The Single Plan for Student Achievement
2020-2021

LIBERTY HIGH SCHOOL

07617210733980
CDS Code

Heather Harper

Date of this revision: October 2020

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Liberty Union High School District
The District Governing Board approved this revision of the SPSA on _____.

SCHOOL ADVISORY COUNCIL MEMBERS

Teachers
Linda Ghilarducci
Alisha Douglass
Kevin Meyer Margolin
Sandy Overly
Shannon Leyen

Other School Personnel
Kyle Anderson, Assistant Principal
              & SSC Coordinator
Kellie Callahan, School Secretary
Debra Wallen, Paraprofessional
Jen Watson, Financial Clerk

Principal
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Students:
Jenin Armoush
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Parents and Community Members:
Chris Calabrese
Ed Protho-Harris
Thuy Dao Jensen
Nicole Duran
Cathy Daniel
Melissa Warner
Dante Ross
Stephany Reynoso

School Site Council (SSC)

The School Advisory Council (SSC) is composed of parents, community members, students, teachers, administrators, and classified staff members. It oversees the development of the Single Plan for Student Achievement (SPSA) which directs school improvement efforts. The council in coordination with department chairs monitors the plan by reviewing student achievement data and progress toward implementation of action plan goals. Based on identified SPSA goals and needs the categorical funds budget is allocated.

2020-21 SSC Expenditures

In order to identify the students the following criteria is used: English Learners (levels 1-5), social economically disadvantaged students (Free and Reduced lunch qualifiers), foster youth, homeless students, intervention classes to help students achieve grade level proficiency (Intensified Algebra, Geometry support, Orton Gillingham, Academic Reading Development, Tutorial support classes) and students deficient in credits needed for graduation (one year behind the coursework for the respective grade level).

<h1 style="text-align:center">Student/Community Profile Data</h1>

General Background and History

Liberty High School is located in Brentwood, California, an East Contra Costa County suburb of the San Francisco Bay Area. Liberty High School serves the communities of Brentwood, Byron, Discovery Bay, Knightsen, and Oakley. The California Delta, also known as the Sacramento-San Joaquin River Delta, winds through the area, helping to create a strong agricultural presence. With roots as a traditional farming community, Brentwood is rich in small town tradition. Local events such as the Harvest Festival, Holiday Parade, Summer time Concerts in the Park, Farmer's Market, and Homecoming Parade bring local citizens together and are especially enjoyable for families. Harvest time is still a big part of the school community as a number of students and families own or work in the agricultural industry. As the community has grown, there are also many families who commute to the greater Bay Area for work. Liberty High School has been an important part of the community for over 100 years and many of the local businesses support us since the school is located in the heart of the downtown community.

Family and Community Trends

Brentwood has transformed from a traditional farming town to a suburban city and bedroom community. Many citizens and parents of our students travel outside of the community for work. Some of them travel many hours a day in their commute, going as far as the Silicon Valley to cities such as Milpitas, Fremont or San Jose. Others travel toward the Bay Area to cities such as Berkeley, Oakland or San Francisco on roadways that have levels of traffic that are among the worst in the country. The comfortable suburban living of many of our families is paid for by jobs in distant locations. The housing boom of the 2000's brought a period of rapid growth to Brentwood and while it has slowed, the last couple of years have been generous and development has picked up again. The population of Brentwood from the 2018 census was 63,800.

The Brentwood community diversity is listed below based on 2018 estimated population:

	Brentwood	Byron	Discovery Bay	Knightsen	Oakley
White	63.9%	52.2%	78.3%	65.2%	62.1%
Hispanic	21.8%	39.4%	16.9%	29.0%	36.9%
African American	7.8%	4.6%	5.0%	.8%	8.4%
Asian	10.7%	.3%	6.4%	1.7%	6.5%
Multiple	8.7%	2.4%	5.8%	2.7%	7.0%
Other	1.3%	1.1%	1.7%	.29%	1.6%

Datasource: www.city-data.com/city/-California Datasource: www.census.gov

The diversity of our school population is reflective of our greater surrounding communities and will be reported in the school data. The median household income in 2018 was $103,771. The median age in Brentwood is 39.8. The median home value is $$543,900.

Liberty Union High School District
Our district growth corresponds with our community growth. Today Liberty Union High School District serves grades 9-12 with approximately 8,304 students. The district is comprised of three comprehensive high schools and two alternative high schools. The district diversity is reflected in our school site.

