



Contact Information

FREMONT HIGH SCHOOL

www.fhs.fuhisd.org

1279 Sunnyvale-Saratoga Road,
Sunnyvale, CA 94087

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COLORS: Cardinal Red & White
MASCOT: Firebirds

ESTABLISHED: 1925

CDS CODE 43-69468-4332474

FREMONT UNION HIGH SCHOOL DISTRICT

www.fuhisd.org

589 W. Fremont Avenue,
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School Profile

Located in the City of Sunnyvale, Fremont High School's student population mirrors the demographics of the City of Sunnyvale, the County of Santa Clara, and the State of California. Opened in 1925, the enrollment is approximately 1,950 students and over 40% of these students speak another language at home with upwards of 60 languages represented. The variety of student backgrounds is amazing and inspiring, including 23% English Language Learners, 56% Title 1 students, 9% Special Education students, and 39% families with identified economic challenges. During the 2008-09 school year, 202 students left Fremont High and 101 new students enrolled after the first day of school for an annual mobility rate of 17%. Eighty-three percent (83%) of 2009 graduates began as 9th graders and stayed through their senior year. Over 39% of the students participate in the free and reduced lunch program. The richness of diversity offers many opportunities and challenges. Fremont High School's response is to provide a variety of programs designed to meet the needs of all students. The students and staff at Fremont High School guide the creation of a positive, nurturing learning environment.

Fremont High School's most recent API is 741 and has been rising steadily the past five years. Approximately 88% of the seniors graduate and 81% of them will attend college after graduation.

Graduates of Fremont High School are able to communicate clearly and persuasively in oral, written and visual work; gather, organize, analyze, synthesize, and evaluate information from a variety of sources; work independently, collaboratively, and honestly; self-assess, making modifications to increase achievement; connect with the school and community as active, involved citizens; and learn and apply literacy skills to become more effective students. These skills and activities are integrated within the multiple academic disciplines and activities available for students on campus. Fremont High School students have benefited from a variety of grants and state and federal funds focused on raising student achievement.

A wide spectrum of courses allows students to pursue personal interests and challenge themselves academically while preparing for college and careers beyond high school. Student leadership programs center on "student voice," encouraging and facilitating student involvement in schoolwide issues. There are also scores of school programs that promote positive learning such as peer tutoring, peer mentoring, conflict resolution teams, AVID (Advancement Via Individual Determination), band, choir, drama, journalism, athletic, cheer and dance teams, and over 45 clubs including DECA, Chess Club, Poetry Slam, Interact, Key Club, LaRaza Latinas, Math Club, and Technology Club.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	4.2%
American Indian	0.4%
Asian	16.8%
Caucasian	23.9%
Filipino	12.5%
Hispanic or Latino	40.6%
Pacific Islander	1.5%
Multiple or No Response	0.1%

Climate for Learning & Discipline

Fremont High School has an exceptional culture: pride in inclusiveness and collaboration. Camp Everytown and Common Ground are programs in culture, ethnic, gender, and other diversity training that develop 160-180 student leaders each year. These programs, along with strong AVID (Advancement Via Individualized Determination) and counseling programs, a dress code, truancy abatement program, college readiness activities, and other factors, have combined to transform the school culture to a more academically focused environment over the past three years.

Approximately 17% of Fremont students enter or leave the high school each year. Amidst the diversity and fluctuation of students, Fremont High School maintains a climate that provides a caring, supportive learning atmosphere in a college, park-like setting. The schoolwide theme of respect models respect for self, others, and school. This theme is part of zero tolerance presentations, counseling sessions, discipline conferences, academic conferences, leadership training, and more.

Considering the diversity of Fremont High School's student population, meeting each student's individual needs to increase student achievement requires strategic, disciplined, and collaborative efforts of all within the school

community. Several strategies are in place including the AVID program that serves 8% of the students; a large ROP program with 21 classes ranging from engineering and bio technology to video broadcasting, culinary arts, and automotive technology; a national award-winning peer tutorial program "Students for Success"; a vast range of co-curricular opportunities including outstanding visual and performing arts programs and 45 different student clubs on campus. The high school also has many competitive athletic teams that have been league champions, such as football, water polo, wrestling, and softball.

