

# SINGLE PLAN FOR STUDENT ACHIEVEMENT

## Freedom High School

07-61721-0730457  
CDS Code

Date of this revision: 11/10/2015

The Single Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index and the Adequate Yearly Progress (AYP) measures. California Education Code sections 41507, 41572 and 64001 and the Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and the ESEA Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Liberty Union High School District

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_

## **MISSION STATEMENT**

Freedom High School will educate students in a safe, supportive learning environment while preparing them for a successful future as productive members of society. Freedom will be the center for knowledge and pride in the community.

## **VISION STATEMENT**

Freedom High School will:

- be a professional learning community which enables students and staff to reach their maximum potential.
- prepare all students for success after high school by offering relevant and challenging coursework with strategic student support.
- provide a safe and nurturing environment designed around student needs which promotes respect for all.
- provide multiple avenues for the community to participate in the education of students.

## **STUDENT LEARNING OUTCOMES (SLOs)**

*Formerly referred to as Expected School-Wide Learning Results (ESLRs)*

Freedom High School Students will:

Demonstrate curricular knowledge and skills.

- Meet or exceed the current high school standards in all curricular and extracurricular areas.
- Comprehend reading materials in a variety of content areas.
- Produce written work that is grammatically correct, has logical structure, and includes supporting evidence.
- Utilize effective study skill strategies.
- Effectively use technological resources.

Demonstrate creative and complex thinking.

- Analyze and synthesize information from a variety of sources to make predictions, draw logical conclusions, and produce a finished project.
- Solve complex problems using collaboration and critical thinking skills.
- Produce work that reflects creativity and original thinking.
- Explore a variety of academic, athletic, artistic, and extracurricular activities.

Demonstrate effective communication.

- Listen, speak, and write effectively.
- Give oral presentations that demonstrate clarity of ideas and knowledge.
- Collaborate with others to solve real world problems and produce quality work.
- Communicate using technology appropriately.

Demonstrate integrity, responsibility and respect.

- Adhere to district, school, and classroom policies.
- Respect diverse cultures, lifestyles, and ideas through their actions.
- Take personal responsibility for educational goals.
- Display academic integrity and honesty.
- Exhibit positive social responsibility at school and in the community.

## SCHOOL PROFILE

Originally founded in 1996 and now in its eighteenth year, Freedom High School (FHS) is a fully accredited, comprehensive high school, serving approximately 2,624 students in grades nine through twelve. FHS is part of the Liberty Union High School District (LUHSD), which is comprised of three comprehensive high schools, a continuation high school, as well as an adult and community education program. LUHSD currently serves approximately 9000 students in these programs. FHS is on a modified traditional calendar, with school beginning in late July/early August and ending in early June. Grading periods are based on two eighteen week semesters with two week breaks between quarters in October, December and March. Our school day is run on an eight-period, A/B Day block schedule. FHS serves its student population through a small learning community model. Our school has four buildings which students are randomly assigned to and where they remain for their tenure at FHS. Each student has a designated assistant principal, counselor and secretary. This model allows students and parents to experience more personal connections with support staff, with each building serving approximately 656 students. The building team serves and supports students through assisting with daily needs, assigning schedules, handling discipline, planning academic interventions and working with teachers and parents. FHS was initially designed around the Second to None model for high school reform which focused on three main pillars: small learning communities, academies and advisory. Although we have evolved to keep pace with current educational trends, the legacy of our founding model remains at our core. We strive to offer every student the opportunity to be part of a small learning community, participate in a personally designed educational experience and make meaningful and supportive connections with our staff.

FHS is located in Oakley, a city in East Contra Costa County, approximately 55 miles east of San Francisco. It accommodates the residential areas of Oakley, Bethel Island and North Brentwood. The school's enrollment has increased almost every year while also becoming more ethnically diverse, mirroring the population trends in the local community. Once primarily a farming community, the area has transitioned to a suburban city with many of its residents commuting to work in outlying areas. There are many new housing developments in the area which have filled land previously used for fields and orchards. It is the abundance of new and affordable housing that makes our community a desirable location for families.

Ethnicity	Number by Grade Level				Number and Percentage of Total Enrollment			
	9th	10th	11th	12th	Female	Male	All	
American Indian or Alaskan Native	11	7	11	23	30	22	52	1.98%
Asian	24	21	27	17	35	54	89	3.39%
Black/African American	89	89	84	65	149	178	327	12.46%
Filipino	51	30	39	38	67	91	158	6.02%
Multiple or No Response	27	30	24	15	46	50	96	3.66%
Pacific Islander	9	2	8	9	13	15	28	1.07%
White	532	475	459	408	946	928	1874	71.42%
<b>Total</b>	<b>743</b>	<b>654</b>	<b>652</b>	<b>575</b>	<b>1286</b>	<b>1338</b>	<b>2,624</b>	
Above identifying as Hispanic/Latino	319	274	247	236	538	538	1076	41.01%

## Demographic Information

### Ethnic Distribution of Students by Grade Level and Gender, October, 2015

As our school population has increased over the years, we have also become more ethnically and socio-economically diverse. We have seen growth within our Hispanic and African American populations and a decline among our white population. FHS has seen enrollment growth with each year since opening and currently has the largest student population as compared to the other two comprehensive high schools within our district. Approximately 34% of our students receive free or reduced lunch and 37% are designated as socio-economically disadvantaged. Our special education department serves over 360 students or approximately 14% of our total enrollment. Reported parent education levels at Freedom High School show that 25% percent have a college degree or higher, while 63% percent have a high school diploma or some college; 10% do not have a high school diploma.

<b>Student Enrollment in Special Programs by Ethnicity November 2015</b>										
Number and Percentage of Total Program Population, and Percentage of Total Enrollment (shown in shaded cells)										
Ethnicity	NSLP		SED		SPED		504		GATE	
	#	%	#	%	#	%	#	%	#	%
American Indian or Alaskan Native	23	2.58%	24	2.46%	7	1.91%	3	2.78%	2	2.13%
Asian	33	3.70%	34	3.48%	10	2.73%	2	1.85%	2	2.13%
Black/African American	161	18.07%	167	17.09%	69	18.85%	9	8.33%	4	4.26%
Filipino	32	3.59%	33	3.38%	8	2.19%	4	3.70%	9	9.57%
Multiple or No Reponse	36	4.04%	41	4.20%	11	3.01%	4	3.70%	1	1.06%
Pacific Islander	5	0.56%	6	0.61%	4	1.09%		0.00%	3	3.19%
White	601	67.45%	672	68.78%	257	70.22%	86	79.63%	73	77.66%
<b>Totals</b>	<b>891</b>	<b>33.96%</b>	<b>977</b>	<b>37.23%</b>	<b>366</b>	<b>13.95%</b>	<b>108</b>	<b>4.12%</b>	<b>94</b>	<b>3.58%</b>
No. of Above Identifying as Hispanic/Latino	471	52.86%	539	55.17%	146	39.89%	28	25.93%	27	28.72%

<b>Student Enrollment in Special Programs by Gender, September 2014</b>							
	SED	NSLP	GATE	SPED	504	ELL	RFEP
<b>Female</b>	458	414	46	139	43	60	198
<b>Male</b>	519	477	48	227	65	120	172
<b>Total</b>	077	891	94	366	108	180	370
<b>% of School Population</b>	37.23%	33.96%	3.58%	13.95%	4.12%	6.86%	14.10%

NSLP – National School Lunch Program  
 SED – Socio-economically disadvantaged  
 SPED – Special Education  
 RFEP –reclassified fluent English proficient

## **Educational Program and Support Structures**

In 2015 – 2016, FHS offered 157 courses of study. Of these, two were support courses for students with special needs and four support classes for general education students. Eight more were ELL courses, and 13 were Advanced Placement courses. A total of 91 courses of study were UC a-g approved. We currently offer 90 elective course options for students.

Through ongoing analysis, discussion, dialogue and consensus building, FHS' educational program has evolved to better serve the needs of its student population through modifying the smaller learning community model, developing our Professional Learning Communities, implementing Response to Intervention strategies and increasing student performance expectations across all curricular areas. We are continuing our focus on student academic performance data disaggregation and analysis to guide our instructional practices. During the 2010-2011 school year, we reviewed our school's mission, vision and Expected School-Wide Learning Results (ESLR's). In order to ensure our school's driving purpose was meeting the needs of our student population, we revised our mission and vision. We also made the decision to revise our ESLR's and refer to them as Student Learner Outcomes (SLO's), to stay current with educational language. Our SLO's were designed to address academic and personal growth goals for all students, in order to best prepare them for a successful post-high school life. This was done systematically, over time with input and guidance from staff, students and parents. Our mission, vision and SLOs are now visible in all classrooms and public areas on campus, as well as printed on the back of our student and staff ID cards. Through daily acknowledgement of these guiding principles we are able to remain focused on our ultimate goal of increasing academic achievement for all students.

To maximize the potential academic benefits of the school's eight-period schedule, FHS has incrementally raised the number of credits required for graduation from 230 to 270 beginning with the Class of 2007. One hundred fifty-five of those credits will come from the core requirements of four years of English and Social Sciences, three years of Mathematics, and two years of Science and Physical Education and Health. Students will earn the remaining 115 credits by completing elective courses of their choice or by following a recommended sequence of electives within an academy major. Even with the increased graduation requirements, we have been able to maintain a graduation rate higher than that of the state and local averages, remaining in the upper ninetieth percentile.

<b>Graduation Rate</b>							
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>State</b>	78.6	80.4	76.3	78.9	80.4	81.0	
<b>County</b>	83.8	84.7	82.2	83.9	85.9	86.2	
<b>District</b>	93.6	93.5	94.1	86.3	86.9	88.8	
<b>Freedom HS</b>	<b>97.1</b>	<b>95.9</b>	<b>95.7</b>	<b>96.12</b>	<b>96.8</b>	<b>98.7</b>	<b>Not Available</b>

The building team includes an assistant principal, counselor and secretary. This structure allows students to experience a smaller, more personal educational community. FHS is progressing with the PLC (Professional Learning Community) model, which encourages varying groups of staff to collaborate and work towards a common goal of improving student learning outcomes. In addition to supporting students and assisting with their daily needs, the buildings also house team meetings such as IEP, 504 or SST (Student Study Team).

