



# **FREEDOM HIGH SCHOOL SELF-STUDY REPORT**

**1050 Neroly Rd  
Oakley, CA 94513**

**Liberty Union High School District**

**November 5-8, 2023**

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide  
2022 Edition**

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## **Introduction (1–2 pages maximum)**

- **Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.**
- **Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.**

Freedom was established in 1996 and is one of three comprehensive high schools within the Liberty Union High School District and the only high school in Oakley, California. The staff on campus are divided into numerous teams to help all students succeed. A small team sampling includes Site Based Management Team (SBMT), Subject Departments, Academies, Multi-Tiered Systems of Support (MTSS) Team, Professional Learning Community by course subject, and WASC Focus Groups. It is important at Freedom that all stakeholders on campus have a voice and that administrators, certificated, classified, parents, and students have the opportunity to help make our campus the best it can be.

Freedom High School offers a standard program of coursework that fits the California standards. We have an 8-period schedule that rotates on A and B days four periods per day. Thus, giving our students flexibility to take extra classes of interest during their four years. Along with our core departments we have a robust visual and performing arts department and a Career Technical Education (CTE) department that has eight official pathways and a new California Partnership academy. Our board requires 270 credits to graduate, these are broken into standard based categories.

We invite students and parent groups to participate in group meetings throughout the year to provide input. These events include Title 1 meetings, School Site Council Meetings, Coffee with the Principal, LCAP meetings, ELAC meetings, etc. In addition, in the 2022-2023 school year, Freedom restarted quarterly parent subgroup meetings and monthly general parent group meetings which have a predetermined focus so that parents are empowered to be stronger partners with the school in support of students. We also host lunch and campus climate meetings with students to gather their feedback regularly. Freedom prides itself on being available and proactive to best serve the needs of our community.

Freedom began the process of completing this current WASC document in September of 2022; however, the Freedom culture values reviewing meaningful data to improve the campus on a continuous basis. Consequently, when the staff was divided into their focus groups, everyone played a role in the completion of this document.

In the Fall of 2022, Freedom administration and our WASC coordinator reviewed documents with both the leadership team and content coaches. WASC goals have always been reviewed annually and, this year, the school determined that further clarity was needed in two of the three goals. This process started with the Site Based Management Team (SBMT). SBMT is made up of all department chairs, academy leaders, the athletic director, the activities director, the ASB president, and the entire administration.

In the October Staff Meeting of 2022, the staff was divided into WASC focus groups. Students and parents were added to focus groups over the course of the year. Over the 22-23 school year, each staff meeting, at least partly, was dedicated to the WASC self-study. Data was reviewed and added to the report as each focus group refined what was essential for chapter 3. During the summer of 2023, the WASC coordinator was tasked to pull things together from all the writing that had taken place. The first few staff meetings in 2023 have been dedicated to refining and editing the report. SBMT first reviewed areas of strength and weakness in August of 2023 and provided feedback. That feedback can be found in Chapters 4 and 5 of this report. We plan to hold a mock visit with our own district administration in the weeks before the actual visit.

## Chapter 1: Progress Report (2–5 pages maximum)

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last self-study visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last self-study and all intervening visits.
- Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
- Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

### Significant Developments

Over the course of the last six years, there have been a variety of changes at Freedom including, personnel, physical campus building, and a full change of Administration including adding an additional administrator to support continued student growth and a focus on meeting the needs of all students. Due to the pandemic's guideline changes that allowed students to return to campus, Freedom did see increased challenges with student discipline, grades, and social emotional support. In addition, there has also been an unusual amount of staff turnover due to our current national environment and recent retirements.

One change that appeared on paper to support social and emotional well-being was our Advisory program; however, consistent data revealed poor attendance and no empirical evidence to show academic gains. Students would frequently not attend the class to engage in non-academic, and sometimes problematic, student behavior which caused more supervision and safety issues. The demise of the Advisory program is also in part due to non-negotiated teaching time. Nevertheless, Freedom continues to experiment with how best to make students feel connected as we use the state Healthy Kids Survey to determine progress and utilize it as a tool for longitudinal measurement.

At the district level, the Assistant Superintendent of Student Services has spurred an emphasis on the MTSS team to analyze data, share best practices across all tiers, and create systems that support all students. With renewed energy the site-level MTSS team has been rereviewing data and presenting it to staff at our monthly staff meetings. During the 2022-23 school year, the MTSS team asked each staff member to pick two students they will work with continually. Several success stories came out of this idea. This is but one example of a tier two intervention at Freedom.

Freedom campus facilities have seen many changes with the addition of an entirely new quad that houses a Performing Arts Theater along with a building for construction classes. The football field received new artificial turf and the baseball/softball fields also added turf. With the continued student growth and interest in Physical Education Electives, an auxiliary gym was built to house PE classes, volleyball and basketball practices, and Dance Team.

The articulation with our local Junior Colleges, Los Medanos College, and Diablo Valley College, continues to grow and be explored. Several of our classes are articulated, and we have three dual enrollment classes held on campus. In the 23-24 school year we opened a CPA building and construction trades pathway. In terms of technology, staff began using the learning and grading platform Canvas during distance learning, and this year is seeing the melding of Canvas and Aeries to post assignments as well as grades.

Due to a new state law Freedom (along with most California high schools) has a new bell schedule that starts at 8:30 and ends at 3:20.

At the time of the last visit, the students were frustrated that the school had moved to split lunches as they felt they would not be able to associate with their selected peers. The split lunches have proven to weaken the senior

class, spirit, and pride on campus; however, the students report that they are appreciative that they can access manageable lines for school lunches. To help support student unity, a select number of Unity lunches (one lunch period for all students) were created on specific days throughout the year. For example, on days when Freedom hosts school rallies, there is one lunch and there are always activities for students to participate in during the lunchtime such as club sponsored food fairs.

To create a better connection and increase communication with parents Freedom hosts a monthly Parent Connection Meeting that reviews topics associated with the time of year. For instance, in August Freedom hosted, "How to get your student involved on campus" as a first meeting. Another example is in November when our counseling department reviews "Ramping up for College" as students are applying for college. Each meeting concludes with a survey for parents to give feedback on the meeting and an opportunity to share ideas for future meetings. Freedom has also begun a quarterly survey for staff and students to gain an understanding of how to better serve each population. In addition, Freedom hosts quarterly parent subgroup meetings such as our African American Parent Group meeting and our Dinner with the Principal.

At the middle of the 2022-23 school year, it was announced that Freedom High School has been placed into Differentiated Assistance. This is a California Department of Education program to monitor how schools support the continuous improvement of students that are in specific subgroups. Freedom is in this program because three of our subgroups (African American, Homeless and Foster youth, and SPED) are disproportionately behind other subgroups. Since we were notified, we have spent time at SBMT, department meetings, and staff meetings discussing what this means and how we can address it. As a school, we have looked at data sets and built into our professional development days some strategies that should be implemented.

Another monitoring program that we are a part of is; Compliance and Improvement Monitoring (CIM). This program is specific to our special education students that have a mix of SPED only classes and general education classes. When a special education student is outside of general education classes more than 80% of the time we are in violation. At the start of the school year we are almost 20% behind the state requirement. This is partly a function of our 8 period schedule. An example: If a student is enrolled in tutorial support with their case manager (every SPED student has this), English fundamentals and Math support the student has fallen out of the state requirement. Our SPED department, district office and administration have been analyzing data and developing action plans to address this issue.

### **Progress on Goals**

In the last WASC full visit, the visiting committee identified the following growth areas for continuous improvement:

1. The administration, department chairs, and instructional coaches, with the district's curriculum director, need to finish their work on curriculum mapping so that every classroom teacher is clear regarding expectations and goals for every class.
- Over the last six years, all departments with the guidance of SBMT, Content Coaches, outside consultants, and McREL International have worked to refine the Research Standards Based Practices (RSBPs) which include Common Formative Assessments, Learning Targets and Success Criteria.
  - In English, grade level teams continue to work on strengthening each component of the work started with McREL. Learning Targets and Success Criteria posted in the physical classroom are tangible examples of McREL being implemented.
  - In Science, subject level teams continue to work on the components above as well as work to align pacing and sequence in respective classes.
  - In Mathematics through Algebra 2, teachers have aligned their learning targets and success criteria. In addition, all math teachers administer and use data from their common formative assessments (CFA's).
  - In Social Science, World History maps by units and Standards with Essential Questions are posted in classrooms.
  - PE targets are verbalized before and during instruction so that students understand their expectations.

- The World Language Department has developed common assessments and curriculum mapping so that all students can see their pathway to future success. This has created vertical alignment so that students can seamlessly transition from one grade level to another

2. Schoolwide Goal #1 Grade Improvement: This needs to become part of a larger objective. Specifically, it needs to focus on gender and ethnicities regarding grade improvement, looking for trends or commonalities that can be addressed in a more targeted way.

- The district continues to explore more widespread implementation of Grading for Equity as additional cohorts of teachers are being trained in the Joe Feldman “Grading for Equity” framework.
- Freedom has also been awarded a two-year grant to strengthen MTSS implementation. This has led to a reimagined CARE Team which focuses on connecting students in need of support to Tier 2 and Tier 3 interventions. The MTSS team also shares Tier 1 methods through the school weekly newsletter so that teachers can learn new connection methods and experiment. Many of the CARE team members are also on the MTSS team. This is intentional so there would be a common approach and information would be shared across the meetings.
- Freedom also promotes a collaborative environment through Aeries Pre-Referral Tabs. In this section, teachers can input their successes and challenges with students, and colleagues can review the information to refine how to best fulfill student needs and create a successful environment for them.
- There have also been additional scaffolds for students to find success including Math Lab, where students can get individualized help during the school day. Testing Lab, where students who have specific testing accommodations can test in a reduced stress environment. HELP lab which provides academic support by credentialed teachers after school, and Edgenuity classes for those students that need additional credit recovery.
- Freedom has also experienced success with our Special Education population through the tutorial support program and, due to its success, have added General Education Tutorial Support classes for those students who need additional support but do not qualify for Special Education.
- Due to the Pandemic and learning loss, class size caps have been set at 25 in Freshmen Math and English classes rather than the schoolwide 35 students per class.

3. Schoolwide Goal #2 Reduction of tardies: Freedom needs to investigate more to identify underlying global issues. For example, the school should consider larger issues that contribute to the increase of tardies such as socio-economic factors, lack of student engagement, etc.

- The Freedom Student Body took advantage of returning to school from the pandemic by rebranding the school through the P.R.I.D.E. campaign. Staff and students were asked to submit terms that all students at Freedom should embody. The students decided upon Positive, Respectful, Inclusive, Dedicated, Engaged, (PRIDE) as the 5 terms that would represent Freedom High School. They created a campaign to engage staff and students in the process. The art department created a project for students to visually represent PRIDE.
- In an effort to lessen tardiness on campus, Freedom added 2 mins to the passing periods making it a 7 min passing period. This also aligned us with the two other comprehensive high schools in the district. It is too early to fully understand if this will have a positive impact on student tardiness, but we are hopeful.
- Over the last three years, tardies have gone down (not 1st and 5th) There is a reduction of tardiness and truancy since implementation of a new plan 1st and 5th continue to be an issue because it is the start of the school day, traffic around campus, families dropping off other students at schools around the community. This year we have made a concerted effort to control the flow of traffic for drop-off and pick-up by limiting access to two of the parking lots and limiting access for student entry onto campus.
- At the start of the 2022-23 school year, we added a second automated dialer to go home in the afternoon to report cumulative tardies and/or absences. Through various meetings we have heard positive feedback about the notifications from parents. This has had a positive effect, as many parents will call the school back to better understand why their student was marked tardy or absent.

