA services.

During the school year 1998-99, seniors signed a contract with the sponsor to minimize the number of absences they could incur and remain eligible for participation in senior activities.

**ACTION PLAN**  
**PROGRESS REPORT PART II**

**AREAS FOR IMPROVEMENT:**

**Increase accountability and clarify responsibilities among stakeholders.**

Accountability and responsibility among stakeholders remain areas needing improvement. However, some actions have been taken to improve this area. All committee meetings dates are published in the monthly calendar and in the *Daily Bulletin*. At the beginning of the school year, the administrator in charge of the school calendar requests calendar dates from all organizations and then creates a Master Calendar for the school. Some of the minutes of meetings are published, but there is little consistency from one organization to the other and from one month to the next. The principal publishes an informational bulletin, and a staff newsletter is published each month.

The Title I School Advisory and Bilingual Councils publish their meeting dates for parents at the beginning of the school year. Each month, a flyer or a letter is mailed or sent home reminding parents of meeting dates. This is followed up with telephone calls made by the community representative. Items of student interest, such as upcoming test dates, are regularly published in the monthly school newspaper, *The Pathfinder*, and individual notices. In addition, the College Center publishes a monthly newsletter, *The Collegian*, which gives students and parents updates on college applications, college speakers, and financial aid. Improved cooperation between offices has made it possible to track chronically absent students and to follow-up on student behavior.

The size of the school plant, the large enrollment, and year-round status on three tracks offer difficult challenges in the areas of accountability and responsibility. The school staff, recognizing this critical area, has begun to make some improvement as evidenced by publication of responsibility charts, policies, and minutes of School Site and Leadership meetings. Budgets are made available to all stakeholders, but not in a timely manner.

The rapid turnover of teachers and administrators during the last three years has seriously affected the school's ability to improve accountability and clarify responsibilities. Now

that the staff is more stable, the school stakeholders will continue to work toward improvement in this area.

### **Improve daily student attendance.**

Responsibilities for attendance are clearly described in the school's attendance policy.

Some specific activities that address attendance are:

- Personal contacts with home utilizing the Assistant Principal of Secondary Student Services and the in-house deans
- Utilization of special counseling time funded through categorical programs to address the needs of students at risk.
- Attendance Improvement Plan

Attendance has improved a few percentage points every year over the last three years. The Sprintel electronic system automatically calls the home of students who are absent. The period-by-period attendance system was briefly implemented. During the 1998-99 school year, the senior class sponsor instituted a contract with seniors that limited the number of absences a senior could incur and still participate in senior activities. The contract was instrumental in greatly improving seniors' attendance.

Currently, campus supervision comes under leadership of the L.A.U.S.D. police. This arrangement has improved students' punctuality because security, aides, deans, teachers, and police are more organized and efficient. There is an organized effort to decrease tardiness first, third, and fifth periods. There is a tardy policy enforced for these periods with consequences ranging from a warning by the teacher to referral to the dean's office for a parent conference. Excessive tardies are still rampant during first period.

The PSA counselors, deans, and the Drop-Out Prevention Coordinator all work together to counsel students with attendance problems. They set up contracts, work with families, and make recommendations to outside agencies as needed. Recently, a part-time PSA counselor was added to the staff to increase the number of parent contacts and to counsel with students to improve daily attendance.

**Improve students' acquisition of reading, study, and test-taking skills to better prepare them for high school and post-secondary curricula.**

Students' composite reading scores remain in the low eighteenth percentile rank on the Stanford 9 Test. Nonetheless, many strategies have been employed to address students' reading skills.

In partnership with UCLA, facilitators from Center X met weekly from April to June, 1998 with small groups of teachers in core subjects. They worked together to develop lessons to improve reading comprehension in the content areas. "Literacy for All", in another partnership with UCLA, gave another group the opportunity to receive hands-on training in developing strategies for teaching reading and writing. This training took place on Saturdays. In the spring of 1997, content area teachers received training at the Los Angeles County Office of Education Teacher Technology Center that provided teachers with strategies to create multimedia projects and lessons to be used in the classroom.

The Sylvan Reading Program was purchased by the district as intervention for students with low reading skills who scored slightly below the 50th percentile on Stanford 9. The program gave students the opportunity to develop strategic reading skills they will use for a lifetime. Through testing the student's program was tailored to the individual student's unique learning needs. Over one hundred and fifty students participating in the program improved from one to three grade levels in reading. Approximately ten teachers have been trained in Sylvan methods.

Title I has provided funding for teachers and parents to attend Marie Carbo Reading Styles conferences for the last three years. Following the conferences teachers have conducted workshops to help other teachers learn to use the Reading Styles reading strategies.

Practice tests, in the format of Stanford 9, addressed the objectives in reading, language math, science, social studies skills. This strategy resulted from the Superintendent's "Call to Action Plan". Teachers reviewed skills and test-taking strategies with students in the core subjects. These and record room activities helped to improve students' reading scores by six percentile points in 1997-98.

Newspapers are used in many classrooms to improve students' reading skills. Sustained silent reading is implemented in most English classes. Bilingual and Title I funds were used to purchase classrooms libraries to support this activity and to create a culture of literacy.

During the 1999-2000 school year, a pilot reading program was implemented. This intervention consists of three teachers with six classes. The maximum number of students enrolled is twenty. The *Reading for All* Program was planned to address the reading needs of students who scored between 15-25% on the Stanford 9. The pilot reading program is highly structured and provides students with numerous alternatives and/or individualized learning opportunities to develop and strengthen students' reading, oral, and written language. Using the New Century Educational Reading, a computer diagnostic/prescriptive program, each student receives a profile identifying strengths and weaknesses. The student profile places the student in the appropriate reading lessons and suggests follow-up instruction for the classroom teacher. The Title I Program supports this intervention by providing teacher assistants, computer assisted instruction and other instructional materials. *Reading for All* is also supported by an extensive classroom library collection and by the district's Proficiency in English Program (PEP) which concentrates on students' oral language skills.

After reading Schmoker's *Results*, the Instructional Leadership Team recommended that a "small step" be taken to improve students' vocabulary skills with "Word-A-Day." A different word is published in the *Daily Bulletin* and read on the P.A. each day. A sentence using the word is provided, as well as derivations of the word.

Teachers continue to attend literacy conferences and share strategies. Improving students' reading vocabulary and comprehension skills are priorities for staff development and support services

**Expand the availability of and access to materials and resources within the school and community.**

The number and quality of textbooks have been expanded although there remains a need for more textbooks. Funds have come from several sources including state, district, categorical programs, Rodriguez funds for new teachers, and L.A. Adopt-a-School. Recently, the superintendent made available a grant to purchase additional textbooks.

WASC 28005



Textbook losses gravely impact the availability of textbooks for every student. To combat this problem, the district is presently in the process of implementing new computer systems that will improve teacher, student, and parent accountability for textbooks.

The school library is undergoing a revitalization process on several levels. Since June 1999, the following processes have begun:

- Weeding, cleaning
- Converting to computerized processing
- Rebuilding/modernizing the collection
- Remodeling

The goals of the library are aligned to the Expected Schoolwide Learning Results in promoting collaboration, the development of capable readers, enhanced learning through technology, and life-long learners.

In the fall of 1998, Fremont received Title I schoolwide status. With schoolwide status Title I funds have been made available to all students and provide an enormous resource to supplement school programs. Title I supplements the instructional program with two multimedia computer centers: one center for language arts and one center for math support.

During the school year 1997-98 school year, Fremont received a Digital High School grant which has provided funds for technology training, five new computer labs/classrooms, computers in classrooms, Internet access via ISDN lines in three labs, and networking in four labs.

Fremont students have many community programs available. They include such programs as: CBOP, a UCLA outreach program, Shell Oil Scholars Program, Maxine Waters Skill Center, Sallick Health Care, and Y.O.U., Inc (Youth Opportunities Unlimited), a community based organization which is a community resource. Y.O.U offers various opportunities for the students such as Work Experience and SAT preparation. The Fremont/Community Garden Project is funded by Y.O.U. Another such program is the JTPA (Youth Entrepreneurial Program) which helps with job referrals, Summer Youth Training Program, and Community Rap/Gang and Drug Prevention.

WASC 28006

### **Increase parental/community involvement in school activities and decision making.**

Parents/community involvement in school activities, and decision making is inadequate and inconsistent. However, some parents attend meetings regularly and hold offices in the School Leadership Council, School Advisory Council, Bilingual Committee, and the School Site Council. The School Site Council is the umbrella for categorical programs and is responsible for the yearly evaluation of those programs. Still, attendance at monthly Bilingual and Title I Advisory meetings is sparse. Day-to-day parent involvement is limited.

Title I and Bilingual community representatives serve as liaison with parents/community and the school. Their duties include contacting parents and members of the community regarding the school advisory meetings, programs, activities, and other vital school news. Translation is provided for parents at Advisory Council and Bilingual Committee meetings

Pathfinder Band Organization (PBO) parents participate in fundraisers, activities, and events. Parents are supporters of the band; financial assistance is provided if needed. The Fremont Booster Club parents provide academic assistance, and monitor the coursework of the athletes. Financial assistance and support is provided for banquets and ceremonies. Teachers average twenty-five to thirty parents attending Parent Conference Night which takes place twice a year for each track. Parents have the opportunity to talk with each of their children's teachers about their progress. The school encourages parents to visit the school. A parent room was created to provide a location for parents to receive information and training. With the increase in enrollment during the last year, the parent room had to be temporarily used for a classroom.

The UCLA Parent Curriculum Project invited parents to participate in a training program for twelve weeks. This program focused on language arts, history/geography, mathematics, and science instruction. Thirty-five parents within the cluster were enrolled during the school year 1997-98. The program objectives were to provide information to parents regarding recent changes in curriculum content and instruction, model student-centered learning and authentic assessment, provide parents an opportunity to analyze and reflect on reform issues that may affect their school, and to discover ways to participate in the decision-making process. Unfortunately, there has been little or no follow up.

Since the district instituted the Parent Community Services Branch, it has provided training to parents at conferences such as "The Parent Literacy Conference", "Literacy: The Key to Success" and "The Annual Parent Summit."

WASC 28008



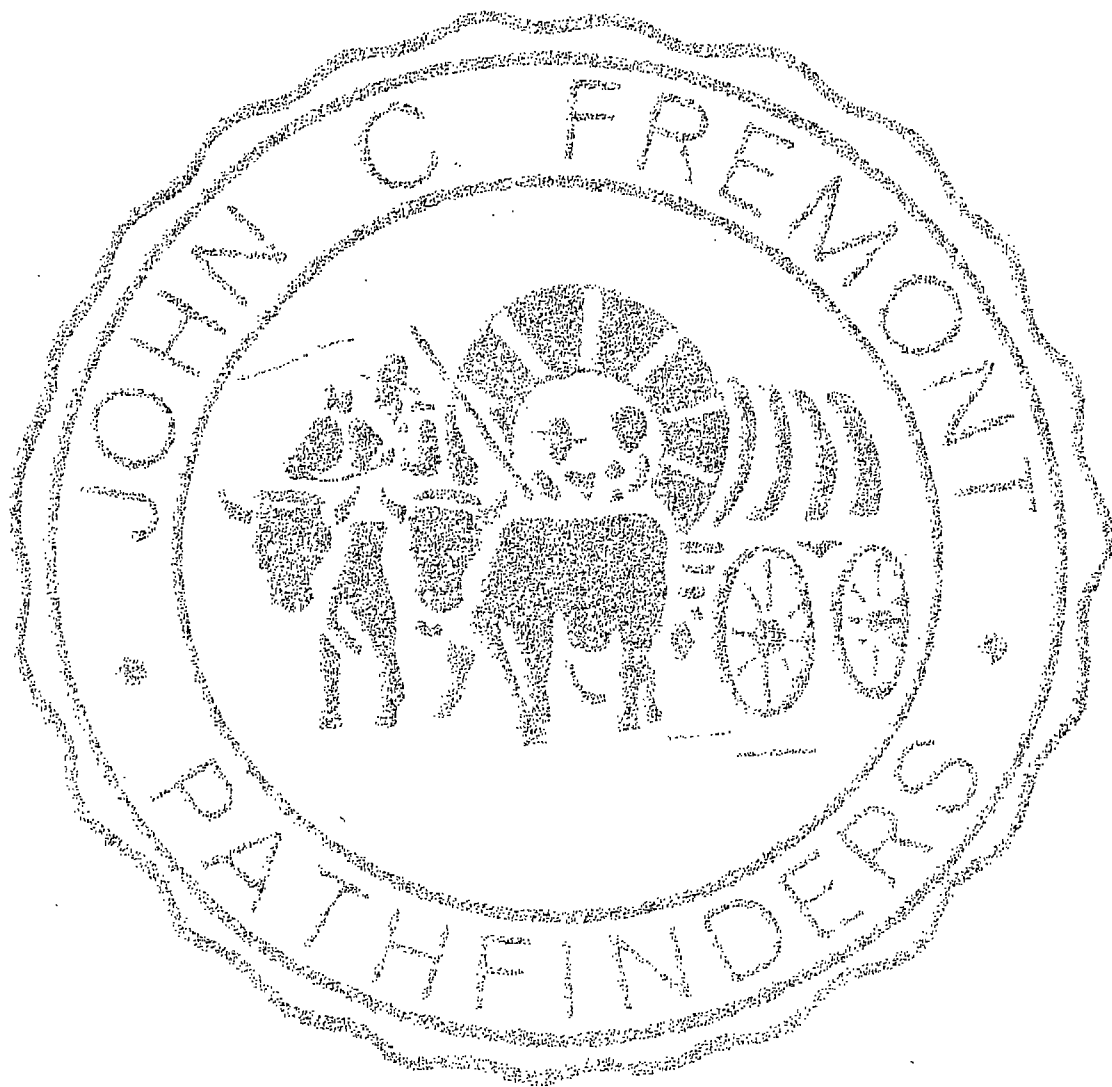
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# Self-Study Findings Focus Group Reports



## Chapter IV





## A. Vision, Leadership and Culture Committee

**FOCUS GROUP: A**  
**VISION, LEADERSHIP AND CULTURE**

**Track A**

Boyd, Robert	English
Chavez, Anna	Classified
Enriquez, Elena	Counseling
Findrilakis, Kia	ESL
Finn, Jeanne	English
Fleming, Mary	Parent
Herrera, Augustine	Administrator
Hoover, Mary	English
Jones-Pack, Darlene	Classified
Moraca, Margherita	Art
Olynyk, Charles	Social Studies
Pastrana, Amado	Parent
Pyrko, Jill	English
Rosales, Louis	Math
Rosas, Alejandro	Social Studies
Steele, Blaine	English
Storlie, Jonathan	Science
Sullivan, Sam	Physical Ed.
Talley, Aura Maria	Math
Taylor, Mathew	English
Usmani, Sarah	English
Zavala, Rodolfo	ESL

**Track B**

Chavez, Begonia	Social Studies
Duffy, Peter	Physical Ed
Edwards, Richard	Social Studies

**Track B (Cont'd)**

Gutiérrez, Maria	Foreign Lang/ESL
Hengehold, Terri	Art
Jerez, Claudia	Classified
Kwong, Andrew	Math
Lopez, Walter	Social Studies
Martinez, Aurora	Spanish
Pastrana, Amado	Parent
Quintero, Leticia	English
Rolston, Lee	Physical Ed
Schmeiser, Barbiann	Art
Sevilla, Maria	Parent
Wheaton, Norman	Counselor
Williamson, Ronald	Foreign Language

**Track C**

Haynes, David	Science
Holden, Laura	Dean
Ikediashi, Lori	Art
Madrid, Alicia	English
Newman, Charles	Physical Education
Penuela, Elizabeth	Vocational
Porter, Marcus	Special Education
Quezada, Nuria	Foreign Language
Riemann, Jason	English
Therres, Richard	Health



**Evidence Examined:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Interviews and surveys</li><li>• Peer visits</li><li>• Department summaries</li><li>• Student work</li><li>• SAT and AP exam data</li><li>• ESLR's</li><li>• Digital High School Plan</li><li>• Content standards</li><li>• <b>School Policies:</b><ul style="list-style-type: none"><li>-Attendance/Tardy/Discipline</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Mission Statement (school and district)</li><li>• Stanford 9 data</li><li>• <i>Scans Report</i></li><li>• <i>Goals 2000</i></li><li>• Professional development workshops</li><li>• Title I Schoolwide Plan</li></ul> |
|---|--|

In December 1998 the self study coordinator gave an overview of the self study process and a review of the responsibilities of each focus group. Staff members at that time chose focus groups. Parent and student members were added as they selected focus groups. The first order of business for the group was to choose a facilitator and a recorder per track. In most meetings two tracks were combined. Prior to the next focus group meeting, the facilitators were given training in techniques and ground rules for facilitating their group. The recorder took notes and made computer printouts for members to use at the next meeting. By June 1999 the group reviewed criteria guide questions and decided upon the evidence needed to answer these questions appropriately. In sub groups at subsequent meetings these questions were discussed in relation to the evidence. On October 28, 1999, the Track C focus group summarized its findings and decided upon the critical areas for improvement emanating from the findings. In December 1999, Tracks A and B repeated the same process to arrive at areas for improvement. This report represents the summary of findings for focus group members.

**VLC-A1: *To what extent does the school have a clearly stated vision based upon its beliefs, student needs and current educational research?***

All stakeholders came to a consensus on the mission statement for the previous self study. The mission statement and ESLR's were based on the skills students needed as stated in the *Scans Report* and *Goals 2000*. Stakeholders feel that the mission statement remains viable in the year 1999-2000. Fremont's mission serves as a guiding light and a reminder to all stakeholders to provide the support and instruction to best meet the needs of the student population. The school believes that all students are entitled to an education that will make them effective, responsible citizens.

**VLC-A1a: *To what extent is the vision supported by the governing board and the central administration?***

The school board's mission statement set the model for the mission statement of Fremont, supporting our collective vision. Support is given by central administration in the following ways: the governing board provides continuous training for current and new teachers through such vehicles as staff developments, new teacher training, mentor programs, and conferences. Faculty members undergo CLAD/BCLAD certification and technology training as a part of the credentialing process. SDAIE classes are offered throughout the district.

Fremont High School was selected to become one of the first Digital High Schools in the district. This provided funds and support to expand the use of technology. Title I became schoolwide, thus providing supplemental support to all students instead of targeted students. As a Concept 6 year-round school, funds are provided for the special needs of such a school. The cluster and district offices have supported Fremont in its efforts to improve student achievement with intervention programs for all students; however, funding, teachers, and classroom space are insufficient,

**VLC-A1b: *To what extent is the school's purpose defined by expected schoolwide learning results?***

The school's purpose is defined by the expected schoolwide learning results. The same stakeholders who formulated the mission statement developed the ESLR's. The refined ESLR's were written after examining the language of the content standards. One of the activities of the home groups was to align the ESLR's to the standards that form the curriculum. The ESLR's are used by the administration as a criterion to assist teachers in planning their units of study. ESLR's are posted in each room; teachers discuss with students the meaning of the ESLR's and how they are connected to their daily instruction. The *Daily Bulletin* and P.A. announcements remind all stakeholders of the purpose of the school. The ESLR's continue to be used in conjunction with Standards Based Instruction now being implemented at Fremont.

***VLC-A2: To what extent does the school leadership make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results?***

The Instructional Leadership Team has coordinated instruction through academic departments. Standards-based instructional units, developing reading and writing instruction, thematic units, and vertical teaming have highlighted recent activities of the team. The team meets monthly; members then share information in department meetings.

The Instructional Leadership Team and faculty agreed to a daily “word-a-day,” included in the daily bulletin; it is used throughout the announcements and by the faculty in order to build student vocabulary. There have also been some test-taking skill exercises distributed and used in homerooms in order to help students become more test wise and become familiar with the objectives and format of the Stanford 9 Achievement Test.

The administration and School Leadership Council plan schedules, handle budgets, prioritize needs, and all other activities that come under the UTLA agreement. Throughout the year this group attempts to maximize classroom instruction in order to maintain a focus on student success.

Although established, there is a lack of consistent enforcement of school safety policies, dress codes, and codes of behavior. The enforcement of school policies varies from one classroom to the next. Discipline policies are not always consistent; this sends the wrong message to the students and parents and makes it more difficult to enforce policies.

Students were given planners with information about the services provided as well as the policies. The planners were provided to help student organize their time and to give parents and students the information needed to contact the appropriate office for services to support the academic achievement of the student.

***VLC- A2a: To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?***

Parents and community members are invited and welcomed to become members of all advisory and school decision-making bodies. Parents hold offices in the Title I Advisory and Bilingual Councils, Site Council, and Leadership Council. They are members of the Instructional Leadership Team. In these school governing bodies, parents and community members share decision making and responsibility for student learning.

Parents receive reports of student's progress and talk with teachers and staff during Parent Conference Night. An average of twenty-five to thirty parents per teacher attend this activity. When students are involved in such extra curricular activities as art fairs, Academic Decathlon, Folklorico Dance group, Marching Band, Jazz Ensemble, parents are in attendance and supportive of the activities. Parents and community have participated in workshops, institutes, and conferences to better understand how to share the responsibility for student's learning. Yet, only a few parents are regularly involved in the decision-making bodies.

***VLC-A3: To what extent is the staff supported, utilized and monitored to facilitate student achievement of expected schoolwide learning results?***

The staff is supported in a number of ways. Regular faculty and department meetings are scheduled each month. Their agendas include: collaboration, sharing and exploring, planning. The Stull evaluation procedure is the primary monitoring tool. The Stull conferences and evaluations assist teachers in reflecting on their instructional strategies and in making the appropriate changes in their instruction.

Teachers are encouraged to seek enrichment through conferences, college courses, and observing other teachers. Funds are designed specifically for this type of learning for teachers. Teachers are given coverage for their classes on those days that they are at a conference. However, not all faculty members who desire to attend conferences can be funded. Recent district guidelines require all funded conferences to be directly related to literacy or mathematics. Teachers receive compensation to return to school during off-track time for inter and intra disciplinary planning. At this point, there is no systemic time period built into the schedule for teachers to collaborate on a more regular basis.

There are a number of mentors assigned to the new teachers at Fremont. They assist new teachers in lesson planning and classroom management. Monthly new-teachers meetings help new teachers learn roll book procedures, discipline strategies, and provide an additional forum for questions and concerns. New teachers are given time to observe veteran teachers to get ideas. However, they often have to spend their own money for supplies and resources until they build a cache of resources that work.

The Academy is geared toward interdisciplinary teaching. In addition, some teachers do team up with others to work on projects and share teaching techniques with colleagues.

However, not all students are involved in interdisciplinary programs on this campus. Scheduling students into academies remains a problem.

***VLC-3a: To what extent are leadership and staff a part of an organized structure committed to professional development?***

The Staff Development Committee, which meets bi-monthly encourages teachers to seek professional development. For example, since August, 1999 more than 30 teachers have been funded for conference attendance. Upon returning from these conferences, teachers share the information with their colleagues in department meetings and sometimes at staff development on pupil free days. These teachers, in turn, utilize this new curriculum or techniques in their classrooms to improve student learning. Administration is supportive of teacher attendance of conferences to improve their professional skills. Coverage is provided, and opportunities are readily made available.

Teachers can also request planning time to work on standards-based units to implement in their departments. Standards-based training is also a priority for all new teachers at Fremont. Two cadres of mostly beginning teachers receive monthly support in standards-based instruction contracted through the Achievement Council.

As part of the Digital High School grant teachers and staff receive training in the use of technology as a tool to improve instruction. These classes meet throughout the year after school and on Saturdays. Both certificated and classified staff are compensated for their after a specified number of hours completed.

***VLC-A4: To what extent is the school a safe, clean, and orderly place that nurtures learning?***

To keep the campus clean, contractors have been employed to reestablish sprinkler systems throughout the campus to beautify the school campus. The custodial staff makes a concerted effort to keep the campus clean. Graffiti removal is scheduled on a daily basis. The campus grounds have started to show improvement due to the new grass being planted. Needed tiles in the ceiling have been replaced. New tiled flooring has replaced the old first floor tiles. The design on the new floor spelling the word "Pathfinders" also adds to the school spirit. The blinds in all classrooms have been cleaned, and new lighting is being installed in all rooms. Student restrooms have been renovated. A new wrought iron fence is soon to be installed. The interior and exterior of the school are scheduled for repainting.

To keep the campus safe, there is a staff of security employees equipped with radios and bikes roaming campus; however, they need additional training to implement the security

policies. Two LAUSD police officers are assigned to Fremont. Deans and other supervision staff are seen patrolling the campus and have established a presence on campus, but additional deans and other supervision staff are needed to regularly supervise and patrol. Teachers are also receiving orientation on using referrals to the Dean's Office. However, on a limited basis Fremont is still combating the related problems of truancy and tardiness among students. A school safety plan is written and revised by the School Safety Committee which meets monthly. Emergency procedures are planned and practiced to ensure that all involved will be able to respond effectively during an emergency.

Additional bungalows are being added to the Fremont campus in an effort to reduce overcrowding. The Magnet Program has been relocated so that it is now a "school within a school," with Magnet classrooms and offices grouped together as a unit. Administration is also trying to group subjects together in the hallways of the main building. Supervision staff is attempting to keep hallways clear and keep students in classrooms during the class time; however, there are not enough campus aids to be effective.