There are currently three academies at FHS, each with a particular focus and career paths defined by majors. A major consists of a series of related courses within a career orientation. Enrollment in an academy is voluntary for students and staff. The goal is to provide the student, at the completion of the academy program, the option of entering the job market, enrolling at a community college or technical school, or pursuing collegiate studies with a clearly articulated academic background in a particular area. Students who complete an academy program are honored at graduation with a special designation, such as a stole, medallion or pin. Students are encouraged to explore academy offerings and join the academy that best fits their personal interests and post-high school goals.

Each academy has a site administrator assigned to work with the academy and its students. Our academies have been restructured over the past several years in order to increase rigor and provide meaningful experiences for students. We recognized that the academies were not fully relevant to our students or current professional trends. As a result, we have substantially changed two of the three original academies. We have kept one academy consistent, that being the Professional Human Development (PHD) Academy. PHD has prepared majors in teaching, medical/sports medicine, psychology, law enforcement, and fire science. Previously, the Business, Engineering and Technology Academy offered majors in engineering and design, finance and business, information technology, energy and utilities, health science, medical technology and research sciences. We have restructured this academy and now offer STEM (Science, Technology, Engineering and Math) in its place. We have collapsed the Arts and Media Academy, and in its place have created a Communications Academy. This academy will encompass media communications, business and the arts. Academy leaders and teachers are in the process of developing new courses to provide authentic learning experiences for students in multiple majors. Three years ago we had the Brain Harmony class approved for the PHD Academy, which explores how the brain functions and learning occurs. To date, we have had a Media Literacy class approved (Design 1) for the Communications Academy.

Special Education Department members meet with other school personnel and parents to cooperatively decide appropriate high school supports for special education students. Each student's disability is evaluated with placement and services based on the student's specific needs. All placements must have prior approval of the IEP team and an Individual Education Plan must be written before students are placed in any special education class. We have a district SPED Coordinator and an administrator on site who specifically oversees the needs of our SPED students. The Life Skills program provides a functional academic curriculum to students with severe disabilities. Students receive the majority of their instruction within a special education environment, with opportunities to participate in general education classes as appropriate, mainly through elective and physical education courses. The Instructional Support Model at Freedom High School offers a variety of

support services to address individual needs of our students. The district approved ExCEL program, which stands for Excellence: A Commitment to Every Learner, supports the model of combining resources to support all students. Through this model, special education and general education teachers collaborate to provide supports for all students. Freedom's support services include Tutorial Support classes which assist students with meeting standards in the general education classroom and Co-Taught sections in all four core content areas where general education and special education teachers use a variety of co-teaching models to support all students in mastering the curriculum. Freedom also offers parallel classes in English and Math in order to provide grade level curriculum in a smaller setting with opportunities for remedial instruction embedded in the instruction. Specific classes such as English Fundamentals and Writing Support are also offered. These classes focus on literacy and use targeted instruction to address reading comprehension and writing strategies. Our School to Employment classes, such as Career Prep, Work Experience and Vocational Transition provide our students with opportunities to explore career pathways through interest surveys, scheduled field trips, and presenters from various vocational training programs.

We support English Learner students through designated classes and ELD (English Language Development) course offerings and yearly CELDT testing. We additionally have a district EL Coordinator and an administrator on site who oversees the needs of our EL students. Designated classes are specially designed for English Learners, primarily at CELDT Level 3. The classes meet the state required standards for a particular subject area and earn the same number of credits toward graduation. SDAIE classes focus not only on the particular subject but also focus on English language acquisition skills that will prepare the student to transition successfully into the mainstream curriculum and eventually reach English proficiency. Designated classes are open to students in grades 9-12. We also offer an ELD (English Language Development) course, offered in a four period block, two periods per day. This class is for English Learner students whose CELDT level indicates a need intensive language development support, mostly at Level 3. Explicit Direct Instruction (EDI) teaching strategies are used in our ELD and designated classes. Research-based Edge materials and curriculum are used in our ELD courses. Although an achievement gap exists between our EL students and our total population, we have seen improvements in the number of students moving up CELDT Levels and becoming RFEP, reclassified English proficient. The EL population has remained relatively constant between 7-8% over the last five years. A new feature was added to our student data system, ABI, which allows the classroom teacher to see the fluency level easily on the main page for each EL student in their class.

<b>CELDT Assessment Results</b>							
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-2015</b>
<b>Advanced</b>	25	22	19	23	24	24	29
<b>Early Advanced</b>	66	79	60	75	71	84	102
<b>Intermediate</b>	44	43	48	61	53	45	63
<b>Early Intermediate</b>	26	10	16	15	8	7	8
<b>Beginning</b>	14	1	4	3	7	3	4
<b>Number Tested</b>	175	155	147	177	161	163	206
<b>Students RFEP</b>	10	14	17	19	26	15	10

One hundred seventy-seven staff members currently serve our school. There are one hundred nine classroom teachers, four counselors, one psychologist, five administrators, and one shared time library media teacher. Our fifty-nine classified staff members serve our school in a variety of capacities. We have twenty paraprofessionals, fourteen clerical staff, eleven cafeteria assistants, four campus supervisors, one In School Suspension Supervisor, and ten custodial/maintenance personal.

FHS' academic year is based on a modified traditional calendar. Classes begin during the last week in July and end in June. There are three two-week breaks between quarters in October, December, and March. Grading periods are based on two semesters of 18 weeks each. The school's calendar contains 25 shortened instructional days, afforded primarily through banking instructional time. Fifteen of those days are dedicated to professional development time for teachers and eight for final exams. Two days are minimum days that follow evening school wide activities. The school functions on an 8-period block schedule, alternating between "A" and "B" days with periods 1-4 and 5-8, respectively.

FHS has offered an advisory program since its inception. The Advisory Program has seen many changes over the past 19 years, ranging from operating between one and five days per week. The primary premise of Advisory is to make meaningful connections with students. FHS has worked to make time spent in Advisory productive and worthwhile. Students are currently enrolled in a weekly advisory period, which meets two days per week. Students are assigned to an advisory class by grade level, and remain with the same advisory teacher and fellow students for all four years. Curriculum and activities were created by a team of teachers, and were developed specific to each grade level. There are three main themes for the Advisory Program: Being a Falcon (student); Road to Success; and Communication and Relationships. Under these themes, each grade level has the opportunity to explore a variety of topics from study skills, to college and career exploration, to cyber-bullying.



## Facilities

The Freedom High School facility was opened in March, 1997. At its core are four two-story buildings that house four smaller building communities. Each building has a staff workroom, fourteen classrooms, two science rooms, several small auxiliary rooms, and an office suite for the building administrator, the counselor, and the clerical staff responsible for the building community and the associated facilities and programs. Specialty buildings surround this core group of buildings. The quad connecting to the multi-purpose room features a stage and special rooms for music, theater, photography, and video and fine arts classes. There is also a quad that houses three of our technology classrooms and our two computer labs. We have a cluster of nineteen portable classrooms, due to need for more classroom space to serve our student population. The portables house all of our World Language classrooms and a good number of math classrooms. We also have Health classes in the portables. Our athletic complex features a two-story gymnasium, a multi-purpose field, a swimming/diving pool, and many other special-use facilities. The YWCA operates a day care center on campus, whose staff collaborates with FHS teachers and students. A fifth two-story building at the front of the campus, houses the main administrative offices, the registrar's office, centralized attendance office and the main staff room. It also holds the Career Center and computer Lab as well as the combined school and county library space. All school facilities are open to the community and are frequently used by various agencies for multiple purposes. Over the past few years, we have seen many upgrades to our school facilities. We have added a mural to our gym and gym lobby. We have added numerous benches, trash cans and recycling bins to our grounds. Although this may not seem like a substantial upgrade, it has produced an improved campus climate by visually improving the grounds while also creating a welcoming and orderly feel. Freedom now boasts a beautiful mural in the gymnasium and on two of the portables. We have also replaced the turf on our football field; replaced our track; installed a new score board in our swimming pool area; installed a new softball scoreboard; made many modifications to the front Administration Office to accommodate our growing population and newly established Central Attendance Office; upgraded the technology in our two computer labs and one of our technology classrooms; created a facility for a Student Union and installed a new, more energy efficient marquee. Our tennis courts were upgrade with lights for night-time use in the fall 2011.

Over the past three years, we have substantially upgraded our technology on site. There are approximately 780 computers available to students and staff throughout the campus in classrooms and labs. All are multimedia-production capable and have CD drives. At least one computer in each classroom is connected to the Internet, has a DVD drive and a dual-core processor. We have also upgraded the technology in our computer classrooms and labs. The teacher's computer in each classroom is also wired to a large screen monitor/TV screen. Two classroom computer labs are open to all on a sign-up basis, and the Career Center has 36 computers, along with the library housing 48 more computers specifically for student use. There are also 19 computer carts filled with 40 laptops in each (760) available for checkout and for use during testing. Additionally, have added over 50 document readers in classrooms and provided 6 class sets of student response systems.

The media center and library program collection were created when the school first opened. The collection is designed to support the curriculum and teaching program as well as the recreational reading needs of all

school community members. A shared time certificated library media teacher and a library clerk staff the center. A branch of the public library system shares the facility allowing the two libraries collaborate to provide programs and after-school opportunities for the students and the larger community.