- At the beginning of the school year, we re-introduced detention and Thursday school as a consequence for excessive absences. In addition, we have continued the proactiveness of the non-participation list for activities. We have found that when there is a dance, a major athletic event, etc. the tardies and trancies decrease dramatically.
4. Schoolwide Goal #3 College and career readiness: College and career readiness should become a part of every student's awareness and experience at Freedom High School.
- As a school Freedom continues to offer college and career opportunities such as: ASVAB, PSAT, District College Night, College Visits, FAFSA Nights, LMC registration for seniors, weekly college application workshops and Military recruiting visits. We also host 8th grade parent night, AP Night, and Financial Aid Night to promote college going culture.
  - A new focus this year by our counseling team added a college and career check-in with every student contact. They are designing four-year plans with the goal that every student has a plan built into Aeries. The Special Education and counseling departments can use the four-year planning tool in AERIES to better track their students' progress toward high school graduation and CSU/UC eligibility.
  - The course request materials have changed over the last two years to better reflect UC/CSU entrance requirements as the standard schedule. As an example, the third year of math on the old course request started with a course that is not A-G approved. Many students selected it and therefore would either have to take another year of math to become A-G or make a schedule change after the school year started. The current course request form lists several math classes that are A-G approved first and then the two courses that are not.
  - Also, on the course request form, for grades 10-12, is a box for students to fill in their post high school plans. That information is entered into Aeries, and we can generate lists of students that are interested in labor unions, military service, community college, UC/CSU colleges, Private schools or entering the workforce. We can tailor our conversations or presentations to better fit the needs of the students.
  - One of our assistant principals worked with the district office curriculum department to align our Career Technical Education (CTE) programs with the California Department of Education. Part of that alignment was the creation of 11 element documents for each CTE pathway. Over the 2022-23 school year each pathway on campus self-assessed where they were in terms of the 11 elements. That document has become the working document for improvement for each pathway.
  - In the 2021-22 school year, we opened our brand-new facility, including a state-of-the-art theater, a half-class and half-construction workshop, to deliver real-life examples of constructional engineering.
5. A continuing focus on underachieving students should still be a priority, specifically looking at gender, ethnicity, socioeconomics, emotional concerns, etc. as underlying yet significant factors in underperforming students.
- We welcome various intervention programs from outside providers on campus. These groups primarily target our students who have historically underachieved. Successful Purpose focuses on African American Females, One Day at A Time focusing on Hispanic youth, and Improve Your Tomorrow focuses on males of color. The Contra Costa County Office of Education has one full time youth specialist and a part time homeless and foster youth coordinator here at Freedom. All these organizations support our students.
  - Over the last six years, several changes have been made to better serve our students' needs, not just academically but also social-emotional needs. Our MTSS and CARE teams meet frequently to identify students needing more support. We have hired a counselor on special assignment to focus on mental health and provide small group interventions. Each member of the counseling team has been trained in supporting the whole child rather than in a strict academic view.

- Staff members are encouraged to track interventions in Aeries used in the classroom to support students not responding to Tier 1 strategies. During monthly staff meetings teachers are given a survey to report on their classroom interventions. Data is reported back to staff to create a learning community. Also, during our staff meetings, the MTSS team presents monthly to the school staff providing social-emotional and academic strategies. The team presented two goals this school year to support the social-emotional well-being and academic success of students.



## Chapter 2: School Profile and Supporting Data and Findings (3–5 pages maximum)

Develop a clear profile of your school and students using data and information. Include the following:

- Provide demographic data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data. See the [ACS WASC/CDE School Profile Guide](#) for guidance.
- Include California School Dashboard Performance Overview and other local measures reflecting student academic progress and social emotional well-being.
- Ensure the updated School Profile addresses the following:
  - Three years of data, if available.
  - Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted, i.e., findings.
  - Include links to related profile materials at the end of the report.
  - Determine implications of the data, noting trends and patterns
  - Identify two to three major preliminary student learner needs based on the data
  - Determine 2-4 important questions to consider in focus groups that have been raised by the analysis of student performance, demographic and perception data.

Freedom High School is a comprehensive High School with an enrollment of 2515 students. Freedom serves a diverse student population with the following descriptors: 48.4% Hispanic, 23.7% White, 11.3% African American, 3.5% Asian and 5.9% Filipino/Pacific Islander. A link to the [CDE SARC](#) for Freedom High School reveals more details regarding our student population.

In Freedom's latest [California Data Dashboard](#), there are a number of significant findings relating to its successes and challenges. Among them, Freedom continues to struggle with both Mathematics (113.6 points below standard) and Language Arts (7.5 points below standard) achievement as both are below the state standard. As a high school only district, this presents us with unique challenges, and it should be noted that our English scores do show improvement when compared to our feeder districts which were 32 points below standard. Furthermore, Freedom's EL population and students designated as having learning disabilities continue to struggle in making progress toward the state standard.

Also, in the California Data Dashboard, Freedom, like several schools nationwide, has experienced an increase in suspensions. As of last year, 6.1% of Freedom students were suspended for at least one day while the state average was 3.1%. Freedom continues to explore ways to better connect with students so that they engage in more appropriate school behaviors and help create a more positive campus environment. This data has also led to a concerted effort to further strengthen our MTSS program and rebranding our character education Falcon PRIDE initiative. More on these two programs will be described in later chapters. For the 23-24 school year our in-house suspension room has changed to an Alternative Attendance Center that will focus on providing social emotional and behavior interventions through a computer program called BASE.

One area of pride about the California Data Dashboard is our high graduation rate that exceeds the state average by over 10%, standing at 98.3%.

The Liberty Union High School District and Freedom works to find and retain fully qualified staff members. In [CDE DataQuest](#) 2019 report, the last one posted before COVID restrictions, the average experience level of teachers at Freedom were 10 years or more. 85.5% of teaching staff have a clear credential according to Ed Source, and the remainder of teachers are working to clear credentials or working in a various internship program.

The Liberty Union High School District Curriculum and Instruction department continues to work with all sites to support better instruction and connection through the district Research Standards Based Practices (RSBPs) initiative. RSBPs include 1) Learning Targets 2) Success Criteria 3) Common Formative Assessments and 4) Differentiation. At Freedom, teachers reported the use of at least two elements of RSBP's daily in the teacher

quarterly survey given December 2022. In addition, Freedom continues to work with McRel International to strengthen the educational practices of the entire staff.

Freedom prides itself on putting students first and trying to find, create, and implement programs to help students reach their fullest potential. In 2021, Freedom received a grant to re-establish and strengthen its MTSS initiative, focusing on improving tiered interventions so that all students can receive necessary support. In 2021-2022, the Freedom MTSS team shared various best practices of Tier 1 interventions with staff.

In 2022-2023, Freedom re-established its CARE team which meets to discuss, plan, and implement Tier 2 and 3 interventions for students that have been referred by staff. This type of individual learning plan allows all stakeholders to be better equipped to help support any student who may be struggling.

In 2022-2023, the team not only shared best practices, but also school data focusing on attendance, academics, and behavior. Furthermore, students, staff, and the community also were given the opportunity to voice their concerns and suggestions through quarterly surveys that are reviewed by the MTSS team and shared out to staff.

Freedom has also been fortunate enough to have additional staffing to meet the needs of our students including the addition of a Counselor on Special Assignment who focuses on mental health and is a member of the CARE team and MTSS. Also, a targeted counselor to support homeless and foster youth, a secretary that works to connect our parents to our school and several outside providers to connect with our students.

It is through this lens of examination that Freedom identified the following 3 learner needs that are connected to our school wide goals.

**Academic Student Learner Need #1:** Increase Academic performance - ABC's or better

**Academic Student Learner Need #2:** Connect all significant subgroup students to school and staff

**Academic Student Learner Need #3:** Implement differentiated pathways for students to find academic success.

In preparing this WASC report, the data revealed the following questions in Perception, Educational Data, and Demographics that we used to focus our writing:

1. **Perception Data Question:** Why does the California Healthy Kids Survey data show a downward trend that students are not feeling connected to Freedom?
2. **Educational Data Question:** After review of our most recent California Dashboard Data, why are our math students consistently underperforming compared to the state average?
3. **Demographic Question:** How can the Freedom community find and continue to explore ways to engage with the parent community?

## Chapter 3: WASC Criteria and Indicators

### Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources (9 pages maximum for Category A)

#### Criterion A1: Vision and Purpose

##### Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.*

#### Criterion A1: Vision and Purpose (1–2 pages maximum)

The school has established a clearly stated vision and purpose reflecting students’ needs, current educational research-based practices, with a focus on diversity, equity, inclusion, and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school’s purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

**A1.1 Vision and Schoolwide Learner Goals/Graduate Profile:** The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards congruent with research and school practices and aligned with district goals for students.

**A1.2 Equity and Inclusion:** The vision and purpose of the school reflects a belief that all students can learn and achieve.

**A1.3 Development/Refinement of Vision and Purpose:** There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

**A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:** There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Supporting Evidence
<p><b>1.1</b> The school’s vision and school wide learner outcomes are directly linked to the district LCAP goals and are articulated to align with the SPSA. Each year the Site Based Management Team (SBMT) can review and have input on goals and wording for the SPSA and the school-wide learner outcomes.</p> <p>Once the SPSA is developed at the site it must be presented and approved at the School Site Council. After that it will be uploaded and reviewed at the school board level. Once approved, it will become the guiding document for improving as many aspects of the school as possible.</p> <p>The SBMT committee has a lot of responsibilities at Freedom. One of which is to review the vision, mission, and goals for the year. As of this writing SBMT is reviewing and considering the approval of SPSA goals, which are in line with the WASC goals from previous visits.</p>	<p><b>1.1</b></p> <ul style="list-style-type: none"> <li>• School Board Policy for graduation</li> <li>• School Board approved Academic Schedule</li> <li>• School Board Approved Professional Development Day Schedule</li> <li>• 22 ROP Sections</li> <li>• 12 EL Support Sections</li> </ul>
<p><b>1.2</b> Freedom High School attempts to meet the needs of our “at risk” community by implementing different programs. As a school we are in our fourth cohort of Grading for Equity. This is a program that the district has committed to, and our teachers have jumped into with both feet. The basic version limits bias and other obstacles to student achievement.</p>	<p><b>1.2</b></p> <ul style="list-style-type: none"> <li>• MTSS Team</li> <li>• Grading for Equity</li> <li>• 3 Instructional Coaches</li> </ul>

<p>Over the last few years, several of our teachers have taken a proactive stance on grading and implemented significant portions of grading for equity. Most of our teachers have folded elements of this program into their daily practices. This is a tangible example of the vision of purpose here at Freedom. Part of our core values are equity and student access through the work that has been done with Grading for Equity, and our teachers have taken positive steps toward inclusivity and access.</p> <p>We have had speakers at our district wide meetings, most recently our professional development before the 23-24 school year, that address equity within our sites and how we can address equity in each classroom.</p> <p>Our MTSS (Multi-Tiered System of Support) team uses its data to look at practices from both a district level and site level to find the students' needs. The MTSS team can recalibrate often to respond to the needs of our community's students.</p> <p>The District's McREL consultants have guided our teachers in the development of research-supported best practices in lesson planning, increasing student engagement (Unleashing Curiosity: The Teacher Progression of Practice Rubric), and walk-throughs to calibrate observations and improve the effectiveness of instructional coaches and administrators.</p> <p>Freedom High School also has 3 instructional coaches teachers who work with all departments on "A" days, and help the district implement its materials as they meet with the head of curriculum and instruction on a regular basis to collect, assess data, and design implementation plans for Freedom.</p> <p>Freedom has had a targeted counselor that has a smaller caseload than the other building counselors (250 students as compared to 580). The students that are placed with the targeted counselor are some of our most "at risk" students. The caseload is built with our homeless, foster, truant, ELD, and some SPED students. Students are added to the caseload once a student is identified as needing extra support.</p> <p>Last school year, the district office added another counseling position, the counselor on special assignment. This position is designed to work with students who are presenting mental health issues that are preventing them from success in the classroom. Due to some staffing issues, we have yet to fully unlock the potential for this position.</p> <p><b>1.3</b> Freedom High School's teacher leadership structure is called SBMT. In this Site Based Management Team, the department chairpersons, academy coordinators, and the administration leadership team meet to build, guide, and implement Freedom's school goals.</p> <p>SBMT meets bimonthly after school where each member brings suggestions, questions, and data from his/her department to be discussed for the opportunity to be built into positive change that can be implemented school wide. Freedom's school wide goals were set up in this practice. In SBMT department chairs/academy coordinators share successes and challenges allowing for changes to be made in our school plan to meet the needs of the students.</p> <p>For this WASC cycle, Freedom reviewed the Vision, Mission, and Schoolwide Learner Outcomes beginning in January 2023 at the staff meetings. It was</p>	<p><b>1.3</b></p> <ul style="list-style-type: none"> <li>● SBMT meeting Minutes</li> <li>● Department Meeting minutes from PD Days</li> <li>● PD Schedule</li> <li>● Staff Meeting Agenda (with WASC parts)</li> </ul>
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<p>also at every staff meeting after that WASC prompts were reviewed and addressed to ensure all school partners could give feedback. SBMT reviewed the feedback and through Constant Comparative Analysis, this document was created.</p> <p>The current Freedom Mission, Vision, and Schoolwide Learning Goals are linked here... as well as a link to the Single Plan for Student Achievement. The teacher leading WASC changed in January 2023 to an energetic teacher who really likes to ask difficult questions. At each monthly staff meeting, Mr. Robert Caleb Kriger produced updated versions of the previously discussed and notated drafts of the report. In March, the Classified staff took a look at the rough draft and gave insights. The process led to a rough draft by late May.</p> <p><b>1.4</b> Freedom High School has all students and parents fill out the Aeries Data Confirmation form when they enroll each year. The students and parents agree to the technology agreement, give medical updates, and have the ability to submit paperwork for participation in sports.</p> <p>Over the course of the school year, we have several vehicles that we employ to share our school's vision and purpose. Starting before the school year begins, we hold new teacher workshops to help them understand the vision of the school and how they fit into it. Our leadership students come to meet our new teachers and share some experiences they have had at Freedom. We also cover school nuts and bolts, but the most important portion is showing the new staff the culture of the school through the voices of the students. We send out quarterly newsletters with updates from most if not all departments and programs around the campus. Internally we send out the Falcon Flyby once per week with upcoming events, updates, and staff shout outs. Most of the information that is presented in the Flyby and the newsletter is tied to our vision and purpose. The authors of the various sections are diligent when it comes to connecting information to the big picture.</p>	
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**Criterion A2: Governance**

**Directions**

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the ***governing board impacts student learning and well-being***.