***VLC-A4a: 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?***

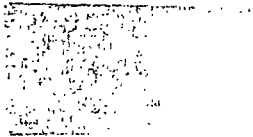
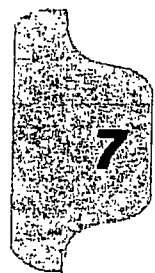
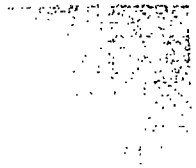
The principal is open and honest when dealing with students' questions and concerns. Assemblies led by the principal have also increased student awareness and trust of the administration. Search policies of students on campus have been changed to a more respectful and professional manner; students are no longer searched because of tardiness. Students also have a means to voice any complaints as members of the school governing bodies. However, more needs to be done to give students the feeling that their concerns are heard and that their ideas matter.

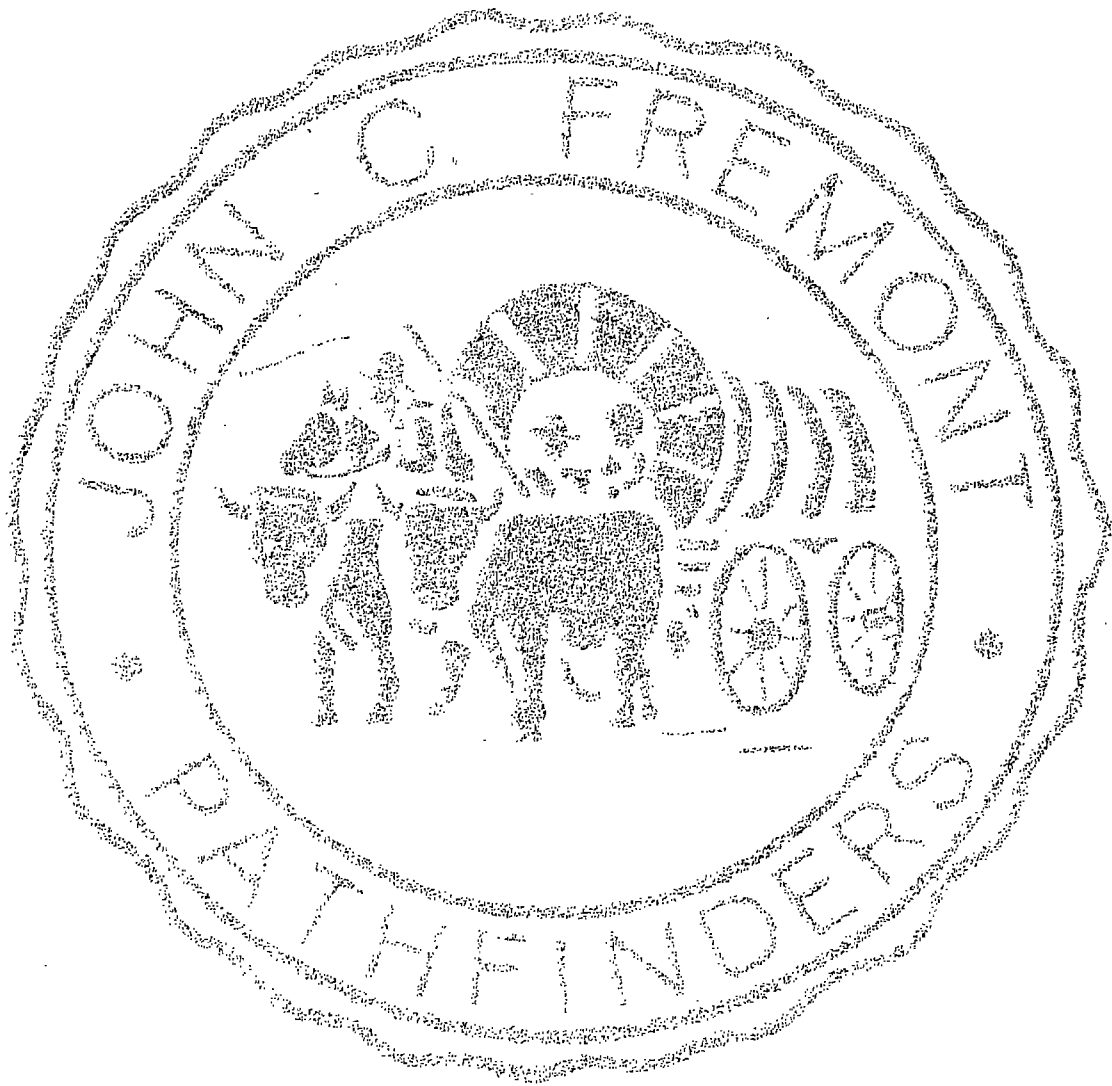
Some students participate in various extracurricular organizations and athletics. Students who are in academies are more involved in school activities. Many students do not get involved in any aspect of the school outside of the classroom. The Leadership Class makes P. A. announcements during record room and highlights sports events and other campus-wide activities. Leadership students sponsor lunch and after-school spirit activities. Recently, the Leadership Class coordinated a successful "Blood Drive." The number of students involved in school governance and policies is insufficient.

**Areas for Improvement:**

- Revise and establish a truancy/tardy policy for all periods
- Enforce tardy/truancy policy with a designated tardy/truancy dean
- Employ a full-time community liaison to interface with community groups to enhance the culture of the campus.
- Involve more students and teachers in learning academies and in “bridge” programs through local universities.







## B. Curricular Paths Committee

**FOCUS GROUP: B  
CURRICULAR PATHS**

**Track A**

Barkley, Vicky	English
Barner, Leola	CC1
Beckett, Judy	Physical Education
Boyd III, Robert	English
Calhoun, Amy	Math
Chhith, Samatha	Math
Coleman, Dorothy	Math
Dueñas, Juana	Foreign Language
Koenig, Laura	Science
Kostic, Helen	Counseling
Kranz, Jeremy	Math
Moore, Richard	Special Education
Morikawa, Mark	Special Education
O'Donnell, Thomas	Physical Education
Parmenter, William	ESL
Pineda, Nelson	Adapted PE
Richardson, Thomas	JROTC
Sommers, Penny	Administrator
Taylor, Gary	Social Studies
Throop, Douglas	Music
Wallace-Allen, Anna	Counselor
Young, Robert	JROTC

**Track B**

Anderson, Matthew	English
Bayan, Sherwin	Math
Gray, Bruce	Vocational
Harbour, Danielle	English

**Track B (Cont'd)**

Henry, Karl	Social Studies
Jones, Gary	Science
Nguyen, Son	Math
Perez, Henry	Counseling
Pulido, Rydell	Special Ed
Richardson, Thomas	JROTC
Rosales, Louis	Math
Snell, Roy	Special Education
Young, Robert	JROTC

**Track C**

Aldrich, Skip	Social Studies
Astourian, Ani	Foreign Language
Bell, Luchrisa	Student
Bussard, Christy	Physical Education
Chaisson, John	English
Cook, Donald	Science
Demarco, Steve	Social Studies
Diaz, Samuel	Foreign Language
Erwin, Mary	Sp. Ed. Resource
Jimenez, Marisol	Foreign Language
Goodman, David	Social Studies
Gutkind, Katie	English
Miller, Howard	Vocational
Moore, Wilfred	Dean
Odegaard, Matt	English
Richardson, Thomas	JROTC
Ross-Kamisky, Susan	Counselor
Umoja, Kweli	Counselor
Young, Robert	JROTC

The Curricular Paths group was formed during the 1998-99 school year. The Self Study coordinators did their best to grant first requests of staff, while making sure all disciplines, genders, and ethnicities were represented in each focus group. The group included a variety of faculty, staff, parents, and a few students.

The Curricular Paths group met as a group on staff in-service days during the 1998-99 and 1999-00 school years. Questions B1, B2, and B3 were discussed and defined by the group. The group examined the rubrics and estimated Fremont High School's position for each of the three questions. The group examined evidence and came up with strengths and weaknesses. The group divided into subgroups to further examine these questions. The entire focus group then discussed and reviewed all of the evidence. Discussion was serious and sincere, and there was active participation by all members of the group.

All three of the questions faced by the Curricular Paths Focus group included the phrase "all students." The group interpreted the phrase to mean that the questions in B1, B2, and B3 referred to all age levels, class levels, genders, ethnicities, and ability levels such as GATE, LEP, ESL, and Special Education.

**Evidence Examined:**

- Current campus statistics on ethnicity and gender totals along with respective drop-out rates, graduation rates, and percent in advanced placement.
- Class sizes broken down by year and subject.
- List of classes offered along with the percent that each graduate passed.
- Advanced Placement statistics: number of students enrolled, pass rates, and scores.
- SAT scores.
- Attendance rates
- Number of students in college prep classes.
- Number and percent of graduates fulfilling UC "A" through "F" requirements
- Graduation rates since the last accreditation.
- Standardized Test Scores
- Portfolios
- Title I Schoolwide Plan

Keeping the above in mind, the group then proceeded to examine questions B1, B2, and B3.

**CP-B1: Do all students participate in a rigorous, relevant, and coherent curriculum that supports the achievement of the ESLR's?**

There was widespread agreement among the departments as to the following definitions: *Relevant*- Curriculum is related to students' present and future. *Rigor*- Curriculum is challenging, in-depth and exacting, with precise requirements upheld by high standards and grades. *Coherent*- Curriculum is sensible, clear, and logical.

Specific evidence that the group checked under B1 included: use of national standards, use of state frameworks, master and daily schedules, ESL success rates, special education success rates, amount of student writing, subjective test frequency, number of student services, portfolios, writing proficiency tests, standardized test scores, and standardization of similar courses within a department.

In some areas Fremont High has a rigorous, relevant, and coherent curriculum that supports the ESLR's. National and state standards are followed in some subject areas where they exist. California State Frameworks are sometimes followed. Homework expectations in terms of time are reasonable. Writing is required for many classes and essay writing is frequent for all students. The ethnic and cultural diversity of the city is reflected in the staff. There is an increased frequency of interdisciplinary teaching at Fremont classes.

Examination of the evidence also showed that there is an increase in the use of portfolios among staff. Though still in its infancy, there appears to be a growing number of teachers who plan to implement portfolio use in the next year. Within this movement, there is a greater awareness of the benefits of various departments to link their curriculums. Within the Humanitas program such linkage exists, but needs to be strengthened. Currently, discussions are underway within the Magnet program to link different subject areas.

Various programs are available for students who choose to challenge themselves beyond the minimum standard educational program. Aside from the aforementioned Humanitas and Magnet programs, Fremont also offers Junior Reserve Officer Training Corps (JROTC), Academy of Travel and Tourism, Academic Decathlon, and the Perkins program. Further, students can choose to take electives in music, drama, art, wood shop, auto shop, foreign languages. Advanced Placement classes are offered in English, science, math, and social studies. Last year 58 students scored a 3 or higher on AP examinations. Honor classes exist in all core subjects for those willing to accept a more

rigorous academic load as well as assisting those students transition to Advanced Placement classes. Courses such as math, foreign language, fine arts, business, and industrial arts require passing grades at introductory levels in order to advance.

In addition to specific academic classes at Fremont High, there exist various bridge programs to help students develop job skills to benefit them after graduation. Fremont works closely with the Maxine Waters Training Center, Abe Freidman Occupational Center, East Los Angeles Occupational Center, Cedar Sinai Hospital, and the Universal Studios Entrepreneurial Academy.

Opportunities also exist for students in programs such as the Metropolitan Transit Authority Occupational Skills Center, Fremont ROP classes of cosmetology and apparel skills, ROP Retail Management, Shell Academy, and Airport Occupations program.

While these strengths form a foundation upon which to build, there are several areas in which attention needs to be paid. All students are supposed to have a personal learning plan to help guide them through their high school years as well as assisting in making post graduate choices. In practice, few students are utilizing their plans which are updated at regular intervals. The shortage of counselors at Fremont has contributed to this situation and should be remedied as soon as possible.

Stakeholders have identified a need to improve facilities, equipment and technology access for the school community. Strides have been made in this area with improvement to the physical campus and the designation of Fremont as a Digital High School.

While many teachers pursue excellence within their classrooms, teachers can improve their instructional delivery by being more aware of national and state curriculum guidelines. Additionally, consistent writing across the curriculum needs to be implemented.

***CP-B2: Do all students have access to the school's curricular paths, assistance with development and ongoing adjustment of a personal learning plan and knowledge of post secondary opportunities?***

Curricular Paths refers to military, vocational, university, employment, and other post-graduate training. Assistance with creating a learning plan would include the role of the following: parents, counselors, teachers, career center use, college visits, college days,

ROP, course registration, guest speakers, job shadowing, business technology classes, workshops such as financial aid, SAT.

The group examined the evidence and made several findings. It was noted that introductory levels of courses are open to all students. Completion of prerequisites in math, foreign language, fine arts, industrial arts, and business allow students to continue to progress in these areas. College Days, financial aid workshops, as well as scholarship workshops are held frequently on campus and the Career Center arranges for frequent college representative visits, career guest speakers, and military liaisons to speak with students on campus during the school day.

Information is available to parents through conferences and / or mailings. College Awareness Night and Career Day activities help students gain knowledge of realistic post-secondary opportunities.

Ninth grade students take Education & Career Planning (ECP) and Speech, which assist them in preparing a four-year plan of required and elective classes, opportunities to practice job interviews, and writing resumes.

The group also is aware of the need for growth in several areas.

Information is needed for students and parents in grades 6-8 so that they are aware of the importance of certain classes such as algebra as well as the necessity of achieving strong grades.

Students need to listen to daily announcements and take advantage of all educational opportunities. Other areas for growth include the observation among staff that students tend not to focus on announcements and opportunities to hear from visiting speakers on careers and colleges. Also, the staff needs to be better informed and flexible when it comes to supporting visitors.

The Career Center needs to provide more computers to provide students with more detailed information regarding job opportunities.

Increased communication and involvement with local businesses, stronger networking between parents, students and staff; more active relationships between the school and post secondary institutions are identified areas of growth, along with more vocational classes. Vocational, fine art, and academic electives are needed.

**CP-B3: *Are all students prepared upon graduation to continue their academic and occupational goals?***

After much discussion of the evidence, the group found that students who choose to pursue jobs, after graduation are encouraged to take vocational courses such as desktop publishing, auto mechanics, cosmetology, and graphic arts.

To assist students to that end, individual teachers offer tutoring services for all students before and after school. Additionally, Fremont collaborates with post-secondary institutions to encourage students towards academic success. The Career Center provides students with employment opportunities, job/career training and work experience classes. The College Center assists students in planning for college as well as making arrangements for the PSAT, ACT and SAT exams. Field trips to colleges are also offered.

Students have access to technology via ten computer labs containing 35 computers each. Fremont is in the process of implementing the Digital High School grant. All classrooms will have at least one computer with Internet access when the grant is fully implemented.

Special programs which target selected students and grades are the Pre Collegiate Academy through UC Berkeley, Talent Search Program (Occidental College), Career Based Outreach Program (UCLA). UCLA conducts SAT tutoring every Wednesday by volunteers from UCLA. The group feels that the above efforts are, in part, responsible for student attendance to increase 2.41% over the previous school year.

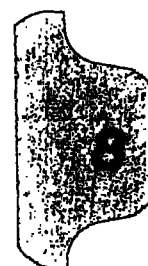
It is also noted that in examining the evidence that there are several areas for growth. The group felt that a centralized tutoring center is needed for those students and faculty who desire to make use of one. Teachers are needed who are willing to spend Saturdays tutoring for competency testing.

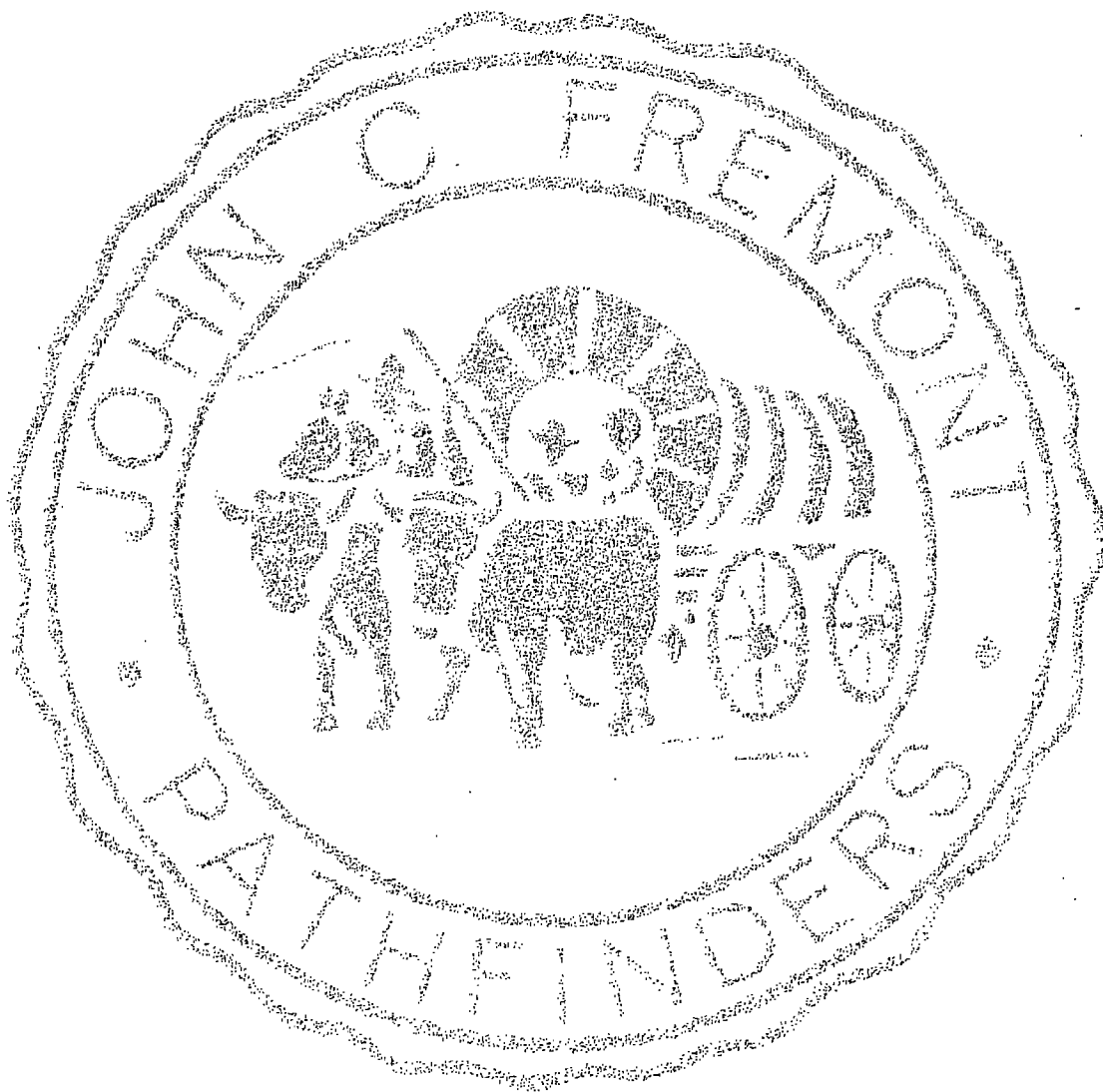
There is not presently enough time or training to implement curriculum and technological changes. Writing across the curriculum must be emphasized. Increased counseling opportunities, increased communication with middle school parents regarding high school planning, increased community and business involvement in curriculum development within state frameworks are other areas that must be emphasized.



**Areas for Improvement:**

- Improve facilities, equipment, and technology
- Articulate career and college preparation at feeder schools
- Increase the number of vocational classes offered
- Improve counseling services
- Increase community/business involvement
- Implement a rigorous, relevant, and coherent curriculum across all subject areas.





## C. Powerful Teaching and Learning Committee

**FOCUS GROUP: C**  
**POWERFUL TEACHING AND LEARNING**

**Track A**

Alvarez, Maria	Bilingual Office
Beckett, Judy	Physical Ed.
Dodd, Nichole	English
Flores, Cecilia	Parent
Garcia, Dennis	Health
Gonzalez, Giovanni	ESL
Gonzalez, Roberto	Math
Hines, Marcie	Administrator
Hollick, John	Social Studies
Hovik, Eleanor	Business
Kelter, Sydne	ESL
Lowe, Collie	Art
Mora, Luis	Technology
Niebergall, Herbert	Math
Nimmo, Samuel	Science
Padilla, Angel	Special Education
Pittman, Janis	Special Education
Rose, John	Technology

**Track B**

Alexander, Dorothy	Special Education
Armstrong, Shirleen	English
Burton, Lisa	Science
Carlini, Piero	ESL
Chavez, Begonia	Social Studies
Gonzalez, Roberto	Math
Labio, Margot	English
Lecouras, Peter	English

**Track B (Cont'd)**

Lopez, Walter	Social Studies
O'Brien, Tom	Business
Partovi, Harriet	English
Richardson, Robert	English
Scher, Elizabeth	English
Schnell, Stuart	Science
Terrones, Lettycia	English
Vera, Claudia	Math
Viveros, Gilbert	Foreign Lang.
Wells, Sharonne	Business

**Track C**

Barkin, Debbie	English
Blomenkamp, Joel	Social Studies
Buell, Michael	English
Castelo, Jose	Social Studies
Footlick, Jerry	Science
Hurst, Rebecca	Math
Kahn, David	English
Makarow, Fred	Physical Ed
Newman, Charles	Physical Ed
Peterson, Brent	Social Science
Pilon, Claudia	English
Porter, Marcus	Special Ed
Ramirez, Blanca	Bilingual Coord.
Sargent, Jilleen	English
Vaca, Joel	Math
Zucarro, Marlene	English/Drama

The members of the Powerful Teaching and Learning focus group are represented by an administrator, teachers, parents, classified employees and students. This focus group is represented and identified as follows: one administrator, forty-nine teachers, one office assistant, one parent, one Magnet coordinator, one Computer Lab Resource teacher, three counselors, one dean, one teacher assistant, and one student representative.

Staff Development meetings beginning in the spring of 1999 allowed the focus group to discuss the provided criteria regarding Powerful Teaching and Learning. Discussions were brought to the forum and the group set goals, objectives, and reviewed the previous accreditation report. Based on the need for academic growth, teachers suggested representatives from all stakeholder groups modify the previous Effective Schoolwide Learning Results (ESLR). Teachers collaborated and refined the ESLR's.

The focus group discussed teaching strategies currently implemented in the classroom. Evidence gathered from class visitations, evaluations of student work, and student interviews provided insight on teaching strategies utilized in the classroom. All stakeholder groups were involved in prioritizing areas for growth and devising an action plan. As the year 2000 approached, all focus groups provided input on all focus group reports and refinement of the final accreditation report began.

**Evidence Examined:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Student Work</li><li>• Peer visits</li><li>• Department summaries</li><li>• Staff Development Plan</li><li>• Mission Statement</li><li>• ESLR's</li><li>• Content standards</li><li>• Frameworks and Course Outlines</li><li>• Scans Report</li><li>• Goals 2000</li></ul> | <ul style="list-style-type: none"><li>• Title I Schoolwide Plan</li><li>• Professional development workshops</li><li>• Standards-based instructional units</li><li>• Digital High School Plan</li><li>• Surveys and interviews</li><li>• Stanford 9 data</li><li>• SAT and AP scores</li></ul> |
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## POWERFUL TEACHING AND LEARNING

**PTL-C1: *To what extent are all students involved in challenging learning experiences to achieve the expected school-wide learning results?***

While there are individuals and small clusters of teachers creating and implementing challenging learning experiences to assure students' achievement the expected school-wide learning results, efforts need to be expanded, coordinated and systematized more efficiently to maximize results. Students benefit from the various teaching strategies and instructional methods of some teachers, and from extra-curricular activities offered at Fremont High School. Based on evidence culled from interviews, class visitations and focus group discussions, the interaction between some teachers and their students provides a rewarding and challenging instructional experience. Effort must continue to be made in the areas of training and staff development. Newer teachers and veterans alike require continued professional development in current methodology, standards and assessment to ensure that all Fremont students are consistently involved in appropriately rigorous and challenging learning experiences which result in proficiency in the ESLR's.

Some teachers in every academic subject area improve test-taking skills by incorporating practice problems and activities in Record Room (period two). In other classes, Stanford 9 supplementary exercises and SAT practice problems should be implemented in the daily warm up to increase test scores and familiarize students with various assessment tests. The "word-a-day" was developed to improve vocabulary skills and familiarize students with unknown terms. This is a challenge for this student population. Gradually, teachers are beginning to monitor student progress via projects, a variety of assessment tests, and journals. It is necessary to increase teacher participation in these Record Room/Test Preparation activities.

Team teaching and collaboration is increasing among the Performing Arts Academy, Magnet, Perkins, Humanitas, and Advanced Placement programs. Some students attend off-track workshops and classes taught by the Advanced Placement teachers for calculus, English, biology, Spanish, statistics and physics. In mathematics, off-track students are able to attend classes taught by on-track Advanced Placement instructors.

A wide variety of instructional strategies are evident in many classrooms: cooperative and/or collaborative learning, SDAIE teaching methodologies, scaffolding, and standards training are currently in progress to implement standards-based instruction. Collaboration occurs among students in art and drama. Teachers are currently working on

grants from the Performing Tree. More teachers in all subject areas are working together to share lesson plans, activities, ideas, coursework, and thematic units in an effort to institute departmental collaboration for consistency in teaching at grade level. Some teachers exchange curriculum ideas with colleagues in an effort to develop interdisciplinary lessons. New teachers benefit from the New Teacher Staff Development training and meetings on Wednesdays. It is imperative that vertical teaming within and across departments continues to develop and expand to include more teachers in the process. As a result of collaboration and professional development, students will gain more challenging, rigorous academic experiences which connect to the ESLR's.

Although their schedules are often very full, computer labs are generally available for teachers and students. Students are assigned tasks that require use of the Internet or word processing skills. Implementing the use of technology across the curriculum correlates with our Expected Schoolwide Learning Results (ESLR's). These labs should offer remediation for students who seek to improve their reading skills, English language skills, and mathematical computational skills, thus enabling them to meet state and district standards and ESLR's.