Fremont places a high premium on the value of good communication with families. Written progress reports or report cards are mailed home eight times each school year. Communication between school and home is strengthened with on-line tools including School Loop, teacher generated websites, and staff email notifications. The school website is frequently updated and provides parents and the community with detailed information about school events and activities.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	194	144	481	802	413	1103
Suspension Rate	10.3%	7.4%	24.8%	7.8%	4.0%	10.7%
Expulsions	16	12	16	37	31	21
Expulsion Rate	0.9%	0.6%	0.8%	0.4%	0.3%	0.2%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three (3) school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	506	518	449
10th	482	494	515
11th	444	495	493
12th	446	442	481

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in some classrooms from instructional assistants. The table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
07	08	09	07	08	09	07	08	09	07	08	09	
English	24	25	25	38	33	31	21	42	40	14	2	9
Mathematics	28	27	26	27	31	26	12	14	22	28	23	17
Science	32	32	32	3	1	1	15	22	19	29	25	29
Social Science	33	32	32	4	3	3	13	21	15	26	23	28

Staff Development

Teachers and administrators are actively involved in professional growth activities at the school, district, state and national level. Staff development days are scheduled before the start of the regular school year and themes or activities introduced on those days are continued on late-start days dedicated to staff training and collaborative work time. District administrators attend a two and a half day leadership development session at the start of each school year and attend monthly staff development seminars.

Counseling & Support Staff

The Fremont Union High School District strives to provide all students with high quality personal, vocational, and academic guidance. Fremont High School staff continually reassesses programs to meet the needs of all students for life in the 21st century. Students engage in career assessments and exploration activities through the Career Center and Library/Media Center, and plan appropriate post-secondary education with the help of three (3) assistant principals, two (2) deans, three (3) guidance counselors, and Career Center and Library staff. Fremont High School's ratio of students per "Counselor" = 650:1, but with the additional help of the assistant principals and deans, the ratio = 244:1. Support staff also includes 1 library media teacher, 1.1 Psychologist, .6 Speech/Language/Hearing Specialist, and 41 fulltime and 5 halftime paraprofessional/clerical employees.

A Districtwide college faire is held each year and school sites offer grade level college information nights for students and their parents. Most materials are translated into Chinese, Japanese, Korean, and/or Spanish; on-site translators may also be provided. Ongoing intervention programs are provided for students who need them. Special education students are provided with transition plans and specialized work training programs.

Teacher Credentials

The Fremont Union High School District recruits and employs the most qualified credentialed teachers. For the 2008-2009 school year, Fremont High School had 80 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines and seven teachers without a full credential.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	77	86	80	441
Without Full Credentials	7	7	5	20
Working Outside Subject	0	0	0	

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced lunch program. More information on teacher qualifications required under NCLB can be found on the CDE website <http://www.cde.ca.gov/nclb/sr/tq/>

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.0%	1.0%
District	98.5%	1.5%
High-Poverty Schools in District	50.0%	50.0%
Low-Poverty Schools in District	98.5%	1.5%

Volunteer Opportunities

Parents are an integral part of their child's success and many opportunities are available for parents to contribute including School Site Council, PTSA, Los Padres, Flex Force, Grad Night and Booster organizations. For opportunities for parental and/or community member involvement please contact the Executive Assistant to the Principal at 408-522-2402.