## **ANALYSIS OF CURRENT EDUCATIONAL PRACTICE**

The following statements characterize educational practice at this school:

### **1. Alignment of curriculum, instruction and materials to content and performance standards:**

Curriculum, instruction, and materials in FHS' core subjects are aligned to district content and performance standards and the California Content Standards. Currently, not all electives have District-level standards. They, however, do adhere to the California Frameworks, State, or National standards for their content area. All curriculum, instructional plans, courses and materials are approved through a multi-step process beginning with a district Curriculum Council comprised of teachers from all sites; then by district administration and ultimately by the School Board. This process assures that there is strict alignment to all LUHSD and State content and performance standards.

### **2. Availability of standards-based instructional materials appropriate to all student groups:**

FHS has adopted textbooks and other materials that are aligned to the California Content Standards in reading language arts, mathematics, science, social science, world language and health. The availability and appropriateness of instructional materials for all student groups are evaluated by the teachers. Emphasis is placed on obtaining appropriate materials for our English Language Learners and our SPED students. For students who are underachieving in reading and/or mathematics, we provide research-proven intervention materials and place students into support classes such as English Fundamentals (Read 180 curriculum), math support courses (Math 180) and test prep courses (Hotmath).

### **3. Alignment of staff development to standards, assessed student performance, and professional needs:**

Throughout the year, professional development focuses on literacy and intervention strategies teachers will use in their classrooms. New teachers continue to be trained in the Reading Apprenticeship Program. The training continues yearly with the goal being to have all teachers trained with the ability to implement these effective strategies across content areas. FHS will continue to concentrate on creating standards-based common assessments in the various content areas. Quarterly common assessments are given in English (grades nine through eleven), Intensified Algebra, Algebra 1, Geometry, Algebra 2, World History, U.S. History, Earth Science, and Biology. Staff at FHS utilizes the bi-monthly Professional Development Days (PDD) to focus on analyzing student assessment data, incorporating programs that focus on closing the achievement gap and increasing overall student achievement. These meetings can be whole staff or between the content areas, grade levels, or academy communities. On these fifteen PDDs, the student school day starts one hour and twenty minutes later than normal. We continue to use this collaboration time to analyze school data and identify areas of needed improvement as it pertains to our WASC action plan.

Recent professional development topics have included moving to implementation of the 6 big shifts ushered in by the common core; Response to Intervention (RTI); grading practices; common assessments; and Professional Learning Communities (PLC); Explicit Direct Instruction (EDI); Interactive Student Engagement (ISE); collaboration, teamwork, and culture. We have extensively trained all staff on the PLC model.

**4. Services provided by the regular program to enable underperforming students to meet standards:**

FHS has worked to align resources in an effective manner enabling underperforming students to meet achievement standards. FHS offers a variety of academic support to its students through such venues as study hall, core academic support classes, reading comprehension classes, math skills classes, math intervention support classes, Geometry support, Algebra Support, Intensified Algebra, PUSH, along with the services of the HELP Program (after school homework/tutoring program), Math Lab and Career Center. Teachers additionally make themselves available to students in need of clarification, extra help, or to make up assignments and tests through office hours help during prep periods, before and after school and during lunch. Many teachers also have developed websites that students and parents can access to stay informed in regard to assignments and general class information. Teachers are also able to use of student data system, Aeries.net, to record and post students grades. Again, this allows students and parents the ability to stay informed and current with regard to student progress. As a result of recent contract negotiations, all teachers are now required to post student grades twice per month.

The support services staff includes: Special Education staff (27), Administrators (5), Counselors (4), Activities Director (1), Bi-Lingual Coordinator (1), Career Center technician (2), Data technician (1), District Shared Diversity Specialist(1), Athletic Director(1), Registrar (1), School Psychologist (1), and counseling and psychologist interns. Most of these staff members meet weekly in different forums to review concerns and successes in the support programs in place at Freedom High School.

Title I funds are used at Freedom High School to improve the academic achievement of identified Title I students. Students must be identified based on multiple, objective, educationally related criteria. Title I supplemental services are delivered in a number of ways at FHS, i.e., supplemental supplies, increased access to technology, parent involvement, Attendance improvement programs, paraprofessional support. All at-risk students (including SPED, EL, SED students) are placed under the “ExCEL” umbrella and are supported through Title I. Confidential lists are distributed to all staff throughout the school year. ExCEL staff, including the SPED Department Chair, Psychologist and counselor, meet monthly to review overall support programs with administration. ExCEL teachers review a variety of student academic assessment data annually to evaluate which services are best for students. Counselors academically advise these students by recommending tutoring in the HELP program and Math Lab, tips on improving homework and study habits, organizational strategies, and emphasizing good attendance and improving grades. Depending on the circumstances, they may recommend more interventions using the RTI pyramid and through collaboration with parents and teachers. Administrators and counselors, who become aware of

students requiring more assistance, can also set up Student Study Team meetings. These meetings include teachers, a counselor, the building administrator, parents and the student. Areas of need are identified in these meetings and then are matched with appropriate interventions.

FHS has established a RISE (Response and Intervention for Student Excellence) Program which uses the RTI pyramid to guide staff through the use of appropriate interventions. The program was developed by a group of teachers, an administrator and our site school psychologist. RISE members provide outreach to other teachers through individual meetings or via department meetings in regard to matching tiered interventions to identified student needs in the areas of academics and behavior. The RISE Program further mentors students who are in need of higher level interventions. There are currently six RISE teachers who each have a small caseload of students to mentor. In order to facilitate this process, we arranged to have all of the RISE teachers work out of the Career Center during the Advisory Period. Once a student is referred to the RISE Program through a collaborative process, they are evaluated to determine if a placement in the RISE Advisory would be beneficial. If so, the student is removed from their Advisory class and placed in the RISE Advisory, thereby allowing the student and RISE mentor to meet two times per week. During this time the RISE mentor can connect with the student and academic interventions can occur, such as re-teaching key concepts. We acknowledged that for interventions to be most successful, they needed to occur during the school day. Ultimately, once a student has shown sufficient progress, they return to their original Advisory class. And once a student is academically successful, they are exited from the RISE program.

Partnering with parents is a very important, and we strive to make these connections as soon as possible. In February, parents of eighth grade students are invited to an FHS parent information night. In late April/May, they are invited to our Falcon Fest (similar to an open house/festival). Our SPED parents are also invited to a special information night to determine the appropriate class selections for freshmen year and to hear an explanation of our programs and services. These events give incoming students and their families several opportunities to see the campus before they attend Freedom in the fall. Parents are further invited to be on the campus for a variety of meetings. Back-to-school night and Falcon Fest are two nights where parents, teachers and students meet to discuss and display school programs, clubs, athletics and academic programs. A PAG (parent advisory group) also meets on a regular basis with the principal to discuss current events and issues on campus. All parents are invited to PAG meetings. In addition, several times per year, the Principal holds "Coffee with the Principal" which is an informal parent gathering, which again all parents are invited to. This is an opportunity for the school to share current events and to allow a forum for parents to share concerns. We also have more formal opportunities for parents to participate on campus such as being members of our School Site Council or our English Learner Advisory Committee. We offer a Parent Day. This is an opportunity for our students to have their parents come to school and experience the day in the student's shoes. They shadow their students and attend presentations about the school for the entire day. Through our partnership with the Delta Schools Credit Union we are offering a new program called "Bite of Reality" that give students an opportunity to experience

a simulated budget experience that is followed up with budget education that they will use in the real world. We have a PTSA (parent teacher student association) that is growing in membership each year and supporting our students in many ways. Our school benefits from a very active Athletic Booster Organization as well and a Band/Choir Booster and a recently developed Visual and Performing Arts Booster. We have recently formed a new African American Parent Group which meets quarterly to discuss, support, and implement ways to help close the achievement gap for our African American Students. We also have partnerships with Global Glimpse, the Patriots Jet team, The Delta Science Center, and Iron House Sanitary District. We also celebrate our students and their accomplishments by having a Letter of Intent rally that puts the spotlight on all of our students who have applied and been accepted into a 4-year institution of higher learning. We also have a Military Recruit rally that honors our students who choose to go and serve our country. All students who have successfully completed the a-g requirements for college are honored at our annual principal's breakfast.

Freedom begins assessing students before they enter high school. Each spring, incoming students from the two major feeder schools are assessed with the Read 180 placement test. If the scores reflect a need of more skill development with literacy and reading comprehension, counselors place students in an additional English support course called, English Fundamentals during their freshmen year. Upon arriving at Freedom, the freshmen in English Fundamental classes are re-assessed. Those scoring at grade level are exited out of the program. Students are given a pre-test and post-test to demonstrate their level of improvement. The Read 180 program is successfully used in the English Fundamental classes and helps underperforming students with reading comprehension and to improve reading to be able to read at grade level. Accurate math placements are critical in supporting students. After being tested in the spring of their eighth grade year, almost fifty percent of incoming ninth graders need additional support for Algebra. These students are scheduled to take math every day instead of the every other day pattern for all other classes. This is done by placement in an Intensified Algebra course. This course covers the same curricular content as Algebra 1 and uses the same text book, but does so with twice the seat time, allowing students more time to become proficient. Additionally, students who need help in Math can go to the Math Lab throughout the day for individual attention and HELP Learning Lab after school. Students who need other subject tutoring can use the HELP Learning Lab after school. All students are encouraged to use the after school tutoring programs.

PUSH (Preparing University Skills in High School) is a course/program designed to help students who could qualify for college, reach the goal of college acceptance through the development of skills necessary to be successful. Students will be prepared through reading and writing strategies, critical thinking, team building, public speaking, organizational techniques, tutoring through inquiry, and test preparation. Each skill will be addressed through a rigorous course of study, with the end goal of guiding the students towards, and preparing the students for, college success. PUSH is a rigorous course of study that creates a college ready and college bound environment for any student, but specifically for a student who could qualify for college but doesn't necessarily have the wherewithal or support that most students need to achieve their

college dreams. By developing the skills necessary for college success, and pushing students towards university enrollment, the program would help underserved students reach their goals for post-secondary education.