While many students are assigned academic tasks which challenge their intellect (the writing process, science labs, peer tutoring, oral presentations, assignments involving the use of technology, research papers, projects, journals, portfolios, and notebooks for coursework assessments) there is too much reliance on textbook driven lessons and objectives. Teachers and students benefit from the former tasks by maintaining a progressive record that will assess growth, indicate and monitor improvement, and assist with student assessment. Increasing the former while recognizing the importance and proper place for the latter will ensure that more students achieve the expected schoolwide learning results.

Seniors are required to submit a portfolio upon graduation, which includes an autobiography, resume, a mock cover letter, three teacher recommendations, and one essay. Most science teachers require lab reports and math teachers assess student growth by having students maintain notebooks consisting of required assignments. Several English and social studies teachers require students to demonstrate writing skills by maintaining a daily journal. A significant amount of time is spent on silent sustained reading in the majority of the English classes. Oral presentations and research papers are required in most courses across the curriculum. Evidence shows that reading and writing across the curriculum is increasing among the core subject areas.

Some teachers are implementing writing across the curriculum to align the national and state standards and with the school's ESLR's. Project-based assignments without writing are decreasing and writing as a process is encouraged to improve writing and language skills.

***PTL-C2: To what extent do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content?***

Advanced Placement courses require higher order thinking skills and a discipline for learning. These courses have set guidelines and requirements that focus on college level academics. Students who demonstrate high academic achievement prepare to take two to four Advanced Placement courses per year. Students may attend AP workshops and study sessions that encourage peer tutoring. Use of computer technology for research and practice problems are utilized in the classroom and in the labs for AP assignments.

Many teachers use, devise and share lesson and unit plans that incorporate multiple intelligences and differences in learning styles. Evidence from the focus group discussion and classroom observations indicates that many student assignments require the use of analytical, computational, and oral presentation skills. Again, individuals and clusters of teachers are able to integrate academic and applied content with the outcome being that their students have an increased comfort level in a variety of learning situations. By further developing the infrastructure for learning, maintaining and sharing successful teaching strategies, student learning opportunities that emphasize higher order thinking skills and integrate academic and applied content will increase.

Occasionally, guest speakers are invited to classrooms as guest lecturers and visitors. Field trips are scheduled (when funds are provided) to enhance student learning and facilitate opportunities to learn outside of the classroom. More staff development is needed to ensure that these learning opportunities are not simply disconnected "one-shot" activities, but rather are tied into larger lessons and units that integrate academic and applied learning.

Some teachers expect students to follow teacher-generated or peer-developed rubrics for grading purposes. The use of rubrics requires both student and teacher discipline and allows students to feel a sense of clarity about what is expected and a sense of ownership in relation to their learning process. More consistency in the use of rubrics and assessment is needed both within and across departments. More professional



development activities in this area are vital components in our continuing efforts to raise both expectations and achievement levels.

Many teachers use project-based activities and incorporate heterogeneous groups that recognize and support differences in learning styles. Teachers incorporate news media, the Internet, colleges, industry and community groups in the curriculum that help to bring real-life situations into the classroom. Reading and writing assignments, field trips and projects are vehicles used to achieve these goals. More teachers are using these activities because they realize the high level of student interest they generate.

In order to meet the needs of students, some teachers incorporate a variety of testing strategies including multiple choice, short answer, and essay projects and portfolio assessment in many academic classes. These activities address the ESLR's by enabling students to apply critical thinking skills and become life-long learners. Students are able to become self-directed learners and active participants in their education. Staff development in the latest alternative assessment techniques would benefit those teachers who still rely solely on traditional assessment.

At Fremont High School, the push for higher standards and standards-based instruction are of critical importance. Evidence shows that some teachers attend training sessions and provide information to the faculty via staff development. This needs to continue and increase. However, evidence shows that many teachers are lowering their classroom standards to maintain a productive classroom environment. This is not acceptable and must be addressed through administrative, peer and professional development channels. Some teachers use the state frameworks and national standards to devise lesson plans that provide each student with an education comparable to other schools with high standards.

***PTL-C3: To what extent do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and classroom?***

The most frequently used resource is the computer lab. Teachers and students have access to the Internet and soon each classroom room will include five computers with Internet capabilities. All students have access to a free e-mail account for school and personal use. Some software programs are available to reinforce knowledge in each disciplinary or core subject area. The renovation of the library has begun. Upon its completion, students will be provided with a modern, functional research facility.

An expanded tutorial program is needed in the library for peer tutoring both before and after school. Tutorial programs must be implemented and required for students. This resource will help students to reach beyond the textbook and classroom for a more complete and engaging learning experience.

Community members and parents are guest lecturers and visitors in some classrooms. Students are encouraged to attend field trips to museums, corporations, plays, symphonies, and operas. The field trips act as real-life applications that enhance student knowledge beyond the classroom.

Audio-visuals are utilized in most classrooms. Teachers provide videos and films to reinforce information, and bring new depth to literature. There are assignments to watch television programs on the History Channel or Discovery Channel. Students are asked to write a brief summary or present orally on what they watch. Newspapers and magazines are used in some classrooms to encourage reading and writing in the classroom and to connect classroom learning with the "real world." Staff development sessions on creative and innovative ways to use audiovisuals in the classroom and tie them into lessons or thematic units would decrease the passive watching or listening that occurs in some classrooms.

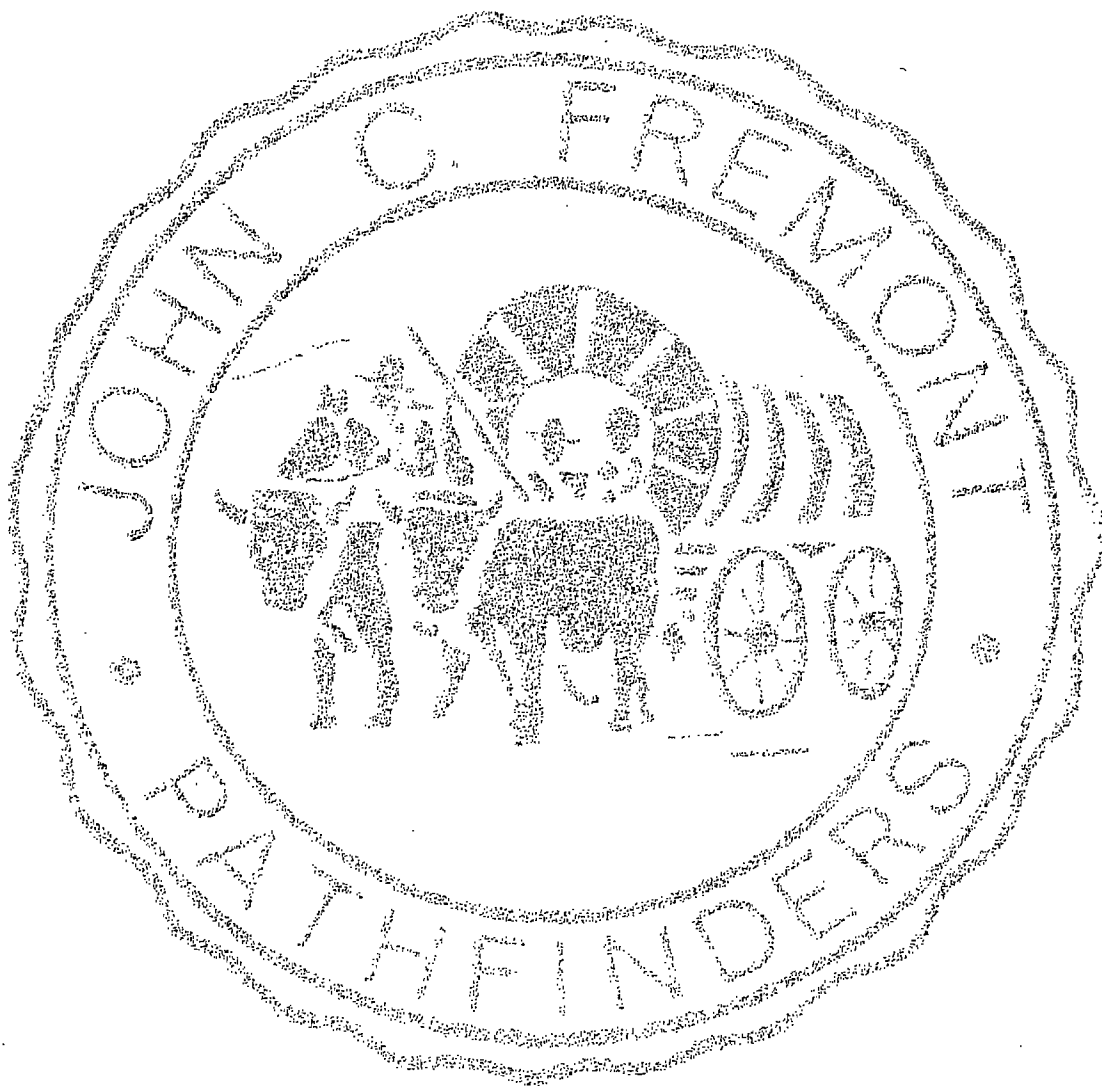
Multicultural assemblies such as Black History Month (February) and Latino Heritage Month (September) provide for rich cultural experiences. These educational experiences provide students with a cultural background and an understanding of historical accomplishments. A Latin jazz concert, Jazz Café (poetry and music) performances, and other multi-cultural events also broaden our students' experiences.

Fremont students participate in activities and competitions. The Academic Decathlon students participate in the local LAUSD competition. The Fremont Pathfinder Band participates in many competitions, parades and assemblies. Students participate in extra-curricular competitions involving sports, speech and drama. Extra-curricular activities such as the Academic Decathlon, Jazz Café, JROTC, Marching Band, and drama competitions enable students to compete and expand their intellect beyond the classroom. Career oriented programs such as the Career-Based Outreach Program (CBOP), INROADS, First Break/Y.E.S. To Jobs, and PacBell Volunteer Program. These agencies enable students to become involved in the community and prepare for various careers. Students are better able to develop specific life-long career goals and benefit from the guidance provided by the volunteers from each group.

**Areas for Improvement:**

- Implement higher standards
- Institute departmental collaboration for consistency in teaching at grade level
- Implement Standards -based Instruction
- Provide consistency in assessment within each classroom per subject area
- Support a variety of teaching strategies
- Incorporate reading, critical thinking and study skills in instruction





D. Support for Student Personal  
and Academic Growth

**FOCUS GROUP: D**  
**SUPPORT FOR STUDENT PERSONAL AND**  
**ACADEMIC GROWTH**

**Track A**

Alcantar, Terry	PSA
Black, Sandra	Special Education
Cannon, Jesse	H.O.
Chapple, Karen	Vocational
Chhith, Samantha	Math
Denkins, Clovia	Special Ed
Flores, Walter	Administrator
Howell, Cleodis	Science
Ker, Cliff	Administrator
Laursen, Jacquelyn	Math
Lopez, Frank	Science
Mason, April	Counselor
Mora, Luis	Technology
Mullens, John	Social Studies
Paolucci, Margaret	Social Studies
Rodriguez, Jilma	Parent
Rosado, Cynthia	Student
Ross, David	Math
Wallace-Allen, Anna	Counselor
White, Anthony	Music

**Track B**

Braden, Eric	Special Education
Franco, Rudy	Social Studies
Gonzalez, Roberto	Math
Labat, Germain	Social Studies
Martinez, Guadalupe	Parent
Phelps, Ruby	Parent
Whitlow, Ryan	Math

**Track C**

Averso, Julie	Math
Castro, Juan	English
Chavez, Ana	Parent
Del Rosario, Roman	Science
Goodman, David	Social Studies
Harris, Deidre	English
Hays, Matthew	English
Hyatt, Donna	English
Rodriguez, Guadalupe	Parent
Sadine, Richardo	Parent
Smily, Ella	Parent
Ward, Mary	English
Wiggenhorrm, Jeanna	English
Williams, Alan	Special Ed

**Evidence Examined:**

- |                                  |  |
|----------------------------------|--|
| • Interviews and surveys         | • Attendance Policy                            |
| • Department Summaries           | • English Language Learners Report             |
| • Counseling Logs                | • Special Ed Records                           |
| • Student Work                   | • Title I Schoolwide Program                   |
| • ESLR's                         | • Bilingual Program/Other Categorical Programs |
| • Mission Statement              |  |
| • Attendance Report              |  |
| • Special Education Enrollment   |  |
| • Tutoring Logs                  |  |
| • Parent Sign-in Sheets          |  |
| • Graduation and College Data    |  |
| • College and Career Center Logs |  |

The Support for Student Personal and Academic Growth Focus Group began meeting in different track combinations during the spring of 1999 after choosing the focus group preferred in December, 1998. The group was composed of representatives from all stakeholder groups. Some meetings took place on minimum days, others during staff development days. The first task was to review the previous recommendations from the visiting committee and make a determination of the school progress in the areas indicated. By June, 1999 the group began to review the criteria guide questions in many discussions. It was determined that we need to investigate some areas, and different committees were formed for that purpose. Findings were discussed, and finally in October, 1999 for Track C and December, 1999 for Tracks AB, the group summarized its findings and determined the critical areas for improvement.

**SS-DI: *To what extent do all students receive appropriate support to help ensure academic success?***

Fremont High offers a variety of resources that can help students succeed in their education; however not enough students regularly take advantage of the opportunities afforded them. All students have access to these programs. Not many students regularly take advantage of the opportunities afforded to them. These resources are offered on all tracks, and during a variety of periods. Students also have access to teachers, before and after school.

### Counseling Staff

Currently, there is a shortage of one counselors on one track. Counselors have worked while they are off-track to cover vacant positions. The student to counselor ratio varies from a low of 300:1 to a high of 550:1. Counselors program students and follow up on their progress in order to readjust class schedules if necessary. Due to a recent turnover rate among the counseling staff, counselors find that they must review student schedules several times throughout the course of the semester, in order to ensure the accuracy of student schedules as caseloads change from one counselor to another.

Fremont was fortunate to recently add a full time school psychiatric social worker to assist with the counseling of students and families. Additional counseling personnel include Career in Transitions Counselor, PPD teacher, speech and hearing specialist, psychologist, and DIS counselor. The recent reinstatement of the IMPACT program, under the supervision of a well-trained coordinator and Assistant Principal of Counseling, is an added service for our students who are in need of small group counseling.

### Graduation and College Admissions

All students, beginning in the ninth grade, are made aware of high school graduation requirements through their counselors, and Educational Career Planning courses (required for all students). In the tenth grade, parents and students meet personally with counselors during a specially planned week long event to design a well-rounded and comprehensive three-year academic plan based upon the student's post-graduation objective. Additionally, parents have the opportunity to speak with teachers and counselors during Parent Conference Night scheduled in the fall and spring semesters. The challenge has been to get 100% attendance from parents at both of these crucial events. Teachers average about 20% of their students' families in attendance. For parents who are not able to attend, copies of progress reports and three-year plans are mailed home.

The College Center, open daily from 7:30 a.m. to 4:00 p.m., is staffed with a full-time college counselor, peer counselors, and support staff from local colleges. The college counselor communicates with the student body through classroom visits, a newsletter for seniors, daily P.A. announcements, and the daily bulletin. The college counselor assists students with the college application process, including taking admission tests, completing applications, and applying for financial aid. Students receive assistance in preparing for college admission exams through an ACT/SAT preparation course offered by Kaplan and paid for by the district. Sixty seniors enrolled in the fall and eighty will take the class in the spring.

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The Center is the core of application workshops, SAT preparatory courses, Advanced Placement testing, SAT and ACT testing, scholarship applications, and college outreach programs and visitations. The Center offers a variety of catalogues, videos, and academic resources to students and staff for biweekly checkout. There is Internet access for students to obtain scholarship information and conduct research on college campuses and requirements.

### **Tutorial Program**

Continuous review of students' grades and academic progress reveals a high failure rate. Over 50% of the students taking Math Investigations or Algebra IAB earn a D or Fail. At present, the tutorial program is being reorganized in order to re-establish a comprehensive program to meet the academic enrichment needs of our students. Currently, individual teachers offer tutoring before and after school for their students and others who are in need of additional assistance. The Urban Classroom Teacher Program provides these teachers with minimum compensation for their contribution to tutorials. The Pacific Bell Volunteers Program also provides for community involvement in our tutorial efforts. The revision of the tutorial program will focus on increasing student attendance, having more effective communication between teachers, students, parents, and departments, and tracking the individual strengths and weaknesses of each student.

### **Parent Involvement**

At the core of ensuring academic success is the need for strong parental involvement. Cultural and language barriers prevent Fremont parents from becoming involved to a great extent. Fremont is currently working on strengthening the partnership between school and parents in order to inform and empower our parents, thereby increasing the likelihood of their involvement.

### **Attendance Policy/Program**

Currently the Attendance Coordinator, Assistant Principal of Secondary Student Services, and a group of teachers, who have a vested interest in increasing schoolwide attendance, are revising the attendance program. Fremont averages 800 daily absences. Twelfth grade students are held to a senior contract, which allows for a minimal number of school absences in order to participate in senior activities, including graduation ceremonies. The Drop-Out Prevention Counselor helps those students who need extra motivation and assistance to help them attend and succeed in school. Also, the two PSA Counselors help to keep students at school, and they also help to reduce truancy rates at Fremont.

### **Reading Program**

Fremont has attempted to strengthen our literacy through several programs. Approximately 80% of all students read below grade level. Classroom libraries and daily Sustained Silent Reading Programs have been implemented in many classes to address the need for increasing reading comprehension and interest level. The *Reading for All Program* began in July, is comprised of three teachers who are cross-tracked, and who work solely with ninth grade students who have scored below the 30<sup>th</sup> percentile on the Stanford 9 Test. The three teachers work extensively on oral language development, reading comprehension and basic writing skills.

### **Classroom Syllabus**

Each teacher is required to submit a copy of the course syllabus for each class taught to the administrator in charge of their department. The syllabus is expected to articulate the academic objectives, as well as the expectations for favorable work habits and cooperation marks.

### **Programs and Services Available:**

The Bilingual Office identifies and/or redesignates students with respect to their language classification. Additionally, the Bilingual Office keeps accurate account of all teachers and their certification for teaching Limited English Proficient (LEP) students. Audio/Visual items can be found in the bilingual office as well as support for those who can only speak Spanish. The Bilingual Advisory Council (BAC) is a strong component of the Bilingual Program, which unites administration, staff and parents on issues of relevance to students achievement. The BAC seeks to increase monthly attendance, which is currently twenty to twenty-five parents attending meetings regularly.

The Title I Program supplements instructional resources for the students. The Title I Office supplies supplemental textbooks and supplies needed for teachers. Additionally, the Title One Office staff provides supplemental test prep materials, photocopying, and audio/visual equipment. The Title I Advisory Council seeks to get more parents involved in the activities of the school. Again not enough parents are consistently involved.

Some of the services that Fremont offers the students are the academies: Travel and Tourism, Humanitas, Perkins Vocational Program, and Performing Arts and the Magnet Program. In these academies, students are able to stay with the same classmates through their high school career, thus allowing them to build relationships that can foster higher motivational levels, peer tutoring, and interdisciplinary learning. Students are recruited for these academies at the end of their middle school years. Students are also able to enroll when they get to high school. These academies are designed to group students into

a program where they can explore their interests in a more concentrated way. For example, the Academy of Travel and Tourism students receive training and resources that pertain to the tourism industry statewide, nationally, and abroad. The cosmetology program helps students to experience and practice their skills on customers after school. This type of training helps to prepare students to enter college or the work force with a stronger foundation.

Advanced Placement Classes serve to give students an accelerated approach to learning the subject. These students are encouraged to take the AP exams in order to get college credits for the work they do in their classes. These students also receive additional teacher support during off-track time. Many teachers of AP classes hold additional study groups during off-track time to practice and prepare for the exams. Many times, students are seen during their off time to study with their teachers for the Advanced Placement exam.

### **Special Education**

Fremont also offers a variety of instructional settings for students who are in need of additional assistance in order to gain access to the curriculum. There is a shortage of adequate classroom space. There are over crowded classes, and high turnover of teachers. These conditions prevent the teacher from providing more individualized attention. With less than 50% of all IEP's up to date, every stakeholder (teacher, parent, counselors, administrator, health care professional) must make a more concerted effort to manage the coordination of the Special Education program. The crisis in special education at Fremont is mirrored by a districtwide problem. Consequently the superintendent is now in charge of efforts to solve these gigantic problems in special education.

### **ESL and English Language Learners**

Since Fremont High's student population reflects a culture where English is a second language, we offer classes where students are able to build upon their previous knowledge in order to increase language acquisition and improve academic achievement. All teachers are trained in strategies to instruct second language learners. Teachers individualize programs to ensure that all students can access the content. Techniques such as scaffolding are used in many classrooms. Also, the material taught in the classroom attempts to reflect a cultural sensitivity and awareness of the origin and ethnicity of all students. With this type of sensitivity to second language learners, ELL students are able to access the rigorous curriculum and services at Fremont High School. This kind of instruction will always be a priority because of the student population.

In summary, there is a need for additional counseling staff to help the ever-increasing student population. This increase of staff would help to reduce the problems associated with scheduling and programming errors. The reading program is also in its infancy. When this program is fully developed, student achievement will improve. The current program is only reaching 200 students, and it needs to be expanded. The school-wide tutorial program is being revised. Students are in need of more tutorial time in order to be competitive with the other schools and the demands of a college program. A school-wide, strictly enforced attendance policy would help to reduce the truancy and the dropout rates.

***SS-D2: To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?***

All students have access to a system of personal support services, activities and opportunities at the school, yet need to be made more aware of such resources within the school and community.

Teachers are actively involved in the learning that addresses students' personal lives and their role in the community. Teachers use a variety of methods to enhance learning, both in and out of the classroom. Teachers also are aware and sensitive to the inclusion of all cultures. For example, English teachers use literature that provides exposure to all types of people and cultures.

Extra-curricular clubs provide for an increased awareness to the world and its people. Students are encouraged to participate in these clubs, yet only about 10% of the total student population are actually involved. These clubs advertise fundraisers, membership requirements, and other activities. All student activities on campus must have a sponsor, and some teachers are willing to take on extra responsibilities to help the students become active on campus. Extra-curricular activities include *Desafio Academico*, Ballet Folklorico, Jazz Café, and special ceremonies (Hall of Fame, Award Banquets, Annual Activities, etc.) The Academic Decathlon involves students and coaches for a number of hours in preparation and training to compete with other schools in the district. Co-Curricular activities such as drama, Journalism, Yearbook, Student Leadership, Pathfinder Band Organization/Jazz Ensemble, and Spirit Groups (Cheerleaders, Color Guard, Chess Club, Choir, Bible Club, Technology Club and others) give students more opportunity to explore their talents and engage in meaningful learning.

Services such as counseling, the PSA counselors, and psychological services are also available to all students. Students' needs are met through the support of these student support systems. Supplemental counseling services such as IMPACT and Drop-out Prevention are in place to help students who are struggling with issues of drugs and tobacco use. The Dean's Office provides additional support for the academic and personal growth of the Fremont students.

Vocational support, provided by the work experience coordinator, helps to ensure that students are competitive in obtaining jobs during their vacations and after graduation. School to Work Programs (Sallick Health, ROP, JTPA, Shell Program) also augment the vocational support that students need.

All budgets for personal and academic support are combined to help students meet the expected schoolwide learning results. The allocation of the resources also corresponds with the schoolwide mission.

***SS-D3: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?***

School leadership employs a wide range of strategies to encourage parental and community involvement. Parent Conference Night gives parents the opportunity to communicate with the school personnel and understand the school environment. Parents and community members can also be involved through a number of councils and committees.

**Some of these committees include:**

- Compensatory Education Advisory Council
- Bilingual Advisory Council
- School Leadership Council
- School Site Council
- Parent Booster Club

While the opportunities exist for involvement for outside sources, parents are not always available to give enough feedback to the school, which constitutes an area for improvement for Fremont High School. Parental participation is needed on a daily basis.

***SS-D4: To what extent are the human, materials, and financial resources as well as facilities available to the school? To what extent are these resources sufficient and effectively used to support all students in accomplishing the expected schoolwide learning results?***

Financial resources are allocated to provide the personnel, equipment, and facilities to support students' accomplishment of the expected schoolwide learning results. Resource teachers, school psychologist, psychiatric social worker, computer lab teachers, teachers assistants, educational aides are all examples of the human resources available. Categorical funds and Digital High grant provide funds for technology equipment. District and state funds are utilized for books and other instructional resources. Presently, bungalows are being added to the campus to increase class space. There is still a need to coordinate all resources in order to effectively support students' attainment of the ESLR's.

A Mentor Teacher Program exists to help teachers with questions and concerns. This team serves to get new teachers assimilated in the culture and routine of the school. Mentors offer encouragement and teaching strategies and techniques. Monthly new teacher meetings also give additional support. The District provides mentoring for many of the new teacher alongside of the school mentoring.

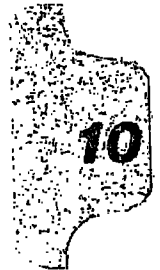
Counseling Programs and counselors are available. Only one unfilled position remains in the Counseling Office. In order to deal with the shortage, retired counselors or counselors off track maintain the services until permanent replacements are found.