Instructional Materials

The adoption of textbooks and other supplemental instructional materials follows state standards. Teachers and administrators are involved in the review and adoption process. A Public Hearing was held on September 15, 2009, and the Board of Trustees adopted Resolution #910-06 Certifying Sufficiency of Textbooks and Instructional Materials in Mathematics, Science, History-Social Science, and English/Language Arts.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cupertino, Sunnyvale, Los Altos, Santa Clara, San Jose, and Saratoga. These cities are located in Santa Clara County. In November 2009, the Santa Clara County Library system was ranked number three in the nation by Hennen's American Public Library Ratings. Free wireless Internet access is also provided as a feature in city plazas, coffee shops and other businesses that are publicly accessible.

Safe School Plan

Safe, orderly schools are the highest priority of the Board of Trustees and staff. The high school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fremont's school safety is a high priority and the plan is reviewed on an annual basis and satisfies national and state requirements. Key elements of the plan include responses to emergency situations and proactive measures designed to increase the level of safety for all. Working in close collaboration with Sunnyvale Department of Public Safety, annual Code Red disaster drills are implemented so that staff and students can be trained in how to respond to emergency circumstances. Fremont's School Safety Plan was revised and updated in August.



School Facilities

The 84 year-old Fremont High School campus has been wonderfully transformed as a result of a successful bond measure in 1998. A sparkling new library, amphitheatre and state-of-the-art music building have been constructed and all classrooms have been updated and remodeled. The addition of an Olympic sized swimming pool and pool house complete this evolution to a world-class campus while maintaining the integrity of the historic main building. Today the high school is comprised of 71 classrooms, 2 gyms, 1 multipurpose room/cafeteria, 1 library, 1 career center, 2 computer labs, 2 TV/Broadcast studios, 1 staff lounge, 2 auditoriums, 2 dance/team rooms, and multiple athletic fields.

Measure B, a 66% voter-approved \$198 million school facilities bond passed in June 2008, is providing funds needed to continue to renovate and modernize Cupertino, Fremont, Homestead, Lynbrook, and Monta Vista High Schools. Funds will be used to create a dedicated Technology Fund that will allow the district to upgrade and maintain classroom computers and related technology; build new science labs; construct the new classrooms needed to avoid overcrowding; replace aging heating, lighting, plumbing and electrical systems; improve energy efficiency at each high school; create classrooms/labs designed for career and technical education classes that supplement traditional college preparatory courses; upgrade and improve athletic facilities and fields; improve campus safety and security; upgrade and improve emergency communications systems; and add solar power and make the dollars now spent on utility bills available to support classroom programs.

Construction of solar electric panel arrays began in June 2009 in the Cupertino, Homestead, and Lynbrook student parking lots. All three lots were striped and open on the first day of school. Staff parking lots at Homestead and Cupertino and student parking lots at Monta Vista and Fremont will follow in 2010. Once completed the solar system will generate over \$1,000,000 in savings on the District's electric bill and that number will grow every year as electricity rates escalate.

In July the District received approval from the Department of State Architect to begin construction on the Fremont High School tracks and fields project. Work began in July 2009, concentrating on the fields west of the football field. The area that is currently the softball field, baseball field and west to the property line will all be under construction during Phase One. This includes demolition of all existing structures such as backstops, dugouts and scoreboards within the construction site and heavy earth moving equipment will re-grade the site and install an extensive new drainage system. Conduit will be installed for electrical and communications wiring as well as for solar panels that will be located in the fields area. Targeted completion for Phase One of the project is spring 2010. Design Increment 2 (all structural items except manufactured items) for Fremont and Homestead High Schools were approved by DSA and Design Increment 3 (buildings and bleachers) have been submitted to DSA. Renovation of the football field and bleachers is under review.

The Fremont High School campus was inspected on May 26, 2009 and is in good condition. The School Facilities Manager, in collaboration with the Principal, works daily with six (6) full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. The District rotates a "deep cleaning" crew at all campuses during breaks and over the summer. Increased custodial coverage of fields and grounds supports a safe and clean campus.

School Facility Conditions				
Date of Last Inspection: 05/26/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Cafeteria - Kitchen sewer backs up.
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Boys Locker Room - Showers need repair / work order submitted.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students.