All counselors provide academic, career and college planning assistance for their students. The Career Center and counselors use the Eureka program to assist students in their exploration of careers and college programs. Counselors start making connections with students during freshmen year by meeting with students in small groups and introducing themselves and the services available through the counseling department. Further the counselors work very closely with students during their junior and senior years to ensure they are on track for graduation as well as their post high school plans. Counselors also meet with students in large and small groups prior to course registration, to provide information on choosing the appropriate courses as determined by their post-high school goals. Students or parents can make appointments to meet with their building counselor or students can drop in as needed. We have three full-time counselors to support approximately 760 each and one Targeted Assistance Counselor to support approximately 200 students who have very specific needs. FHS seeks out and welcomes outside agencies to assist with providing social/emotional services to students in order to bridge the identified deficit. Currently, we have One Day at A Time, a program that offers guidance to students with identified behavioral issues; Trained Peer Mediators are used to help resolve student conflicts; and when needed we access the services provided by the Contra Costa County Crisis Center. Our counselors also participate as members in various groups on campus such as our SBMT (Site Based Management Team); ExCEL Team and PTSA.

It is important for incoming students to have a smooth transition into high school. In February, counselors go to each middle school to make presentations about the high school and the registration process. Counselors present college preparatory information to every student to promote a college going culture. Students are provided with registration materials, which they bring home to their parents to complete. The materials are later collected and used in conjunction with academic performance data provided by the middle schools to make appropriate course selections. Further, administrators from the high school and middle school work together to exchange information pertaining to 504 students and their accommodation plans. In the spring, eighth grade students are also invited to Falcon Fest along with their families to become familiar with all FHS has to offer. At the beginning of the year, all freshmen students participate with Connect Crew, upper classmen who act as mentors and team leaders. There is also a two day Boot Camp that helps freshmen students get acclimated to the Freedom campus. Boot Camp time is spent instructing all students on reading to learn strategies, reviewing school rules, and sharing organizational skills needed to be successful at FHS. Boot Camp platoons then reconvene quarterly throughout freshmen year to reconnect with students, address concerns and answer questions. The freshmen students also get a one day Back to Boot Camp in early February to gain added support and gain more connections with the school and students.

Freedom focuses on the students who are not yet proficient in the English language and offers several supports for these students. In order to best support EL students with a CELDT Level One or Two, our district encourages and recommends these students attend intensive English language development classes at another school site within the district, Liberty High School, until they achieve CELDT Level Three. Once they are at CELDT Level Three, the students may return to FHS, or can chose to remain at LHS. As each comprehensive site had relatively small Level One and Two populations, the intent was to serve these students on one comprehensive site to best align and allocate resources available. FHS students with a CELDT Level Three are given two blocks of English development skills classes, for a total of four periods. Freedom has made a commitment to help support these students by currently providing six designated sections to help students succeed within the core courses. EL students Level Three or Four, who are determined to be in need of additional support, are placed in designated courses. To further assist students and support communication with Spanish speaking parents we have two Bi-Lingual Special Ed paraprofessionals, and one Bi-lingual school secretary. We regularly translate notifications home into Spanish for families who have designated Spanish as their primary language. Our website can also be translated into a variety of languages. FHS has an active English Learner Advisory Committee (ELAC), and the district also has a District English Learner Advisory Committee (DELAC). Regular meetings are held by these committees to keep parents of English Learners informed of the programs provided at school to support their student's academic needs. ELAC also allows parents an opportunity to seek clarification or offer feedback on the school's programs.

After looking at our math assessments in Geometry and Algebra II, we noticed that students may need additional support to grasp the curriculum. As a response, we have added math support classes for students who need extra support and help in Geometry and Algebra II. These support classes give students the additional reinforcement to help their comprehension of the course curriculum. Algebra 1 support is provided through placement in an Intensified Algebra class.

**5. Services provided to enable underperforming students to meet standards:**

Many years ago, Freedom initiated ExCEL, a program to help all underperforming students. The Excellence: A Commitment to Every Learner Program is operated through the collaboration of teachers, counselors, paraprofessionals, and administrators to provide added support for ExCEL students in many mainstream classes. In addition to their general education classes many special education students are enrolled in Tutorial Support or academic support classes. ExCEL students are those identified as SPED, EL or SED (socio-economically disadvantaged).

We support English Learner students through designated classes and ELD (English Language Development) course offerings and yearly CELDT testing. We additionally have a district EL Coordinator and an administrator on site who oversees the needs of our EL students. Currently we have six designated course sections offered as well an ELD (English Language Development) course, offered in a four section

block. These classes use research proven instructional strategies such as Explicit Direct Instruction. Our ELD courses use Edge curriculum materials, which are State approved and research proven.

Incoming freshmen who score at or below the fourth-grade reading level are enrolled in reading skills classes, English Fundamentals, in addition to their grade level English classes. They receive additional reading skills practice through READ 180, a research-proven computer-based reading program. Teachers using this program have received training to maximize the capabilities of this program for students. Students who score two or more grade levels below the standard are also enrolled in reading skills classes.

Because tutoring is essential for all of these students, the HELP program was developed. The HELP program is a tutoring lab available four days per week, after school in the library. The lab has teachers available in all subject areas for students in need of tutoring. We have also developed a Math Lab for students needing additional help in math. The math lab is available to students every period and after school Monday through Thursday via the HELP program.

**6. Use of state and local assessments to modify instruction and improve student achievement:**

Teachers have access to Illuminate, a web-based data and assessment management system that allows teachers to view, disaggregate and analyze a variety of student test score data. All students benefit from the school's regular analysis of student academic performance data resulting from the California Assessment of Student Programs and Performance (CAASPP) as well as the district quarterly assessments. Department PLC's regularly review testing data in the assessment of student learning outcomes and instructional practices.

FHS also uses locally generated measures and assessments, such as grades, and data on students' attainment of standards and benchmarks, to evaluate student achievement and to guide instructional practices. Since 2009 the district has administered end of quarter assessments in the core subject areas English, Algebra I, Geometry, Algebra II, Biology, Earth Science, World Cultures and U.S. History. Over the last several years revisions have been made to align them more closely to the CST's and now with the Common Core State Standards and the CAASPP/SBAC. Each department analyzes the results differently and uses them to spark conversation in their PLC's and some use the information to develop SMART goals.

Counselors review and analyze student academic assessment data in order to place at-risk students into support classes to help improve student achievement. Students are also identified if they are not on track for graduation. As getting all students to a diploma is our goal, some students who are not able to meet the credit requirements for graduation at FHS in a timely matter are advised about other educational programs within our district, including an alternative school, independent study program and GED prep program. Students who are credit deficient, but still have the possibility of reaching graduation are guided towards opportunities for credit recovery such as enrolling in our community Education Program (night school), taking classes at a local community college or through online, district approved programs.



**7. Family, school, district and community resources available to assist these students:**

FHS shares its facilities with the YWCA Child Care Program, the Oakley Public Library, the Contra Costa County ROP program, the Oakley Police Department, and One Day at a Time Program. In a continued effort to support all students, the results of the California Healthy Kids Survey are examined to identify specific support services needed. FHS has access to the services and benefits of a school resource officer who works on site four days per week. Our Diversity Specialist is also available to assist our parents and address student concerns, while also meeting regularly with a site Campus Climate Committee comprised of students. This student group provides feedback on current events and issues needing attention in relationship to the overall school environment. To promote communication with parents we use a variety of means including Parent Portal, Connect Ed, the marquee sign, quarterly grade reporting and bi-lingual communications, both oral and written. FHS has a webpage which features a wealth of school related information and also allows parents to access teacher via email and view their class web pages. Our website provides the feature of allowing it to be translated into a variety of languages. Daily school announcements are read and posted daily on the webpage to keep students and parents involved, as well as in all building community offices.

**8. Limitations of the current program to enable underperforming students to meet standards:**

For the past several years certificated instructional and support staff have received training in research-proven, effective instructional practices to better support our diverse student population. Specifically, PLC and RTI training has been the focus of many professional development offerings. The PLC and RTI models are in the beginning stages of implementation, but making steady progress. Further work is needed to embed these educational models into the culture of the school. The addition of more intervention and support opportunities would benefit those students who are not meeting standards or reaching expected learning outcomes. Making these interventions available during the school day would also make them more accessible to all students. While continuing to work to raise standardized test scores, we need to focus our attention on closing the identified achievement gaps between our student subgroups; specifically that between our white and Hispanic students and between our white and African American students. Though we have transitioned to the Common Core Standards, we continue to recognize these achievement gaps and use every possible resource to help all students succeed.

The school continues to explore multiple avenues to improve communication with the parents as well as the greater community. We believe that we need to increase parental awareness and understanding of standards and of the systems, policies, and resources we have put in place to help all students succeed not only while in high school, but also in their post high school endeavors. Educating parents with regard to the importance of regular and timely school attendance; student adherence to school rules to reduce incidents of suspension; and the value of increasing academic achievement through decreasing student failure rates are of the utmost importance.

As the school population grows and counselor caseloads increase, the amount of time and resources available to counsel our underperforming students decreases. With our current PLC model and our

professional development days (PDD) there is a need for more structured, results producing discussion and analysis of student academic performance data and open conversation pertaining to best instructional practices; specifically those that target interventions at our underperforming student populations. Further areas to be explored and analyzed are calibrating grading practices, SMART goal development and development and implementation of targeted interventions.