**Criterion A2: Governance (1-page maximum)**

The school’s purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

**A2.1 Relationship between the Governing Board and the School:** The school community has a clear understanding of the role of the governing board and how the governing board’s decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings	Supporting Evidence
<p><b>2.1</b> Freedom High School is part of the Liberty Union High School District that is governed by a 5-person elected board. The Board recently changed in two distinct ways. Previously, board members were elected at large and now they are elected by geographic area. In the 2022-2023 school year, two new board members were elected under this process when two board members retired.</p> <p>The board meets multiple times a month and the dates are calendared on both the school and district website.</p> <p>Board members visit sites quarterly to learn more about site programs and assess the impact on students. The LUHSD administrators report findings to the Principal who brings those insights to SBMT for discussion. Furthermore, board members may request presentations on specific school topics if they want more information so that they have a better understanding of how they represent their communities.</p> <p>The school board has approved the LUHSD Essential Elements of Planning guide that focuses on essential elements of daily lessons and offers a cycle of planning for learning. This plan is used to help build Freedom’s SPSA. Freedom uses the district’s goals to help build its goals.</p> <p>Freedom High School involves the community in its planning through community input. The LCAP meeting with parents, administration, and teachers help bridge the gap to help the voices of the community to be heard. The parents, teachers, and administration also work together for the monthly school site council meetings. The LCAP plan combines both the district and the community’s needs for Freedom’s SPSA.</p>	<p><b>2.1</b></p> <ul style="list-style-type: none"> <li>• School site council minutes.</li> <li>• LCAP</li> <li>• School WASC goals align with district LCAP goals.</li> <li>• Principal/Admin Meeting 2x monthly</li> <li>• SPSA</li> </ul>



**Criterion A3: Leadership for Learning**

**Directions**

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how **leadership actions impact student learning and well-being**.

**Criterion A3: Leadership for Learning (1–2 pages maximum)**

The school leadership, faculty, staff, and parent/community collaborate, make decisions, and initiate actions that focus on all students’ needs and achievements. The result is accountability for implementing practices and programs, including providing services based on the school’s purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

**A3.1 Broad-based and Collaborative:** The school’s leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

**A3.2 Leadership Role in Accountability:** The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

**A3.3 School Action Plan/SPSA Correlated to Student Learning:** The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Findings	Supporting Evidence
<p><b>3.1</b> Freedom High School teachers are given many different places to collect, read, reflect, and respond to data about the success and challenges at Freedom High School. Each teacher is part of an academy or academic department that sets out goals for each academic year and reflects upon data from common formative/summative assessments, as well as grades and other forms of data given to them. Every Wednesday’s Professional Development Day schedule allows departments/academies to meet in PLC groups to look at common formative assessments, as well as other select data, to improve teaching practice and student success. Each quarter the Special Education does training in smaller groups to help all teachers meet the needs of students with IEPs.  The major vehicle that transmits most of the data is SBMT leadership. School wide data is shared by both department chairpersons and academy coordinators. Information is also disseminated through the usage of the Falcon Flyby.  Each Friday, the Falcon Flyby is emailed to the staff. Its main focus is the happenings around campus. Different sections are written by department heads that provide insights into what is happening in their part of campus. Every Flyby has a staff section that calls out staff members for going above and beyond, as well as a student highlight section.</p> <p><b>3.2</b> The administrative leadership team works with SBMT to help collect data, communicate, and build a path for success for all students at Freedom High School. The goal of each teacher at Freedom High School is to give each student the greatest opportunity to be successful. In the implication of different educational consultants, the latest being McREL, Freedom teachers now almost universally</p>	<p><b>3.1</b></p> <ul style="list-style-type: none"> <li>• Tardies, absences, suspensions</li> <li>• Staff meeting agenda</li> <li>• PLC agenda</li> <li>• Falcon Flyby</li> <li>• Content coaches</li> <li>• Student and staff survey</li> </ul> <p><b>3.2</b></p> <ul style="list-style-type: none"> <li>• PLC form</li> <li>• Learning walks form</li> <li>• SBMT Minutes</li> <li>• Department minutes</li> <li>• MTSS</li> <li>• Admin walkthroughs</li> </ul>

list Learning Objectives/Targets and success Criteria on the board or website (Canvas) for each class. The goal of this is to help teachers focus their lesson plans and help students understand what is being asked of them.

The Wednesday PD Days unfold between 8:30 and 9:30 am, and they give the teachers time to do both planning of common formative assessments, reflect upon the data and how the task was implemented, and prepare the next common formative assessment.

Staff meeting time is dedicated to going over data from the past month. The information, such as tardies, absences, suspensions, etc. are pulled from the database each month for tracking purposes. This information is presented to the staff and also sent out via an email the following day. The MTSS team works to help teachers look at ways to reduce D and Fs, increase As, Bs, and Cs.

The English, Math, and Science departments have a content coach who works with the district and Freedom administration to help build conversation around how to improve student achievement. These content coaches work with department chairpersons from all departments to help facilitate the growth of PLC work and develop a deeper understanding of the data they have time to disaggregate.

While previously teacher to teacher observations existed, a common observation form was created during the 2022-23 school year. This form guides teachers to look for best practices so all students understand and retain material.

The MTSS team set out a quarterly survey to parents/staff and students, asking them if he/she feels connected to the school and if someone cares about him/her. The data was shared with the staff at the monthly staff meeting and sent as an email. Also shared quarterly at staff meetings are attendance and discipline data.

### 3.3

Freedom High School sets out to reach the needs of all students. The Mission and Vision of California, Contra Costa County and the LUHSD district are found in the foundation of our SPSA. Our principal brings the district goals to the admin team and they bring it to SBMT as we find ways to implement it in every department and academy. SBMT leaders help connect it to each subject area allowing all teachers to have a clear vision and understanding of the goals for the school year.

Freedom High School's goal of success for every student unfolds in different ways. The parents, teachers and administrators who are on SSC work hard to determine how to best meet the needs of the foster youth, English Language Learners, homeless, socio-economically disadvantaged, and students with special needs. The input is an important aspect of the overarching strategy for meeting all the needs of all the students.

Our SPSA Goals of "Strengthen student achievement by implementing practices to increase the percentage of students earning A, B, C grade, with a focus on high academic standards and rigor" Isn't just a box that is to be checked. In SBMT all the members discuss how each department is addressing this goal and what the department is doing to help reach it. Our second goal of "increase the number of students who are on time on a daily basis to maximize student learning" is being looked at a teacher level, admin level, and community level. Input is gained from all the parties involved. We

### 3.3

- NGSS reflected in SLOs
- Learning targets/success criteria
- MTSS to reduce D/Fs, increase As, Bs, Cs
- Prereferral tab to document
- Grade analysis and student intervention



<p>look at absences and tardies and use the attendance clerk &amp; SARB, the counseling staff, and local communities to find different ways to get students to class. We collect data on our graduated seniors to get an understanding of what their next steps will be and use it to build a better plan to “Increase the number of students who are college and career ready.”</p>	
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**Criterion A4: Qualified Staff and Professional Development**

**Directions**

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how *leadership and staff actions impact student learning and well-being*.

**Criterion A4: Qualified Staff and Professional Development (1–2 pages maximum)**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**A4.1 Qualifications, Preparation, and Supervision of Staff:** The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.2 Professional Learning and Impact on Student Learning:** The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college- and career-readiness expectations.

**A4.3 Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
<p><b>4.1</b> Freedom High School has a qualified staff of 115 credentialed teachers and a classified staff of 70 for a total of almost 200 staff members.</p> <p>The Freedom Staff strongly supports the growth of teachers by having some of its staff work as members of the Induction program. The new teachers who need to clear their credential through the path of Induction have teacher mentors right here at Freedom. Freedom High School believes in producing its own great staff.</p> <p>All new teachers are part of the Induction Program of the Far East Contra Costa County Consortium (FECCCC) and this program helps all new teachers successfully clear their preliminary credential. There were 16 new teachers in the 22-23 school year and 21 new teachers in the 23-24 year. The support all new teachers get is expanded as they also get support from both their department chairperson or academy coordinator. At Freedom High School, all teachers are given multiple levels of support. Each teacher is also assigned to a building (which has both an administrative assistant and an assistant principal) and has a direct person to contact for assistance.</p> <p>The LUHSD teacher evaluation performance review uses the California Standards for the Teaching Profession and follows a consistent structure as set out in the collective bargaining agreement. The teachers are paid according to years of employment and higher education achievement. In 2023-24 there are 48 teachers up for evaluation.</p>	<p><b>4.1</b></p> <ul style="list-style-type: none"> <li>• Induction (FECCCC)</li> <li>• Instructional coaches</li> <li>• Departments and PLCs</li> </ul>
<p><b>4.2</b> The LUHSD offers Freedom teachers the opportunity to grow professionally by offering educational training. The most powerful training that is currently taking</p>	<p><b>4.2</b></p> <ul style="list-style-type: none"> <li>• Grading for Equity</li> </ul>

<p>place is “Grading for Equity.” This program is asking teachers to look at past grading practices based upon morality not academics. The ‘Grading for Equity’ looks to eliminate penalties for late work and allow students to retake tests to show mastery of the material. The concept of “no zeros” and showing mastery of the material at the end of the unit is a paradigm swing that looks at the overall well-being of the student as a whole, not just a student name on a computer screen.</p> <p>Every PD Day the support staff meets in the A building to discuss potential changes and issues. They often come up with possible solutions. In addition, if a teacher shows interest in a particular professional development opportunity, such opportunities can be reviewed and approved at the site level with the understanding that participants who attend professional development are expected to return to campus with a plan for both implementation where applicable and a plan to share out with school colleagues to maximize the effectiveness and reach of professional development. All AP teachers attended extra training.</p> <p><b>4.3</b> Freedom High School has a shared governance structure. SBMT meets twice a month giving administration a chance to clearly spell out the calendared events and the goals of the school. SBMT is where all information is disseminated but yet it is much more. The teachers really believe that they can have a topic discussed and it could bring about change. The conversations in SBMT are what drive the school.</p> <p>In the opening weeks of school, all administration responsibilities are listed in the administrative responsibilities chart and this is distributed to all the staff. Administration explains to all staff how to electronically enter a work order and the procedure behind the process. All members of the staff have to complete mandated training on sexual harassment, child abuse, and mandated reporting. This year we added safe internet usage training.</p> <p>In the first 4 weeks of the academic year, a select number of teachers will be notified of their biannual observation procedure which follows the LUHSD Education Association plan. The teachers are informally observed twice in the fall and are formally observed in the spring.</p> <p>Each classroom has a folder explaining directions for emergency evacuation and current rosters of all students in that classroom. This is updated each semester by the administrator in charge of the safety committee. The policies are transparent and all the information can be found in the weekly Falcon Flyby.</p>	<ul style="list-style-type: none"> <li>● Staff and evaluative process</li> <li>● PD opportunities continually offered</li> </ul> <p><b>4.3</b></p> <ul style="list-style-type: none"> <li>● Falcon Flyby</li> <li>● Minutes from SBMT and PD meetings</li> <li>● Documents with admin responsibilities</li> <li>● Emergency folders in every classroom</li> <li>● Emergency terminology page/poster</li> <li>● Admin Duties</li> </ul>
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**Criterion A5: Resources**

**Directions**

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the ***distribution of resources impacts student learning and well-being.***

**Criterion A5: Resources (1–2 pages maximum)**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness expectations.

**A5.1 Resource Allocation Decisions:** School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

**A5.2 Practices and Procedures:** Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

**A5.3 Instructional Materials:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.4 Facilities Conducive to Learning:** The school’s facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Supporting Evidence
<p><b>5.1</b> Freedom allocates its resources to maximize student achievement. The Principal is given a site allocation and they give each academic department or academy a specific budget. The different categorical parts of the budget allow the department or academy leader to order items from a district approved vendor and each order must be approved by the Principal.</p> <p>The Physical Education department and Science department are given supplies to meet state and federal requirements for safety. SBMT is also given the opportunity to request larger orders based upon the needs of ELL Learners, Homeless youth and at-risk youth.</p> <p>Freedom High School has a school site council -made up of administration, teachers, and community members who help decide on the allocation of some state categorical funding.</p> <p>At Freedom High School we work to meet the needs of our ELL population with the help of our Teacher on Special Assignment. Daniel Hawley is our TOSA and he works with all the teachers who teach general ed-classes called EL-gen ed classes. The TOSA does a yearly LPAC test and helps but oversee the extra supplies needed to meet the needs of these students.</p> <p>Freedom High School also has a 5th assistant principal who oversees the academic programs (not assigned students.)</p>	<p><b>5.1</b></p> <ul style="list-style-type: none"> <li>• School Site Council</li> <li>• LCAP and SPSA</li> <li>• SBMT</li> <li>• TOSA</li> <li>• Academic Program</li> <li>• Budget forms</li> </ul>
<p><b>5.2</b> Freedom High School has a financial clerk who oversees all the accounts. She oversees all student groups and club accounts. She works with the Principal and the District CBO to show the management of all club and group funds.</p> <p>Freedom High School also uses the School Site Council to help make decisions for some school funding in a more of an advisory role.</p>	<p><b>5.2</b></p> <ul style="list-style-type: none"> <li>• LCAP Plan</li> </ul>