Scores for 07-08 Average Verbal are SCHOOL: 487, DISTRICT 574, STATE 494.

Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE website <http://dq.cde.ca.gov/dataquest/>.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
05-06	402	61.4%	520	567	511
06-07	446	55.2%	503	542	496
07-08	442	54.3%	0	520	485
District					
05-06	2,216	0.76%	576	641	580
06-07	2,423	0.72%	574	638	578
07-08	2,590	0.74%	0	637	584
State					
05-06	384,878	40.4%	495	516	496
06-07	442,895	36.8%	493	513	492
07-08	465,901	35.9%	0	513	492

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown in the table below. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	42	50	48	70	72	74	43	46	50
Mathematics	22	25	26	54	55	60	40	43	46
Science	39	45	47	67	72	75	38	46	50
History/Social Science	28	40	47	61	68	72	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	45	9	18	21
American Indian	*	*	*	*
Asian	72	52	70	72
Filipino	50	26	49	44
Hispanic or Latino	28	8	28	28
Pacific Islander	32	13	15	35
Caucasian	70	45	76	69
Males	46	27	47	49
Females	51	25	46	43
Socioeconomically Disadvantaged	28	10	29	28
English Learners	8	8	8	10
Students with Disabilities	17	11	17	13
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: participation rate on the state's standards-based assessment in English Language Arts and mathematics, percent proficient on the state's standards-based assessments in English Language Arts and mathematics, API as an additional indicator, and graduation rate.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria				
Participation Rate	Yes	Yes	No	Yes
Percent Proficient	No	No	No	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. **Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). **Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	6	6	7	
Similar Schools Rank	5	4	6	
All Students				
Actual Growth	3	30	2	741
Socioeconomically Disadvantaged				
Actual Growth	-6	34	6	650
Asian				
Actual Growth	10	-8	15	850
Filipino				
Actual Growth	0	29	15	760
Hispanic or Latino				
Actual Growth	1	36	7	645
Caucasian				
Actual Growth	-5	66	11	848
Students with Disabilities				
Actual Growth	-	-	19	495
English Learners				
Actual Growth	-57	21	-18	598

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2009-10
Year in PI (2009-10)	Year 1	1
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	16.67%

Physical Fitness

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.8%	29.7%	35.9%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	59.8	80.3	48.6	62.2	83.6	52.9	55.9	80.7	52.0
Mathematics	64.3	84.0	49.9	64.4	85.3	51.3	59.3	84.8	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	44.1	27.0	28.9	40.7	32.1	27.2
Males	49.8	29.1	21.1	39.1	34.7	26.2
Females	37.7	24.5	37.7	42.5	29.2	28.3
Asian	23.3	21.9	54.8	8.2	31.5	60.3
Filipino	42.6	37.0	20.4	29.6	37.0	33.3
Hispanic or Latino	62.8	26.0	11.2	61.9	30.7	7.4
Pacific Islander	58.3	33.3	8.3	83.3	8.3	8.3
Caucasian	18.0	26.0	56.0	18.0	36.0	46.0
English Learners	81.4	17.2	1.4	71.0	22.1	6.9
Socioeconomically Disadvantaged	64.2	25.2	10.6	57.1	32.3	10.6
Students with Disabilities	90.0	10.0	-	85.0	10.0	5.0

Advanced Placement Classes

Fremont High School has open access to Advanced Placement (AP) courses for all eligible students. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2008-2009 school year, 253 students (10% increase) took 440 AP Exams (12.2% increase) and 59% of Exams scored 3 or higher.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	2	58
Social Science	2	251
English	1	29
Foreign Language	1	32
Mathematics	2	108
Totals	8	478
Percent of Students in AP Courses	4.7%	

UC/CSU Course Completion

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	81.2%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	48.9%

** Duplicated Count (one student can be enrolled in several courses).*

Completion of High School Graduation Requirements

Students in California public schools must meet all state and local graduation requirements for grade twelve completion and pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in grade 12, this table displays by student group the percent who met all state and local graduation requirements and successfully passed the CAHSEE.