## Supporting Data

### CAHSEE

Year	#10 <sup>th</sup> Gr. Taking ELA Test	# Passed	% Passed	#10 <sup>th</sup> Gr. Taking Math Test	# Passed	% Passed
2010-2011	627	543	87%	629	522	83%
2011-2012	649	578	89%	651	565	87%
2012-2013	624	543	87%	625	538	86%
2013-2014	602	531	88%	600	542	90%
2014-2015	690	591	86%	688	584	85%

### Advanced Placement

EXAM	May, 2012				May, 2013				May, 2014				May, 2015			
	# taken	# passed	% passed	Avg. score	# taken	# passed	% passed	Avg. score	# taken	# passed	% passed	Avg. score	# taken	# passed	% passed	Avg. score
Art History	7	6	85.71	3.143	20	10	50	2.75	19	9	47		35	18	51.43%	2.57
Biology	19	5	26.31	1.684	19	7	36.84	2.474	42	20	48		64	39	60.94%	2.77
Calculus AB Subsc	13	6	46.15	2.231	17	8	47	2.294	13	5	38		1	1	100.00%	5.00
Calculus AB													17	5	29.41%	1.88
Calculus BC													1	1	100.00%	5.00
Chemistry					9	4	44.44	2.333	9	2	22		17	3	17.65%	2.00
Comp. Sci.																
Economics- macro	13	8	61.15	2.846	11	6	54.54	2.727	20	7	35		20	7	35.00%	2.20
Eng.																
Language/comp	55	31	56.36	2.691	71	25	35	2.239	93	45	48		189	75	39.68%	2.48
Eng. Lit/comp	59	37	62.71	2.881	54	32	59.25	2.796	48	20	42		37	26	70.27%	3.00
French Lang.													1	0	0.00%	2.00
Govt & Pol US	28	17	60.71	2.75	16	5	31.25	2.438	22	5	23		17	5	29.41%	2.35
Physics													1	0	0.00%	2.00
Psychology	40	27	67.5	3.05	18	11	61.11	2.667	53	15	28		94	39	41.49%	2.19
Spanish Language	11	8	72.72	3.364	20	15	75	3.3	18	18	100		43	40	93.02%	3.93
Statistics					1	0	0	1					2	1	50.00%	2.00
Studio Art: 2-D																
Design	17	9	52.94	2.588	8	8	100	3.75	4	4	100		6	5	83.33%	3.50
Studio Art: Drawing																
Portfolio	2	1	50	2.5	2	1	50	3	1	0	0		3	3	100.00%	3.67
U.S. History	27	18	66.67	2.593	24	8	33	2.208	28	12	43		56	17	30.36%	2.29
World History	20	8	40	2.4	28	11	39.28	2.357	35	14	40		99	35	35.35%	2.24
Environm Science													27	5	18.52%	1.93
German Language													1	1	100.00%	5.00
Human Geography													1	1	100.00%	3.00
	<b>311</b>	<b>181</b>	<b>57.61</b>	<b>2.67</b>	<b>318</b>	<b>151</b>	<b>47.48</b>	<b>2.55</b>	<b>405</b>	<b>176</b>	<b>43.86</b>		<b>732</b>	<b>327</b>	<b>44.67%</b>	<b>2.50</b>

## ACT

Grad Year	Total Tested	English	Math	Reading	Science	Composite
2011	68	20.4	20.6	21.5	21.3	21.1
2012	99	20.3	21	21.3	20.6	20.9
2013	76	19.3	20.3	19.9	20.6	20.2
2014	92	19.2	20.3	21	20.1	20.3
2015	109	19.8	19.8	21	20.4	20.3

## SAT

Year	Grade 12 enrollment	# Tested	% Tested	Critical Reading Average	Math Average	Writing Average
2010-2011	522	147	28.16	482	481	472
2011-2012	561	179	31.91	477	475	476
2012-2013	570	206	36.14	473	475	474
2013-2014	611	213	34.86	478	471	469
2014-2015	571	189	33.10%	455	456	462

## PSAT

Year	# of tests purchased	# of students that took PSAT
2011	110	79
2012	250	211
2013	350	341
2014	350	292
2015	300	233

## PLAN

Year	# of tests purchased	# of students that took PLAN
2012	70	48
2013	150	96
2014	150	94

## Enrollment/# of Graduates/Dropouts

Year	Total enrollment	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade	Graduates	Dropouts
2009-2010	2,378	690	664	564	460	395	17
2010-2011	2,476	686	657	611	522	470	0
2011-2012	2,536	680	677	618	561	514	0
2012-2013	2,511	638	659	644	570	530	12
2013-2014	2,560	683	628	638	611	584	9
2014-2015	2559	680	679	597	603	555	6

Year <small>*by Demographic</small>	Hispanic/ Latino	Amer. Indian or Alaskan Native	Asian	Pacific Islander	Filipino	African American	White	2 or more Races
2009-2010	865	18	57	17	114	218	1,070	17
2010-2011	939	14	54	24	114	225	1,066	40
2011-2012	970	14	50	25	114	232	1,058	66
2012-2013	1,020	12	41	23	119	238	974	84
2013-2014	1,018	10	54	28	119	268	990	72
2014-2015	1,029	20	70	24	133	298	983	

## Graduates Completing A-G/UC/CSU Requirements

Year	Total	Male	Female	Hispanic/ Latino	Amer. Indian or Alaskan Native	Asian	Pacific Islander	Filipino	African American	White	2 or more Races
2010 -11	115 (29.1%)	72 (36.9%)	43 (21.5%)	35 (29.9%)	1 (.20 %)	3 (33.3%)	1 (20%)	9 (37.5%)	13 (37.1%)	53 (26.6%)	0
2011 -12	161 (34.3%)	61 (27.7%)	100 (40%)	44 (28.2%)	0	9 (60%)	2 (66.7%)	11 (44%)	11 (23.9%)	84 (38.2%)	0
2012 -13	171 (33.3%)	68 (27.2%)	103 (39%)	48 (29.1%)	2 (.50%)	10 (52.6%)	4 (50%)	15 (65.2%)	10 (23.3%)	81 (32.4%)	1 (50%)
2013 - 14	224 (42.3%)	78 (31.1%)	146 (52.3%)	76 (34.7%)	0	5 (83.3%)	2 (100%)	22 (57.9%)	14 (34.1%)	101 (47.2%)	4 (50%)
2014 - 15	233 (41.9%)	84 (15.1%)	149 (26.8%)	85 (15.3%)	6 (1.0%)	14 (2.5%)	0	20 (3.6%)	18 (3.2%)	164 (29.5%)	11 (1.9%)

# CELDT

<b>Number and Percent of Students at Each Overall Performance Level 2013</b>					
<b>Performance Level</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Advanced	3 (7.0%)	7 (15.0%)	6 (19.0%)	7 (24.0%)	23 (15.0%)
Early Advanced	21 (47.0%)	20 (43.0%)	13 (41.0%)	14 (48.0%)	68 (45.0%)
Intermediate	19 (42.0%)	17 (37.0%)	8 (25.0%)	5 (17.0%)	49 (32.0%)
Early Intermediate	2 (4.0%)	2 (4.0%)	2 (6.0%)	2 (7.0%)	8 (5.0%)
Beginning	(0.0%)	(0.0%)	3 (9.0%)	1 (3.0%)	4 (3.0%)
Number Tested	45 (100.0%)	46 (100.0%)	32 (100.0%)	29 (100.0%)	152 (100.0%)

<b>Number and Percent of Students at Each Overall Performance Level 2014</b>					
<b>Performance Level</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Advanced	4 (8.0%)	4 (11.0%)	10 (23.0%)	6 (25.0%)	24 (16.0%)
Early Advanced	15 (31.0%)	26 (68.0%)	22 (50.0%)	14 (58.0%)	77 (50.0%)
Intermediate	23 (48.0%)	8 (21.0%)	10 (23.0%)	3 (13.0%)	44 (29.0%)
Early Intermediate	5 (10.0%)	(0.0%)	1 (2.0%)	(0.0%)	6 (4.0%)
Beginning	1 (2.0%)	(0.0%)	1 (2.0%)	1 (4.0%)	3 (2.0%)
Number Tested	48 (100.0%)	38 (100.0%)	44 (100.0%)	24 (100.0%)	154 (100.0%)

<b>Number and Percent of Students at Each Overall Performance Level 2015</b>					
<b>Performance Level</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Advanced	14 22.2%	5 7.9%	6 12.8%	4 12.1%	29 14.1%
Early Advanced	27 42.9%	34 54.0%	21 44.7%	20 60.6%	102 49.5%
Intermediate	18 28.6%	19 30.2%	17 36.2%	9 27.3%	63 30.6%
Early Intermediate	2 3.2%	3 4.8%	3 6.4%	0.0%	8 3.9%
Beginning	2 3.2%	2 3.2%	0.0%	0.0%	4 1.9%
Number Tested	63 100.0%	63 100.0%	47 100.0%	33 100.0%	206 100.0%


## Students with 1 or more F grades

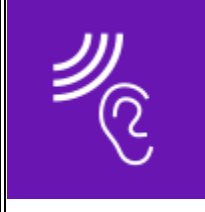
	FALL			SPRING		
<i>Year</i>	<i>Students</i>	<i>With F</i>	<i>%</i>	<i>Students</i>	<i>With F</i>	<i>%</i>
2014-15	2528	606	24.0%	2471	532	21.5%
2013-14	2531	636	25.1%	2472	543	22.0
2012-13	2499	586	23.4%	2446	580	23.7%
2011-12	2521	638	25.3%	2440	529	21.7%