<p>Freedom annually creates its LCAP based upon the district goals and invites the community to participate in the creation of these documents. These meetings are published and advertised well in advance and reminders are sent out via an all call and all email system, Blackboard.</p> <p><b>5.3</b> Each department chair and academy coordinator is given a budget at the beginning of the year to spend and they can use it for copies or for materials. They are given the ability to order supplies from the vendor with the approval of the Principal's secretary. Each teacher is given a copy code and can make copies using this department code.</p> <p>All supply orders must meet the requirement set out in the school's goal. Technology is a growing concern for many sites throughout the state, and Freedom assigns one Assistant Principal to oversee the maintenance of technology and also shares with students and staff how to report specific needs so that they can be prioritized and addressed.</p> <p><b>5.4</b> Freedom High School's campus is used by the community. The Oakley Public library is on Freedom's campus as well as the Oakley YMCA program in which students from the community are on campus from 8 to 11 am daily. Several outside organizations rent our Football field, tennis courts, MPR, and theater. Every staff member has the ability to put in custodial, maintenance and tech work orders. All work orders are through the district office, but are also overseen by the assistant principal assigned that duty. Freedom has two landscaping employees and 1-day custodian along with a night custodian staff of 6.</p> <p>In terms of facilities, Freedom designates one Assistant Principal in charge of the maintenance and upkeep of facilities. This individual organizes and prioritizes what needs to happen, and shares with staff how to best utilize the work order processes so that teachers and students can take an active role in identifying physical spaces that need additional attention.</p> <p>The Athletic Director and The Activities Director oversee the site usage on the campus. They use a program called "Facilitron", and all teachers must request campus usage. This program has the site designated Administrator and Principal's secretary approve the request.</p> <p>The LUHSD district oversees the custodial staff as each member is given an area and building(s) to maintain. They are tracked by clocking in and out in the A staff mailroom.</p>	<p><b>5.3</b></p> <ul style="list-style-type: none"> <li>● School Site Council</li> <li>● Financial clerk</li> </ul> <p><b>5.4</b></p> <ul style="list-style-type: none"> <li>● Department Budget forms</li> <li>● Summary of maintenance performed</li> <li>● Budget trac</li> <li>● king of each department</li> <li>● Oakley Public library</li> <li>● Budget tracking</li> </ul>
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## **ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, Resources Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

### **Areas of Strength**

1. Freedom High School has a clear vision of the State, County and LUHSD established goals. The Liberty Union High School District's goals are clearly spelled out and carried out at a site level.
2. The Freedom High School staff is open to looking at data provided by the district. Freedom High School sees value in self-reflection upon data that looks at Freedom High School.
3. Freedom High School uses its Site Based Management Team (SBMT) place to build, discuss and carry out policy for the school.
4. The LUHSD District Office works well with the FHS using Academic Coaches, district wide goals and economic support programs to meet both the students and teacher's needs.

### **Areas of Growth**

1. The data that is used for reflection does not stay the same. The conversation around data often becomes blurred by the fact that the same data is not collected and used each year.
2. Freedom needs to set out what data it will use over multiple years to honestly reflect upon the success and areas of growth that need to improve.

**Category B: Curriculum (6 pages maximum for Category B)**

**Criterion B1. Rigorous and Relevant Standards-Based Curriculum**

**Directions**

- Evaluate the school’s effectiveness in addressing the Curriculum criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *rigorous and relevant curriculum impacts student learning and well-being*.

**Criterion B1. Rigorous and Relevant Standards-Based Curriculum (2–3 pages maximum)**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

**B1.1 Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

**B1.2 Congruence with Schoolwide Student Goals:** There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

**B1.3 Academic Standards and College and Career Readiness Indicators:** The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.4 Curricular Integration:** There is integration between/among areas of study, academic standards, and college and career readiness indicators.

**B1.5 Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Supporting Evidence
<p><b>1.1</b> The Liberty Union High School District uses a schedule that allows all teachers to meet during Professional Development Time every Wednesday from 8:30 to 9:25. This time has been set aside to help build Professional Development within all Professional Learning Communities. Each Department chairperson/academy coordinator uses this time to help build academic success. This time is also used for schoolwide meetings on how to implement Special Education education laws and to help build a program to allow all students to access all materials.</p> <p>In the weekly meetings the teachers work on building common formative and summative assignments. These assignments are used to start the conversation around how to meet the needs of all students. The teachers who have participated in the “Grading for Equity” pass along new and educational backed approaches to help build change in the departments.</p> <p>The department chairs and academy coordinators have spent the last 6 years being trained by McRel to help facilitate learning for all students. The discussion of listing the daily objectives, targets and success criteria has led to this being posted in the classroom or on canvas pages.</p> <p>All courses taught in the LUHSD are school board approved.</p> <p>Each department has “Academic Targets” and curriculum maps.</p> <p>The counseling staff helps all students are given the “A -G” requirements needed for high school graduation.</p>	<p><b>1.1</b></p> <ul style="list-style-type: none"> <li>• A-G Requirement classes offered at FHS</li> </ul>
<p><b>1.2</b> The link between what we offer here at Freedom and the college and career readiness indicators starts with the course selection materials. Students are</p>	<p><b>1.2</b></p> <ul style="list-style-type: none"> <li>• 8-Grade Parent Night Flyer</li> </ul>

<p>given course requests based on next grade level and a list of grade level appropriate courses. They can go to our website for the full course catalog. The course request form is laid-out to match the A-G requirements for college admissions. Once students select courses the master schedule is built and the counseling team reviews every students' entry for correct placement.</p> <p>We offer dual enrollment classes in the child development pathway. The course is taught here at Freedom by an LMC professor. This year we have 18 students in the course. We also have several articulated courses with either LMC or DVC (local community colleges). These courses offer a college level experience with the option of getting college credits if all requirements are met. We also have 21 ROP sections that make up a portion of our CTE and VAPA departments.</p> <p>PUSH (Preparing University Students in High school) is a rigorous four-year college prep elective targeting the typically under-served population of high school students, those who would not typically attend college. Using a skills-based curriculum that focuses on the five educational tenets of Writing, Inquiry, Collaboration, Organization, and Reading. PUSH relies on data, not only to choose which students qualify and should be in PUSH, but also to ensure that the program and the classes are run according to California educational standards. PUSH prepares students for college through instruction, scheduling the most rigorous of classes, encouraging the students to be involved in extracurricular activities, and supporting the students in their attempt to succeed in all of these areas through tutoring, standardized test practice, and specific college-prep counseling.</p> <p>We offer 18 different AP classes (see chart with classes and enrollment). These courses have been at the center of the upper level college going student for several years, however, with program development and a concerted effort the enrollment of these courses have increased.</p> <p><b>1.3</b> All students are given the opportunity to take traditional A through G classes needed to be accepted into a UC/State school, and students can take AP classes as well. Each year, the school has an AP night in January so all students and parents can ask questions about enrolling in AP classes for the following year.</p> <p>Each spring the counselors meet with every grade level and review graduation requirements. The students are given a presentation on picking classes for the following year. The counselors present a wide variety of course offerings to each student.</p> <p>In both 10<sup>th</sup> and 11<sup>th</sup> grade students are able to take cross curricular classes World Studies and American Studies. These are 10<sup>th</sup> and 11<sup>th</sup> grade English and History classes that act as a cohort and share teachers. We also have a new Construction Academy that includes 10<sup>th</sup> grade classes chemistry, World history, and English with the construction class.</p> <p>Freedom High School Special Education department works to align all of its graduation requirements within the IEP process and builds the IEP goals to help their students to meet all the requirements for graduation.</p>	<ul style="list-style-type: none"> <li>● SPED Parent Night Flyer</li> <li>● FHS Course Catalog</li> <li>● Pathway form used by counselors</li> <li>● Flyer/Website explanation of PUSH</li> <li>● AP Night Flyer</li> <li>● Flyers for writing Lab, math lab and testing lab</li> <li>● Help Lab</li> </ul> <p><b>1.3</b></p> <ul style="list-style-type: none"> <li>● List of all AP classes offered at FHS</li> <li>● World Studies</li> <li>● American Studies</li> <li>● Construction academy</li> <li>● Sample IEP</li> </ul>
<p><b>1.4</b></p>	<p><b>1.4</b></p> <p>○</p>



<p>Freedom High School has just put together a new Construction Academy that will work with English, science, and history classes. Freedom has multiple opportunities for students to participate in programs that earn them college credits in Child Development, Fire Science, Animation, and BioTech. We also have two LMC courses taught here at Freedom per semester.</p> <p>Freedom High School teachers are given the opportunity to be part of Curriculum Council, a committee that looks at all proposed classes. This committee allows teachers to be part of the process of building a new curriculum at Freedom High School. The department chairpersons of all three high schools must approve all new classes before they are presented to the board and all material must be in place for a month before approval.</p> <p><b>1.5</b> Freedom High School collaborates with Los Medanos College and allows students to both dual enrollment and concurrently enroll. LMC has formal presentations on the enrollment process for college and actively helps students in the parts needed to enroll for community college. The Career Center, run by Alice Cartwright, oversees this process and also brings in four-year college, trade schools and military presenters for students to have a chance to learn about post-secondary options.</p> <p>Most branches of the military (Army, Navy, Marines) make presentations in Senior government and Economics classes in the fall and spring. They are also active on campus during lunches.</p> <p>The classified staff also help follow up with the process of students after they graduate Freedom by first having them complete a student survey before graduation and they follow up on it a year later to gain data on where our graduation students go and what they do.</p> <p>The fact that we are not a unified district does present serious challenges with getting accurate data about our incoming 9th grade students. We have meetings with our feeder schools, however, every year we find ourselves cleaning up data weeks or months into the school year. Unfortunately, these data errors normally negatively impact our SPED, 504, and ELL students. We are hoping to refine the process and work more closely with our feeders.</p>	<ul style="list-style-type: none"> <li>● NSH/CSF integrations with colleges</li> <li>● SPED teachers EXCEL with specific curricular teachers</li> <li>● PUSH program</li> </ul> <p><b>1.5</b></p> <ul style="list-style-type: none"> <li>● Career Center</li> <li>● Military visits to classrooms</li> <li>● Articulation- earn science college elective credits</li> </ul>
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**Criterion B2. Equity and Access to Curriculum**

**Directions**

- Evaluate the school’s effectiveness in addressing the Curriculum criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *equitable and accessible curriculum impacts student learning and well-being*.