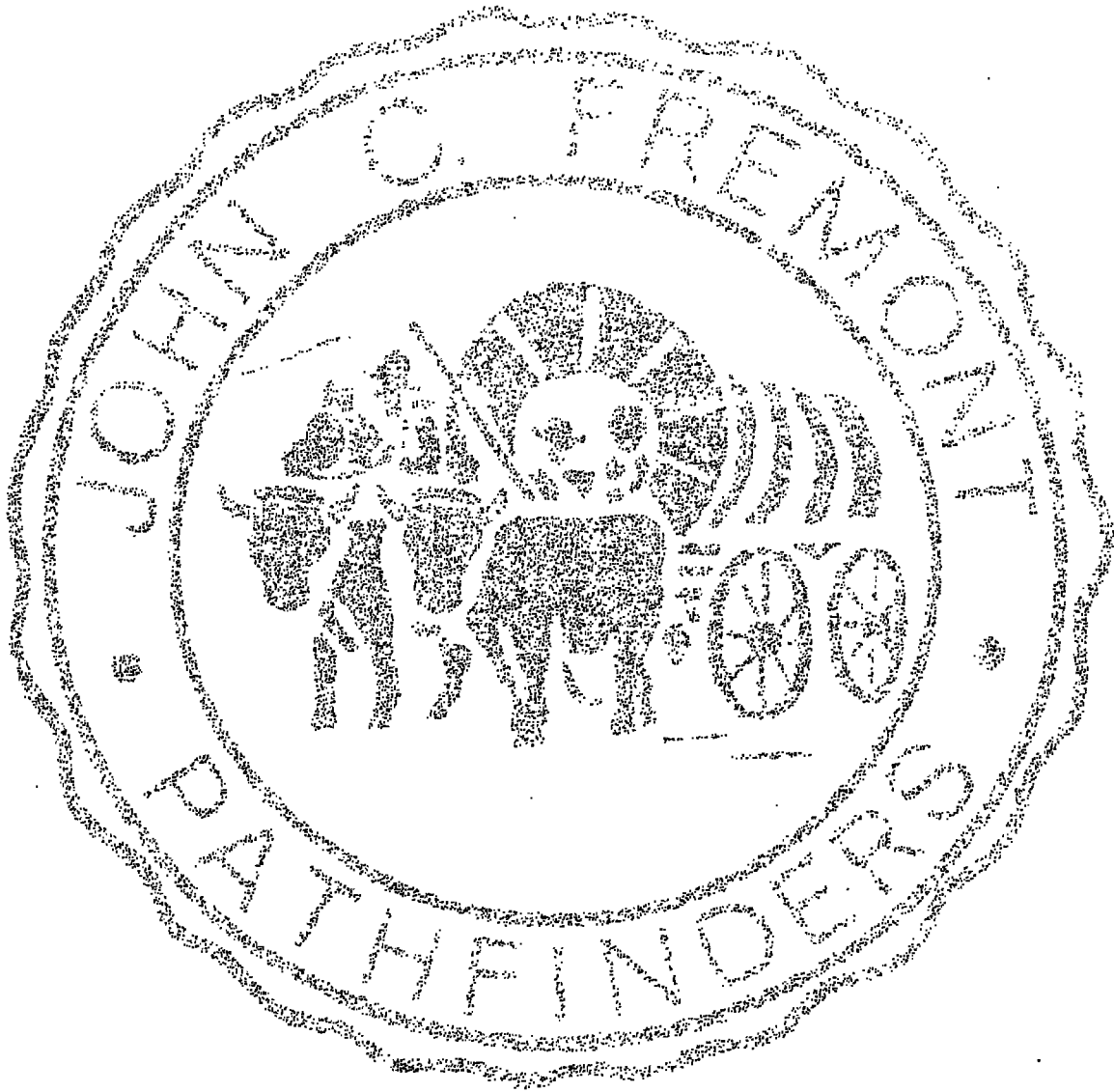
Due to textbook loss and theft, textbooks are still needed for students, and funds have been provided through outside sources from the district. Title I has provided funds for classroom libraries and other resources.

**Areas for Improvement:**

- Increase classroom space (especially in Special Education)
- Improve communication among all staff stakeholder groups (especially with budgets)
- Use resources effectively
- Increase administrative and clerical support and training
- Implement a stronger attendance policy
- Improve parent and student involvement
- Expand reading program

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## E. Assessment and Accountability



**FOCUS GROUP: E**  
**ASSESSMENT AND ACCOUNTABILITY**

**Track A**

Altuner, James English  
 Bracy, Maxine English  
 Callaway, Zakiya Science  
 Calvario, Cristina Parent  
 Espinoza, Olga English  
 Estes, Lois Parent  
 Faulkner, Erika Math  
 Fernandez, Renata Foreign Language  
 Fleming, Mary Parent  
 Garcia, Alex Classified  
 Gioco, Alberto Foreign Language  
 Gonzales, Soledad Parent  
 Goodman, Marilyn Counselor  
 Guidry, Lue Ellen AP SSS  
 Guinn, Mary Title I  
 Hand, Bradley Math  
 Jimenez-Bayon, Jairo Foreign Language  
 Lang, Steve Social Studies  
 Mendez, Angelina Parent  
 Murray, Tracy English  
 Norfleet, Jackie Classified  
 Page, Gary English  
 Polidoer, G Parent  
 Raygoza, Maria Student  
 Reyes, Alamo Parent  
 Williams, Darnise English

**Track B**

Anderson, Matthew English  
 Calvario, Cristina Parent  
 Campos, Elvia Special Education  
 Chavez, Ricardo Student  
 Fris, John Drama  
 Han, Jae Business  
 Trejo, Richard Science  
 Watson, Jenny English  
 Wells, Flora English

**Track C**

Carpenter, Laura English  
 Castelo, José Social Studies  
 Chin, Dennis Math  
 Cruz, Andrew Science  
 Fleming, Mary Parent  
 Giddens, Alfredo Social Studies  
 Hall, Robert Math  
 Hovland, Carter Social Studies  
 Mui, Loretta English  
 Nelson, Nicholas Social Studies  
 Rose, Peggy Drop-Out Coord.  
 Schulze, Hal Science

An administrator, teachers, parents, classified employees, and students represent the forty-one members of the Assessment and Accountability focus group. All stakeholder groups are represented as follows: one administrator, two classified, one counselor, one coordinator, six parents, one resource teacher, two students, and twenty-seven teachers. Early in the spring of 1999, meetings were focused on clarifying and answering the criteria questions, defining the group objectives, and examining the previous accreditation report. Discussions centered on methods that were being used for student assessment and how these strategies were influenced by the ESLR's. As the process develops, potential evidence and the collection of data to support it became more important. As the year 2000 approached, this group began to study and analyze collected evidence. This allowed the group to determine what was being done and to identify potential growth areas.

**Evidence Examined:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>◦ Teacher-made tests</li> <li>◦ Standardized tests (Stanford 9, SAT, AP.)</li> <li>◦ Competency tests (Sharp, Write, and Topics)</li> <li>◦ Yearly IEP reviews</li> <li>◦ Teacher course outlines</li> <li>◦ Student/Community Profile</li> <li>◦ Attendance Records</li> <li>◦ Drop out rate</li> <li>◦ Parent/Teacher Conference records</li> <li>◦ Portfolios</li> <li>◦ Student Work</li> <li>◦ Department summaries</li> <li>◦ Report card grades</li> </ul> | <ul style="list-style-type: none"> <li>◦ Title I Schoolwide Plan</li> </ul> |
|--|---|

**AA-E1a: *To what extent do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?***

Some Fremont teachers employ an array of assessment strategies to evaluate students and to modify curriculum and instruction. These strategies are mandated by the nature of the curriculum which ranges from classes such as physical education and art, that measure performances or a product, to classes such as Algebra and English that assess more traditional, individual skills in reading, writing and computation. Types of student

assessment activities that are employed at Fremont include but are not limited to the following:

- Standardized examinations
- Research papers
- Timed performance steps
- Quizzes
- Teacher made test
- Group/Individual Projects
- Rubrics
- Demonstration of certain musical or artistic skills
- Class participation
- Book reports
- Stanford 9
- Multimedia presentations
- Portfolios
- Discussions
- Oral presentations and reports
- Demonstration of certain physical skills
- National Fitness Test

Assessment must be used as a basis for evaluating student performance and determining grades. It is understood that the criterion for awarding an individual grade is equally objective and subjective. Besides giving students an indication of their performance, grades and progress, a variety of assessment strategies assist teachers in making decisions to modify their curriculum to meet the needs of the students. This allows for re-teaching and the use of another method of presentation to help students who experience difficulty in comprehending certain concepts. However, more teachers need to use a wide variety of assessment strategies.

Students continue to score low on the Stanford 9 Achievement Test. Fremont scored an Academic Performance Index (API) of 399 on the last Stanford 9 Test. This was the third lowest in Los Angeles County. Many different strategies are being implemented to increase student scores on standardized tests. For example, vocabulary is now being stressed in every discipline on a school wide basis. The *Daily Bulletin* now includes "Word-A-Day" that involves all teachers and students. Teachers make more extensive use of multiple choice examinations to familiarize students with test-taking procedures and format. The Title I Office provides record-room activities and practice tests geared towards the objectives of the Stanford 9. These modifications in the curriculum are the result of Fremont's overall test scores on the Stanford 9 Test and the importance that the community attaches to these results.

**AAE-1b: To what extent do students use assessment results to modify their learning in order to enhance their educational progress?**

Stanford 9 results for 1999 show that in the areas of vocabulary, reading comprehension, mathematics, spelling, using information, and thinking skills, nearly seventy percent of Fremont students scored below average. Students use the assessment results to make decisions about their educational needs and progress in meeting their goals and the expected schoolwide learning results. For some students, good grades are an incentive to study harder and eventually go on to college. Others use the results to make career choices, but too many drop out. Unfortunately, not enough students take advantage of the Tutoring Program. Many students are referred to tutoring by one or more teachers. Tutoring is available to students before and after school in an effort to improve students' grades. This program is provided by individual teachers as part of the Urban Classroom Teacher Program and by the coordinators of the various resource labs.

**AAE-2a: To what extent do the school district and community regularly review student progress toward accomplishing the expected schoolwide learning results?**

The district is placing great emphasis on standards based instruction (SBI). Over the past two years district wide meetings have been held to implement SBI in all disciplines. The LAUSD Standards Task Force and the Division of Instruction are in the process of reviewing and planning performance assessments for the standards. The district's performance test (STEPS) to measure the mastery of standards begins this school year. This test will serve as a benchmark to determine whether students need intervention to help them master the standards and to prepare students to pass the state test. This new direction has mandated that ESLR's be aligned to standards. At Fremont, the self study focus groups and home groups met to accomplish this task in the fall, 1999. Information and input was requested from and submitted by all stakeholder groups so that the ESLR's could be refined and updated.

The Title I Advisory Council and the Bilingual Advisory Council regularly review test results and redesignation rate. CL 26 reports (showing tests scores and language proficiency) are distributed to all faculty at least three times a year and are integrated into the teachers' roll books.

***AAE-2b: To what extent are assessment results reported regularly to the entire school community?***

Fremont High School puts forth extensive efforts to involve parents and the community in the school. Every effort is made to keep them informed. Grade reports are sent to parents every four weeks. Teachers, counselors, and deans frequently communicate with parents by phone, mail or in personal conferences held at the school. The School Advisory Councils (Title I and ESL/Bilingual) meet on a monthly basis. They receive relevant information such as the dates that standardized test reports will be sent home. Parents are given an orientation on the report to help them understand the results for the student and the school. At the beginning of each school year teachers send copies of course outlines and class expectations home to parents. Results of district competency tests are mailed home and the names of all students who pass are posted in the Counseling Office. SB813 funds provide time for counselors to be available during the evening hours for one week during the fall semester, to conference with the parents of tenth grade students.

Stanford 9 results are published in the city newspapers and are available on the Internet. The state compiles these results and ranks schools within the state using test data.

***AAE-3: To what extent does the assessment of the expected schoolwide learning results drive the schools program development and resources allocated.***

While there is a direct correlation between the ESLR's and the progress in program development and resource allocation at Fremont, this area needs to be strengthened. Student assessment provides information to plan programs and distributes resources to help students achieve the ESLR's. The school's focus on learning extends from curricular decisions made in the classroom to extra-curricular activities.

Some monies are provided from student body funds to supplement district support for such programs as the band, interscholastic athletics, dances and other activities. The Student Leadership class makes the decision about the use of these funds with input from the teacher/sponsor. Activities are planned which appeal to a wide range of student interest as well as academic needs.

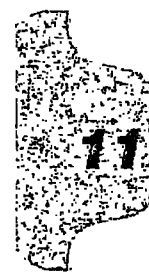
Other resources are controlled by the Title I and Bilingual Advisory Councils that advise the Site Council on how to allocate funds based on student assessments and needs. This

allocation is done in conjunction with government regulations that determine how these funds can be used. While there is a segment of the community that regularly attends and participates at these meetings, there is a great need for more stakeholders to attend and become involved.

The Leadership Council determines allocation of school resources for textbooks and instructional materials as stated in the LAUSD/UTLA Bargaining Agreement. The Site Council, mandated by the state of California, oversees those monies that have been placed under its jurisdiction. Both of these councils have been hampered by a lack of consistent participation from all stakeholder groups. In some cases, this has reduced these councils' ability to function at certain times. The Site Council, nevertheless, has written new bylaws and has rededicated itself to facilitating the school's program implementation and resource allocation.

**Areas for Improvement:**

- Continue to use a variety of assessment strategies and activities
- Improve standardized test results with emphasis on the Stanford 9 Achievement Test
- Place stronger emphasis on the Tutoring Program
- Stress reading across the curriculum
- Improve stakeholder attendance at all meetings which involve program implementation and resource allocation



WASC 28060

# Schoolwide Action Plan



## Chapter V



**John C. Fremont High School**  
**SCHOOLWIDE ACTION PLAN**

**PROCESS**

The Fremont Action Plan is the culmination of many focus and home group meetings over the last year and a half. From the first focus group meetings all stakeholders anticipated the writing of the Action Plan. Many focus and home groups had the tendency to proceed directly to the Action Plan. Many stakeholders wanted to get to the solutions without the evidence and discussion necessary to investigate the problem. Their enthusiasm had to be redirected into the process, and into an understanding of how action plans are genuinely created.

Before each focus group could identify the specific areas for improvement, they compiled lists of strengths and weaknesses, investigated and researched all aspects of the school, and used criteria guide questions to facilitate group discussions. Home groups also went through a similar process to obtain a clear picture of where Fremont has been, where it is now, and where it should go to ensure that all students achieve the expected schoolwide learning results.

The action planning formally began October 28, 1999 with Track C teachers as they were going off track. The focus groups reviewed their notes and criteria questions. They summarized their findings and compiled a list of recommended areas of improvement. Track C focus groups posted their areas for growth and shared them with all other focus groups. The areas that appeared most frequently on all posted lists were identified as priority areas. A group discussion followed and a consensus was reached on the areas for improvement.

These activities were then repeated on November 30, 1999 for Tracks A and B focus groups. Subsequently, the groups prioritized the areas for improvement in chart form on large posters. All stakeholders then attended a general session where each focus group posted and shared their areas for improvement. As part of the "buy-in" process, each stakeholder was given three color coded circular labels with which to select their first choice (red), second choice (green), and their third (yellow). In the fashion of a gallery walk-through, stakeholders labeled areas for growth they felt were most critical. The Augmented Instructional Leadership Team met and reviewed the labeled charts to determine five areas for improvement to form the Action Plan. Those five areas are:

- **Accountability**
- **Communication**
- **Curriculum**
- **Instructional Delivery**
- **Support Services**

Members chose their areas of interest and committees were formed. In order to include more parents, the opportunity to get input on the five areas was given to parents in the Title I and

**John C. Fremont High School**  
**SCHOOLWIDE ACTION PLAN**

Bilingual Advisory Councils. Each of the five groups met on two or three occasions for an extended period. They researched, discussed, and organized their ideas until a draft of their areas was completed.

All five groups brought their drafts back to the larger group for fine-tuning, discussion and consensus. A second draft was prepared by each committee. These drafts were then shared with all stakeholders in a large group setting. Discussion, questions and answers, and input were given, both verbally and in writing.

Each of the five committees met following input from the stakeholders in parent and staff meetings over a period of four weeks. In Augmented Instructional leadership meetings other suggestions were made. There was an openness and acceptance of suggestions. Some modifications were made as a result. When consensus was reached within the committee, each area of the plan was shared with the other four committees. At this point, the areas for improvement for Fremont's Action Plan were brought to general session of all stakeholders for their final approval by consensus.

## SCHOOLWIDE ACTION PLAN

**AREA FOR IMPROVEMENT: ACCOUNTABILITY**  
**RATIONALE:** Increase accountability among staff, parents, and students to improve student achievement.  
**EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All**

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
<b>Parents</b> 1. Increase parental involvement in all parent groups, such as School Advisory Council	Monitoring Teams • Administrators • Categorical Advisors • Community Representatives • Teachers	• General school funds (IMA, SB1882) • Categorical funds (Title I, Bilingual) • Parent group leaders	July, 2000	Attendance rosters, minutes, agendas, mission statement	• Mailings • Newsletter • Flyers at Parent Conference • Night

## SCHOOLWIDE ACTION PLAN

<b>AREA FOR IMPROVEMENT: ACCOUNTABILITY</b>					
<b>RATIONALE:</b> Increase accountability among staff, parents, and students to improve student achievement.					
<b>EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All</b>					
Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
<b>Teachers and Staff</b> 2. Improve performance of certificated and classified staff: <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Punctuality</li> <li>• Long-term planning</li> <li>• Emergency Sub Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators and supervisors</li> <li>• Monitoring team (Deans, Security)</li> <li>• Teachers/staff</li> </ul>	<ul style="list-style-type: none"> <li>• General school funds</li> <li>• UTLA</li> </ul>	July, 2000	<ul style="list-style-type: none"> <li>• Attendance Reports</li> <li>• Staff evaluations</li> <li>• Report of number of out of class in violation of school policy</li> </ul>	

## SCHOOLWIDE ACTION PLAN

<b>AREA FOR IMPROVEMENT: ACCOUNTABILITY</b>					
<b>RATIONALE: Increase accountability among staff, parents, and students to improve student achievement.</b>					
<b>EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All</b>					
Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
<b>Students</b> 3. Improve attendance, punctuality, academic performance, and behavior	<ul style="list-style-type: none"> <li>• All stakeholders</li> <li>• PSA counselor</li> <li>• Attendance Committee</li> <li>• Discipline Committee</li> </ul>	<ul style="list-style-type: none"> <li>• General school funds</li> <li>• Attendance, Tardy Discipline Policies</li> <li>• Categorical funds: Title I, Bilingual</li> <li>• Corporate sponsorship for motivational activities</li> </ul>	July, 2000	<ul style="list-style-type: none"> <li>• Roll books</li> <li>• Attendance records</li> <li>• "Cum"</li> <li>• Stanford 9</li> <li>• STEPs</li> <li>• Performance Test</li> <li>• Report cards</li> <li>• Competency tests (Sharp, Write, Topics)</li> <li>• Disciplinary action reports</li> <li>• Deans</li> <li>• Police</li> </ul>	<ul style="list-style-type: none"> <li>• Report cards to parents</li> <li>• Standardized results</li> <li>• Graduation numbers</li> <li>• School Accountability Report</li> </ul>

## SCHOOLWIDE ACTION PLAN

<b>AREA FOR IMPROVEMENT: COMMUNICATION</b>
<b>RATIONAL:</b> To improve communication among all stakeholders, in order to increase student achievement, parent involvement and staff efficiency.
<b>EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All</b>

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
1. Develop/distribute each mester: a. school newsletter b. yearly school calendar c. school directory d. teacher locator (showing room by period)	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coordinator of school publications</li> <li>• Leadership Council</li> <li>• Administration</li> <li>• Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Categorical funds</li> <li>• Parent representative</li> <li>• All offices/depts.</li> <li>• Translator</li> <li>• Administration</li> <li>• LAUSD</li> <li>• Student government</li> <li>• Coordinator</li> <li>• Offices/Departments</li> </ul>	July 2000 Ongoing	<ul style="list-style-type: none"> <li>• Publish and mail/distribute newsletter, calendar, directory</li> <li>• Survey in newsletter</li> <li>• Increased parent participation</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Community</li> <li>• School partners</li> <li>• Staff</li> <li>• Students</li> </ul>
2. Distribute all notifications (especially report cards and progress reports, letters/flyers for parent conferences and class meetings) in a timely manner	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Translators</li> <li>• Administration</li> <li>• Coordinators</li> <li>• Offices/Depts.</li> </ul>	July, 2000 Ongoing	<ul style="list-style-type: none"> <li>• Publish and mail/distribute to both on/off track stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• Staff</li> </ul>

**SCHOOLWIDE ACTION PLAN**

<b>AREA FOR IMPROVEMENT: COMMUNICATION</b>					
<b>RATIONALE: To improve communication among all stakeholders, in order to increase student achievement, parent involvement and staff efficiency.</b>					
<b>EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All</b>					
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Assessment</b>	<b>Report of Progress</b>
3. Hold parent/student meetings by grade level and special interest group (AP, Magnet, academies)	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• Coordinators</li> <li>• Staff</li> <li>• Interpreter</li> </ul>	<ul style="list-style-type: none"> <li>• LAUSD</li> <li>• Administration</li> <li>• Counselors</li> <li>• Program Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning of each track</li> <li>• July, 2000 yearly</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings held</li> <li>• Sign-in sheets</li> <li>• Evaluations of meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• Staff</li> </ul>
4. Make direct contact with parents of students who are excessively absent (as directed by LAUSD guidelines)	<ul style="list-style-type: none"> <li>• 2 FULLTIME PSA counselors</li> <li>• Administration</li> <li>• Attendance Office</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Office</li> <li>• LAUSD</li> <li>• Categorical funds</li> </ul>	<ul style="list-style-type: none"> <li>• July, 2000</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Contracts for 2 PSA counselors</li> <li>• Phone calls</li> <li>• Home visits</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> </ul>
5. Organize and establish social staff association	<ul style="list-style-type: none"> <li>• Elected Officers</li> <li>• Staff (classified, certificated, administration)</li> </ul>	<ul style="list-style-type: none"> <li>• Dues</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• July, 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Elections held</li> <li>• Dues collected</li> <li>• By-laws written</li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> </ul>
6. Organize and distribute a faculty handbook	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Leadership Council</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• LAUSD</li> <li>• Categorical programs</li> </ul>	<ul style="list-style-type: none"> <li>• July, 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution ongoing</li> <li>• Evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> </ul>

## SCHOOLWIDE ACTION PLAN

<b>AREA FOR IMPROVEMENT: COMMUNICATION</b>
<b>RATIONALE: To improve communication among all stakeholders, in order to increase student achievement, parent involvement and staff efficiency.</b>
<b>EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All</b>

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
7. Develop and distribute department handbooks	<ul style="list-style-type: none"> <li>•Dept. Chair</li> <li>•Dept. members</li> </ul>	<ul style="list-style-type: none"> <li>•Categorical funds</li> <li>•Administration</li> <li>•Department members</li> <li>•LAUSD</li> </ul>	July, 2000 Ongoing	<ul style="list-style-type: none"> <li>•Distribution ongoing</li> <li>•Evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>•Staff</li> </ul>
8. Distribute agendas, minutes, complete budgets of all councils, committees, departments, programs to faculty	<ul style="list-style-type: none"> <li>•Administration</li> <li>•Coordinators</li> <li>•Department Chairs</li> <li>•Presidents</li> <li>•Finance Manager</li> </ul>	<ul style="list-style-type: none"> <li>•LAUSD</li> <li>•Administration</li> <li>•Coordinators</li> </ul>	June, 2000 Ongoing	<ul style="list-style-type: none"> <li>•Information published and distributed</li> </ul>	<ul style="list-style-type: none"> <li>•Staff</li> </ul>
9. Develop student planners	<ul style="list-style-type: none"> <li>•Administration</li> </ul>	<ul style="list-style-type: none"> <li>•Corporate sponsors</li> <li>•Student leadership</li> </ul>	Beginning of school year (for all tracks)	<ul style="list-style-type: none"> <li>•Distribution ongoing</li> <li>•Student survey</li> </ul>	<ul style="list-style-type: none"> <li>•Students</li> </ul>



## SCHOOLWIDE ACTION PLAN

<b>AREA FOR IMPROVEMENT: COMMUNICATION</b>
<b>RATIONALE: To improve communication among all stakeholders, in order to increase student achievement, parent involvement and staff efficiency.</b>
<b>EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All</b>

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
10. Install/repair/maintain PA system	<ul style="list-style-type: none"> <li>•Administration</li> <li>•Plant Manager</li> <li>•LAUSD</li> </ul>	<ul style="list-style-type: none"> <li>•LAUSD</li> <li>•Plant Manager</li> <li>•Administration</li> <li>•Prop. BB</li> </ul>	Feb., 2000 Ongoing	<ul style="list-style-type: none"> <li>•PA installed and working in all rooms/offices</li> </ul>	<ul style="list-style-type: none"> <li>•Staff</li> <li>•Students</li> </ul>
11. Telephones installed in every classroom	<ul style="list-style-type: none"> <li>•Administration</li> <li>•Plant Manager</li> <li>•LAUSD</li> </ul>	<ul style="list-style-type: none"> <li>•Corporate sponsors</li> <li>•LAUSD</li> <li>•Prop BB</li> </ul>	January, 2001	<ul style="list-style-type: none"> <li>•Phones in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>•Staff</li> </ul>

## SCHOOLWIDE ACTION PLAN

<b>AREA FOR IMPROVEMENT: CURRICULUM</b>	
<b>RATIONALE:</b> To ensure that all students meet the ESLR's, there must be emphasis on academic skills, curriculum alignment with standards, and strong, viable academics.	
<b>EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All * Effective Communicators</b>	