DESCRIPTION	GENDER	A		B		C		D		F	I		P		Total
American Indian/Alaskan Native	F	61	31.1%	49	25.0%	37	18.9%	22	11.2%	13		0.0%	14	7.1%	196
Asian	F	115	47.5%	60	24.8%	34	14.0%	11	4.5%	16		0.0%	6	2.5%	242
Black Non-Hispanic	F	257	29.0%	216	24.4%	190	21.4%	122	13.8%	64	1	0.1%	37	4.2%	887
Filipino	F	226	53.4%	107	25.3%	45	10.6%	19	4.5%	13		0.0%	13	3.1%	423
Multiple or No Response	F	75	29.0%	78	30.1%	53	20.5%	26	10.0%	8		0.0%	19	7.3%	259
Pacific Islander	F	24	31.2%	27	35.1%	14	18.2%	6	7.8%	4		0.0%	2	2.6%	77
White Non-Hispanic	F	2335	37.5%	1652	26.5%	1080	17.3%	549	8.8%	287	1	0.0%	324	5.2%	6228
DESCRIPTION	GENDER	A		B		C		D		F	P		Total		
American Indian/Alaskan Native	M	37	21.8%	44	25.9%	33	19.4%	20	11.8%	26	10	5.9%	170		
Asian	M	113	34.3%	96	29.2%	66	20.1%	29	8.8%	14	11	3.3%	329		
Black Non-Hispanic	M	251	19.4%	363	28.1%	321	24.9%	206	16.0%	117	33	2.6%	1291		
Filipino	M	164	31.4%	145	27.8%	103	19.7%	60	11.5%	28	22	4.2%	522		
Multiple or No Response	M	74	31.4%	62	26.3%	57	24.2%	29	12.3%	11	3	1.3%	236		
Pacific Islander	M	24	18.0%	33	24.8%	32	24.1%	24	18.0%	14	6	4.5%	133		
White Non-Hispanic	M	1539	24.6%	1622	25.9%	1475	23.5%	852	13.6%	516	263	4.2%	6267		

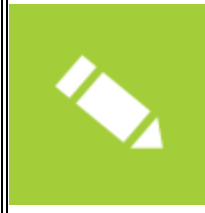
## CAASPP (Overall)

	11th Grade	All
<b>Number of Students Enrolled</b>	573	573
<b>Number of Students Tested</b>	556	556
<b>Percent of Enrolled Students Tested</b>	97.0 %	97.0 %
<b>Number of Students With Scores</b>	556	556
<b>Mean Scale Score</b>	2570.8	N/A
<b>Standard Exceeded</b>	12 %	12 %
<b>Standard Met</b>	35 %	35 %
<b>Standard Nearly Met</b>	34 %	34 %
<b>Standard Not Met</b>	19 %	19 %

Reading: Demonstrating understanding of literary and non-fictional texts			
		11th Grade	All
	<b>Above Standard</b>	23 %	23 %
	<b>At or Near Standard</b>	54 %	54 %
	<b>Below Standard</b>	22 %	22 %

Listening: Demonstrating effective communication skills			
		11th Grade	All
	<b>Above Standard</b>	12 %	12 %
	<b>At or Near Standard</b>	66 %	66 %
	<b>Below Standard</b>	22 %	22 %

Research/Inquiry: Investigating, analyzing, and presenting information			
		11th Grade	All
	<b>Above Standard</b>	21 %	21 %
	<b>At or Near Standard</b>	58 %	58 %
	<b>Below Standard</b>	21 %	21 %

Writing: Producing clear and purposeful writing			
		11th Grade	All
	<b>Above Standard</b>	17 %	17 %
	<b>At or Near Standard</b>	59 %	59 %
	<b>Below Standard</b>	23 %	23 %



### Suspension Data 2014 – 15

Race	N	Y (Identifying as Hispanic/Latino )	Total # of Suspensions	% of Total Suspensions
American Indian/Alaskan Native	3	12	15	4.39%
Asian	3	2	5	1.46%
Black/African American	110	3	113	33.04%
Filipino	1		1	0.29%
Multiple or No Response	1	6	7	2.05%
Pacific Islander	2		2	0.58%
White	99	100	199	58.19%
Grand Total	219	123	342	

**Form A: Planned Improvements in Student Performance**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p><b>LEA GOAL:</b></p> <p><b>(2.A) Meet all state and federal accountability measures</b>  <b>(2.B) Demonstrate student proficiency in all content standards</b>  <b>(2.C) Increase percentage of students who are college ready and UC/CSU eligible</b></p> <p><b>SCHOOL GOAL:</b></p> <ol style="list-style-type: none"> <li><b>1. Strengthen student achievement through implementing practices to decrease the number of students earning D and F grades.</b></li> <li><b>2. Increase the number of students taking the PLAN, SAT, PSAT and ACT.</b></li> </ol>
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<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>Data from the past three years (6 semesters) show nearly a quarter of our students experienced at least one failing semester grade.</p>	<p>When examining how many students had received a failing grade in one or more classes on a semester report card, we discovered an unacceptable number of students failing. On average over the past four years between 21-25% of our student body had received one or more failing semester grades. Although over the past four years we have seen slight improvements in this area. We recognize this is an area of needed focus for our PLC groups.</p>	<p>Continue to monitor quarter and semester grades and make adjustments to our best practices according to student progress</p> <p>Establish benchmarks for student performance on SBAC &amp; district assessments and with new API criteria</p>

<p>Data from the past 4 years of graduates completing UC/CSU A-G Requirements</p>	<p>Over the last five years, the percentage of students meeting the requirements for UC/CSU admissions increased to over 40%. The number of students taking the SAT and ACT is approximately 33%. In order to facilitate a college going culture, and ensure that students are enrolled in a challenging and rigorous course of study that will prepare them for a successful post high school future, we would like to continue to see an increase in the number of students meeting the admissions requirements for the UC system as well as taking the SAT and/or ACT exams. We want to encourage students to begin high school with the goal of preparing themselves to enter a four year university upon graduation so they have multiple post-secondary schooling options available to them upon graduation. We are working towards this goal by including college preparedness education as part of our Advisory Program curriculum. We participate in an annual district wide college night and encourage students and parents to attend. Our counselors and Career Center Technician continue to stay abreast of</p>	<p>Increase college-going rate by 3% and increase EL, SED, FY and identified sub-groups by 5%</p> <p>Increase EL reclassification rate by 3%</p> <p>Increase number of all students enrolled in AP courses by 3% and increase EL, SED, FY and identified sub-groups by 5%</p> <p>Increase college readiness of all students taking the EAP by 3% and increase EL, SED, FY and identified sub-groups by 5%</p> <p>Increase the number of students in career academy programs by 5%</p> <p>Increase graduation rate by 1% for all students and increase EL, SED, FY and identified sub-groups by 3%</p> <p>Increase EL AMAO results by 3%</p> <p>100% of teachers will be appropriately assigned.</p>
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<p>Data from the past 5 years of 10<sup>th</sup> grade CAHSEE pass rates</p>	<p>recent college entrance information through trainings and seminars offered through the UC/CSU systems, in order to provide relevant information to students and parents.</p> <p>Freedom High School has consistently scored the same or higher than the state average on the Math section of the CAHSEE. Our EL subgroup has increased their score on the Math section from 58% in 2013 to 68% in 2014. Our African American subgroup has consistently scored higher than the state average over the last 3 years (from 66% to 68% to 85%). Our Special Education students have increased their performance from 49% in 2012 to 62% in 2014. Our English Language Arts scores have been consistently at least 5% above the state averages. Most of our subgroups increased their scores over the last five years. Although we are pleased with the overall growth we have seen with our students increased passage rates on the CAHSEE exam, we acknowledge that an achievement gaps still exist. We have identified the need to explore</p>	
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<p>Healthy Kids Survey (2013-2014) and data collected through the various campus groups including staff, students, and parents.</p>	<p>further the enrollment patterns and percentages in our classes. Although we will not be utilizing the CAHSEE this year, we will continue to use the data to support students.</p> <p>2013-2014The African American subgroup accounted for 33% of the suspensions but made up 12.4% of the population.</p> <p>67% of parents report that freedom provides a safe environment for learning.</p> <p>56% of students reported that Freedom provides a clean and inviting environment.</p> <p>54% of students reported that they felt discipline problems were handled fairly.</p> <p>Data collected through the various campus groups including staff, students, and parents indicates a desire to achieve the following:</p> <ul style="list-style-type: none"> <li>• Decrease suspension rate.</li> <li>• Develop a stronger sense of school pride.</li> <li>• Increase student responsibility for improving campus climate.</li> <li>• Ensure a safe and secure learning environment.</li> </ul>	
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Average Daily Attendance Data and Percent of Absences (Unexcused/Truant) by subgroup

FHS has averaged in the 94% range since 2006-2007 school year. When looking more closely at unexcused absences and trancies, it was notable that in 2014 African Americans accounted for 16.40% of these absences when they only made up 12.18% of the population. In 2006, Hispanic students accounted for 37.9% of these absences and were only 29.8% of the population. In 2014, Hispanic students made up 34.52% of the population and accounted for 39.05% of the unexcused/truant absences. While we have noticed a decrease in the gap between these numbers, we need to address what effect this is having on our subgroups and the effect on academic performance.