**Criterion B2. Equity and Access to Curriculum (2–3 pages maximum)**

All students have equal access to the school’s entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

**B2.1 Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

**B2.2 Access to Curriculum, including Real World Experiences, by All Students:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

**B2.3 Student-Parent-Staff Collaboration:** Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

Findings	Supporting Evidence
<p><b>2.1</b> Freedom High School offers a tremendous range of options for our students. Years ago, the STEM, PHD and Communications pathways were established with a stated goal of getting students ready for college. For a wide variety of reasons these pathways have faded. They hold some after school events, but are not very present on campus or in classrooms. Since then Freedom has added a California Partnership Academy and several of the CTE pathways are part of state and national organizations. The CPA construction academy adds both college and career readiness by focusing some time on union and trade organizations. The ROP and CTE programs allow students to get experience and college credit for post-secondary careers that can be found at the community college level. Our counseling team is active and engaged in helping our students better understand the post high school landscape. With the tools in Aeries (academic planning, and graduation status) they are able to guide their students toward a post-secondary goal.</p>	<p><b>2.1</b></p> <ul style="list-style-type: none"> <li>• STEM, PHD, Communications,</li> <li>• ROP/CTE</li> <li>• LMC credits</li> <li>• Biotech,</li> <li>• Dual Enrollment and Concurrent Enrollment</li> <li>• LMC class - Career Exploration Class</li> <li>• MC3 Construction Pathway.</li> </ul>
<p><b>2.2</b> Freedom High School seniors have a community service requirement which helps get them experience in the community and it helps students build relationships outside of the classroom. Students are able to complete additional hours to earn a seal of service on their diploma.</p> <p>We have a robust AP program (see folder for class list). All of our AP teachers have been to at least one College Board training. A few of our teachers are AP test readers in their subject matter.</p> <p>The Career Center makes presentations at the beginning of each semester in all Senior Government and Economic classes to students explaining the process of getting a work permit, setting up the FAFSA, and applying to colleges and universities. The Career Center individually helps students with college applications and oversee the local scholarship program. In addition, the career center organizes college visits and nights for students to gather more detailed information on post secondary opportunities.</p>	<p><b>2.2</b></p> <ul style="list-style-type: none"> <li>• Department of Rehabilitation</li> <li>• Learning Center</li> <li>• Seal of Civic Engagement diploma</li> <li>• List of AP courses</li> <li>• Boot Camp</li> <li>• Push</li> </ul>

<p>In 2023, Freedom began working with the Department of Rehabilitation to explore job training for those students who have an IEP. The ability to get our SPED population the tools to be successful at the next level is very important.</p> <p>All Seniors must complete 15 hours of community service in their government class. These opportunities allow students to make connections with the community. In the 21-22 school year Freedom implemented the “Seal of Service” program where students who complete 20 hours of community service and show community engagement can have the “State Seal of Service” attached to their high school diploma.</p> <p><b>2.3</b></p> <p>In 2023, Freedom also started its Parent Connection Program which hosted monthly meetings on announced topics ranging from “Preparation for State Testing” to “Safety on Campus” to “Graduate Activities”. The parents are given a survey at the end of each meeting to determine effectiveness and drive future presentations.</p> <p>Freedom also hosts subgroup meetings including EL meetings and African American Parent Night meetings to address any topics and concerns that may arise in a school year. These meetings typically occur quarterly.</p> <p>Students are able to share concerns in a variety of formats including Student Council. Freedom has the services of the LUHSD’s Campus Climate Diversity Coordinator to help foster student voice during campus climate meetings. There are currently four different student campus climate student committees on Freedom’s campus</p> <ol style="list-style-type: none"> <li>1) General Campus Climate</li> <li>2) Hispanic Campus Climate</li> <li>3) African American Campus Climate</li> <li>4) Freshmen Campus Climate</li> </ol>	<p><b>2.3</b></p> <ul style="list-style-type: none"> <li>● Parent Connection Program</li> <li>● African-American Parent Night</li> <li>● English Language learners night</li> <li>● LUHSD Diversity Coordinator meetings with students</li> </ul>
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## **ACS WASC Category B. Curriculum Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

### **Areas of Strength**

1. Freedom High School's block schedule allows students to have more access to more classes,
2. Freedom High School's block schedule allows a greater selection and availability of A to G courses as well as an opportunity for diversity and remediation.
3. Freedom High School always allows new curriculum to be introduced to the school.

### **Areas of Growth**

1. The Counselors need to make visits to classes during 9th and 10th grade to help build an academic plan for all students.
2. Freedom High School's block schedule allows students to have less class time in each subject leading to 90-minute classes that do not always use the time as efficiently as possible.

**Category C: Learning and Teaching (6 pages maximum for Category C)**

**Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences**

**Directions**

- Evaluate the school’s effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

**Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (1–3 pages maximum)**

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

**C1.1 Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work in an equity-centered learning environment.

**C1.2 Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
<p><b>1.1</b> Freedom High School is a place that constantly strives to improve itself. The administration along with teachers and staff are constantly pushing each other to try new things. In the last 6 years, a positive battle to improve student achievement has unfolded. Freedom High School first hired a consultant to help address academic focus in the classroom and the district followed this up with district wide training (McREL) to build a structure that will help teachers focus on the objectives, targets, and success criteria for each lesson.</p> <p>The discussion of how to successfully display learning objectives, targets and success criteria has taken place in SBMT, Department meetings and PLC meetings. Each teacher has worked on formulating the best way to post targets. This has led to slight differences in how each teacher posts targets and success criteria but the fact that these conversations are happening shows that educational growth is taking place. In conversations during SBMT the frustration of not understanding what to put down exactly helped spell out the fact that real discussion was being had on the topic of learning. It was clear- Students can and will be successful if the teachers and students are both on the same page and have clear exceptions set up.</p> <p>Cycles of Inquiry: reflecting on current practice by selecting a common assignment/goal; Collecting data to learn about the status of the student skill in relation to standards (both quantifiable and qualitative data styles); Interpret the Data through analysis and discussion; identify gaps between where student skill resides versus the goal of mastery; and then develop a change of approach and a shift on instructional practice to address students who have yet to achieve mastery. Teachers then reapply the standard(s) in an additional lesson through new strategies, collect additional data, meet the next week in their PLC, reflect on the movement made by students towards achieving mastery and finally assess if more students had progressed in their skill sets. Our PLCs function in a growth mindset working towards progress. While teachers have a common goal in the form of an assignment, or assessment there is agency for teachers to address our individual student needs and learning styles as they achieve progress towards mastery.</p>	<p><b>1.1</b></p> <ul style="list-style-type: none"> <li>• McREL</li> <li>• SBMT Minutes</li> <li>• Canvas</li> <li>• Notes from PDD on One Note</li> <li>• The designated EL classes (with lower class size)</li> <li>• Student work is available on canvas</li> </ul>

<p>Teachers share best practices of what worked for their students and reflect on the areas that need reteaching for student mastery.</p> <p>During Covid, the district purchased Canvas as our learning management system which forced a uniformity that is now celebrated by most if not all staff. The integration of Canvas into LUHSD has helped teachers clearly spell out and share lessons along with objectives, targets, and success criteria. Each teacher uses Canvas to post notes, and assignments, as well as it being a place for students to take tests, turn in projects and papers, and open a portal for communication.</p> <p>Freedom staff has worked with McREL to implement Learning Targets and Success Criteria that promote curiosity. In each class, it is common to see learning targets on the board or on student Canvas pages, and these are updated frequently depending on the course and unit studied.</p> <p>In May of 2023, SBMT set up a preliminary schedule for the best use of PLC time in 2024. The schedule we set up - included first and second quarter goals for the school. We set up a strong commitment to strengthen our already established practices (RSBP's) and we made a recommendation to make what we do transparent to others (Objectives, LT's Success Criteria, Formative assessments and the like).</p> <p>We build a working template semester map that can help guide all of us down a pathway to increased understanding and exploration of differentiation strategies.</p> <p>Our school wide goal of increasing grades has been the target of all of the PLC's but a special focus has been upon MTSS groups. The school has in place EL support classes, SPED support classes, as well as lower class sizes for 9th grade math and English classes.</p> <p>In the 2023-24 academic year, FHS teachers are going to use a template semester map that will help us take a data driven plan of attack, which will give us a road map to show if we are going in the right direction.</p> <p>The plan to survey students on what works and what does not after the 7th week of the current school year, will give students an active voice in helping shape their learning environment. It will also help teachers to be more reflective in their approach to presenting and reflecting upon student success.</p> <p><b>1.2</b> Freedom High School freshmen are given both academic and social/emotional foundations at Freshman Bootcamp the second week of high school. All 9th graders are introduced to both social and academic requirements of high school, and given a vision of post-secondary pathways. During "Back to Bootcamp" at the start of the second semester, 9th grade students are once again reacclimated with those foundations to help reinforce all the academic and social goals of the school year.</p> <p>Students are also given a copy of their transcripts every February as the counselor presentations are made before the student picks their classes for the following school year.</p> <p>The Liberty Union High School district and Freedom High School are slowly implementing a new Grading for Equity Strategy in which teachers voluntarily</p>	<p><b>1.2</b></p> <ul style="list-style-type: none"> <li>● Freshman bootcamp &amp; Back to Bootcamp</li> <li>● CFA and CSA             <ul style="list-style-type: none"> <li>- Formative and summative</li> </ul> </li> <li>● Assignments with learning targets</li> <li>● A-G requirement explanation sheet used by counselors at presentations</li> <li>● Grading for equity</li> </ul>
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participate. This program focuses on students being graded upon what they know, not on what rules impede earning points. Students are now being introduced to the fact that they will have grades based upon mastery of knowledge. Many teachers have now removed homework or classwork from the gradebook and only assess students on formative and summative assignments.

Many of our teachers use grading rubrics as a direct result of either grading for equity or the McREL work that has been done here at Freedom. These rubrics are used as student tools in the classroom in order to focus their effort and create an assignment that is on point and accurate to the requirements.

**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources**

**Directions**

- Evaluate the school’s effectiveness in addressing the Learning and Teaching criteria and the supporting indicators
- Analyze and explain how the evidence supports your findings and response
- Explain *how teachers’ use of a variety of strategies and resources impact student learning and well-being.*

**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (2–3 pages maximum)**

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engage all students in creative and critical thinking, problem solving and application of learning.

**C2.1 Teachers Facilitate Learning:** Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

**C2.2 Student Voice and Agency:** Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

**C2.3 Digital Learning and Problem Solving:** Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

**C2.4 Career Preparedness and Applied Learning:** Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students’ depth of knowledge, and prepare them for college and careers.

Findings	Supporting Evidence
<p><b>2.1</b> When Freedom High School was opened in 1996, the internet was relatively new and the school was one of first to be “hard wired” in its construction, a rarity at the time. Today everything is on WIFI.</p> <p>The method of assessing students is undergoing a change as the district is training teachers to look at equity in grading. These new policies include no penalty for late work, the non-point value for homework, grading on a 4-point scale, and removing the “0” on tasks for missing work. The discussion of giving a student a grade based upon the student’s level of understanding and removing the penalties for missing class work or late work, is a huge step in the educational growth of the teachers. The policies have not been embraced by all teachers, but the discussion around how to equitably assess students is now being discussed, and it will lead to greater focus on students being asked to show understanding of the material.</p> <p><b>2.2</b> Some teachers currently survey students at the end of each quarter and a campus wide attempt to do this will happen in the 23-24 year. The plan for the first quarter of the 23-24 to survey students on what works and what does not after the 7th week will give both students an active voice in helping shape their learning environment and it will also help teachers to be more reflective in their approach to presenting and reflecting upon student success and “areas of improvement.”</p> <p>Many of our teachers have flexible assignments, or assignments that have some built-in mechanism that allows for student agency and input. An example is from the social science department: Students can pick one of three ways to demonstrate content knowledge for an end of unit assignment. They can draft a paper, complete a project with visuals or they can create a video. In the English department some teachers allow students to select a novel that they like to encourage more participation.</p>	<p><b>2.1</b></p> <ul style="list-style-type: none"> <li>● Grading for Equity includes             <ul style="list-style-type: none"> <li>- Retakes</li> <li>- Modified Grading Scales</li> <li>- No Zeros</li> <li>- Not Counting Homework</li> <li>- 4,3,2,1 scale</li> </ul> </li> </ul> <p><b>2.2</b></p> <ul style="list-style-type: none"> <li>● Clever</li> <li>● Canvas assignments</li> <li>● Student’s survey</li> </ul>



<p><b>2.3</b> Every student can access all materials and information through the clever application. This single sign in gives access to all items needed at Freedom High School, including Canvas, Aeries, Office 365, and textbooks.</p> <p>School was impacted by Covid-19, but it also forced teachers to adapt and grow as educators. Many became much or tech savvy and were able to overcome technological barriers that hampered them pre-pandemic. Teachers were forced to put all material on Canvas, but this led to teachers having to go back and re-evaluate how they presented and evaluated the material. Each teacher now puts all their material on Canvas. This has created a more uniform structure to all students, on one level but classroom to classroom some teachers have allowed students to return to pen and paper assignments, while others use only electronic assignments.</p> <p>The students can now access the assignment from a support class or from home if absent on the Canvas platform. It also allows students another avenue to communicate with the teacher through the Canvas supported email.</p> <p>Every classroom has a laptop cart with enough laptops for all students. Students in high levels of math are given graphing calculators. Parents are given canvas access as an observer to see what their student is given.</p> <p>On Freedom's campus you will find teachers who use Nearpod and Edpuzzle, Peardeck. These digital tools are used by most, if not all teachers on campus to varying degrees. These digital learning tools help engage the students in different ways over the learning experiences.</p> <p><b>2.4</b> Freedom High school gives students the chance to connect learning with real life experience all four years. In 9th grade Freedom High School has a program with the Patriot Jets team program that has all 9th grade Living Earth Students design and launch a rocket. This project happens the first few weeks of the school year to build the excitement of science for all incoming freshmen.</p> <p>Our CTE and ROP classes are designed following the state and county guidelines which include college and career readiness standards. Each of these programs are aligned to the state CTE pathways and provide countless hours of career exploration. Over the course of the 22-23 school year the school took a deep dive on the CTE programs to make sure they were in line with the state requirements and the 11 elements of a quality CTE program. As a result, many of the pathways on campus have development budgets that include college and career aspects.</p> <p>The academic decathlon, solar regatta, and robotics club also get students to participate in skills needed to excel after high school.</p> <p>Most of our teachers understand how to add content to the classroom that has real world applications. Regardless of the content area our teachers supplement the curriculum to highlight examples that will benefit our students during their postsecondary lives. While we have yet to formalize this supplemental content, it is happening in almost every classroom across the day.</p>	<p><b>2.3</b></p> <ul style="list-style-type: none"> <li>● Laptop Carts in every classroom</li> <li>● Graphing Calculators</li> <li>● Parents can access canvas</li> <li>● Installed Projection screen and projectors</li> </ul> <p><b>2.4</b></p> <ul style="list-style-type: none"> <li>● Academies (solar regatta)</li> <li>● Robotics Club</li> <li>● Construction Academy</li> <li>● Academic Decathlon</li> <li>● Rocket Project/Patriot Jets</li> </ul>
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## **ACS WASC Category C. Learning and Teaching Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

### **Areas of Strength**

1. A commitment from the district office, the site administration and SBMT to continue working with McREL to help all teachers understand the value of RSBPs.
2. SBMT is a strong group of veteran teachers that have the student's best interest in mind.
3. The school board and the district office are very involved on campus and can be seen around campus often.
4. Freedom Staff has worked with McREL to implement learning targets and success criteria that promotes a systematic approach to the classroom environment.