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
1. Implement standards-based instruction aligned with the state frameworks and district standards.	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Department chairs</li> <li>• Standards Coordinator</li> <li>• Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for Instruction, LAUSD</li> <li>• District standards</li> <li>• State frameworks</li> <li>• Teacher expertise</li> <li>• Categorical funds                             <ol style="list-style-type: none"> <li>1. Title I</li> <li>2. SB 1882</li> </ol> </li> </ul>	May, 2000 and ongoing	<ul style="list-style-type: none"> <li>• Student classroom performance</li> <li>• Standardized test scores.</li> <li>• Written course curricula for all offerings.</li> </ul>	All stakeholders

## SCHOOLWIDE ACTION PLAN

<b>AREA FOR IMPROVEMENT: CURRICULUM</b>
<b>RATIONALE:</b> To ensure that all students meet the ESLR's, there must be emphasis on academic skills, curriculum alignment with standards, and strong, viable academies.
<b>EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED:</b> All * Effective Communicators

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
2. Improve reading, writing, and math skills across the curriculum.	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Department chairs</li> <li>• Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• SB 1882 funds</li> <li>• Rodriguez funds</li> <li>• Mentor program</li> <li>• Categorical funds</li> <li>• Cluster support personnel</li> <li>• In-house expertise/peer support</li> </ul>	May, 2000 and ongoing	<ul style="list-style-type: none"> <li>• Student classroom performance</li> <li>• Standardized test scores.</li> <li>• Performance-based tests (STEPS)</li> <li>• Student grades</li> </ul>	All stakeholders

## SCHOOLWIDE ACTION PLAN

<b>AREA FOR IMPROVEMENT: CURRICULUM</b>
<b>RATIONALE:</b> To ensure that all students meet the ESLR's, there must be emphasis on academic skills, curriculum alignment with standards, and strong, viable academies.
<b>EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED:</b> All * Effective Communicators

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
3. Strengthen existing academies and create new, viable academies to include all student populations such as, English language learners, special education.	<ul style="list-style-type: none"> <li>• Participating teachers</li> <li>• Counselors</li> <li>• Academy Coordinator</li> <li>• Administrators</li> <li>• Articulation Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Perkins program</li> <li>• Magnet funds</li> <li>• Gifted funds</li> <li>• Los Angeles Educational Partnership (LAEP)</li> <li>• Community partners</li> <li>• Bilingual funds                             <ul style="list-style-type: none"> <li>a. Special Ed. Funds</li> <li>b. Digital H. S. funds</li> <li>c. Categorical funds</li> </ul> </li> </ul>	May, 2000	<ul style="list-style-type: none"> <li>• Surveys/self evaluations</li> <li>• Graduation rates</li> <li>• Post-grad follow-up</li> <li>• Student grades and attendance</li> <li>• AP exam score</li> <li>• Exit exams</li> </ul>	All stakeholders

## SCHOOLWIDE ACTION PLAN

<b>AREA FOR IMPROVEMENT: INSTRUCTIONAL DELIVERY</b>					
<b>RATIONALE:</b> To ensure that all students meet the ESLR's, staff must be given the opportunities to gain knowledge and strategies, to work together to meet the instructional needs of all students.					
<b>EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All</b>					
Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
1. Establish and implement a coordinated professional development plan -- to include literacy, standards-based instruction, and assessment	<ul style="list-style-type: none"> <li>• Categorical program advisors</li> <li>• Department chairs</li> <li>• Administrator</li> <li>• Instructional Leadership Team</li> <li>• Professional Development Committee</li> <li>• I.T.T.</li> </ul>	<ul style="list-style-type: none"> <li>• Student assessment</li> <li>• Intern Program</li> <li>• Mentor teachers</li> <li>• Cluster staff</li> <li>• District Professional Development Program</li> <li>• College Board</li> <li>• Universities</li> </ul>	May, 2000 Evaluation July, 2000	<ul style="list-style-type: none"> <li>• Staff survey</li> <li>• Graduation rate</li> <li>• Stanford 9</li> </ul>	All stakeholders

## SCHOOLWIDE ACTION PLAN

<b>AREA FOR IMPROVEMENT: INSTRUCTIONAL DELIVERY</b>					
<b>RATIONALE:</b> To ensure that all students meet the ESLR's, staff must be given the opportunities to gain knowledge and strategies, to work together to meet the instructional needs of all students.					
<b>EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All</b>					
Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
<ul style="list-style-type: none"> <li>2. Improve new teacher support                             <ul style="list-style-type: none"> <li>o paperwork</li> <li>o orientation</li> <li>o networking of available services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Mentor teachers</li> <li>o Administrator</li> <li>o Department chairs</li> </ul>	<ul style="list-style-type: none"> <li>o Mentor Program</li> <li>o District Intern Program</li> <li>o UCLA – Center X university supervisors</li> <li>o Teacher Handbook</li> <li>o UTLA</li> <li>o Rodriguez funds</li> </ul>	<ul style="list-style-type: none"> <li>o July, 2000</li> <li>o Evaluation July, 2001</li> </ul>	<ul style="list-style-type: none"> <li>o New teacher evaluation</li> <li>o Needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>o New teachers</li> <li>o Mentor teachers</li> <li>o Administration</li> <li>o Department chairs</li> </ul>

**SCHOOLWIDE ACTION PLAN**

**AREA FOR IMPROVEMENT: INSTRUCTIONAL DELIVERY**

**RATIONAL:** To ensure that all students meet the ESLR's, staff must be given the opportunities to gain knowledge and strategies, to work together to meet the instructional needs of all students.

**EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All**

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
3. Formulate and implement technology training to include staff, parents, and students.	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Technology coordinator</li> <li>• Department chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Categorical funds</li> <li>• District staff</li> <li>• Identified technology experts</li> <li>• Parents</li> <li>• Students</li> <li>• Digital High School and other grants</li> </ul>	<ul style="list-style-type: none"> <li>• July, 1998</li> <li>• Evaluation August, 2001</li> </ul>	Teacher, parent, and student survey	All stakeholders

## SCHOOLWIDE ACTION PLAN

**AREA FOR IMPROVEMENT: INSTRUCTIONAL DELIVERY**

**RATIONALE:** To ensure that all students meet the ESLR's, staff must be given the opportunities to gain knowledge and strategies, to work together to meet the instructional needs of all students.

**EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All**

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
4. Increase student and teacher access to state of the art technological innovations	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Categorical Program Advisor</li> <li>• Department chairs</li> <li>• Technology Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Library Media Center</li> <li>• Teachers</li> <li>• Technology courses</li> <li>• Work Experience/College offices</li> <li>• Magnet School office</li> <li>• Business community</li> <li>• Parents</li> <li>• Categorical funds</li> <li>• Grants/Proposals</li> <li>• Digital High School</li> </ul>	<ul style="list-style-type: none"> <li>• July, 2000</li> <li>• Evaluation August, 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory of computers, others technological items</li> <li>• Survey of number of students using technology</li> <li>• Student and teacher assessment</li> </ul>	All stakeholders



## SCHOOLWIDE ACTION PLAN

**AREA FOR IMPROVEMENT: INSTRUCTIONAL DELIVERY**  
**RATIONALE: To ensure that all students meet the ESLR's, staff must be given the opportunities to gain knowledge and strategies, to work together to meet the instructional needs of all students.**  
**EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All**

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
5. Develop substitute support	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Department chairs</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute packet</li> <li>• School directory</li> <li>• Emergency lesson plans</li> <li>• Keys</li> <li>• Department chairs</li> </ul>	July, 2000	<ul style="list-style-type: none"> <li>• Substitute survey</li> <li>• Teacher/student surveys</li> </ul>	All stakeholders

## SCHOOLWIDE ACTION PLAN

AREA FOR IMPROVEMENT: SUPPORT SERVICES					
RATIONAL: Improvement in the coordination of school support services will enhance support for students' achievement.					
EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All					
Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
1. Implement coordinated and effective schoolwide tutoring program	<ul style="list-style-type: none"> <li>Title I Coordinator</li> <li>Tutoring Coordinator</li> <li>Administrator</li> <li>All other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Bilingual Office</li> <li>Counseling Centers</li> <li>Categorical funds</li> <li>Library</li> <li>Urban Classroom</li> <li>Teacher Program</li> <li>Trained student tutors</li> </ul>	<ul style="list-style-type: none"> <li>Committee selection May, 2000</li> <li>1st Meeting May, 2000</li> <li>Implementation fall, 2000</li> <li>Evaluate and revise January, 2001</li> </ul>	<ul style="list-style-type: none"> <li>Standardized tests scores</li> <li>Semester grades</li> <li>Staff and student surveys</li> <li>Graduation rate</li> <li>Periodic observation</li> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Committee responsible reports to all stakeholders</li> </ul>

**SCHOOLWIDE ACTION PLAN**

**AREA FOR IMPROVEMENT: SUPPORT SERVICES**  
**RATIONALE: Improvement in the coordination of school support services will enhance support for students' achievement.**  
**EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All**

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
2. Improve counseling support and accessibility.	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Counseling personnel</li> <li>• Committee of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling Centers</li> <li>• College/Career Center</li> <li>• Staff/Professional Development</li> <li>• Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Committee selection by May, 2000</li> <li>• 1st meeting May, 2000</li> <li>• Implementation fall, 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Survey stakeholders</li> <li>• Observation of opening procedures</li> <li>• Student programs 1st week</li> </ul>	<ul style="list-style-type: none"> <li>• Committee responsible reports to all stakeholders</li> </ul>

## SCHOOLWIDE ACTION PLAN

### AREA FOR IMPROVEMENT: SUPPORT SERVICES

**RATIONALE: Improvement in the coordination of school support services will enhance support for students' achievement.**

**EXPECTED SCHOOLWIDE LEARNING RESULT ADDRESSED: All**

Action Steps	Person(s) Responsible	Resources	Timeline	Assessment	Report of Progress
3. Implement a coordinated schoolwide progressive discipline/attendance plan	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Committee of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Dean's Office</li> <li>• Counseling Office</li> <li>• Attendance Office</li> <li>• Categorical funds</li> <li>• Campus police</li> </ul>	<ul style="list-style-type: none"> <li>• Committee selected by May, 2000</li> <li>• 1st meeting May, 2000</li> <li>• Implementation by fall, 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the number of referrals, OT's and suspensions</li> <li>• Monitor tardies and classroom attendance</li> <li>• Survey teachers</li> <li>• Survey students</li> </ul>	<p>Committee responsible reports to all stakeholders</p>
4. Improve technological support services (photocopier, telephones, computers, including Internet access)	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Technology Coordinator</li> <li>• Title I Coordinator</li> <li>• Bilingual Coordinator</li> <li>• Librarian</li> <li>• Selected Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance</li> <li>• Computer labs</li> <li>• Title I Office</li> <li>• Bilingual Office</li> <li>• Library</li> <li>• Technology Office</li> </ul>	<ul style="list-style-type: none"> <li>• Committee selection May, 2000</li> <li>• 1st meeting May, 2000</li> <li>• Implementation July, 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/Student survey</li> <li>• Copier logs</li> <li>• Computer training</li> <li>• Attendance</li> </ul>	<p>Committee responsible report to all stakeholders</p>



# Appendix

FOCUS ON LEARNING  
SELF STUDY REPORT  
APPENDIX

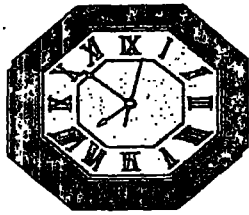
- I. Bell Schedule
- II. School Map
- III. Year-Round Calendar
- IV. Special Curricular Programs
- V. Administrative Responsibility Chart
- VI. Master Schedule – Tracks A/C (spring, 2000)
- VII. School Staff
- VIII. Instructional Materials Allocation (1999-2000)
- IX. Additional Student/Community Profile Data
  - A. Student/Teacher Survey Results (NSSE)
  - B. West/South Cluster Benchmarks
  - C. Percent of Students In-Seat Attendance
  - D. Magnet Enrollment - Ethnicity
  - E. AP Three-Year Summary
- X. Glossary

\* Additional data will be available in the evidence files.

*I. Bell Schedule*



# John C. Fremont High School



## BELL SCHEDULE 1999 - 2000

### Regular Bell Schedule

Warning Bell			7:30
Period 1	7:40	-	8:40
Period 2 (*RR)	8:46	-	10:05
Nutrition	10:05	-	10:25
Period 3	10:31	-	11:31
Period 4	11:37	-	12:37
Lunch	12:37	-	1:08
Period 5	1:14	-	2:14
Period 6	2:20	-	3:20

### Shortened Day Schedule

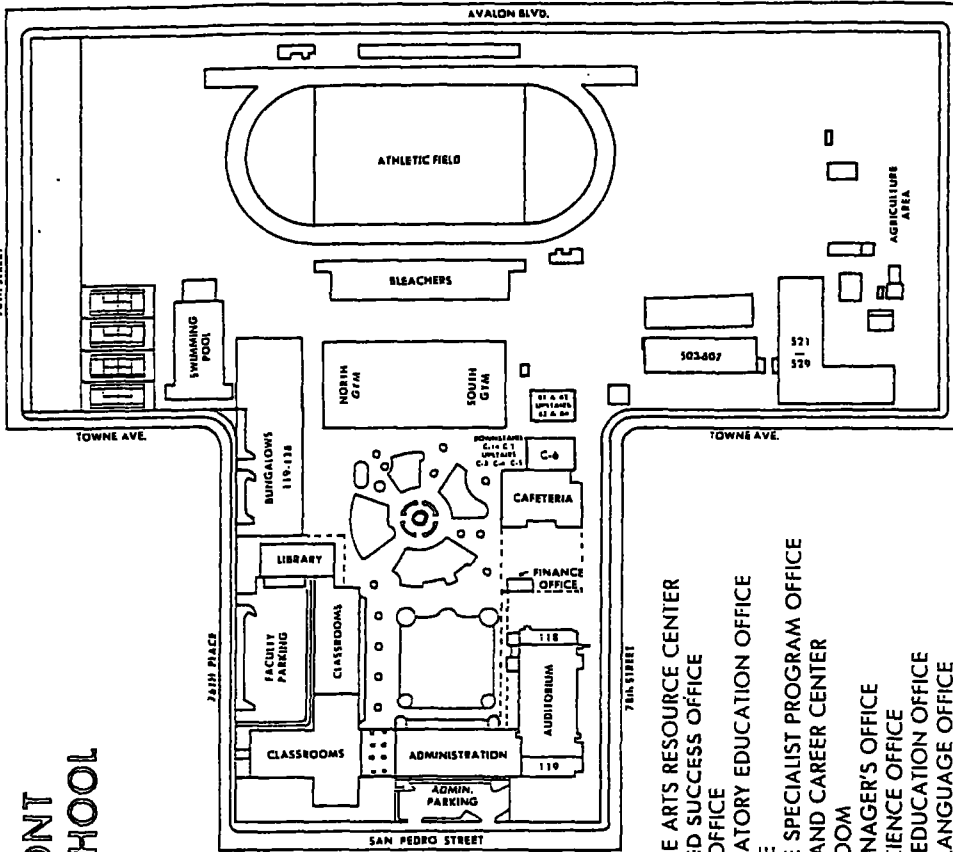
Warning Bell			7:30
Period 1	7:40	-	8:28
Period 2 (*RR)	8:34	-	9:41
Nutrition	9:41	-	10:01
Period 3	10:07	-	10:55
Period 4	11:01	-	11:49
Lunch	11:49	-	12:20
Period 5	12:26	-	1:14
Period 6	1:20	-	2:08

### Minimum Day Schedule

Warning Bell			7:30
Period 1	7:40	-	8:16
Period 2 (*RR)	8:22	-	9:17
Period 3	9:23	-	9:59
Nutrition	9:59	-	10:19
Period 4	10:25	-	11:01
Period 5	11:07	-	11:43
Period 6	11:49	-	12:25

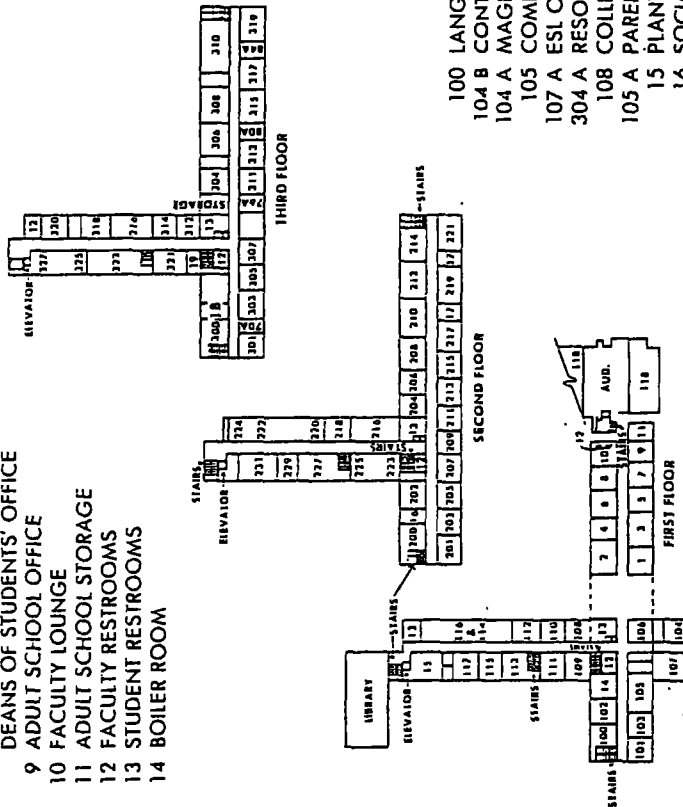
## *II. School Map*

# FREMONT HIGH SCHOOL



- 100 LANGUAGE ARTS RESOURCE CENTER
- 104 B CONTINUED SUCCESS OFFICE
- 104 A MAGNET OFFICE
- 105 COMPENSATORY EDUCATION OFFICE
- 107 A ESL OFFICE
- 304 A RESOURCE SPECIALIST PROGRAM OFFICE
- 105 A PARENT ROOM
- 15 PLANT MANAGER'S OFFICE
- 16 SOCIAL SCIENCE OFFICE
- 17 BUSINESS EDUCATION OFFICE
- 18 FOREIGN LANGUAGE OFFICE
- 19 ENGLISH OFFICE
- 119 COUNSELING CENTER 1
- 302 MATH RESOURCE CENTER

- 1 MAIN OFFICE
- 2 HEALTH OFFICE
- 3 PRINCIPAL'S CONFERENCE ROOM
- 4 ASSISTANT PRINCIPAL'S OFFICE
- 5 COUNSELING CENTER 2
- 6 ATTENDANCE OFFICE
- 7 SECURITY OFFICE
- 8 ASSISTANT PRINCIPAL'S OFFICE
- DEANS OF STUDENTS' OFFICE
- 9 ADULT SCHOOL OFFICE
- 10 FACULTY LOUNGE
- 11 ADULT SCHOOL STORAGE
- 12 FACULTY RESTROOMS
- 13 STUDENT RESTROOMS
- 14 BOILER ROOM

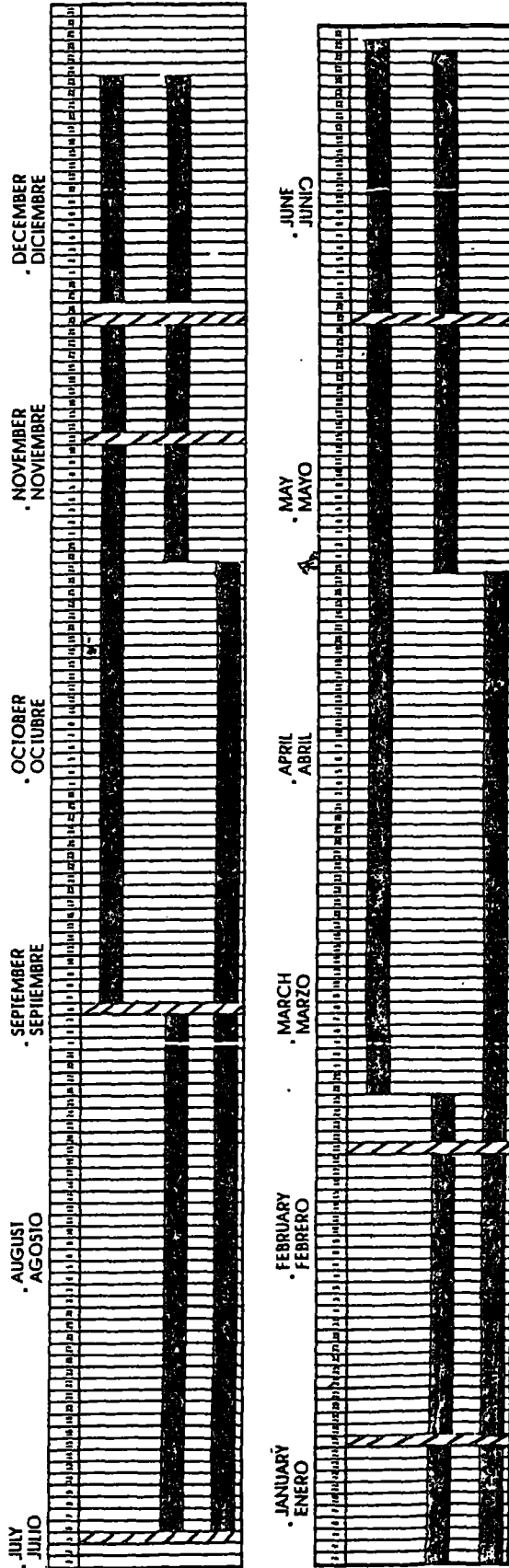


### *III. Year-Round Calendar*

**CONCEPT 6**  
**CONCEPTO 6**

LOS ANGELES UNIFIED SCHOOL DISTRICT  
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES  
**YEAR-ROUND SCHOOL CALENDAR 1999-2000**  
CALENDARIO ESCOLAR DE TODO EL AÑO 1999-2000

Two Pupil-Free Days are to be selected by individual tracks on non-assigned, non-instructional days



- 7-6-99 First Day of School for Tracks B, C
- 9-6-99 Labor Day
- 9-7-99 First Day of School for Track A
- 11-11-99 Veterans Day
- 11-25-99 & 11-26-99 Thanksgiving Holiday
- 12-24-99 through 12-31-99 Winter Recess
- 1-17-2000 Dr. Martin Luther King, Jr.'s Birthday Observed
- 2-21-2000 Presidents' Day
- 4-27-2000 Last Day for Track C
- 5-29-2000 Memorial Day Observed
- 6-28-2000 Last Day for Track B
- 6-29-2000 Last Day for Tracks A

## *IV. Special Curricular Programs*

# John C. Fremont High School

## *Special Curricular Programs and Academies*

Academic Decathlon	Tracks A, B, and C
Academy of Travel and Tourism	Track A
Humanitas	Tracks A, B, and C
Performing Arts	Tracks A, B, and C
Perkins Program	Tracks B and C
Reading for All	Tracks A, B, and C
Special Education	Tracks A, B, and C

## *Advanced Placement and Honors Classes*

Honors English 9AB	Tracks A, B, and C
Honors English 10AB	Tracks A, B, and C
AP English Language AB	Tracks A, B, and C
AP English Literature AB	Tracks A, B, and C
AP Spanish Language AB	Tracks A, B, and C
AP Spanish Literature AB	Tracks A, B, and C
Honors Algebra 1AB	Tracks A, B, and C
Honors Geometry AB	Tracks A, B, and C
AP Calculus AB	Tracks A, B, and C
AP Statistics AB	Track A
Honors Biology AB	Tracks A, B, and C
AP Biology AB	Tracks A, B, and C
Honors Chemistry AB	Track A
AP Chemistry AB	Tracks A, B, and C
AP Physics AB	Tracks A, B, and C
Honors World History AB	Tracks A, B, and C
AP American History AB	Tracks A, B, and C
AP Government	Tracks A, B, and C
Honors Economics	Track B

## *Support Programs*

Bilingual	Gifted
CBOP	IMPACT
College Advisement	Title One
Drop-Out Prevention	TUPE
Work Experience and Career Advisement	

## John C. Fremont High School *Extracurricular Activities*

Academic Decathlon.....	Rebecca Hurst
Art Club .....	Margherita Moraca
Bible Club.....	Howard Miller
California Scholarship Federation.....	April Mason
Cheerleading.....	Samantha Chhith
Chess.....	Jae Han
Choir .....	Jenny Watson
Color Guard/Drill Team .....	Renata Fernandez
Computer club .....	Sharonne Wells
Concert Band .....	Anthony White
Drum Line .....	Anthony White
Folklorico .....	Kia Findrilakis
Hip Hop .....	Jenna Wiggenhorn
Humanitas Senate .....	Margherita Moraca
IMPACT .....	Joel Blomenkamp
Jazz Big Band .....	Anthony White
Jazz Combo.....	Anthony White
Journalism.....	Deirdre Harris
Magnet Club .....	Kweli Umoja
Marching Band .....	Anthony White
MEChA.....	Gilbert Viveros
National Honor Society .....	April Mason
Pathfinder Band Organization .....	Anthony White
Senior Cabinet .....	Steve DeMarco, Peggy Rose
Shakespeare Club .....	John Fris
Student Leadership .....	Blaine Steele
Yearbook .....	Deirdre Harris
Young Black Scholars .....	Mary Guinn