Suspension Rates

From 2012-2015, FHS has seen a decrease in the overall number of suspensions even though our student enrollment has increased. As of the 2014-2015 school year, Freedom has seen a significant drop in Suspensions (down by 102). This data raises some concerns when examining suspension

	<p>rates for African American students, who only comprise 12.4% of the total population, but account for approximately 33.4% of all suspensions in 2015. It raises the question, although we have seen significant improvement in African American suspension rates until 2015, to what extent does this significant increase in African American suspensions effect academic performance and how does it impact the existing achievement gap. However, it is significant to note that achievement rates (API) for African Americans had trended up from 611 to 697 (13.5%) through 2013 (there is no current API to see if that trend is continuing). The expulsion rate is relatively low at FHS, with an average of only 1-2 students each year.</p>	
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**STRATEGY:** Through our Professional Development Meetings with departments/Professional Learning Communities (PLCs)/ Academies, there is ongoing analysis of data, discussion and implementation regarding strategies to increase student achievement, as well as, implementation of Common Core State Standards that will help achieve its goal of reducing student D and F rates and increase the number

of students taking the SAT, PSAT and ACT. Also through attendance incentives, we will encourage students to be at school, engaged and ready to learn.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><b><u>(on going 2015-2016)</u></b>  <b><u>Effective Professional Learning Communities</u></b></p>	<ul style="list-style-type: none"> <li>• Department chairs</li> <li>• Data technician</li> <li>• Administration</li> <li>• LUHSD Ed Services</li> </ul>	<ul style="list-style-type: none"> <li>• Certificated staff will read, discuss and implement strategies from a Professional Development focused book</li> </ul>	<p><b>* See Attached Title 1 Budget</b></p>
	<ul style="list-style-type: none"> <li>• Administrators and teachers</li> <li>• Data technician</li> <li>• LUHSD Ed Services</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute disaggregated data and analyze D/F rates specifically within our subgroups for:               <ol style="list-style-type: none"> <li>1. All Students</li> <li>2. Significant Subgroups school-wide</li> <li>3. Each content area PLC</li> <li>4. Each teacher</li> <li>5. Every student in each class</li> </ol> </li> </ul>	<p><b>* See Attached Title 1 Budget</b></p>
	<ul style="list-style-type: none"> <li>• Administrators and teachers</li> <li>• LUHSD Ed Services</li> </ul>	<ul style="list-style-type: none"> <li>• Compare data from grade reports, district assessments, and SBAC.</li> </ul>	<p><b>* See Attached Title 1 Budget</b></p>
	<ul style="list-style-type: none"> <li>• Administrators and teachers</li> <li>• Academy Leaders</li> <li>• Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and use department/grade level/content area common learning targets, assessments and SMART goals to support student achievement.</li> <li>• Teacher shadowing to allow for curriculum calibration in departments/subject areas.</li> </ul>	<p><b>* See Attached Title 1 Budget</b></p>



	<ul style="list-style-type: none"> <li>• All Teachers</li> <li>Persons Responsible</li> <li>• Administrators</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Design and implement RTI strategies within the classroom to support student achievement – Tier I &amp; II</li> </ul>	<ul style="list-style-type: none"> <li>* See Attached Title 1 Budget</li> </ul>
	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• RISE Mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and discuss research-proven protocols related to homework policies; grading practices; and assessment methods.</li> </ul>	<ul style="list-style-type: none"> <li>\$ 0</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teachers and administrators</li> <li>• Teachers</li> <li>• Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>• Implement methods to frequently report grade data to students and parents</li> </ul>	<ul style="list-style-type: none"> <li>* See Attached Title 1 Budget</li> <li>*postage</li> <li>* copies</li> <li>* paper</li> </ul>
<u>Designing, implementing and analyzing tiered interventions</u>	<ul style="list-style-type: none"> <li>• Administration;</li> <li>Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>• PD offerings will be focused on identifying and implementing interventions</li> </ul>	<ul style="list-style-type: none"> <li>* See Attached Title 1 Budget</li> <li>* guest speakers and literature</li> <li>* Programs</li> <li>* Software</li> <li>* Supplies</li> </ul>
	<ul style="list-style-type: none"> <li>• RISE members, Administration, Dept. Chairs, teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Access RISE Team for intervention assistance and guidance</li> </ul>	<ul style="list-style-type: none"> <li>* See Attached Title 1 Budget</li> <li>* Supplemental/support materials</li> </ul>
<u>Ongoing monitoring and assessment of student support programs</u>	<ul style="list-style-type: none"> <li>• SPED Dept.</li> <li>• Admin</li> </ul>	<ul style="list-style-type: none"> <li>• SPED Tutorial Support increased effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>\$ 0</li> </ul>
	<ul style="list-style-type: none"> <li>• HELP Coordinator</li> <li>• Admin</li> </ul>	<ul style="list-style-type: none"> <li>• HELP increased effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>\$ 5,000.00 (District Office)</li> </ul>

<ul style="list-style-type: none"> <li>Math, English , and Science Teachers, Administration, Counseling Dept.</li> </ul>	<ul style="list-style-type: none"> <li>Increased technology use in all classes</li> </ul>	<ul style="list-style-type: none"> <li><b>* See Attached Title 1 Budget</b></li> <li>* Purchase additional laptop computers and carts</li> </ul>
<ul style="list-style-type: none"> <li>math department, SPED Dept, Admin</li> </ul>	<ul style="list-style-type: none"> <li>Math Program increased effectiveness</li> </ul>	<ul style="list-style-type: none"> <li><b>* See Attached Title 1 Budget</b></li> <li>* Calculators</li> <li>* supporting materials</li> <li>* Copies</li> </ul>
<ul style="list-style-type: none"> <li>English department, SPED Dept, Admin</li> </ul>	<ul style="list-style-type: none"> <li>English Program increased effectiveness</li> </ul>	<ul style="list-style-type: none"> <li><b>* See Attached Title 1 Budget</b></li> <li>* Novels</li> <li>* supporting materials</li> <li>* Copies</li> </ul>
<ul style="list-style-type: none"> <li>Study Hall teacher and Paraprofessionals, Teachers, Admin, Math and English departments</li> </ul>	<ul style="list-style-type: none"> <li>Study Hall Intervention class increased effectiveness</li> </ul>	<ul style="list-style-type: none"> <li><b>* See Attached Title 1 Budget</b></li> </ul>
<ul style="list-style-type: none"> <li>SPED, Dept. Chairs, Admin</li> </ul>	<ul style="list-style-type: none"> <li>Support class offerings increased effectiveness</li> <li>- Writing Support</li> <li>- Alg. 1 &amp; 2 Support</li> <li>- Geometry Support</li> <li>- READ 180</li> </ul>	<ul style="list-style-type: none"> <li><b>\$ 0</b></li> </ul>
<ul style="list-style-type: none"> <li>PUSH staff; Admin</li> </ul>	<ul style="list-style-type: none"> <li>PUSH increased effectiveness</li> <li>- Students whose parents did not complete college</li> </ul>	<ul style="list-style-type: none"> <li><b>* See Attached Title 1 Budget</b></li> <li>* Field Trips and supplemental supplies</li> </ul>

<b><u>Increase the number of students meeting a-g UC requirements</u></b>	<ul style="list-style-type: none"> <li>Teachers, Administration, Counseling Dept.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of UC approved courses offered</li> </ul>	<ul style="list-style-type: none"> <li><b>* See Attached Title 1 Budget</b></li> <li>*Textbooks</li> <li>* Materials</li> <li>* Trainings</li> <li>*Travel</li> <li>* Copies</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers, Admin, Counseling Dept.</li> </ul>	<ul style="list-style-type: none"> <li>Increase student and parent awareness of a-g UC requirements</li> </ul>	<ul style="list-style-type: none"> <li><b>* See Attached Title 1 Budget</b></li> <li>* Supplemental material to support student needs and interests.</li> <li>* Meeting expenses</li> </ul>
<b>(Ongoing 2015-2016)</b> <b><u>Decrease suspension rate</u></b>	<ul style="list-style-type: none"> <li>Admin,</li> <li>Teachers,</li> <li>Counselors</li> <li>Athletic Director,</li> <li>Activities Director</li> <li>One Day At a Time (ODAT)</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration and partnerships with outside student support programs</li> </ul>	<ul style="list-style-type: none"> <li><b>* See Attached Title 1 Budget</b></li> <li>* One Day at a Time</li> </ul>
	<ul style="list-style-type: none"> <li>Admin, Teachers, Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Constant and timely communication with parents for all discipline issues (ex. Teacher Discipline Protocol)</li> </ul>	<ul style="list-style-type: none"> <li><b>\$ 0</b></li> </ul>
	<ul style="list-style-type: none"> <li>Admin, Teachers, Club/Class advisors, Activities Director, Athletic Director, Student Leadership Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Increase student participation in extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li><b>\$ 500.00</b></li> <li>* Outreach</li> <li>* Copies</li> </ul>
<b><u>Develop a stronger sense of school pride</u></b>	<ul style="list-style-type: none"> <li>All staff, student leadership</li> </ul>	<ul style="list-style-type: none"> <li>Continue FHS School Pride Campaign through Falcon Fest, Student Recognition, Campus Clean</li> </ul>	<ul style="list-style-type: none"> <li><b>\$ 3,000.00 (LCAP)</b></li> </ul>

		Up activities, etc.	* Supplies, incentives, and recognition*
	<ul style="list-style-type: none"> <li>All staff, student leadership, Activities Director, Athletic Director</li> </ul>	<ul style="list-style-type: none"> <li>Improve Falcon Fest</li> </ul>	<b>\$ 500.00 (LCAP)</b>
	<ul style="list-style-type: none"> <li>All staff, student leadership, Activities Director, Athletic Director</li> </ul>	<ul style="list-style-type: none"> <li>Increase Student Recognition Opportunities</li> </ul>	<b>\$ 500.00 (LCAP)</b> * certificates and refreshments
<b><u>Increase student responsibility for improving campus climate.</u></b>	<ul style="list-style-type: none"> <li>Activity Director, Admin, Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Continue with Freedom for Change</li> </ul>	<b>\$ 0</b>
	<ul style="list-style-type: none"> <li>Activity Director, Admin, Student Leadership, Government Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Increase community service events</li> </ul>	<b>\$ 500.00 (LCAP)</b>
<b><u>Ensure a safe and secure learning environment</u></b>	<ul style="list-style-type: none"> <li>Admin</li> <li>Attend Office</li> <li>Campus Security</li> </ul>	<ul style="list-style-type: none"> <li>Enforce closed campus policy</li> </ul>	<b>\$ 0</b>
	<ul style="list-style-type: none"> <li>Admin</li> <li>Attend Office</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Regular tardy/truancy monitoring</li> <li>- Reports - Attendance Incentive Program</li> <li>Attendance Clerk</li> </ul>	<b>\$ 3,000.00 (LCAP)</b>