### **Areas of Growth**

1. Canvas - Not everyone uses it the same way - it could be used to reach the needs of teachers, students and parents.
2. The social/emotional needs of the students are presenting new challenges in the delivery and reception of material by the students.
3. The students do not see the larger picture of success from 9th to 12th grade as they are handed off each year to a new set of teachers.

**Category D: Assessment and Accountability (6 pages maximum for Category D)**

**Criterion D1: Reporting and Accountability Process**

**Directions**

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the ***schoolwide reporting and accountability practices impact student learning and well-being.***

**Criterion D1: Reporting and Accountability Process (1–3 pages maximum)**

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

**D1.1 Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

**D1.2 Basis for Determination of Performance Level:** The school leadership and instructional staff have agreed upon the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3 Assessment of Program Areas:** School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

**D1.4 Schoolwide Modifications Based on Assessment Results:** School leadership partners with district leadership to periodically assess programs and expectations for students’ academic growth and progress.

Findings	Supporting Evidence
<p><b>1.1</b> The school leadership, which for this topic includes the administration, department chairs, and instructional coaches work closely with the district curriculum and instruction department for development, administration, and data collection of our common assessments. Our core classes have district Common Assessments, which are administered quarters 1,2 and 3.</p> <p>The data from the assessments is disseminated to each department and teachers review the data and decide what, if any, steps they take to modify instruction, pacing of classes, or class activities and assignments. This process is done during our PD days.</p> <p>Interim Assessment Blocks (IABs) are given in Math and English classes. The data from these assessments are reviewed. These questions and the process in which it is administered and the data is collected will change with the Mastery Connect program being implemented in the fall of 2023.</p> <p>In World Language, teachers give common formative assessments and summative assessments and then analyze the results together.</p> <p>In P.E., teachers administer the same pre and post tests as lead up to the Physical Fitness Testing. This testing comes after the strength unit and is sometimes used as the assessment of improvement for that unit.</p> <p>In Living Earth and Chemistry in the Earth System, teachers collaborate to create common formative assignments and experiments to assess student proficiency in science content and skills. They contact parents in the middle</p>	<p><b>1.1</b></p> <ul style="list-style-type: none"> <li>● Instructional Coaches</li> <li>● District Common Assessments</li> <li>● Pre/Post Tests used in Physical Education</li> <li>● Data from District Common assessments</li> <li>● The building of new District Common Assessments</li> <li>● SBAC results</li> <li>● CAST results</li> <li>● IABs in Math and English</li> <li>● Canvas</li> <li>● SST process</li> <li>● Grades are rolled from Canvas to Aeries each night</li> </ul>

<p>and at the end of the quarter, if not more frequently to disseminate information about student grades and support that is available for students. Science teachers work together to add new resources like EdPuzzle to enhance lessons or reteach material.</p> <p>The Geometry PLC has a common grading scale. It has common assessments (quizzes, tests, and district assessment) which reviews and discusses the data results and looks for ways to support student success. The PLC tracks the student's data and encourages the students to use the "retake" method. Teachers of Algebra 1 and Algebra 2 use a common grading scale and some common formative and common summative assessments.</p> <p><b>1.2</b> In World Language, teachers have aligned grading categories and common practices in large classes in terms of late work, missing work, and test makeups. They use the ActFL guidelines. Teachers in the department share best practices and instructional strategies. They will be implementing student placement tests next year to ensure students are placed in the appropriate class level.</p> <p>Students take a placement test for math in the beginning of 9th grade to determine if students are correctly placed in Algebra 1.</p> <p>In P.E., teachers administer pre and post tests as lead up to the Physical Fitness Testing. Teachers give a Swim Skill Assessment at the beginning of the unit to decide where students should begin. Students are assessed throughout the unit to give opportunities to change skill level groups. Teachers use game play observations to determine student performance proficiency.</p> <p>The professional development day preceding the 2023-24 school year focused on using the same equitable grading practices, which provides transparency and consistency when looking at student progress and achievement. Many, but not all, have participated in the Equity for grading training. For example, all Living Earth teachers use the same weight in their gradebooks for formative and summative work, accept late work until the end of each unit for excused absences, and offer retakes or test corrections for summative tests. These teachers also bring in student work for common formative and summative assessments to calibrate the grading of the constructed response questions.</p> <p>Beginning Art teachers assign the same projects and assignments and use the same rubrics for grading.</p> <p>The counselors develop and implement developmentally appropriate school counseling curriculum that addresses all students including closing the achievement gap. The counselors utilize methods that allow students to help monitor and direct their own academic/personal/social and career development. The counseling staff uses interventions for response services such as consultations for both individual and group settings. The counseling team also participates as members of the care team to help facilitate SSTs, support 504 plans, and hold small counseling groups.</p> <p><b>1.3</b> As a school, the data driven decision making body is SBMT. If changes are going to come, they work through this group first as they represent each department on campus. SBMT will review data points and give input to the school administration who will then establish policies and procedures. In</p>	<p><b>1.2</b></p> <ul style="list-style-type: none"> <li>● Lifeskills (program)</li> <li>● Counseling programs</li> <li>● Care Team</li> <li>● SST</li> <li>● Pre-referral tab in Aeries</li> </ul> <p><b>1.3</b></p> <ul style="list-style-type: none"> <li>● CFA vs CSA</li> <li>● Formative vs Summative</li> </ul>
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<p>2022-23 SBMT identified attendance as a major concern and the administration responded with an increase in attendance intervention. SBMT's process allows for information to travel to the school administration as well. The department chairs and leaders on campus are encouraged to put items on the agenda so they can be discussed during the meetings. From time to time, resolution of an agenda item can be delayed because either data or more information is needed, but items are always revisited.</p> <p>Math and English courses give quarterly IABs and District Common Assessments. Living Earth, Chemistry in Earth Systems, and Physics in the Universe give summative District Common Assessments in quarters 1-3. After the assessment data is collected, teachers review the data and use it to modify instruction, learning targets, success criteria, instructional practices, etc. to inform instruction for current and subsequent years.</p> <p>During the summer staff development day, all science teachers in the district worked together in subject area groups to develop a list of common labs, activities, resources, and phenomena aligned to our content standards and learning targets. We would like to have this type of collaboration time so that we can continue to create meaningful and useful tools and instructional materials.</p> <p>In Lifeskills, the student's IEP goals are developed using the California Alternative Assessment (CAA) to develop the Tri-annual report which use unique benchmarks, picture interest career survey, quarterly progress reports against IEPs goals and short-term objectives.</p> <p><b>1.4</b> In the 2021-2022 school year, district leadership tasked Instructional Coaches with reviewing the Standards Schedule Overview documents for each course within Mathematics, English Language Arts, and Science. Courses of Study and District Common Assessments in these three subject areas were reviewed and updated as necessary. Instructional Coaches are involved with the review of assessment data and work with site admin and district personnel to make necessary updates or seek PD opportunities. On a global level, at SBMT each department shares success and areas for growth which help facilitate the conversation of the school wide goals.</p>	<p>- What is done with the data in the PLC's</p> <ul style="list-style-type: none"> <li>● Physical Fitness Testing</li> <li>● Quarterly IABs and District Common Assessments</li> </ul> <p><b>1.4</b></p> <ul style="list-style-type: none"> <li>● Instructional Coaches meeting minutes</li> <li>● SBMT minutes</li> </ul>
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**Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress**

**Directions**

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *teachers’ use of assessment strategies to monitor and modify instruction impact student learning and well-being.*

**Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (1–3 pages maximum)**

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

**D2.1 Monitoring Student Growth:** Teachers determine and monitor all students’ growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

**D2.2 Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

**D2.3 Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p><b>2.1</b> At Freedom High School you will see teachers using a variety of formative and summative instructional assessments to monitor student learning. These strategies include quizzes, tests, exit tickets, performance tasks, warm-ups, presentations, socratic seminars, lab experiments, etc. All of these, and many more examples, are used school wide to determine how students are doing and how lesson planning can change in order to reinforce concepts as needed. This looks very different depending if you are in a science classroom or in the GYM for PE. Here are some examples:</p> <ul style="list-style-type: none"> <li>• In P.E., teachers administer the same pre and post tests as a lead up to the Physical Fitness Testing. We also use game play observation to decide whether teachers need to revisit any specific skills.</li> <li>• In U.S. History, teachers use a variety of assessments including short answer questions, analysis of propoganda, multiple choice, and analysis of political cartoons to monitor student growth and proficiency. Practice quizzes are done in class, on Canvas, and programs like Nearpod and PearDeck are sometimes used.</li> <li>• In Geometry, students take weekly quizzes to determine and monitor student growth and proficiency in the material. Students are encouraged to discuss where their errors occurred with their teacher and to retake quizzes with failing grades. Algebra 1 and Algebra 2 teachers also use some common formative and common summative assessments as well as a common grading scale.</li> <li>• In science, teachers monitor student growth and proficiency using a variety of individual and group assignments through experiments/activities. These activities and assignments are created to cover a variety of student skills and content. The teachers strive to input grades on a timely basis. Science elective teachers review the prerequisites to classes and communicate with counselors and students and parents (as needed).</li> <li>• Once per quarter every student with an IEP receives a progress report on their goals. These goals are tied to academic standards. If a</li> </ul>	<p><b>2.1</b></p> <ul style="list-style-type: none"> <li>• Formative and summative assessment</li> <li>• PLC notes in onenote</li> <li>• SPED Quarterly Progress Reports</li> <li>• Use of rubrics for grading</li> <li>• Grade level PLC notes</li> <li>• Test retakes</li> <li>• Practice Quizzes</li> </ul>

<p>student is not making progress the case manager will reach out to the family to explore possible solutions.</p> <p>For students in Lifeskills, staff create and review Quarterly Progress Reports with the IEP goals and short-term objectives.</p> <p><b>2.2:</b> Some teachers provide feedback to students during classes through conversations, written comments on work, or in Canvas. It is also a common practice to have students reflect on their own work as a self-assessment tool. Overall, the dialogue that is generated out of assessment and feedback is very valuable and often leads to reteaching or modifying lesson plans. Some department examples:</p> <ul style="list-style-type: none"> <li>● In P.E. students are assessed throughout the unit to give opportunities to change skill level groups in the swimming unit. Students also have the opportunity to participate in peer and team assessments and give feedback.</li> <li>● In art classes, teachers assess student work during class to provide students with feedback on their progress and to make any necessary modifications to the assignment based on students' needs. Teachers communicate students' strengths and weaknesses based on the skills and assignments.</li> <li>● In U.S. History, teachers send class emails to parents to communicate and give specific feedback in the Canvas comment section of assignments. Some teachers also use Remind to communicate with students.</li> <li>● Teachers provide feedback to students in Life Skills in the form of oral informal assessments, group work, and IEP goal work.</li> <li>● In Living Earth, teachers create rubrics for common formative assessments, circulate during instruction to provide timely and specific feedback to students, use heterogeneous groupings in class, and offer test corrections rather than retakes to help students improve their scores and better their understanding of concepts.</li> </ul> <p><b>2.3</b> Teachers give common formative and summative assessments and discuss results with their students, parents, and colleagues. Teachers collaborate about the results during PD time and make adjustments to curriculum and instructional approaches.</p> <p>In art classes, teachers assess student work during class to provide students with feedback on their progress and to make any necessary modifications to the assignment based on students' needs. Teachers communicate students' strengths and weaknesses based on the skills and assignments. Teacher then review the grade data during PLC time.</p> <p>Teachers of students in Lifeskills review student progress against IEP goals and create new goals or modify goals on the next IEP.</p> <p>In Living Earth, teachers create and review common formative assessments and discuss data from current and previous years to determine if instruction or sequence of lessons needs to be modified. Teachers provide choices of summative assessments including posters, labs, presentations, research projects, or tests.</p>	<p><b>2.2</b></p> <ul style="list-style-type: none"> <li>● Formative and summative assessment data and feedback</li> <li>● Teacher-student conversations</li> <li>● Art class rubrics in Canvas</li> <li>● Canvas grades and messages to students</li> <li>● Emails to parents</li> <li>● Pre-referral tab in Aeries</li> <li>● MTSS interventions</li> <li>● CARE Team referrals</li> <li>● UDL strategies</li> <li>● Email to parents</li> </ul> <p><b>2.3</b></p> <ul style="list-style-type: none"> <li>● District Common Assessments</li> <li>● SBAC results</li> <li>● CAST results</li> <li>● IABs in Math and English</li> <li>● SPED Quarterly reports</li> <li>● Annual IEP review document</li> <li>● Student performances and art pieces</li> </ul>
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Student performances including theater productions, concerts, and our annual art show are another way that Visual and Performing Arts students get to demonstrate their achievements.	
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## **ACS WASC Category D. Assessment and Accountability Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

### **Areas of Strength**

1. Teacher collaboration to review and analyze assessment data and to plan lessons/assessments
2. Teachers use various forms of summative and formative assessment
3. Targeted assistance (1 dedicated counselor)
4. Grading for equity techniques and providing rubrics before giving the assignment

### **Areas of Growth**

1. Analyzing data to change instruction during the current school year and future years
2. Adding courses to the course catalog to help students' way below grade level according to assessment data
3. Parental involvement
1. Number of suspensions and Ds and Fs in target groups
  - How grades are rolled from Canvas to Aeries each night

**Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (6 pages maximum for Category E)**

**Criterion E1: Family and Community Involvement**

**Directions**

- Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **family and community involvement impacts student learning and well-being**.