### Athletics

Administrator-in-Charge .....	Cliff Ker
Athletic Director .....	Alfredo Giddens
Athletic Assistant Director .....	Laura Holden
Baseball (Junior Varsity and Varsity) .....	Jose Lopez
Basketball (Boys) .....	Sam Sullivan
Basketball (Girls).....	Charles Newman
Cross Country .....	Steve Lang
Football (Varsity) .....	Peter Duffy
Soccer (Boys) .....	Kia Findrilakis
Soccer (Girls).....	Walter Lopez
Softball (Junior Varsity) .....	Dennis Garica
Softball (Varsity) .....	Tom O'Donnell
Swimming.....	Christy Bussard
Track and Field (Boys).....	Steve Lang
Track and Field (Girls) .....	James Brooks
Volleyball .....	Olga Espinoza



*V. Administrative Responsibility  
Chart*

# FREMONT HIGH SCHOOL - ADMINISTRATIVE RESPONSIBILITIES - SPRING, 2000

Ms. Penny Sommers Assistant Principal, Counseling & Guidance	Ms. Marcia Hines Assistant Principal Curriculum and Instruction	Mr. Augustine Herrera Principal	Mr. Cliff Ker Assistant Principal Athletics and Activities	Mr. Walter Flores Assistant Principal Discipline and Plant	Ms. LueEllen Guidry Assistant Principal Admissions and Attendance
Supervision of: All Counselors Special Education Dept Itinerant Teachers	Supervision of: Art Department English Department E.S.L. Department Foreign Lang. Dept	Academy Development Audit Reviews BB Projects/Renovation Bilingual Program & Budgets Clerical Staff Cluster Articulation Cluster/District Reports Coordinatorships Crisis Coordination Digital High School Employee Organizations Faculty Meetings Grants Imprest Fund Instructional Leadership Magnet School Program Needs Assessments Personnel Selection Public Relations School Reform Plan School Site Councils Schoolwide Planning and Vision Staff Meetings Standards Coordination Super. & Evaluation of Adm. Staff Title One Programs & Budgets	Supervision of: Music Department P.E. Department Social Studies Dept.	Supervision of: Campus Aides Deans' Office Ind. Educ. Department Mathematics Dept.	Supervision of: Attendance Office PSA Counselor SIS Coordinator SB65 Coordinator Science/Health Depts
Career Adviser/Center College Center/ Counselor	Accreditation Adopt-a-School Prog. Bell Schedule Certificated Evaluation Conference Attendance Daily/Yearly Calendar E.I.S. Faculty Handbook Hospitality Humanities Reading Program Instructional Materials Budget (I.M.A.) Keys Leadership Council Library Services Mentors/New Teachers School Reform Plan School-wide Reading Program SB1882 Program/ Coordinator Shortened/Minimum Days Special Contracts Staff Development Textbooks/Budgets	Academic Decathlon Activities Calendar Athletics Athletic Budget Cheerleading Program Clubs/Service Org. Drama Productions Drill Team Program Drives/Fund Raising Honor Societies Master Calendar Musical Program/ Marching Band Senior Class Activities -Graduation Ceremony -Prom Student Body Activities -Elections -Field Trips -Grade Level Activities -Student Store/ Financial Mgr. -Budget -Student Government Student Newspaper Substitute Coordination Yearbook Youth Services	Alterations & Improvements Assemblies Audio/Visual Services Detention Discipline Deans Discipline & Safety Plan Equipment: Moving and Storage Hall Passes IMPACT Program Metal Detection Opportunity Transfers Permits: Visitors Plant Maintenance Safety Committee Saturday School School Police Suspensions & Expulsions Supervision Coord. and Scheduling Tardy Policy & Sweeps Title IX/Sexual Harassment	Accident Reports Attendance/Enrollment: Accounting & Procedures Cafeteria Classification Reports Charitable Fund Raising Civic Center Permits Computer: Attendance Display Cases Elections (Liaison) Emergency Drills Federal Food Program Health Office I.D. Pictures/Cards Lockers Parent Volunteers Permits: Attendance Statistical Reports Student Data System/ S.I.S. SB 65 Dropout Prevention Prog Track Changes Transportation Ticket TUPE Coordination	

*VI. Master Schedule- Track A/C  
(spring 2000)*

NAME	RM	TRK	PERIOD 1	En	PERIOD 2	En	PERIOD 3	En	PERIOD 4	En	PERIOD 5	En	PERIOD 6	En	DEP
Aldrich, F	510	C	Conference	26	Wild Hist B Mag	11	US History B Mag	27	AP Gov & Pol AP	26	Other: Coordinator				SS
Altuner, J	118	A	English 10B	23	Drama A/B	38	Contemp Comp	19	Drama A/B	40	English 9B PA	14	Play Prod B	14	Eng
Ayudad, H	521	A					Com Net Mgt 1B	22	Com Net Mgt 1B	26					
Asquith, A	134	C	French 1B	24	Conference		French 1B	28	French 2B	17	French 2B	17	French 1B	26	FL
Averso, J	121	C	Conference	29	Algebra 2B	29	H Algebra 1B	14	Algebra 1B IS	17	Math Investg 1B	26	Math Inv 1B IS	22	Math
Baird, D	CC1/5	C	Teating Coord/CC1		Teating Coord/CC1		Teating		Conference		Modern Lit PK	30	Hort 1B (521)	29	Eng
Barkley, V	314	A	Conference	19	H English 9B	22	English 9B COM	22	Speech B Com	20	English 9B COM	26	Speech B COM	27	Eng
Bairner, LR	CC2	A	Counselor	47	Counselor		Counselor		Counselor		Counselor		Counselor		Cojn
Beckett, J	BECK	A	Adv PE 2B	52	Adv PE 2B	55	Adv PE 2B	56	Adv PE 2B	60	Adv PE 2B	53	Conference		PE
Black, S	102	A	S Algebra 1B/IOH	15	Conference		S Am Lit Comp/IOH	15	S Health SH/IOH	11	S Wild Hist BIOH	6	S Bas Read BIOH	12	Sp
Blomenkamp, JL	223	C	H Wild Hist B	31	Impact Coord		Wild Hist B Hum	31	AP AM Hist B	17	Conference		US Hist B Hum	37	SS
Boyd III, RJ	B-1	A	English 9B PA	15	Conference		English 9B PA	19	English 9B PA	24	Contemp Comp	12	Contemp Comp	23	Eng
Bracy, MB	C-5	A/C	Speech A	15	Speech A	15	Speech A	17	Humanities A	18	Humanities A	18	Speech A	14	Eng
Buell, M	312	C	Contemp Comp PK 1B	35	Modern Lit	35	Contemp Comp PK 21		Conference		Contemp Comp	29	Contemp Comp	17	Eng
Bussard, CR	Gym	C	Adv PE 2B	53	Adv PE 2B	42	Adv PE 2B	52	Adv PE 2B	63	Adv PE 2B	62	Swimming	40	PE
Cathoun, AC	514	A	Conference	29	Algebra 1A	29	Math Investg 1B	20	Algebra 1A	24	Algebra 1A	28	Algebra 1A	30	Math
Carpenter, LR	128	C	Eng 9B Hum IS	20	Conference		English Lit Hu	31	H English 9B	22	English 9B IS	20	English 10B IS	20	Eng
Castelo, JR	208	C	US History B	20	Wild History B	33	Conference		US History B	38	US History B	23	Art Prod SH B	31	SS
Castro, J	C-4	A/C	Humanities A	20	Humanities A	19	Humanities A	20	Humanities A	22	Humanities A	17	Humanities A	14	Eng
Chaisson, JS	123	C	Conference		Contemp Comp	25	English 10B PK	34	Contemp CMP Hum	36	English 10B PK	32	Contemp Comp	13	Eng
Chapple, K	220	A	Apparel SK B	22	Apparel SK B	18	Apparel SK B/A	21	Apparel SK B	25	Apparel SK B/A	19	Apparel SK B/A	25	HE
Chithih, S	114	A	H Algebra 1B	15	Math Investg 1B	31	Algebra 1B	26	Algebra 1B	32	Conference		Aux Chaer	15	Math
Chin, D	125	C	Geometry B	24	Math Investg 1B	25	Conference		Geometry B	13	Algebra 2B	20	Algebra 2B	13	Math
Coleman, DF	111	A	Math Investg 1B	20	Geometry B	26	H Geometry B	29	Conference		Geometry B	38	Geometry B	28	Math
Cook, DL	310	C	AP Chemistry	27	Chemistry B/Mag	20	Physics B/Mag	21	AP Physics B/Mag	27	Physics B/Mag	35	Conference		Sci
Cruz, A	315	C	Conference		Biology B	35	Biology B	37	Biology B	37	Biology B	36	Biology B	38	Sci
DeiRosario,	304	C	IntCoor Sci 1B	24	Int Sci 1B IS	21	Conference		H Biology BIHum	21	H Bllogy BIHum	22	H Biology BIHum	30	Sci
Dematro, S	201/C-	C	US History B	28	Conference		Govt Lab	19	Wild History B(C-6)	36	Geog B	33	Us History B	25	SS
Dankins, CE	224	A	S Book Pleas	23	S Contemp Comp	10	S Math Investg B	13	Conference		S Contemp Comp	14	S Math Investg B	18	Sp
Diaz, S	140	C	Conference		Spanish 1B	15	Spanish SP 1B	29	Spanish SP 1B	27	Spanish 2B	8	Spanish Sp 2B	34	FL
Dodd, N	124	A	English 9B Hum	15	English 9B Hum	18	English 9B PA	20	English 10B	19	English 9B PA	15	English 9B Hum	28	Eng

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NAME	RM	TRK	PERIOD 1	En	PERIOD 2	En	PERIOD 3	En	PERIOD 4	En	PERIOD 5	En	PERIOD 6	En	DEP
Dueñas, J	141	A	Spanish Sp 2B	24	Spanish Sp 1B	32	Conference	Spanish Sp 1B	31	Spanish Sp 1B	33	Spanish Sp 2B	28	FL	
Duffy, P	Gym	A/C										Body Dynamics	14	FE	
Erwin, MR	217A	C	Bas Read BIRP	9	Modern LIRP	8	Conference	English 9BIRP	8	Am Lit CompIRP	4	Dept Chair		Sp	
Espinosa, O	122	A	Contemp Comp TT	22	Modern Lit	39	World Lit TT	24	Contemp Comp	24	Conference	Volleyball	3	Eng	
Ewing, R	211	C	Conference		Cit Awareness	38	Health SH	34	Health SH	36	Cit Awareness	Cit Awareness	20	Health	
Faulkner, E	198	A	Math Invsig 1B	11	Algebra 2B	32	Algebra 2B	0	Algebra 1B	23	Algebra 2B	Algebra 1B	25	Math	
Fernandez, R	136	A	Spanish 1B	27	Spanish Sp 1B	23	Spanish 2/3B	27	Spanish 1B	29	Conference	Drill Team	13	FL	
Fierstjick, KS	512	A	ESL Adv 3	17	ESL Adv 3	17	ESL Adv 4	17	ESL Adv 4	17	Conference	Soccer	13	ESL	
Finn, J	B-3	A	Contemp Comp	14	English 10B	28	Conference	English 10B	17	Contemp Comp	16	English 10B	32	Eng	
Flores, W	DO	Flex	AP-Deans' Office		AP-Deans' Office		AP-Deans' Office		AP-Deans' Office		AP-Deans' Office	AP-Deans' Office		AP	
Footlick, JM	319	C	Biology B	35	Biology B Mag	23	AP Bio B	17	AP Biology B	21	Biology B Mag	Conference		Sci	
García, D	127/2	A	Health SH	34	Health SH	35	Health SH	33	Health SH	33	Info Process(208)	Info Process(208)	31	Sci	
García-Jimenez, M	137	C	Spanish Sp 1B	25	Spanish Sp 1B	24	Conference		Spanish Sp 1B	23	Spanish Sp 1B	Spanish Sp 1B	29	FL	
Giddens, AC	202	C	Prin Am Demq	29	Prin Am Demq	41	Prin Am Demq	43	Conference		Athletic Director	Athletic Director		SS	
Gleco, A	132	A	Spanish Sp 3B	25	Spanish Sp 2B	34	Spanish Sp 2B	37	Conference		Spanish Sp 2B	Spanish Sp 1B	36	FL	
Goodman, DA	202	C	Counselor	14	Counselor	14	Counselor	14	Economics Hum	37	Economics	Economics	29	SS	
Guidry, LE	A.O.	Flex	AP-Alt. Office		AP-Alt. Office		AP-Alt. Office		AP-Alt. Office		AP-Alt. Office	AP-Alt. Office		AP	
Guinn, M	105	Flex	Title I Coord		Title I Coord		Title I Coord		Title I Coord		Title I Coord	Title I Coord		Coor	
Gutkind, K	213	C	AP Eng Lit B	12	English 9B Pk	21	French 3B	11	Conference					Eng	
Hall, R	516	C	Algebra 1B	26	Algebra 1B	35	Conference		Algebra 2B	20	Algebra 1A	Algebra 1B	18	Math	
Han, J	219	C	Info Process	34	Comp Prog 2B	35	Info Process	31	Info Process	34	Conference	Tennis	23	Math	
Hend, B	106	A	Math Analy A	21	Conference		Algebra 2B	30	AP Statistics B	9	Algebra 1B	Dept Chair		Math	
Harris, D	503	C	Journalism	25	Journalism	21	Yearbook B	21	Journalism 2A/B	13	Conference	Coord		Eng	
Haynes, D	311	C	Billog b Hum	28	Biology B	33	Biology B	35	Int Sci 1B Hum	25	Int Sci 1B Hum	Adv Ph Sci B		Sci	
Hays, MW	135	C	Algebra 1B	32	Geometry B	47	Algebra 1B	29	Conference		Algebra 1A	Algebra 1B	26	Math	
Hines, M	AP	Flex	AP		AP		AP		AP		AP	AP		AP	
Holden, L	DO	C	Dean		Dean		Dean		Dean		Dean	Dean		Dean	
Hollick, J	218	A	Prin Am Democ	27	Prin Am Democ	23	US History B	33	Prin Am Democ	40	Intro Socio	Prin Am Democ	30	SS	
Hoover, MM	Library	Flex	Library		Library		Library		Library		Library	Library		Lib	
Hovik, EG	211/2	A	Wild History B	23	Wild History B	23	Conference		Wild History B	35	Wild History B	Wild History B	35	SS	
Hovland, C	205	C	Cit Awareness	36	US History B	36	Wild History B	34	Conference		Us History B	Cit Awareness	27	SS	

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John C. Fremont High School Spring 2000 Master Schedule (Mester: S Tracks: A & C) By Alpha

NAME	RM	TRK	PERIOD 1	En	PERIOD 2	En	PERIOD 3	En	PERIOD 4	En	PERIOD 5	En	PERIOD 6	En	DEP
Howell, C	313	A	Biology B Hum	31	Chemistry B	29	Chemistry B	24	Biology B Hum	33	Chemistry B	38	Chemistry B	28	Sci
Hurst, R	501	C	Algebra 2B Mag	24	AP Calc B Mag	13	Algebra 2B Mag	29	Algebra 2B	21	Conference	Conference	Decathlon	11	Math
Hyatt, DE	B-4	C	English 9B Hum	18	English 9B PA	22	English 9B PK	24	Conference	Conference	English 9B PA	19	English 10B	35	Eng
Kedziehl, L	320	C	Painting 1B	36	Adv Des 1B PK	37	Conference	Conference	Art Hist Hum B	33	Art Hist Hum B	33	Stags Des B	40	Art
Irvine, R	002	C	C-Track A-L	42	C-Track A-L		C-Track A-L		C-Track A-L		C-Track A-L		C-Track A-L		Coun
Jimenez-Bayona, J	509	A	Spanish Sp 1B	30	AP Spanish Lit B	15	Spanish Sp 1B	39	AP Spanish Lang B	20	AP Spanish Lang B	19	Conference		FL
Kahn, DE	321	C	Contemp Comp	16	AP Eng Lang B	17	H English 10B	22	English 10B Hum	29	Coord	Coord	Conference		Eng
Keller, S	602	A	Conference		Ed C Plan I	17	Ed C Plan I	16	ECP I & II PL	13	Intermed ESL 2A	18	Intermed ESL 2A	18	ESL
Ker, C	104A	Flex	AP		AP		AP		AP		AP		AP		AP
Kilbane, D	325	C	S English 10B	12	S Life Sci B	6	S Phys Sci B	14	S Wild Hist B	11	S Bas Math B	6	S Wild Hist B	9	Sp
Koenig, LE	319	A	Conference		Biology B	20	Biology B I PL	6	Biology B	31	Biology B	24	Biology B	26	Sci
Kranz, J	131	A	Math Invsig 1B	21	Math Invsig 1B	24	H Algebra 1B	19	Conference		Math Invsig 1B	40	Algebra 1A	32	Math
Lang, SJ	204	A	US History B	25	Economics	31	US History B	31	US History B	40	Conference		Track Field	13	SS
Laursen, JG	112	A	Geometry A	24	Geometry A	26	Geometry A	26	Conference		Geometry A	27	Math Invsig 1B	37	Math
Lopez, E	503	C											Desktop Pub /PK	25	ROP
Lopez, F	193	A	Adv Phy Sci B	28	Conference		Adv Phy Sci B	33	Adv Phy Sci B	27	Adv Phy Sci B	30	Adv Phy Sci B	29	Sci
Lopez, J	110	C	Geometry A	33	Math Anly A	10	Math Anly A	24	Geometry B	16	Conference	0	J/V Baseball	60	Math
Lopez, W	Gym	C											Soccer/Track Field	28	SS
Lowe, CG	316	A	Drawing B	43	Conference		Drawing B	48	Drawing B	53	Painting	30	Ceramics 1A/B	50	Art
Madrid, A	214	C	Expo Comp	29	English 9B PA	18	English 9B PA	18	Writ Seminar A	24	English 9B PK	22	Conference		Eng
Makarow, F	Gym	C	Adv PE 2B	45	Adv PE 2B	41	Adv PE 2B	51	Adv PE 2B	58	Adv PE 2B	54	Adv PE 2B	61	PE
Metroquin, EO	301	A/C	Comp Study ROP	24	Comp Study ROP	29	Comp Study ROP	25	Comp Study ROP	34	Comp Study ROP	20	Comp Study ROP	29	ROP
Mason, A	108	Flex	Peer Col Coun	1	Peer Col Coun	2	Peer Col Coun		Peer Col Coun	1	Peer Col Coun		Peer Col Coun	2	Coun
Miller, HE	507	C	Wood Ind 1B PK	28	Wood Ind 1B PK	38	Wood Cab 2-3A/B	18	Wood Cab 2-3A/B	39	Wood Ind 1B	27	Wood Ind 1B/PK	32	HE
Moore, RB	303	A	S Phys Sci B	3	S Life/Phys Sci B	20	Conference		SECP I & II	9	S HS Math	15	S Life/Phys Sci B	7	Sp
Moore, WA	DO	C	DEAN		DEAN		DEAN		DEAN		DEAN		DEAN		Dean
Mora, L	301A	Flex	Tech Coord		Tech Coord		Tech Coord		Tech Coord		Tech Coord		Tech Coord		Coor
Moraca, M	318	A	Conference		Drawing B Hum	40	Drawing B Hum	33	Drawing B Hum	30	Drawing B	47	Drawing B	47	Art
Morikawa, M	101B	A	S Math Invsig B I	14	Conference		S Wild Histo B I ER	12	S Health Sh I ER	10	S Health Sh I ER	15	S Life Sci I ER	14	Sp
Mull, LM	215	C	Modern Lit	40	Conference		Eng 9B Hum IS	19	Modern Lit	27	H English 9b	12	English 9B PA	22	Eng
Mullens, JM	209	A	Geog B	56	US History B	24	Wild History B	29	Conference		Health SH	43	Health SH	40	SS

John C. Fremont High School Spring 2000 Master Schedule (Mester: 5 Tracks: A & C) By Alpha

NAME	RM	TRK	PERIOD 1	En	PERIOD 2	En	PERIOD 3	En	PERIOD 4	En	PERIOD 5	En	PERIOD 6	En	DEP
Newman, C	Gym	A/C	Adv PE 2B	51	Adv PE 2B	43	Adv PE 2B	51	Adv PE 2B	61	Adv PE 2B	51	Basketball	13	PE
Niebergall, H	139	A	Algebra 2B	38	AP Calculus B	25	Math Analy A	20	Algebra 2B	30	H Geometry B	18	Algebra 2B	27	Math
Nimmo, S	308	A	AP Physics B	13	Physics B	39	Physics B	18	AP/H Chemistry B	33	Conference		Chemistry B	30	Sci
O'Donnell, F	Gym	A	Adv PE 2B	50	Adv PE 2B	56	Adv PE 2B	57	Adv PE 2B	60	Conference		V Softball	31	PE
Odegaard, ML	300	Flex	ESL Comp Lab		ESL Comp Lab		ESL Comp Lab		ESL Comp Lab		ESL Comp Lab		ESL Comp Lab		Rsrc
Olynyk, CV	203	A	Wild Hist B Hum	33	Wild Hist B Hum	29	H Wild Hist B	22	Wild Hist B	41	AP Gov & Pol Mag	11	Economics Hum	36	SS
Padilla, A	101A	A	Math Investg 1A I	8	Modern Lit I RP	5	Contemp Comp I	3	Algebra 1A I RP	3	Contemp Comp I	10	Conference		Sp
Pégo, GA	305	A	Contemp Comp	19	HContemp Comp	26	English 10B PA	21	Contemp Comp	12	English 10BICM	32	Conference		Eng
Paolucci, M	225	A	US History B	30	US History B Hum	39	US History B Hum	35	Conference		AP Am Hist B	18	US History B	30	SS
Parmentier, W	510	A	ESL Adv 3	17	ESL Adv 3	17	Ed C Plan I	17	Conference		ESL Adv 4	15	ESL Adv 4	15	ESL
Penuela, E	116	C					Cosmetology PK	20	Cosmetology	26	Cosmetology PK	21	Cosmetology	24	HE
Perez, H	002	C	Pk Advisor	20	Pk Advisor		Pk Advisor		Sec Couns		Sec Couns		Sec Couns		Coun
Petersen,	216	C	Wild History B	39	Wild History B	36	Wild History B	42	Conference		US History B/Mag	26	Wild History B	37	SS
Pilon, C	129	C	English 10B Mag	19	English 10B	32	English 9B Mag	20	English 9B Mag	22	English 10B Mag	31	Conference		Eng
Pineda, N	Gym	A/C	Adapt Phys Ed	6	Adept Phys Ed	20									PE
Pitman, J	306A	A	Conference		S Wild Hist B	6	S US Hist B	20	S Govt Econ B	8	S Wild Hist B	14	S English 9B	11	SS
Porter	224	C	S Book Pleasure	13	S Basic Read B	14	S Basic Math B	10	S Book Pleasure	14	S Basic Read B	11	S English 9B	13	Sp
Pytko, J	210	A	H English 10B	16	English 9B PA	20	English 9B TT	16	English 10B TT	26	Modern Lit	34	English 9B PA	26	Eng
Quezada, N	508	C	Spanish Sp 2B	24	AP Spanish Lit B	18	Conference		AP Spanish Leng B	25	Spanish Sp 2B	31	Spanish Sp 3B	14	FL
Ramirez, B	107	Flex	Bill Prog Coord		Bill Prog Coord		Bill Prog Coord		Bill Prog Coord		Bill Prog Coord		Bill Prog Coord		Coor
Reinman, J	B-1	C	Contemp Comp PA 21		Contemp Comp PK 25		Cit Awareness	32	Cit Awareness	34	English 10B	23	Conference		Eng
Richardson, T	505	A/C	JROTC M C 1B	11	JROTC M C 1B	18	JROTC M C 1B	15	JROTC M C 1B	16	JROTC M C 1B	13	JROTC M C 1B	19	JROT
Rosas, A	207	A	Economics TT	25	Geog B TT	2	Wild Hist B TT	26	Geog B TT	27	Wild History B PL 7	7	H Wild Hist B	24	SS
Rose JT	221	A	Info Process	57	Info Comp TT	21	Comp Prog 1A/B	54	Conference				Info Process/Intro	47	Comp
Rose, PA	All	C	Coordinator		Coordinator		Coordinator		Coordinator		Coordinator		Coordinator		Coor
Ross, DL	302	A	Title I Comp Lab		Title I Comp Lab		Title I Comp Lab		Title I Comp Lab		Title I Comp Lab		Title I Comp Lab		Rsrc
Ross-Kaminsky, S	002	C	Counselor	48	Counselor		Counselor		Counselor		Counselor		Counselor		Coun
Sargent, J	231	C	Coord St Data		H English 9B	20	H English 9B	22	English 9B PK	24	English 9B Com	20	Speech B Com	19	Eng
Schulze, HD	306	C	Chemistry B	8	Chemistry B	36	Chemistry B	33	Adv Ph Sci B	37	Conference		Chemistry B	26	Sci
Schmitt, J	001	Flex	AP Counseling		AP Counseling		AP Counseling		AP Counseling		AP Counseling		AP Counseling		AP
Steele, B	222	A	Contemp Comp	26	Contemp Comp	20	Coordinator		Leader SH B	23	Contemp Comp	20	Conference		Eng

WASC 28100

John C. Fremont High School Spring 2000 Master Schedule (Mester: 5 Tracks: A & C) By Alpha