Completion of High School Graduation Requirements			
	School	District	State
Socioeconomically Disadvantaged	79.0%	83.0%	*
Asian	92.0%	98.0%	*
Hispanic or Latino	74.0%	76.0%	*
Caucasian	88.0%	96.0%	*
English Learners	74.0%	87.0%	*
Students with Disabilities	79.0%	83.0%	*

** Data was not available at the time of publication.*

Dropout & Graduation Rates

This table displays the high school's one-year dropout rate and graduation rate for the most recent three-year period. Detailed information about dropout rates and graduation rates can be found at the CDE website at <http://dq.cde.ca.gov/dataquest/>

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	3.30%	2.90%	3.10%
Graduation Rate	89.80%	89.40%	89.70%

Career Technical Education (CTE) Programs

Career Technical Education courses are available as elective classes in business, industrial technology, and through the North County Regional Occupation Program (NCROP). High-end ROP courses provide students with the opportunity to explore career possibilities most often in their junior and senior years when students may have more choices in their schedules. These courses provide career/technical skills training and/or on-the-job training with work-based learning. Beginning in the 2009-2010 school year, there is increased flexibility regarding when these courses are available to students. Depending on pre-requisites and space availability, these classes are now open to students in all grade levels.

The District offers 17 ROP courses for 2009-2010 school year that have been certified with the California Department of Education: Administration of Justice, Advanced Engineering, Advanced Multimedia, Advanced Visual Communications, Athletic Training/Sports Medicine, Automotive Technology Level I and II, Biotechnology, Broadcast Journalism, Commercial Art/Graphic Design, Culinary Arts I and II, Engineering I, Stagecraft Technology, Technical Writing, and TV/Film/Video. Not all courses are offered at every high school campus, but are open to students if scheduling permits.

ROP courses articulated with community colleges:

- Administration of Justice (DeAnza)
- Athletic Training/Sports Medicine (DeAnza)
- Automotive Technology (DeAnza)
- Culinary Arts (DeAnza)
- Graphic Design/Commercial Art (DeAnza)
- Stagecraft Theatre Technology (Foothill)
- TV Film Video (DeAnza).

The following courses are being considered for articulation:

- Broadcast journalism
- Biotechnology
- Multimedia
- Engineering

The following ROP courses are UC approved:

- Biotechnology "d"
- Engineering Technology "g"
- Computer Programming (JAVA) "g"
- Digital Design: Video and Animation "f"
- Journalism "g"

The following are being developed for submission to UC for approval for 2010-2011:

- Food Science and Culinary Arts "g"
- Multimedia Design "f" or "g"

Career Technical Education Participation

The Fremont Union High School District considers preparation for the workplace a key goal of schooling. Students engage in career assessments and exploration activities and plan appropriate post-secondary education with the help of assistant principals, guidance counselors, Career Center, and Library staff. Each high school has a Career Center and Library/Media Center that provide students with opportunities to explore college and careers through the web-based guidance program "Naviance", as well as utilizing other district-approved career guidance activities. Career/College Liaisons, School Library Specialists, and Library Media Technology teachers, as well as assistant principals, and guidance counselors are available to help train students in the use of this software, and to assist them in their career development process. School facilities are often open in the evenings for students and parents to use the computerized college and career search tools.

In 2008-09, 691 Fremont High School students in grades 9-12 (35.4% of total enrollment) participated in career technical education classes and 226 of them were seniors who graduated. Student-run clubs such as DECA provide skills and experiences to help prepare students for success in business leadership and marketing.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question

Response

How many of the school's pupils participate in CTE?

What percent of the school's pupils complete a CTE program and earn a high school diploma?

What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?

College Entrance Info

District students can access a College and Career Planning Website at <http://www.fuhd.org/collegecareer>. This site has various links to help parents and students begin planning for college and beyond. All five of the District's high schools use Naviance, a college and career planning resource that allows students and families to investigate, research, track, and plan for the college admission process.