**LEA GOAL:**

**(1.A) Provide a safe, secure, updated, clean environment**

**(1.B) Create opportunities to incorporate best practices and program successes**

**(1.C) Foster an atmosphere of respect and civility among all students**

**\* For ALL students with a higher emphasis on English Learners (EL), Foster Youth (FY), Socio-Economic Disadvantaged (SED) students and student sub-groups not meeting academic standards – African-American, Hispanic, Special Education**

**SCHOOL GOAL:**

**3. Sustain academic growth in core areas with a focus on closing the achievement gap between White and African American students in Algebra 1 and English; and between White and Hispanic students in Algebra 1.**

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>CST data from the last 5 years that it was administered. (2013)</p>	<p><b>CST Findings</b></p> <p><b>Algebra I</b></p> <ul style="list-style-type: none"> <li>• The achievement gap between Whites and African Americans has increased over the last five years from 4% to 12% with only a 2% increase in the African American population.</li> <li>• The achievement gap between Whites and Hispanics has increased over the last five years from 2% to 13% with an 8% increase in the Hispanic population.</li> </ul>	<p>Because of the sunset of the CST, progress will be evaluated based on pass/fail rates for the 2012/2013 through 2013/2014 school years. The departments will also use district assessments to measure progress.</p> <p>Increased student connectedness to school by an increased attendance rate of .5% and lowering chronic absenteeism rate by 5% with identified significant sub-groups</p> <p>Increased SBAC/district assessment proficiency by 2% with identified significant sub-groups</p>

<p>CAHSEE Pass rate and demographic data information.(2009-2014)</p>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>The achievement gap between Whites and African Americans has increased over the last five years from 19% to 23%.</li> </ul> <p><b>CAHSEE Findings</b></p> <p>Freedom High School has consistently scored the same or higher than the state average on the Math section of the CAHSEE. Our EL subgroup has increased their score on the Math section from 57% in 2009 to 68% in 2014. Our African American subgroup has consistently scored higher than the state average over the last 4 years (85% pass rate in 2014). Our Special Education students have increased their performance from 40% to 62%. Our English Language Arts scores have been consistently at least 5% above the state averages. Most of our subgroups increased their scores over the last five years. Although we are pleased with the overall growth we have seen with our students increased passage rates on the CAHSEE exam, we acknowledge that an achievement gap still exist. We have implemented specific strategies to increase achievement though our Test Prep courses and believe we are making progress towards improving passage rates for all students. We have identified the need to explore further the enrollment patterns and percentages in our test prep classes. Although data suggests</p>	<p>Lower suspension &amp; expulsion rates by 2% with identified significant sub-groups</p> <p>Increased graduation rate by 1% for all students and 3% for EL's, SED, FY and student sub-groups who are below district average.</p>
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<p>CAASPP/ SBAC baseline data (2015)</p>	<p>they have been effective in increasing CAHSEE passage rates, we need to determine if the students most in need are being placed in the classes, specifically EL, SED, Hispanic and African American students with academic deficiencies.</p> <p>The spring of 2015 was the first year 11<sup>th</sup> grade students took the CAASPP/SBAC assessments. 97% (556) of our students took the test. Of the students that tested 47% met or exceeded the standard, and 34% nearly met the standard. This data will be the baseline for our students. In an effort to increase student achievement on this exam, we will implement strategies to help students improve their overall scores. We will continue to focus on the achievement gap that were identified through the CST and the CAHSEE examinations.</p>	<p>5% increase in students meeting or exceeding the standard.</p>
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**STRATEGY:**

While CST and CAHSEE data shows an improved academic performance in all areas, we are no longer using those exams and an achievement gaps continues to exist among the significant sub groups. We are currently using baseline data from the CAASPP/SBAC exam to sustain our academic growth and continue working to close the achievement gap through:

- Effective use of data to evaluate student learning.
- Adapting instructional strategies to address deficiencies in student learning.
- Expanding student support offerings for non-proficient students.
- Increasing focus on use of research proven instructional strategies and materials.
- Use data to drive development and implementation of targeted student population outreach.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>(Ongoing 2014-2015)  <u>Effective use of data to evaluate student learning.</u></p>	<ul style="list-style-type: none"> <li>• Teachers,</li> <li>• Dept Chairs,</li> <li>• Admin,</li> <li>• Counselors,</li> <li>• Data Tech</li> </ul>	<p>Through PLCs, there will be:</p> <ul style="list-style-type: none"> <li>• Regular and ongoing data disaggregation to explore and address student performance patterns among subgroups in the areas of grade reports; CASPP/SBAC scores; district assessment scores; as well as class room level common assessments.</li> </ul>	<p>\$</p>
	<ul style="list-style-type: none"> <li>• Teachers,</li> <li>• Dept Chairs,</li> <li>• Admin,</li> <li>• Counselors,</li> <li>• Data Tech</li> </ul>	<ul style="list-style-type: none"> <li>• Explore significant subgroups and SED distribution in AP courses, UC approved courses, support courses, SPED program, 504 program</li> </ul>	<p><b>* See Attached Title 1 Budget *</b>            More courses            * Support classes            * Materials</p>



	<ul style="list-style-type: none"> <li>• Teachers,</li> <li>• Dept Chairs,</li> <li>• Admin,</li> <li>• Counselors,</li> <li>• Data Tech</li> </ul>	<ul style="list-style-type: none"> <li>• Regular and ongoing data disaggregation to explore and address student attendance and discipline data</li> </ul>	<b>\$ 3,000.00 (LCAP)</b>
<b><u>Adapting Instructional strategies to address deficiencies in student learning.</u></b>	<ul style="list-style-type: none"> <li>• Teachers,</li> <li>• Dept Chairs,</li> <li>• Admin</li> </ul>	<p>Through PLCs, there will be:</p> <ul style="list-style-type: none"> <li>• Discussion, analysis and implementation of tiered interventions; differentiated instruction techniques and research proven instructional strategies.</li> </ul>	<b>\$ 0</b>
	<ul style="list-style-type: none"> <li>• Teachers,</li> <li>• Dept Chairs,</li> <li>• Admin</li> </ul>	<ul style="list-style-type: none"> <li>• Continued focus and implementation of regular checking for understanding, interactive student engagement and articulated (posted) daily learning objective</li> </ul>	<b>\$ 0</b>
<b><u>Expanding student support offerings for non-proficient students.</u></b>	<ul style="list-style-type: none"> <li>• Administration,</li> <li>• Teachers</li> <li>• Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support classes in the amount necessary to meet the needs of the student population</li> </ul>	<ul style="list-style-type: none"> <li>* Materials</li> <li>* Trainings</li> <li>*Copies</li> </ul>
	<ul style="list-style-type: none"> <li>• Administration,</li> <li>• Counselors</li> <li>• Classified</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure targeted students are placed in support class offerings as determined by academic performance, SED status and ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>* <b>See Attached Title 1 Budget</b></li> <li>* Hire a Targeted Assistance Paraprofessional to support non-proficient students</li> </ul>

<u>Use data to drive development and implementation of targeted student population outreach</u>	<ul style="list-style-type: none"> <li>• Admin,</li> <li>• Teachers,</li> <li>• Counselors,</li> <li>• RISE Team</li> </ul>	<ul style="list-style-type: none"> <li>• Identify barriers to academic success for targeted populations in order to plan effective interventions</li> </ul>	<b>\$ 0</b>
	<ul style="list-style-type: none"> <li>• Admin,</li> <li>• Teachers,</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Develop parent education and awareness for targeted populations</li> <li>• Develop school to home/home to school connectedness to increase education and awareness for targeted populations</li> </ul>	<ul style="list-style-type: none"> <li>* <b>See Attached Title 1 Budget</b></li> <li>* EL and African American parent liaison (2)</li> </ul>
	<ul style="list-style-type: none"> <li>• Admin,</li> <li>• Teachers,</li> <li>• Counselors</li> <li>• Classified</li> </ul>	<ul style="list-style-type: none"> <li>• Develop student outreach and awareness for targeted populations</li> </ul>	<ul style="list-style-type: none"> <li>* <b>\$ 3,000.00</b></li> <li>* Supplies</li> </ul>

SACS	Description	Title 1 Amount Allotted	Items Purchased	Cost	Amount Remaining
	Parent Involvement	\$2,200.00	Parent group meeting supplies, outreach materials, copies, trainings		
	Instructional Supplies & Technology	\$131,602.00	Additional Math and English Instructional Supplies		
	Conference/Travel/Sub Costs	\$44,197.00	*Professional development in English, Math (Geometry, Algebra 1, and Algebra 2), Earth Science, Biology. * Professional Development targeting support and training for LEP, Homeless, and Foster youth		
	instructional Aide	\$20,000.00	Targeted Assistance Aide		
	EL Parent Liaison	\$1,000.00	EL Parent Liaison		
	African American Parent Liaison	\$1,000.00	African American Parent Liaison		
	Copies	\$2,500.00	Copies		
	Field Trips	\$4,000.00	* Various Field trips supporting classes like PUSH and CET Review		
	Outside Services	\$12,632.00	One Day At a Time (ODAT) (\$5,000)		

## Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input checked="" type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$
<input checked="" type="checkbox"/> <b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> <b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$
<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$
<input checked="" type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
X	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$213,153.90
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$
<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$
<input checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$3,000.00
<input checked="" type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$4,332.00
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$195,524.22

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kelly Manke	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jason Jeffrey	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laney Houston	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nourddine Lalami	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dave Behling	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Cruit	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristin Carey	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courtenay Bell	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Foehr	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lori Scheer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Beverly Cleland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Shellie Irwin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Liz Robbins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Carly Lewis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Denise Rundall	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Sonia Lewis	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Alexis Robbins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

<sup>1</sup> EC Section 52852

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Numbers of members in each category	1	8	2	5	1

## Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - English Learner Advisory Committee \_\_\_\_\_ Signature
  - Special Education Advisory Committee \_\_\_\_\_ Signature
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - Other committees established by the school or district (list) \_\_\_\_\_ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date