WASC 28101

NAME	RM	TRK	PERIOD 1	En	PERIOD 2	En	PERIOD 3	En	PERIOD 4	En	PERIOD 5	En	PERIOD 6	En	DEP
Storlie, J	309	A	Biology B	23	H Biology B	31	HIAP Biology B	33	Int Sci 1B IS	26	Int Coord Sci 2B	15	Conference		Sci
Sullivan, HD		Gym	Adv PE 2B	51	Adv PE 2B	62	Adv PE 2B	58	Adv PE 2B	58	Conference		Basketball M		32
Talley, AM	119	A	Algebra 1A	24	Math Invstg 1B	16	Math Invstg 1B	13	Math Invstg 1B	29	Math Invstg 1B	10	Algebra 1B PL		11
Taylor, G	200	A	Health SH Hum	28	Health SH Hum	25	Conference		Geog A	22	Health SH Hum	30	Geog A		29
Taylor, MC	212	A	English 10B	33	H English 10B	22	AP Eng Lit B	20	Eng 10B Hum/US	30	Eng 10B Hum	33	Coordinator		Eng
Therres, R	126	C	Health SH	37	Conference		Health SH	37	Health SH	37	Health SH	38	Health SH		38
Throop, DC	C-1	A	Instruments A/B	11	Instruments A/B	10	Mus Hist B	27	Instruments A/B	9	Conference		Adv Band B		19
Triplatt-Murray,	130	A	English 9B Hum	18	Conference		AP Eng Lang B	17	Modern Lit	43	H English 9B	23	H English 9B		21
Umole, KS	CC1	C	Mag Coord	15	Mag Coord		Mag Coord		Mag Coord		Mag Coord		Mag Coord		Coor
Uenard, S	217B	A	World Lit Hum	16	Conference		World Lit Hum	29	English 9B Hum	13	English 9B PA	20	World Hist Hum		16
Vaca, J	115	C	Math Invstg 1B	34	Algebra 1A	22	Algebra 1B	31	Conference		Algebra 1B	29	Algebra 1B		28
Wallace-Allyn, A	CC1	A	Counselor	52	Counselor		Counselor		Counselor		Counselor		Counselor		Coun
Ward, ME	109	C	AP Eng Lit B Mag	17	Contemp Comp	13	Contemp Comp	25	Contemp Comp	11	Contemp Comp	24	Conference		Eng
White, AL	C-1	A/C											Adv Band B		42
Wigganhorn, J	120	C	English 9B Hum IS	20	Conference		English 9B Com	22	Speech B Com	21	English 10B	32	Modern Lit		39
Williams, AL	327	C	Ceramics 1A	38	Ceramics 1A	32	Ceramics 2B/1A/B	38	Conference		Drawing A/B	36	Drawing A/B		36
Williams, DA	C-6	A/C	Speech A	17	Speech A	19	Speech A	18	Speech A	23	Speech A	25	Speech A		14
Zavala, R	B-2	A	Speech B   PL	29	Conference		Intermed ESL 2B	26	Intermed ESL 2B	26	Begin ESL 1A/B	11	Begin ESL 1A/B		11
Zuccaro, M	C-3	C	English 10B	31	English 10B PA	16	Drama A/B	32	Drama A/B	35	Conference		Play Prod A/B		23
ZZ-A-EGP-Rol-R	523	A	Ed C Plan I	49	Ed C Plan I	29	Conference		Ed C Plan I	24	Ed C Plan I	48	Ed C Plan I		31
ZZ-A-FL-FR-Labat	127/1	A	Conference		Expo Comp (12B)	8	French 1B (125)	23	French 1B	20	French 1B	31	French 2/3B		30
ZZ-A-LD-Spel-R	308A	A	S Bas Read B	8	S Bas Read B	11	S HS Bas Math B	5	S Health SH	10	Conference		S Bas Read		12
ZZ-A-Math-One	117	A	Conference		Algebra 1B	33	Math Invstg 1B	29	Geometry B	13	Algebra 1B	20	Geometry A		33
ZZ-A-RSP	116	A	RP Math Invstg 1A	11	RP English 9B	13	RP Contemp Comp 4		RP Math Invstg 1A	8	RP English 9B	8	Conference		Sp
ZZ-A-Sci-Sch-R	307	A	Chemistry B	33	Biology B	25	Conference		Biology B	21	Biology B	31	Biology B		31
ZZ-C-LD-One	101B	C	S ECP I & II	15	S Bas Math B	10	S Bas Math B	10	S Bas Read B	8	S Bas Math B	7	Conference		Sp
ZZ-C-Math-Chhl-R	113	C	Math Invstg 1B	34	Math Invstg 1B	31	Math Invstg 1B	28	Algebra 1B	39	Algebra 1B	29	Conference		Math
ZZ-C-Math-Mag	511	C	Algebra 1B	23	Math Analy A Mag	30	Algebra 1B Mag	18	Geometry B/Mag	26	Conference	12	Math Invstg 1B		33
ZZ-C-Math-One	104B	C	Geometry A	30	Conference		Geometry B	30	Geometry B	18	H Geometry B	26	Geometry B		25
ZZ-C-RSP-Denk-R	303	C	Conference	1	H S Math B   RP	5	Algebra 1B   RP	4	Basic Math B   RP		Algebra 1B   RP	5	Algebra 1B   RP		8
ZZ-C-SCH-Holz-LI	521/5	C	Adv Phy Sci B	16	Adv Phy Sci B	37	Adv Phy Sci B	39	Conference		Adv Phy Sci B	38	Adv Phy Sci B		35



*VII. School Staff*

JOHN C. FREMONT HIGH SCHOOL  
CERTIFICATED STAFF

ADMINISTRATION

Principal ..... Augustine Herrera, Jr.  
Assistant Principal ..... Cliff Ker  
Assistant Principal ..... Marcie Hines  
Assistant Principal, SCS..... Laurice Sommers  
Assistant Principal, SSS ..... Walter Flores  
Assistant Principal, SSS ..... Lue Ellen Guidry

PROGRAM COORDINATORS/SUPPORT STAFF

Accreditation Coordinators ..... Mathew Taylor/Flora Wells  
Assistant Athletic Director ..... Laura Holden  
Athletic Director ..... Alfredo Giddens  
Bilingual Coordinator ..... Blanca Ramirez  
Dropout Prevention Coordinator ..... Peggy Rose  
College Advisor ..... April Mason  
Librarian ..... Mary Hoover  
Magnet School Coordinator ..... Kweli Umoja  
Perkins Program Coordinator ..... Henry Perez  
SB1882 Coordinator ..... Skip Aldrich  
School Nurse ..... Jessie Cannon  
Standards Coordinator..... Mathew Taylor  
Teacher Academy Coordinator..... Aurora Martinez  
Technology Coordinator ..... Luis Mora  
Testing Coordinator ..... Debby Barkin  
Title I Coordinator..... Mary Guinn  
TUPE Coordinator ..... Joel Blomenkamp

## COUNSELING STAFF

### Track A

*Leola Barner  
Elena Enriquez-Salazar  
Anna Wallace-Allen*

### Track B

*Ron Skrbin  
Norm Wheaton*

### Track C

*Robert Irvin  
Henry Perez  
Susan Ross-Kaminsky*

## DEAN OF STUDENTS

### Track A

*Wilfred Moore*

### Track C

*Laura Holden*

## HORICULTURE

### Track C

*Debby Barkin*

## BUSINESS/COMPUTER SCIENCE

### Track A

*Eleanor Hovik  
Erwin Marroquin  
John Rose*

### Track B

*Tom O'Brien  
Sharonne Wells*

### Track C

*Jae Han*

## EDUCATIONAL CAREER PLANNING

### Track C

*Rosalyn Ewing*

## ENGLISH AS A SECOND LANGUAGE

### Track A

*Kia Findrilakis  
Sydné Kelter  
William Parmenter  
Rudolfo Zavala*

### Track B

*Piero Carlini  
Maria Gutierrez  
Tracy Hayes*

## ENGLISH

### Track A

*James Altuner  
Vicky Barkley  
Maxine Bracy  
Robert Boyd  
Nichole Dodd  
Olga Espinoza  
Jeanne Finn  
Tracy Murray  
Gary Page  
Jill Pyrko  
Blaine Steele  
Mathew Taylor  
Darnise Williams  
Sarah Usmani*

### Track B

*Shirleen Armstrong  
Matthew Anderson  
John Fris  
Danielle Harbour  
Margo Labio  
Peter Lecouras  
Harriett Partovi  
Leticia Quintero  
Robert Richardson  
Elizabeth Scher  
Leticia Terrones  
Jenny Watson*

### Track C

*Debby Barkin  
Michael Buell  
Laura Carpenter  
Juan Castro  
John Chaisson  
Katie Gutkind  
Deirdre Harris  
Donna Hyatt  
David Kahn  
Alicia Madrid  
Loretta Mui  
Claudia Pilon  
Jason Reimann  
Jilleen Sargent  
Mary Ward  
Jenna Wiggenghorn  
Marlene Zuccaro*

## FOREIGN LANGUAGE

### Track A

*Carolyn Amelung  
Juana Dueñas  
Renata Fernandez  
Alberto Gioco  
Jairo Jimenez-Bayona*

### Track B

*Maria Gutierrez  
Aurora Martinez  
Gilbert Viveros  
Ron Williamson*

### Track C

*Ani Astourian  
Sam Diaz  
Marisol Garcia-Jimenez  
Nuria Quezada*

## FINE ARTS

### Track A

*Collie Lowe  
Margherita Moraca*

### Track B

*Teri Hengehold  
Barbianne Schmeiser*

### Track C

*Lori Ikediashi  
Alan Williams*

## HEALTH

### Track A

*Dennis Garcia*

### Track C

*Richard Therres*

## INDUSTRIAL ARTS

### Track B

*Bruce Gray*

### Track C

*Ezequiel Lopez  
Howard Miller*

## MATHEMATICS

### Track A

*Amy Calhoun  
Samantha Chhith  
Dorothy Coleman  
Erika Faulkner  
Bradley Hand  
Jeremy Kranz  
Jacquelyn Laursen  
Herbert Niebergall  
Aura Talley*

### Track B

*Sherwin Bayan  
Ruth Brodie  
Roberto Gonzalez  
Andrew Kwong  
Son Nugyen  
Louis Rosales  
Claudia Vera  
Ryan Whitlow*

### Track C

*Julie Averso  
Dennis Chin  
Robert Hall  
Matthew Hays  
Rebecca Hurst  
Jose Lopez  
Joel Vaca*

## MUSIC

### Track A

*Douglas Throop  
Anthony White*

## PHYSICAL EDUCATION

### Track A

Judy Beckett  
Thomas O'Donnell  
Sam Sullivan

### Track B

Peter Duffy  
Gina Holmes  
Lee Rolston

### Track C

Christy Bussard  
Fred Makarow  
Charles Newman

## SCIENCE

### Track A

Cleodis Howell  
Laura Koenig  
Frank Lopez  
Samuel Nimmo  
Jonathan Storlie

### Track B

Lisa Burton  
Veronica Cerpa  
Gary Jones  
Richard Trejo  
Stuart Schnell  
Tom Warner

### Track C

Donald Cook  
Andrew Cruz  
Roman Del Rosario  
Jerry Footlick  
David Haynes  
Hal Schulze

## SOCIAL STUDIES

### Track A

John Hollick  
Steven Lang  
John Mullens  
Charles Ohlynyk  
Margo Paolucci  
Alejandro Rosas  
Gary Taylor

### Track B

Begonia Chavez  
Richard Edwards  
Rudy Franco  
Karl Henry  
Germaine Labat  
Walter Lopez  
Nicholas Nelson

### Track C

Fred Aldrich  
Joel Blomenkamp  
Jose Castelo  
Stephen DeMacro  
Alfredo Giddens  
David Goodman  
Carter Hovland  
Brent Peterson

## SPECIAL EDUCATION

### Track A

Sandra Black  
Clovia Denkins  
Mark Morikawa  
Angel Padilla  
Janis Pittman

### Track B

Dorothy Alexander  
Eric Braden  
Matthew Robinson  
Rydell Pulido  
Roy Snell

### Track C

Mary Erwin  
Dennis Kilbane  
Marcus Porter

JOHN C. FREMONT HIGH SCHOOL  
CLASSIFIED STAFF

BUILDING AND GROUNDS WORKERS

Plant Manager..... Wenceslao Ceja  
Assistant Plant Manager..... Mayola Perry

Vincent Bell	Harvey Gray
Demondre Brooks	Phillip Harris
LaChan Brown	Cynthia Lucien
Charles Burris	L. Roberts
J. R. Esparza	Jose Tapia
E. Ford	Manuel Velasco
J. A. Garcia Jauregui	Jeffery Watts
Otto Ginn	Rafael Zavala Alfaro

CAFETERIA WORKERS

Cafeteria Manager.....Kimberly Williams

A.L. Baltazar	H. Hogan
L.L. Benton	J.C. Jackson
F. Boenheim	A.S. Madison
G.D. Canada	R.C. Miles
C. Castillo	C. Millage
T.A. Doyle	L.L. Pink
M.E. Espinoza	M.J. Richardson
B.J. Fikes	M. Robles
O.M. Garica	D. Singh
J.M. Gomez	L. Studway
L.A. Gomez	M.E. Tobias
M.A. Gonzalez Saucedo	C. Williams
I. Guerrero	O.D. Young

## CAMPUS AIDES

Ana Chavez  
Anthony Clarke  
Robert Crosby  
Frank Davis  
Kermit Evans  
M. Garcia  
Bessie Johnson  
W. Martin  
Desmond McInnis  
Alejandro Menjivar

Ronda Miller  
Ernesto Navas  
Martha Obregon  
D. Overton  
Rose Mary Quinonez  
Juan Rodriguez  
Jose Salazar  
Andre Smith  
Glenda Souice  
Darion Wright

## COMMUNITY REPRESENTATIVES

Hilda Acosta

Jose Larios

Mary Fleming

## EDUCATIONAL AND RESOURCE AIDES

Hilda Acosta  
Cynthia Aguayo  
Tommy Baker  
Mabel Barboza  
Mary Fleming

Shirley Garrett  
Virgil Lewis  
Roberto Luna  
Vincent Neal  
Isla Sigala

## SPECIAL EDUCATION ASSISTANTS AND TRAINEES

Ozzy Alexander  
Maria Alvarado  
Virginia Briggs  
Elvia Campos  
Billy Cole  
Carolyn Cole  
Frank Duran  
Curtis Edwards  
E. Frank

Yolanda Harris  
A. Lopez  
Charles Louie  
Donna Mayers  
M. Manzon  
Porfidio Mora  
Angela Moss  
F. Peraza  
D. White



Teacher Assistants

Jessie Aldava	Roberto Luna
M. Alvarado	Alejandro Menjivar
N. Arriaga	N. Ramirez
C. Augustine	Ana Reyes
Juan Barboza	L. Salguero
Giovanni Gonzalez	Odell Sanders
D. Gray	T. Springer
W. Harris	Brenda Tobar
Emmitt Jackson	A. Zendejas

Assistant Principal's Office

Jackie Norfleet..... *Office Assistant*

Attendance Office

Brenda Barkus ..... *Office Assistant*  
Eva Sicarios..... *Office Assistant*  
Pam Davis..... *Office Assistant*  
Nettie Jenkins..... *School Office Computer Coordinator*

Bilingual Office

Maria Alvarez ..... *Clerk*  
Julia Hayashida..... *Clerk*

Counseling Office

Virginia Thompson ..... *Senior Office Assistant*  
Noelia Banuelos ..... *Office Assistant*  
Maricela Aguilar ..... *Clerk*  
Isabel Torres ..... *Clerk*

Dean's Office

Alejandro Garcia ..... *Office Assistant*

**Health Office**

Marjorie Thompson ..... *Office Assistant*

**Magnet Office**

Veronica Maciel ..... Clerk

**Main Office**

Darlene Jones-Pack ..... *School Administrative Assistant*

Sonia Sandoval ..... *Senior Office Assistant*

Claudia Jerez ..... *Office Assistant*

Carolyn Jones ..... *Office Assistant*

**Student Store**

Ador Abella ..... *School Financial Manager*

**Textbook Room**

Linda Jones ..... *Office Assistant*

**Title I Office**

Marsha Butler ..... *Office Assistant*

**Main Office**

Darlene Jones-Pack ..... *School Administrative Assistant*  
Sonia Sandoval ..... *Senior Office Assistant*  
Claudia Jerez ..... *Office Assistant*  
Carolyn Jones ..... *Office Assistant*

**Student Store**

Ador Abella ..... *School Financial Manager*

**Title I Office**

Marsha Butler ..... *Office Assistant*

VIII. Instructional Materials  
Allocation (1999-2000)



IX. Additional  
Student/Community  
Profile Data

- A. *Student/Teacher/Parent Survey Results (NSSE)*
- B. *West/ South Cluster Benchmarks*
- C. *Percent of Students In -Seat Attendance*
- D. *Magnet Enrollment – Ethnicity*
- E. *AP Three-Year Summary*

*X. Additional Student/Community  
Profile Data*

- A. Student/Teacher/Parent Survey Results (NSSE)*
- B. West/South Cluster Benchmarks*
- C. Percent of Students In-Seat Attendance*
- D. Magnet Enrollment- Ethnicity*
- E. AP Three-Year Summary*

John C. Fremont High School  
Student Opinion Inventory  
1999-2000

Strongly Agree  A Disagree  C  
Agree  B Strongly Disagree  D

**Section 1 Quality Of The Instructional Program**

1. My school work is challenging and requires my best effort....  
A. 18% B. 59% C. 17% D. 6%
2. Our school provides students with educational programs that are appropriate to their learning needs....  
A. 12% B. 53% C. 25% D. 10%
3. Our school is preparing students to deal with issues and problems they will face in the future....  
A. 16% B. 32% C. 19% D. 33%
4. Students see a relationship between what they are studying and their lives....  
A. 11% B. 40% C. 14% D. 34%
5. In my class teachers use ways of teaching that help students achieve the knowledge and skill they are expected to learn....  
A. 18% B. 31% C. 38% D. 13%
6. Teachers provide instructional activities that involve student in their learning....  
A. 24% B. 23% C. 26% D. 27%
7. In my classes a variety of teaching and learning activities is provided for students to help them learn..  
A. 19% B. 11% C. 17% D. 52%
8. Homework that I am expected to complete helps me improve my learning....  
A. 15% B. 44% C. 34% D. 7%
9. In our school students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries....  
A. 17% B. 49% C. 25% D. 9%
10. I use additional resources, beyond the textbooks for my classes, to help me with my school work...  
A. 10% B. 58% C. 10% D. 22%
11. I have been taught how to use the resources of the school and community to help me with my school work...  
A. 9% B. 32% C. 28% D. 31%



12. The school's facilities are adequate to support the instructional program (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).....  
 A. 18%    B. 41%    C. 26%    D. 15%
13. I am satisfied with the availability of technology (e.g., computers, programs) at our school.....  
 A. 16%    B. 28%    C. 35%    D. 21%
14. Technology is incorporated into instruction in many classes.....  
 A. 14%    B. 26%    C. 47%    D. 13%
15. In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.....  
 A. 23%    B. 39%    C. 23%    D. 15%
16. The grading and evaluation of my class work is fair.....  
 A. 20%    B. 49%    C. 19%    D. 12%
17. The evaluation of my work, through various assessments and tests, provides me with information about how I can improve my learning.....  
 A. 34%    B. 26%    C. 31%    D. 9%
18. The educational program offered to students is of high quality.....  
 A. 19%    B. 34%    C. 16%    D. 31%

## Section 2 Support For Student Learning

19. Teachers are concerned that students learn the subjects they teach.....  
 A. 12%    B. 29%    C. 48%    D. 12%
20. Teachers provide the help I need with assignments.....  
 A. 15%    B. 31%    C. 30%    D. 24%
21. Teachers hold high expectations for student learning.....  
 A. 11%    B. 48%    C. 12%    D. 29%
22. Teachers are willing to give students individual help outside of class time.....  
 A. 15%    B. 24%    C. 6%    D. 55%
23. My teachers are willing to give students individual help outside of class time.....  
 A. 11%    B. 49%    C. 17%    D. 23%
24. Students are motivated to do their best work.....  
 A. 17%    B. 29%    C. 20%    D. 34%
25. School counselors and/or advisors offer the help students need in program planning (i.e., course selection).....  
 A. 8%    B. 37%    C. 23%    D. 34%
26. School counselors/advisors offer students the help they need in the selection of a vocation or career..  
 A. 2%    B. 49%    C. 47%    D. 2%
27. A counselor is available if I need help in solving personal problems.....  
 A. 5%    B. 29%    C. 28%    D. 38%

28. If I had a problem or suggestion for the principal, he/she is available....  
 A. 22% B. 37% C. 20% D. 21%
29. The people in the principal's office care about students as individuals.....  
 A. 15% B. 43% C. 28% D. 14%

### Section 3 School Climate/Environment for Learning

30. This school recognizes all types of high achievement demonstrated by students.....  
 A. 1% B. 29% C. 35% D. 35%
31. School spirit is very high at our school.....  
 A. 14% B. 35% C. 20% D. 31%
32. Students feel that they fit in at our school.....  
 A. 47% B. 6% C. 44% D. 3%
33. I am satisfied with the extent to which the administration includes students in making decisions about matters that directly affect students (e.g., dress standards, assemblies, hall passes, etc.).....  
 A. 17% B. 35% C. 20% D. 28%
34. Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.....  
 A. 17% B. 22% C. 15% D. 46%
35. Sexual harassment is not a problem at our school.....  
 A. 12% B. 13% C. 56% D. 19%
36. Discipline policies are fair at this school.....  
 A. 51% B. 26% C. 17% D. 6%
37. Cheating occurs infrequently in our school.....  
 A. 19% B. 29% C. 32% D. 20%
38. There is not a significant problem with substance abuse (e.g., drug and/or alcohol problems) among the students of this school.....  
 A. 13% B. 33% C. 8% D. 46%
39. Our school provides students and teachers with a safe and orderly environment for learning.....  
 A. 10% B. 22% C. 29% D. 39%
40. Students feel safe traveling to and from school.....  
 A. 21% B. 26% C. 23% D. 30%
41. Parents feel safe traveling to and from school.....  
 A. 25% B. 17% C. 36% D. 22%
42. Parents feel welcome in our school.....  
 A. 15% B. 38% C. 20% D. 27%
43. Teachers in our school are respected in the community.....  
 A. 10% B. 21% C. 40% D. 29%
44. I look forward to going to school each day.....  
 A. 22% B. 27% C. 23% D. 28%

#### Section 4 Student Activities/Involvement in School

45. I am in the student activities (clubs, plays, sports, student government, music etc.) that I want to be in.....  
A. 20%      B. 15%      C. 32%      D. 33%
46. I would feel welcome in most school activities.....  
A. 32%      B. 46%      C. 7%      D. 15%
47. In the student activities in which I participate, students are involved in planning the activities.....  
A. 35%      B. 19%      C. 18%      D. 28%
48. Adult sponsors of student activities seem sincerely interested in the activities.....  
A. 23%      B. 45%      C. 15%      D. 17%
49. The variety of activities is great enough so that everyone can find an activity that matches his/her interest.....  
A. 9%      B. 29%      C. 39%      D. 23%
50. I am satisfied with the quality of student activities.....  
A. 15%      B. 17%      C. 42%      D. 26%

#### Section 2 Recommendations

As part of this survey you may also be requested to offer your recommendations for improving your school by answering the following or similar question(s):

"Is there something you would like to see changed about your school? If so, describe what you would like to see changed and how you believe it should be changed."

**Do not write your response on this sheet.** You will need to write your response on the separate sheet of paper of the survey provided by your school.