**Criterion E1: Family and Community Involvement (1–2 pages maximum)**

The school leadership employs a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process.

**E1.1 Strategies and Processes:** School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

**E1.2 Inclusive Cultural Understanding:** School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

**E1.3 Rapport and Trust:** School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Supporting Evidence
<p><b>1.1</b> The city of Oakley became incorporated in 1999, the same year Freedom High School graduated its first class of about 150 students. In 2023 Freedom High School is the most identifiable part of Oakley. In Freedom’s history, connection to the community has always been very important. Most parent’s first involvement with Freedom High school begins in January, when the 8th grade parent night is held for both incoming 8th graders and their parents. There is also an 8th grade parent night for Sped parents held a different night to give them maximum opportunity to learn about the resources of Freedom High School. This night is followed up with AP night, an evening in which all students and parents learn of all the AP classes offered to students grades 9-12.</p> <p>All clubs get to make connections with the community with Falcon Fest being the biggest community event open to the public. This is held the last Thursday in April, and it is a community event that welcomes all groups and clubs onto the campus and connects the current parents and incoming 8th grade parents to the community. This is a bridge to the upcoming school year.</p> <p>Each February, the Freedom High School counselors travel to the middle schools to explain how to fill out course request sheets to incoming 9th graders. At Freedom High School, all students are given their transcripts to take home to parents to help students choose classes for the following year. The course catalog has been put on the website allowing parents to have greater access to all courses offered with an explanation of each course.</p> <p>In July, parents participate in walk-through registration. Each parent and student learn about the variety of programs offered at Freedom. As they enter the campus and make their way to the main gym for school pictures, they pick up their class schedule and pay fees.</p> <p>Starting the 2021-22 school year, Freedom started hosting parent centered meetings that focused on different topics as the school year progressed. While attendance is light, most of the parents report the information being presented</p>	<p><b>1.1</b></p> <ul style="list-style-type: none"> <li>• Falcon Festival</li> <li>• 8th grade Parent night</li> <li>• SPED 8th grade Parent night</li> <li>• AP Parent Night</li> <li>• 8th grade Middle School Presentations</li> <li>• Walkthrough Orientation</li> </ul>

<p>is valuable. The meetings will continue during the 23-24 school year under the name Parent Connections.</p> <p>Our back-to-school night sees a variety of clubs and activities on campus welcoming parents as they walk from class-to-class meeting teachers and administrators. Again, this is not a well-attended (a random sample of sign in sheets showed about 20% parent attendance) event, but parents report that the information that is shared is important and useful.</p> <p><b>1.2</b> Freedom is on its 7th principal, and 2023-24 is one of the most positively anticipated school years in a very long time. The schoolwide climate is very positive and supportive. It is clear that teachers believe that administration is supportive and will listen. The community also sees new life in Freedom. Positive social media is constantly being put out with messages about clubs, sports, and the many community events that have already been held.</p> <p>Freedom High School makes connections with the community in many ways. The classic high school events such as homecoming and senior night for all sports bring everyone out to celebrate the success of all student athletes. There is an athletics award night for scholar athletes. There are Band Concerts, Choir Concerts, and the annual Multicultural Assembly.</p> <p>In February we hold The Black History Month Pride Conference. The purpose is to strengthen and validate our African American community and foster academic success.</p> <p>There are groups such as the English Learner Advisory Committee (ELAC) whose goal is to advocate for all of our English Language Learners and pass information between the school and the community.</p> <p>The Little Falcons Pre-School has community member's children in a class (that runs in the morning) that is run by Freedom students. Both the community and students make connections with this program.</p> <p>In May, we celebrate the National Honor Society and the California Scholastic Federation students, as well as students who receive scholarships. The ability to have an open line of communication about grades and attendance is also very important. All parents are given access to their student account in both Aries and Canvas; this allows parents access to their student's attendance, as well as what assignments have been turned in.</p> <p><b>1.3</b> Our counseling team, in many ways, lead the charge for parent connections to everyday school activities. While working closely with the administrative team they meet the students and parents where they are and bring them along in order to meet the standards in classrooms and on campus. They host several events over the course of the year to encourage parent participation on campus. The team is a vital connection between students, teachers, and parents.</p> <p>The Principal holds a monthly meeting called "Coffee With the Principal" that allows parents to come to campus and ask questions directly to the Principal. The Parent Newsletter connects parents to school events and some participate by belonging to the Athletic Boosters and Band Boosters.</p>	<p><b>1.2</b></p> <ul style="list-style-type: none"> <li>● Athletic Events</li> <li>● Homecoming</li> <li>● Centre Stage Performances</li> <li>● Choir Concerts</li> <li>● Band Concert</li> <li>● Back to School Night</li> <li>● Athletic Events</li> <li>● Multicultural Assembly &amp; Potluck Dinner</li> <li>● Scholarship Night</li> <li>● Freshman Boot Camp &amp; Back to Boot Camp</li> <li>● Letter of Intent Assembly</li> <li>● PRIDE Conference</li> <li>● TRUE Conference</li> <li>● ELAC Parent Night</li> <li>● Little Falcons Pre-School</li> <li>● NSH &amp; CSF Award Night</li> </ul> <p><b>1.3</b></p> <ul style="list-style-type: none"> <li>● Coffee with Principal</li> <li>● Letter of Intent Assembly</li> <li>● Athletic Scholarship Letter of Intent Signing Day</li> <li>● Family Health Clinic</li> <li>● Parent Newsletter</li> <li>● Parent Newsletter</li> <li>● PTA</li> <li>● Athletic Boosters</li> <li>● Band Boosters</li> </ul>
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<p>In May, Freedom High School celebrates students accepted at 4-year universities, community colleges, trade schools, and the military by having a letter of intent rally.</p> <p>We celebrate all athletic scholarship events in the career center as well. In 1998, the LUHSD required that all seniors must complete 20 hours of community service which helped build a bond between Freedom and the community. Many of the Seniors make connections in the community while fulfilling this requirement.</p>	<ul style="list-style-type: none"><li>• Community Service Requirement</li></ul>
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**Criterion E2: School Culture and Environment**

**Directions**

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how *the school culture and environment impact student learning and well-being*.

**Criterion E2: School Culture and Environment Criterion (1–2 pages maximum)**

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, inclusivity, professionalism, and high expectations for all students.

**E2.1 Policies and Resources:** The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

**E2.2 Trust, Respect, and Equity:** The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

**E2.3 School Culture:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Supporting Evidence
<p><b>2.1</b> SBMT meets twice per month to discuss current issues, district programs, and site level leadership topics. Information is then passed to departments by department chairs.</p> <p>The administration changed at the end of the 2022-23 school year with the departure of the principal and the promotion of an Assistant Principal to the position of Principal. The new leadership (new Principal) has the opportunity to shape the direction for the 2023-24 year, as the current principal (22-23) has allowed him to led the direction of the PLC and McREL training as well as be a part of the hiring of a new assistant principal to fill his position. The new leadership model will expand upon the goals from 2022-23 into the 2023-2034 school year.</p> <p>Each member of administration has clearly delineated roles on campus. There is one member of the administrative team that oversees M&amp;O. That person meets with district leadership and site level M&amp;O in order to make sure the campus is in the best shape possible.</p> <p>Part of walk-through registration includes a host of documents that parents review. One of these documents is the technology use agreement which addresses internet use and safety.</p>	<p><b>2.1</b></p> <ul style="list-style-type: none"> <li>• Falcon Flyby</li> <li>• SBMT</li> <li>• Admin Duties</li> </ul>
<p><b>2.2</b> The 2022-23 school year brought the introduction of Falcon Pride- Be Positive, Be Respectful, Be Inclusive, Be Dedicated and Be Engaged. In the post Covid climate, each school has had to find new ways to build community. The previous motto "Falcon 5" was good, but this works on the concept of being part of a community.</p> <p>Freedom High School has always worked hard to provide as many positive learning opportunities as possible for all students. Freedom provides a math lab, reading lab, testing lab, and after school help lab; but in these post Covid times it has been a challenge to connect to the most "at risk" students on our campus.</p>	<p><b>2.2</b></p> <ul style="list-style-type: none"> <li>• Falcon Pride</li> <li>• Math lab</li> <li>• Reading lab</li> <li>• Testing lab</li> <li>• Help Lab (after school)</li> <li>• MTSS</li> <li>• Care Team</li> <li>• Construction Academy</li> </ul>

<p>Counselors develop and implement developmentally appropriate school counseling curriculum that addresses all students, and works toward closing the achievement gap. They also utilize methods for helping students monitor and direct their own academic, social, personal, and career development. Counselors use appropriate interventions for responsive services such as counseling with individuals and groups (i.e. anxiety group, crisis counseling and referrals). Counselors serve as members of the CARE Team, facilitate SSTs, and support 504 plans.</p> <p><b>2.3</b> Freedom has several outside organizations that provide services that help to mold the school culture. Each group approaches the school from a different angle, but with a common goal of improving the culture on campus so that students can find success both inside and outside the classroom.</p> <p>In 9th grade all students are taken, during their World Cultures class, to a schoolwide Club Rush and given the opportunity to join a club, building the opportunity to connect to another aspect of the Freedom community. Each of the school clubs gets to participate in a quarterly fundraiser called Food Faire and in this event the whole school gets to have a unity lunch.</p> <p>Boot Camp and Back to Boot Camp also help build the early foundation of community for the Freshmen students the first few weeks of the school year.</p> <p>Leadership is a great way to get connected and impact school culture. Here are some student voices on leadership:</p> <p>“With being in Leadership, we have begun to enjoy the school experience with a new perspective. There is always something new to work on or talk about each day to keep our days from getting boring. It also has taught us it’s on you to put yourself out there and be yourself. With that, we have become more confident in ourselves and our abilities. The leadership class has also always been very inviting and inclusive which has made school a lot more enjoyable, as we know there is always a place where we will be accepted and there will be someone we can talk to.”</p>	<ul style="list-style-type: none"> <li>● ROP Fire Science and Law Enforcement</li> </ul> <p><b>2.3</b></p> <ul style="list-style-type: none"> <li>● Outside organization chart</li> <li>● Club Rush</li> <li>● Food Faire</li> <li>● Boot and Back to Boot camp</li> </ul>
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**Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Support**

**Directions**

- Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **multi-tiered support systems impact student learning and well-being**.

**Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Support (1–2 pages maximum)**

All students receive appropriate multi-tiered personal, social-emotional, and academic support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

**E3.1 Multi-tiered Support:** School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

**E3.2 Multi-tiered Support Effectiveness:** School leadership assesses the effectiveness of multi-tiered support for students’ social-emotional learning needs.