Family Connection from Naviance is a web-based service designed especially for students and parents. Family Connection is a comprehensive website that parents and their child can use to help in making decisions about courses, colleges, and careers. Family Connection allows parents and students to:

- Get involved in the planning and advising process – Build a resume, complete on-line surveys, and manage timelines and deadlines for making decisions about colleges and careers
- Research colleges – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past
- Sign up for college visits – Find out which colleges are visiting our school and sign up to attend those sessions

Family Connection also lets the high school share information about up-coming meetings and events, local scholarship opportunities, and other Web resources for college and career information

UNIVERSITY OF CALIFORNIA Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

CALIFORNIA STATE UNIVERSITY Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

LOCAL COMMUNITY COLLEGES The Foothill-De Anza Community College District provides a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the educational needs of its diverse students and community. Located in the heart of Silicon Valley, the district serves the communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Sunnyvale and portions of San Jose.

Admission to De Anza College is open to anyone (subject to the residency requirements) who has a high school diploma, a General Education Diploma, a proficiency certificate, or is at least 18 years old and shows evidence of being able to benefit from the instruction offered by the college. For general admissions requirements please visit <http://www.deanza.edu/admissions/residency.html>.

Foothill College has an open-door admission policy for all high-school graduates and non-graduates who are 18 years of age or older. Students enrolled in the junior and senior year of high school may attend Foothill College with written parental and school permission. Forms for parental and school permission are available in the Admissions & Records Offices at both Foothill campuses or online at: <http://www.foothill.edu/reg/>.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$50,104	\$42,810
Mid-Range Teachers	\$78,069	\$69,375
Highest Teachers	\$93,827	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$151,919	\$126,901
Superintendent	\$261,515	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.3%	37.3%
Administrative Salaries	7.8%	5.2%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (fiscal year 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$72,287
District	\$72,287
Percentage of Variation	0.00%
School & State	
All High School Districts	\$68,332
Percentage of Variation	5.78%

District Expenditures

In 2007-2008, the Fremont Union High School District's total expenditure per pupil was \$9,148 of which \$6,483 was unrestricted. The table provides a comparison of a school's per pupil funding from unrestricted sources with the district and the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,732
From Restricted Sources	\$3,159
From Unrestricted Sources	\$6,573
District	
From Unrestricted Sources	\$6,483
Percentage of Variation between School & District	1.39%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	19.25%

District Revenue Sources

The Fremont Union High School District relies almost exclusively on local property taxes for general fund revenue. Enrollment has been about 10,300 students for two years in a row but is projected to increase at 2-3% per year for several years in the future. Since the District is not paid by the State of California per student, it must absorb all new costs associated with student growth. In January 2005 the Fremont Union High School District began a residency verification effort to ensure that our schools are reserved for only those students who are valid residents within the District boundaries. Our District receives funding directly from property taxes paid by our community residents with no funds provided by the state based on enrollment. Our residency verification process ensures that every tax dollar of our community is used to support the students who actually live in our attendance area.

On November 2, 2004, voters approved a special Parcel Tax assessment of \$98 per parcel for six years. Parcel Tax funds allow the District to preserve core academic classes, maintain qualified and experienced teachers and school employees, and continue programs that help our students qualify for college. The tax expires after six years. The tax is assessed against each parcel of taxable land in the District. A parcel is defined as any unit of land in the District that receives a separate tax bill from the Santa Clara County Assessor's Office. Optional Exemption from the \$98 Parcel Tax is available to senior citizens (65 years or older) who own and occupy, as a principal residence, a parcel and apply to the District for exemption.

All five of our high schools develop a School Plan that is presented to the Board of Trustees for approval early in the school year. Each School Plan provides the budget detail on the uses of the school's categorical funds.

Data Sources

Data within the SARC was provided by Fremont Union High School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