**John C. Fremont High School  
Teacher Opinion Inventory  
1999-2000**

Strongly Agree  A  
Agree  B

Disagree  C  
Strongly Disagree  D

**Section 1 Quality of the Instructional Program**

1. Students are provided with educational programs that are appropriate to their learning needs...  
A. 5% B. 53% C. 27% D. 15%
2. Students see a relationship between what they are studying and their everyday lives...  
A. 0% B. 45% C. 31% D. 24%
3. Our school is preparing student to deal with issues and problems they will face in the future...  
A. 5% B. 60% C. 30% D. 5%
4. Stated goals of this school are the primary basis for the academic program...  
A. 2% B. 55% C. 34% D. 9%
5. Teachers use instructional strategies that help students achieve the knowledge and skills they are expected to learn...  
A. 22% B. 65% C. 8% D. 5%
6. A variety of teaching strategies and learning activities is provided to students to help them learn...  
A. 26% B. 69% C. 0% D. 5%
7. Teachers provide instructional activities that involve students in their learning...  
A. 18% B. 64% C. 16% D. 2%
8. In our school students have access to a variety of resources to help them...  
A. 9% B. 32% C. 32% D. 27%
9. Students are given a sufficient amount of homework to help them succeed at their studies..  
A. 13% B. 41% C. 36% D. 10%
10. Students are provided with a variety of ways to demonstrate their learning...  
A. 5% B. 56% C. 34% D. 5%
11. I use the results of assessments of student learning to modify and adjust my teaching strategies to best meet the learning needs of my students...  
A. 26% B. 59% C. 13% D. 2%
12. The availability of teaching materials and supplies (paper, laboratory supplies, books, AV equipment, etc.) is adequate to support good teaching...  
A. 8% B. 16% C. 44% D. 32%
13. Technology is sufficiently available to support my instruction...  
A. 11% B. 16% C. 34% D. 37%
14. The school's facilities (workspace, furnishings, etc.) are adequate to support the instructional program  
A. 6% B. 9% C. 46% D. 39%

15.-23 Our school is doing a good job in the following areas:

15. Language Arts (reading, writing, speaking, listening) A. 17% B. 42% C. 22% D. 19%  
16. Mathematics- A. 11% B. 46% C. 32% D. 11%  
17. Science A. 16% B. 45% C. 26% D. 13%  
18. Social Studies A. 15% B. 49% C. 24% D. 12%  
19. Fine Arts (music, visual arts, dance, drama) A. 16% B. 46% C. 22% D. 5%  
20. Physical education A. 10% B. 52% C. 25% D. 4%  
21. Health Education A. 10% B. 54% C. 23% D. 4%  
22. Foreign Languages A. 14% B. 52% C. 20% D. 4%  
23. Career/Vocational Education A. 1% B. 33% C. 49% D. 5%  
24. Our school is doing a good job of helping students understand their moral and ethical responsibilities...  
A. 5% B. 17% C. 45% D. 33%  
25. Our school's program help students to understand and get along with other people...  
A. 5% B. 33% C. 45% D. 17%  
26. The educational program offered to students at this school is of high quality...  
A. 5% B. 16% C. 51% D. 28%

### Section 2 Support for Student Learning

27. Teachers hold high expectations for student learning...  
A. 5% B. 38% C. 41% D. 16%  
28. Teachers are available to give students the assistance they need with assignments...  
A. 13% B. 8% C. 16% D. 0%  
29. Teachers give students personal encouragement in their work...  
A. 18% B. 74% C. 8% D. 0%  
30. Students spend sufficient effort (in and out of class) to learn what we teach...  
A. 8% B. 13% C. 35% D. 43%  
31. Students are motivated to do their best work...  
A. 3% B. 29% C. 39% D. 29%  
32. I am satisfied with the way students are treated by teachers...  
A. 2% B. 59% C. 27% D. 12%  
33. I am satisfied with the way students are treated by the administration...  
A. 5% B. 40% C. 30% D. 25%  
34. I am satisfied with the way students are treated by counselors...  
A. 8% B. 33% C. 49% D. 10%  
35. I am satisfied with the help students get form school personnel in solving personal problems...  
A. 5% B. 34% C. 42% D. 19%  
36. School counselors and advisors give students the help they need in curricular planning (i.e., course selection)...  
A. 5% B. 25% C. 46% D. 24%  
37. School counselors give students the help they need in planning a vocation/career...  
A. 3% B. 21% C. 55% D. 21%  
38. Our school does a good job in preventing students from dropping out by providing them with the support and encouragement they need...  
A. 3% B. 19% C. 46% D. 32%

59. Parents feel welcome in our school...  
 A. 14% B. 37% C. 40% D. 9%
60. Parents are involved and support school functions...  
 A. 6% B. 26% C. 54% D. 14%

**Section 4 School Organization and Administration**

61. Teachers are regularly involved in the development of school policies...  
 A. 12% B. 38% C. 35% D. 15%
62. Teachers have a major role in curriculum development in this school...  
 A. 15% B. 61% C. 9% D. 15%
63. Teachers play a meaningful role in the design and selection of staff development programs...  
 A. 9% B. 18% C. 46% D. 27%
64. The availability of staff development to support my instruction needs is excellent in the school...  
 A. 3% B. 22% C. 41% D. 34%
65. Our school has developed a comprehensive improvement plan that is designed to enhance learning for all students...  
 A. 6% B. 27% C. 43% D. 24%
66. I am satisfied with the extent to which the administration includes students in making decisions about matters that directly affect students (i.e. dress standards, assemblies, hall passes, etc.)...  
 A. 3% B. 34% C. 25% D. 38%
67. The faculty's instructional load is equitably divided...  
 A. 6% B. 48% C. 19% D. 27%
68. The size of our classes does not limit instructional effectiveness...  
 A. 3% B. 23% C. 21% D. 53%
69. Teachers are provided adequate time each day to prepare for teaching...  
 A. 6% B. 33% C. 23% D. 38%
70. Teachers have the freedom to present conflicting views on controversial issues...  
 A. 6% B. 33% C. 18% D. 43%
71. When I need to talk with an administrator, I can do so with relative ease...  
 A. 10% B. 35% C. 23% D. 32%
72. If I have a discipline problem the administration gives me the support I want...  
 A. 4% B. 25% C. 32% D. 39%
73. The principal of our school is fair and open with teachers...  
 A. 10% B. 24% C. 14% D. 52%
74. The principal is appropriately in contact with teachers and their classroom activities...  
 A. 10% B. 17% C. 17% D. 56%
75. The school's priorities for the expenditure of funds are appropriate...  
 A. 7% B. 31% C. 24% D. 38%

**Section 5 Job Satisfaction.**

76. Teachers are well respected in this community...  
 A. 21% B. 21% C. 21% D. 37%
77. For the most part, I am satisfied with our school...  
 A. 8% B. 25% C. 36% D. 31%
78. All things considered, I am satisfied with being a teacher...  
 A. 40% B. 36% C. 17% D. 7%

39. Our school actively promotes parent/teacher communication...  
 A. 3% B. 36% C. 39% D. 22%
40. Our teachers regularly communicate with parents of their students...  
 A. 3% B. 38% C. 43% D. 16%
41. Parents have a good understanding of the school's programs and operation...  
 A. 3% B. 11% C. 46% D. 40%
42. Parents take an active role in their children's education...  
 A. 9% B. 11% C. 40% D. 40%
43. The needs of children with physical and mental disabilities are appropriately met by the school...  
 A. 6% B. 53% C. 29% D. 12%
44. The school's programs meet the requirements of students with special needs (learning disabled, gifted and talented, etc.)...  
 A. 9% B. 38% C. 32% D. 21%

### Section 3 School Climate/Environment for Learning

45. Teachers here have a sense of common mission...  
 A. 10% B. 30% C. 30% D. 30%
46. Teachers and administrators in our school consistently enforce school rules...  
 A. 5% B. 23% C. 26% D. 44%
47. This school provides a clean and pleasant environment...  
 A. 5% B. 12% C. 37% D. 46%
48. Our school provides students and teachers with a safe and orderly environment for learning...  
 A. 3% B. 21% C. 49% D. 27%
49. Students feel safe traveling to and from school...  
 A. 3% B. 21% C. 41% D. 35%
50. The variety of student activities available at our school is excellent...  
 A. 13% B. 37% C. 28% D. 22%
51. Students who wish to be included in school activities are included...  
 A. 18% B. 61% C. 15% D. 6%
52. Students feel that they fit in at our school...  
 A. 9% B. 58% C. 30% D. 3%
53. This school recognizes all types of high achievement demonstrated by students...  
 A. 9% B. 48% C. 37% D. 6%
54. Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school...  
 A. 14% B. 46% C. 34% D. 6%
55. Sexual harassment is not a problem at our school...  
 A. 15% B. 46% C. 33% D. 6%
56. Discipline policies are fair at this school...  
 A. 6% B. 48% C. 33% D. 13%
57. Cheating occurs infrequently in our school...  
 A. 3% B. 43% C. 29% D. 25%
58. There is not a significant problem with substance abuse (e.g., drug and /or alcohol problems) among the student of this school...  
 A. 9% B. 34% C. 34% D. 23%

## **Section 2 Recommendations**

As part of this survey you may also be requested to offer your recommendations for improving your school by answering the following or similar question(s):

Is there something you would like to see changed about your school? If so, describe what you would like to see changed and how you believe it should be changed."

Do not write your response on this sheet. You will need to write your response on the separate sheet of paper of the survey provided by your school.



## High School Parent/Guardian Questionnaire

Your Child's School: \_\_\_\_\_  
Grade: \_\_\_\_\_

We are engaged in a process to improve our school. We need input from parents as well as students, counselors, teachers and administrators. Your opinion is valued and we appreciate your taking the time to complete this survey.

Directions: We are asking you to take part in a study that includes parents with children in all high schools. Please answer all questions by checking your answer, by circling the number that corresponds to your choice, or by filling in the blank. There are no right or wrong answers. You do not need to put your name on the survey.

12. Do you belong to a parent group(s)? 24% Yes 66% No

13. If yes, please list which ones.

CEAC  
Bilingual  
School Leadership Council; School Site Council

14. How far in school do you think you want your child to go?

8% Graduate from high school and go no further.  
17% Attend vocational, trade or business school after high school.  
17% Attend and graduate from a 2-year college.  
29% Attend and graduate from a 4-year college or university.  
21% Attend graduate school.  
8% Don't know.

15. Does your child have a career goal? 70% Yes 30% No

15b. If yes, describe your child's career goal.

varied

16. Which of the following best describes the focus of your child's high school classes?

66% Preparation for college.  
17% Vocational or technical education.  
17% General or regular education without a focus on college preparation or vocational education.  
\_\_\_\_ Other (please specify): \_\_\_\_\_

17. Which of the following best describes your child's average high school grades?

34% A- to A-  
40% B- to B-  
22% C- to C-  
4% Below C

18. What is your ethnic background?

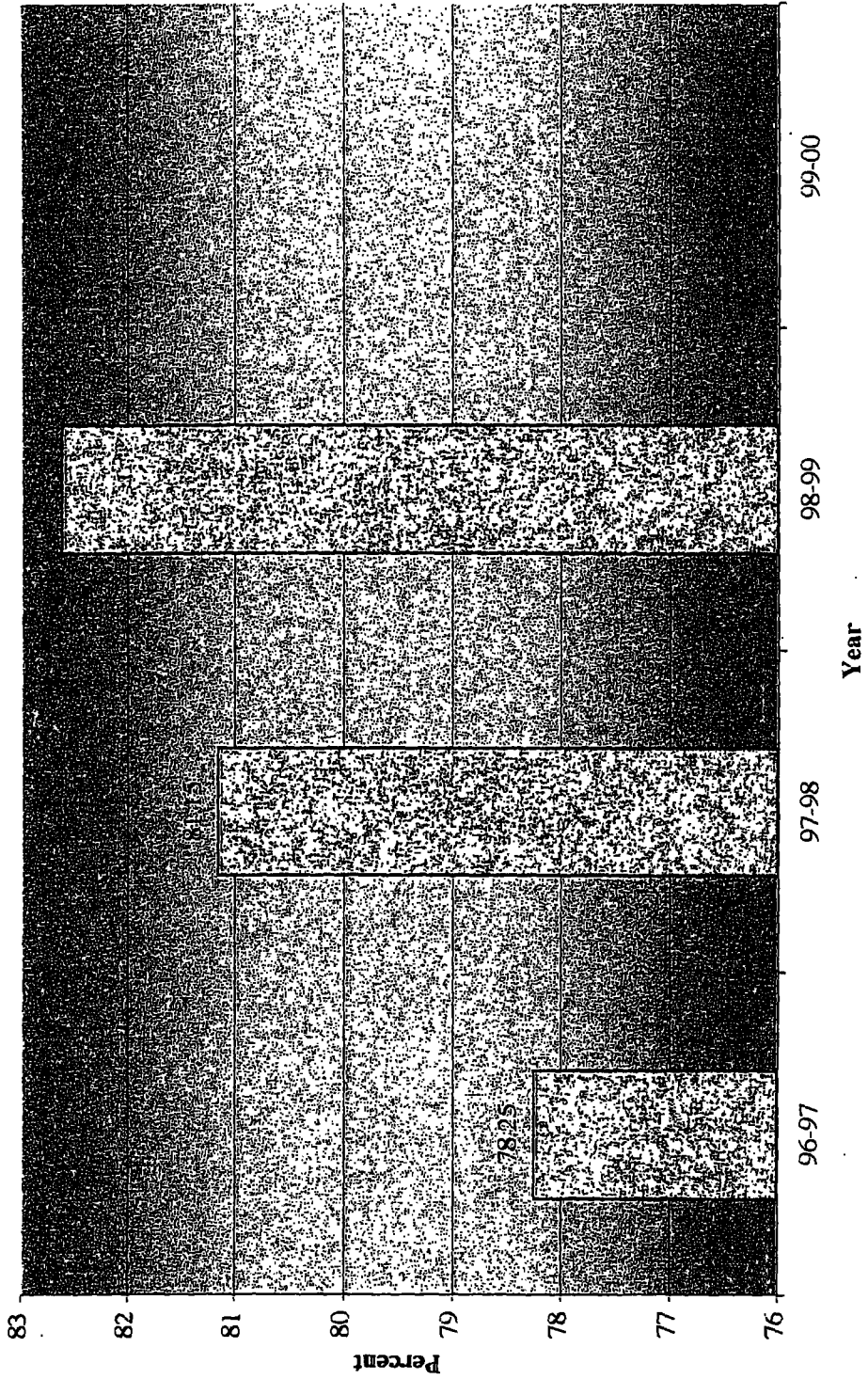
4% American Indian or Alaskan Native  
\_\_\_\_ Pacific Islander/Filipino Asian  
78% Latino  
18% African American  
\_\_\_\_ White  
\_\_\_\_ Other

LOS ANGELES UNIFIED SCHOOL DISTRICT  
WEST/SOUTH CLUSTERS BENCHMARKS -- 1998-99 SCHOOL YEAR

	Hamilton/Palmdale Univerville		Fairfax/Hollywood Los Angeles		Venice/ Westchester		Crenshaw/Dorsey		Fremont		District							
	'98	'99	Gain/ Loss	'98	'99	Gain/ Loss	'98	'99	Gain/ Loss	'98	'99	Gain/ Loss	'98	'99	Gain/ Loss			
SAT9 Composite	50	52	+2	29	33	+4	37	41	+4	21	23	+2	15	18	+3	28	30	+2
Third Grade Literacy	56.78	59.32	+2.54	29.62	35.53	+5.91	46.09	48.79	+2.70	23.00	25.33	+2.33	10.44	12.49	+2.05	26.77	28.63	+1.86
Redesignation	15.22	12.11	-3.11	10.43	10.57	+0.14	14.10	14.00	-0.10	9.59	9.80	+0.21	8.77	9.69	+0.92	10.76	11.48	+0.72
A-F Pass Rate	47.1	46.8	-0.3	27.1	26.5	-0.6	38.5	38.3	-0.2	32.6	31.0	-1.6	28.4	26.8	-1.6	35.0	34.4	-0.5
# AP Sections Offered	58.0	91.5	+33.5	41.5	55.5	+14.0	41.5	39.0	-2.5	27.0	32.0	+5.0	11.0	31.5	+20.5	944	1220.5	+276.5
AP Enrollment	1564	2000.5	+436.5	879.5	1082.5	+203.0	826	816.5	-9.5	544.5	671.0	+126.5	247.0	611.0	+364.0	22511	25555	+3044
% In-School Attendance	92.47	93.03	+0.56	90.33	91.22	+0.89	91.43	92.43	+1.00	89.42	90.46	+1.04	89.46	90.31	+0.85	91.81	92.44	+0.63
Avg. Days Teacher Absence	7.196	7.082	-0.114	7.714	7.514	-0.200	7.120	6.777	-0.343	8.343	8.223	-0.120	7.892	8.225	+0.333	7.390	7.330	-0.060
Dropout Rate MS	3.72	1.36	-2.36	3.67	3.05	-0.62	3.06	2.38	-0.68	6.11	2.10	-4.01	5.38	1.56	-3.84	3.51	2.09	-1.42
Dropout Rate HS	5.02	4.89	-0.13	6.27	9.09	+2.82	6.45	3.21	-3.24	9.68	9.08	-0.60	11.83	9.79	-2.04	7.84	5.61	-2.23
Total out of Possible 9	7/9			7/9			5/9			8/9			7/9			8/9		
% AGE OF INDICATORS ACHIEVED	78			78			56			89			78			89		

# Fremont High School Percent of Students In-Seat

(as of December 30, 1999)

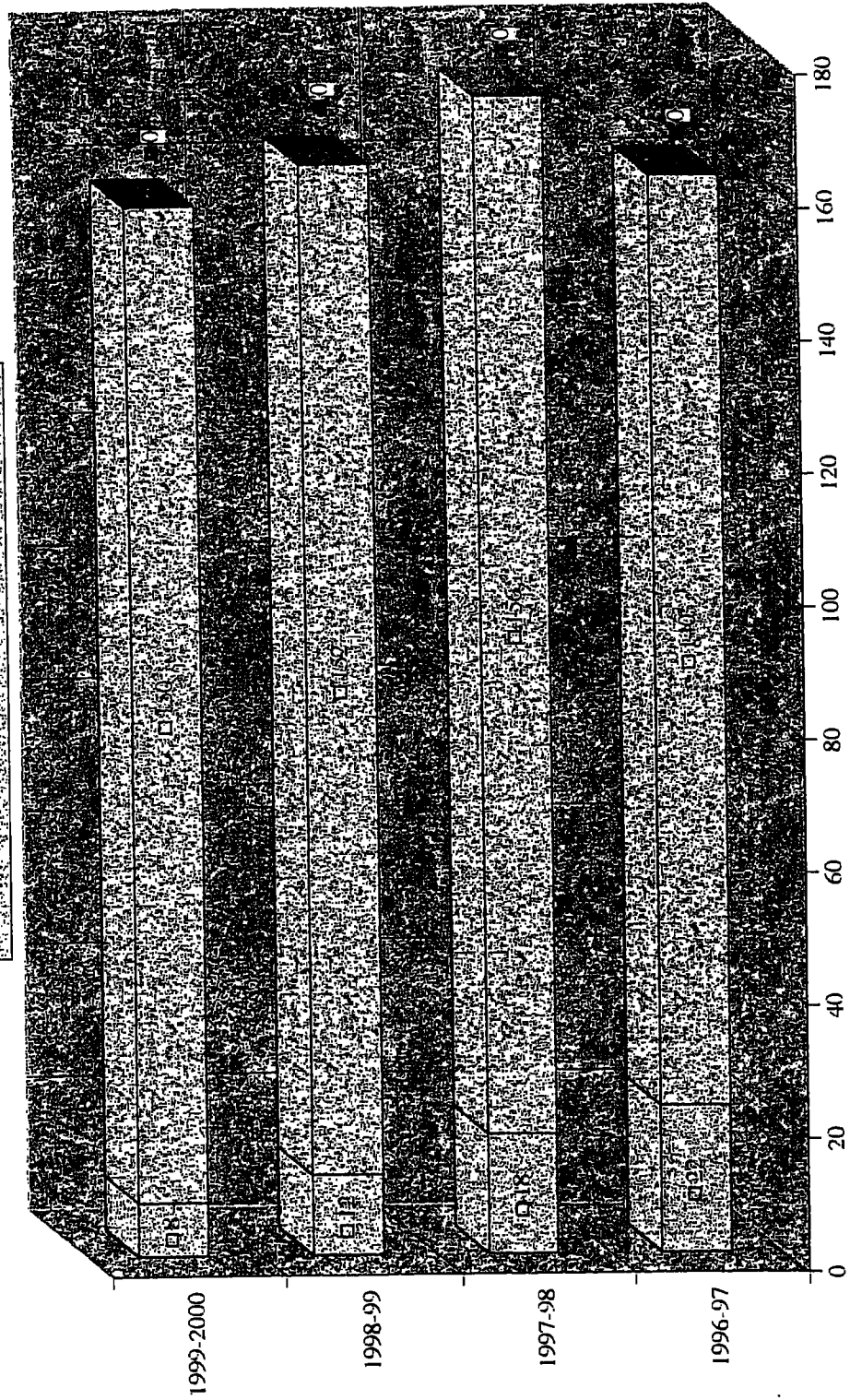


# Fremont High School

## Mathematics/Science and Technology Magnet

-1999-

### Enrollment-Ethnicity



SCHOOL REPORT: THREE-YEAR SUMMARY

High School	Number of Subjects Given			Number of Exams Taken			Percentage of Scores 3 or Higher		
	1997	1998	1999	1997	1998	1999	1997	1998	1999
Banning	9	9	10	192	201	283	56.3	50.7	47.7
Bell	10	11	12	486	373	603	34.6	7.8	30.0
Belmont	13	12	13	229	223	298	51.5	60.5	64.8
Birmingham	15	15	17	354	371	491	62.4	56.6	59.1
Bravo Medical Magnet	13	12	11	371	526	494	65.5	55.9	59.9
Canoga Park	11	11	13	127	189	200	47.2	51.3	55.0
Carson	8	12	16	220	385	492	21.8	22.3	20.5
Chatsworth	14	15	16	416	404	514	65.9	63.6	65.0
Cleveland	13	12	16	492	431	582	50.0	61.0	52.4
Crenshaw	8	15	14	118	290	399	18.6	9.3	6.8
Dorsey	6	5	8	82	58	85	12.2	10.3	12.9
Downtown Business Magnet	10	11	11	131	194	190	41.2	43.8	34.7
Eagle Rock	14	15	15	204	226	340	37.7	37.2	46.8
El Camino Real	22	21	24	614	583	713	78.7	73.2	77.6
Elizabeth Learning Center*	4	3	5	32	60	66	50.0	85.0	68.2
Fairfax	15	14	15	242	226	299	35.5	54.0	41.8
Foshay Learning Center*	4	7	8	56	72	202	57.1	31.9	-28.2
Francis Polytechnic	19	21	18	392	475	504	58.9	49.9	41.1
Franklin	13	14	13	356	452	540	41.6	40.7	43.9
Fremont	10	11	14	131	133	400	71.8	69.2	47.3
Gardena	9	10	10	81	106	75	53.1	33.0	36.0
Garfield	18	15	19	569	453	660	60.3	51.0	45.2
Granada Hills	17	19	19	555	638	792	56.8	62.2	60.1
Grant	19	18	20	465	443	505	51.2	50.6	54.7
Hamilton	16	19	15	362	389	470	63.3	67.9	63.2

\*K-12 Schools

**LAUSD AND NATIONAL PERCENTAGE  
OF PASSING SCORES - 1990-1999**

Year	LAUSD Percentage of Passing Scores	National Percentage of Passing Scores
1999	51.7	63.8
1998	53.6	64.1
1997	55.4	64.5
1996	54.7	63.5
1995	54.0	62.0
1994	59.0	66.3
1993	59.5	64.5
1992	59.6	65.5
1991	60.0	64.1
1990	62.0	66.5

*X. Glossary*

## GLOSSARY

**AP:** Advanced Placement

**API:** Academic Performance Index

**Achievement Council:** A national organization which offers training to teachers and administrators in how to implement a challenging and rigorous standards-based curriculum for minority students

**BAC:** Bilingual Advisory Council

**CBOP:** College Bound Outreach Program

**BCLAD:** Bilingual Crosscultural Language and Academic Development Certificate

**CLAD:** Crosscultural language and Academic Development Certificate

**Cluster:** In many areas within the District, a cluster is two or three complexes combined. The Fremont Complex consists of one high school, three middle school, one adult school with several location, and one continuation high school

**CL26:** A computer printout of student information

**Cluster leader:** District administrator who supervises and assists schools, including children's centers in a specific geographic areas within the District

**Complex:** A single high school and all schools in its feeder pattern

**Concept 6:** Year-round calendar that divides the year into six eight-week mesters. Students attend four of the six mesters for a total of 165 per year. The length of the school day is longer to provide the same amount of instructional time as a traditional 10 month school year

**Core departments:** English, Mathematics, Science, and Social Studies

**CSU:** California State University System



**District:** Los Angeles Unified School District

**ECP:** Educational and Career Planning - required class for 9<sup>th</sup> grade students

**EIS:** A term used for the Urban Classroom Teacher Program which funds additional teacher time

**ELL:** English Language Learners

**ESL:** English as a Second Language

**FEP:** Fluent English proficient

**IEP:** Individualized Educational Plan

**ILT:** Instructional Leadership Team

**Humanitas:** An interdisciplinary instructional program

**IMA:** Instructional Material Account. The District allocated funds to schools are based on student enrollment. There is great flexibility in expenditure, such as, instructional material, equipment, supplies, alterations and improvements, leases, repairs, rentals

**IMPACT:** Program that provides support groups on campus for students with special difficulties/problems that inhibit successful participation in all aspects of the school and classroom.

**Intersession;** opportunity offered to students when off track, similar to summer school, in which students can enroll in classes for enrichment or remediation

**INROADS:** A career development organization that recruits, trains, and mentors qualified students who are pursuing business, computer science, and engineering careers

**LAEP:** Los Angeles Educational Partnership

**LASI:** Los Angeles Systemic Initiative- This District mathematics and science reform program provides professional development and curriculum improvement.

**LAUSD:** Los Angeles Unified School District

**Leadership Class:** 12th grade students who work and plan school activities throughout the year: meets year-round during a class period.

**LEP:** Limited English Proficient student

**Magnet:** Specialized school within a school similar to an academy. At Fremont High School this is the Math/Science/Technology Magnet. Staffing and instructional materials, budget allocations are separate from the regular school.

**NSSE:** National Study of School Evaluation. Organization which published the surveys for students, parents, and teachers.

**Off Track:** Break time in between the tracks. Regardless of track, each track is off eight weeks then on 16 weeks.

**Perkins::** Federally funded program designed to increase student participation in vocational education.

**PPD:** Program for the Physically Disabled

**Proposition BB:** Ballot initiative passed by the voters of Los Angeles during spring, 1997. Allows funds to go directly to school building and safety improvement throughout the District

**Regular School:** Student population that does not include the magnet student, staffing and budgeting is also separate

**ROP:** Regional Occupational Program

**School Leadership Council:** Shared decision making body, established as part of the collective bargaining agreement, has responsibility in the areas of budget, scheduling, discipline, equipment, and professional development, has representatives from all stakeholder groups

**Site Council:** A State mandated decision-making body composed of all stakeholders that evaluates and coordinates all categorical programs

**SDAIE:** Specially Designed Academic Instruction in English, sheltering techniques for students no longer in ESL, but who have not been designated at fluent

**SDC:** Special Day Class. A designation for identified special education students

**SHARP:** A reading test measuring minimum standards of proficiency for current grade 11-12 students

**Sheltered:** Instructional strategy designed to assist students to succeed in academic classes who were formerly ESL

**SSR:** Sustained Silent Reading

**Stakeholder:** All those with a "stake" in the success of the school: primarily students, families, classified workers, teachers, administrators, cluster leader, District staff, and community

**TOPICS:** A math test measuring minimum standards of proficiency for current grade 11-12 students – a graduation requirement

**UTLA:** United Teachers Union of Los Angeles

**WRITE:** A writing test (including a writing sample) that measures minimum standards of proficiency for current grade 11-12