**E3.3 Student Involvement:** The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

**E3.4 Student Self Advocacy:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Supporting Evidence
<p><b>3.1</b> Freedom High School strives to find ways to help all students be successful. If your son or daughter was going to attend Freedom High School, you would be amazed by all the support systems that Freedom has in place to meet the needs of all types of students.</p> <p>Each student can have an academic support class (both regular ed and Special Ed) as well as a study hall period every other day. All students have access to a math lab, writing lab and testing lab during class hours, as well as access to an after school help lab.</p> <p>The 9th graders start off the year with Freshman Bootcamp, which allows all 9th graders to build community with peers and educators, while also learning the structure of Freedom High School. It allows them to build community norms, as well. The lessons of A-G requirements and the understanding of Falcon Pride are important parts of becoming a high school student. In the second semester there is a check in called Back to Bootcamp and the ideas from fall are reinforced.</p>	<p><b>3.1</b></p> <ul style="list-style-type: none"> <li>• 8th Grade Night (Coun)</li> <li>• SPED 8th Grade Parent Night (SPED Dept)</li> <li>• PRIDE (Zack)</li> <li>• Pride Conference (D-Building)</li> <li>• Boot Camp (Zack)</li> <li>• Back to Boot Camp (Zack)</li> </ul>
<p><b>3.2</b> During monthly staff meetings, the MTSS team presents monthly to the school staff providing social-emotional and academic strategies. The team presented two goals to this school year to support the social-emotional well-being and academic success of students. The goals are:</p> <ul style="list-style-type: none"> <li>• Effectively utilize classroom interventions within MTSS to support students and measure the success of the intervention.</li> <li>• Continue to incorporate social-emotional learning (SEL) daily into the classroom environment to improve the social skills of students allowing them better access to academic outcomes.</li> </ul>	<p><b>3.2</b></p> <ul style="list-style-type: none"> <li>• MTSS Team</li> <li>• Care Team</li> <li>• Campus Climate</li> <li>• Pre-Referral tab</li> </ul>



<p>Using Aeries, Staff members are encouraged to track the use of interventions that they are utilizing in the classroom to support students not responding to Tier 1 strategies. During monthly staff meeting teachers are given a survey to report on their classroom interventions. Data is reported back to staff to create a learning community.</p> <p>The CARE Team (Coordinating Available Resources in Education) is part of the MTSS umbrella. The CARE Team meets bi-weekly. Teachers are provided with a referral code at the beginning of each school year. Referred students are discussed at CARE and interventions are provided based on the review of the students cumulative file and referral needs. Interventions could be Tier-2 strategies for teachers, a Student Study Team meeting, or a referral to a school-based program on campus.</p> <p>The Campus Climate committee also works to find ways for the school to make connections and it meets to figure out both the problems and possible solutions to the social and emotional problems facing all students on the campus.</p>	
<p><b>3.3</b></p> <p>The Leadership teacher helps build community using his leadership class, both a freshman and 10-12 grade class. The Connect Crew class also trains upper-class students to work with 9th and 10th grade students by visiting 9th and 10th English class to help the student with the transition.</p> <p>Each 6th period class choses a member to attend student council and students attend, vote, and pass along information to their sixth period class. All students are given a chance to join a club at Club Rush and can participate in being part of a community based upon interests. All clubs have a quarterly fundraiser called Food Faire which allows everyone to have the same lunch called unity lunch, and helps build a school wide community.</p> <p>Freedom High School also welcomes new students with a private lunch once a quarter. It allows the new students to talk with leadership students and get answers to the questions they may have.</p>	<p><b>3.3</b></p> <ul style="list-style-type: none"> <li>● Leadership</li> <li>● Connect Crew</li> <li>● Student Council</li> <li>● Clubs</li> <li>● New Student Lunch</li> <li>● Lunch with the Principal</li> <li>● Food Fair</li> <li>● Safe Halloween</li> <li>● Spring Fling</li> <li>● College night</li> </ul>
<p><b>3.4</b></p> <p>Freedom High School gives students the tools to be successful. There is a full-time career and college coordinator who also facilitates the work permit process. Students can use this resource to help find post-secondary opportunities.</p> <p>Freedom High School does give students the chance to take classes at LMC while still attending high school.</p> <p>We give students the chance to make health decisions as they have the ability to make appointments at the health van.</p> <p>We even allow students to work with other students to solve problems. The Freedom high school of peer meditation class gives students a chance to work with other students to avoid confrontation. The career and vocational classes allow students to prepare for the next level of learning at LMC.</p>	<p><b>3.4</b></p> <ul style="list-style-type: none"> <li>● Career Center (work permits)</li> <li>● Peer Mediation</li> <li>● Health Van (Amaro)</li> <li>● Student Help Lab (Tre)</li> <li>● Math Lab</li> <li>● Testing Lab</li> <li>● Career and Vocational Class (College and Career/SPED)</li> </ul>

## **ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

### **Areas of Strength**

1. Falcon Festival/Back to school night
2. The beginning of the year Freshman bootcamp- bringing sense of community to new students on campus
3. School focuses on academic multi-tiered support with MTSS and support classes
4. Outside programs intervention programs (successful purpose, Improve Your Tomorrow, care team, ODAT)

### **Areas of Growth**

1. Community Involvement
2. The lack of full understanding of MTSS and how it can have an impact in every classroom, office and building.

## **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

- The use of data sets that are consistent from year to year.
- Students do not see the larger picture of success from grades 9<sup>th</sup> – 12<sup>th</sup> grade and the connections to life after high school.
- Our at-risk population's suspension rate, D, and/or F grades in academic classes.
- The lack of full understanding of MTSS and how it can have a positive impact in every classroom, office and building.

## Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.

<b>Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources</b>	
<p><u>Areas of Strengths:</u></p> <ol style="list-style-type: none"> <li>Freedom High School has a clear vision of the State, Country and LUHSD established goals. The Liberty Union High School District's goals are clearly spelled out and carried out at a site level.</li> <li>The Freedom High School staff is open to looking at data provided by the district. Freedom High School sees value in self-reflection upon data that looks at Freedom High School.</li> <li>Freedom High School uses its Site Based Management Team (SBMT) place to build, discuss and carry out policy for the school.</li> <li>The LUHSD district office works well with the FHS using Academic Coaches, district wide goals and economic support programs to meet both the students and teacher's needs.</li> </ol>	<p><u>Areas of Growth:</u></p> <ol style="list-style-type: none"> <li>The data that is used for reflection does not stay the same. The conversation around data often becomes blurred by the fact that the same data is not collected and used each year.</li> <li>Freedom needs to set out what data it will use over multiple years to honestly reflect upon the success and areas of growth that need to improve.</li> </ol>
<b>Category B: Standards-based Student Learning: Curriculum</b>	
<p><u>Areas of Strengths:</u></p> <ol style="list-style-type: none"> <li>Freedom High School's block schedule allows students to have more access to more classes.</li> <li>Freedom High School's block schedule allows a greater selection and availability of A to G courses as well as an opportunity for diversity and remediation</li> <li>Freedom High School always allows new curriculum to be introduced to the school.</li> </ol>	<p><u>Areas of Growth:</u></p> <ol style="list-style-type: none"> <li>Counselors need to make visits to classes during 9<sup>th</sup> and 10<sup>th</sup> grade to help build an academic plan for all students.</li> <li>Freedom High School's block schedule allows students to have less class time in each subject leading to 90-minute classes that do not always use the time as efficiently as possible.</li> </ol>
<b>Category C: Standards-based Student Learning: Instruction</b>	
<p><u>Areas of Strengths:</u></p> <ol style="list-style-type: none"> <li>A commitment from the district office, the site administration and SBMT to continue working with McREL to help all teachers understand the value of RSBPs</li> </ol>	<p><u>Areas of Growth:</u></p> <ol style="list-style-type: none"> <li>Canvas – Not everyone uses it the same way – it could be used to reach the needs of teachers, students and parents.</li> </ol>

<ol style="list-style-type: none"> <li>2. SBMT is a strong group of veteran teachers that have the student's best interest in mind</li> <li>3. The school board and the district office are very involved on campus and can be seen around campus often.</li> <li>4. Freedom Staff has worked with McREL to implement learning targets and success criteria that promotes a systematic approach to the classroom environment.</li> </ol>	<ol style="list-style-type: none"> <li>2. The social/emotional needs of the students are presenting new challenges in the delivery and reception of material by the students.</li> <li>3. The students do not see the larger picture of success from 9<sup>th</sup> to 12<sup>th</sup> grade as they are handed off each year to a new set of teachers.</li> </ol>
<p><b>Category D: Standards-based Student Learning: Assessment and Accountability</b></p>	
<p><u>Areas of Strengths:</u></p> <ol style="list-style-type: none"> <li>1. Teacher collaboration to review and analyze assessment data and to plan lessons/assessments</li> <li>2. Teachers use various forms of summative and formative assessments</li> <li>3. Targeted assistance (1 dedicated counselor)</li> <li>4. Grading for equity techniques and providing rubrics before giving the assignment</li> </ol>	<p><u>Areas of Growth:</u></p> <ol style="list-style-type: none"> <li>1. Analyzing data to change instruction during the current school year and future years</li> <li>2. Adding courses to the course catalog to help students' way below grade level according to assessment data</li> <li>3. Parental involvement</li> <li>4. Number of suspensions and Ds and Fs in target groups <ul style="list-style-type: none"> <li>• How grades are rolled from Canvas to Aeries each night</li> </ul> </li> </ol>
<p><b>Category E: School Culture and Support for Student Personal and Academic Growth</b></p>	
<p><u>Areas of Strengths:</u></p> <ol style="list-style-type: none"> <li>1. Falcon Festival/Back to School Night</li> <li>2. The beginning of the year Freshman bootcamp – bringing sense of community to new students on campus</li> <li>3. School focuses on academic multi-tiered support with MTSS and support classes</li> <li>4. Outside programs intervention programs (successful purpose, Improve Your Tomorrow, CARE Team, ODAT)</li> </ol>	<p><u>Areas of Growth:</u></p> <ol style="list-style-type: none"> <li>1. Community involvement</li> <li>2. The lack of full understanding of MTSS and how it can have an impact in every classroom, office and building.</li> </ol>

**Our analysis of our programs confirms our identified student learner needs identified below:**

1. The use of data is consistent year to year.
2. Students do not see the larger picture of success from grades 9<sup>th</sup> – 12<sup>th</sup> grade and the connections to life after high school.
3. Our at-risk population's suspension rate, D, and/or F grades in academic classes.
4. The lack of full understanding of MTSS and how it can have a positive impact in every classroom, office and building.

**As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities.**

1. Freedom needs to identify data sets that provide insight into student outcomes and use them consistently year after year.
2. Freedom needs to connect classroom material and experiences to post high school opportunities.
3. Freedom will investigate and implement strategies that will help our most at risk students find success inside and outside the classroom.
4. Freedom needs to strengthen MTSS as it is the primary vehicle of positive campus climate.

## Chapter 5: Schoolwide Action Plan/SPSA

- State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.
- Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)
- Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.

### SPSA Goals and Activities

#### **Goal 1**

Freedom should identify data sets that provide insights into student outcomes and use them consistently year after year.

#### **LUHSD Goal**

1 and 2

#### **Activity**

1. The MTSS team, SBMT and Administration will discuss and select data that will be used year after year.

#### **Goal 2**

Freedom needs to connect classroom material and experiences to post-secondary opportunities.

#### **LUHSD Goal**

2 and 3

#### **Activity**

1. Learning walks to focus on post-secondary connections in classrooms.
2. Training for our CTE teachers from the county office of education to develop or refine CTE pathways. Release time to work with LMC to articulate classes.
3. Title 1 secretary to support students and families. This person will focus on outreach and support of students that have been identified as our most at-risk. This person is the point of contact for families to distribute school information. This person will provide translation as needed for documents and meetings.
4. Decrease the price of AP exams, provide updated online materials to students and purchase supplemental materials.
5. Host an AP night for students and parents to better understand the programs that FHS has to offer.
6. Training for our counseling team to better inform our students on academic planning and post-secondary options.
7. Students will be able to go on field trips that are tied to state educational standards.

#### **Goal 3**

Freedom will investigate and implement strategies that will help our most at-risk students find success inside and outside the classroom.

#### **LUHSD Goal**

1 and 2

#### **Activity**

1. School wide information will be communicated often. Community engagement meetings will be held such as: ELAC, SSC, AAPG, back to school night, 8th grade parent night, 9th grade parent night, Falcon fest, PRIDE, coffee with the Principal.



2. School counselors and career center coordinator will support outreach and field trip opportunities for students.
3. Funds will be used to help identified students through after school tutoring.
4. Title 1 attendance secretary will closely monitor and document trancies and tardies in Aeries and assist in providing attendance interventions.
5. Provide diversity and equity training and supplies to staff.
6. Establish a wellness center on campus to help students work through mental health issues.
7. Freedom will engage in culturally represented programs to boost knowledge and awareness of the diverse groups we have on the FHS campus.

**Goal 4**

Freedom needs to strengthen MTSS as it is the primary vehicle of positive campus climate.

**LUHSD Goal**

1 and 2

**Activity**

1. Provide PD on MTSS and implement school wide strategies to increase student engagement. Provide on-site interventions for students including: CARE team, ODAT, Successful Purpose, and IYT.
2. MTSS team to develop and present strategies that teachers can implement to better serve our students.