2019-2020 District Enrollment by Ethnicity									
LUHSD	American Indian	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (Not Hispanic)	Multiple or No Response	Total Enrollment
Number	41	382	50	465	3031	731	3189	415	8,304
Percent	0.5%	4.6%	0.6%	5.6%	36.5%	8.8%	38.4%	5.0%	100%

Source: Dataquest Online

State/Federal Program Mandates
During the past seven years, Liberty High School has modified and is beginning to implement programs to support State and Federal mandates in education. The use of part time release content coaches in English, math, and science have supported changes in programs and the implementation of the Common Core State Standards (CCSS), Next Generation Science Standards, and have focused on preparation for the Smarter Balanced Assessments (SBAC/CAASPP). Departments dedicate prep periods as well as allotted professional development during late start Wednesdays toward these goals. As a result of COVID-19, content coach positions were subsidized and only the math content coach has resumed for the 2020-21 school year.

Technology, such as AERIES, Illuminate, Canvas help manage classroom data such as grades and assessment scores, and our data technician assists with our student information system. AERIES allows for efficient data collection and queries and provides student and parent access to teacher gradebooks. With the addition of Canvas, our new learning management system, students are able to engage in discussion board posting,

Liberty High School has continued to excel in the realm of career technical education. Our school has a rich history in many areas of career focused electives and Regional Occupational Programs (ROP) coursework, but in recent years many of the elective programs have become A-G approved to support the CTE movement in the state of California. These programs and the teachers who craft them have continued to support our student's co-curricular interests while meeting their post-secondary goals at the highest level possible. The Carl Perkins grant funds have also supported programs which have been added to our school by providing special funding for supplies that otherwise may not have been available to our school and student population.

Our California Partnership Academies (CPA) programs are an additional way that we support our students and their school-to-career goals, specifically through the Teaching and Learning Careers (TLC) Academy and the Public Arts and Design Academy (PADA). These special cohorts of students benefit from a sizable grant from the state of California and a dedicated team of teachers that meet frequently to align practices and discuss student needs. Since grant compliance requires at least 50% at risk student participation, academies are an effective way of keeping this special population connected to the school and to encourage the journey into post-secondary education.

Throughout our classrooms, our co-curricular, and our extra-curricular programs, students display 21st century skills that are being modeled by 21st century teaching practices. Teachers have monthly opportunities to share out and in some instances model best practices for their peers.

One example of best practices is seen by our team of teachers who are part of a district-wide EL department. Teachers from all core programs have worked together and been trained specifically to support our sizable EL population of students. Since all students identified with the lowest levels of English Language Proficiency are in our program at LHS, we are proud of our robust program that best serves this special population of students.

Parent/Community Organizations

Parent involvement at Liberty High School is quite strong in the areas of co-curricular programs and athletics. There are numerous booster clubs at LHS including the Athletics Boosters, Parents of Playmakers, 80 Volts, Band Boosters, the Parents Club, Agriculture Boosters, and the Unified Sports Program, a sports partnership supporting students with special needs.

The English Language Advisory Committee (ELAC) is the Advisory Committee for our English Language Learners program. ELAC provides information and resources and seeks input from our parent group. The Village Drive Community Resource Center provides tutoring in academics for students and families living in our socio-economically disadvantaged areas. In addition, the African American Parent Association (AAPA) was established February, 2016.

The Sober Grad Night Committee is composed of parents as well as community members and business owners. They fundraise and plan to host an overnight event on campus after the graduation ceremonies so that students have a safe place to celebrate their important achievement and milestone.

The National Honor Society (NHS) and California Scholarship Federation (CSF) both have chapters on our campus which supports students reaching high levels of academics and provide opportunities to earn scholarships and explore college campuses.

Community Organizations have strong connections to programs on campus including the Soroptomist Club (S Club) and Rotary International (Interact).

We also have the County Education Programs located on campus to serve developmentally and physically disabled students. This provides an opportunity for Liberty High School students to support and interact with a more diverse student population.

Community Foundation Programs

The Liberty Education Foundation supports academics and fundraisers to return funds to the teachers and classrooms through grants for special projects or programs the grants are offered twice a year.

The Local Scholarship Program finds incredible support from various business and private donors to assist our graduates to continue in a post-secondary school setting. Volunteers on the staff spend countless hours combing through applications and essay, matching students to the scholarships and sponsors that will best support them after graduation. The local scholarship program has been in place for decades and hosts an evening event each spring to recognize students for their achievement. This is a very special night for students and families.

The Graduates of Distinction program recognizes Liberty High School District graduates who have made outstanding contributions in their chosen fields. Each year alumni guests are welcomed back to be recognized and share their message in an assembly for staff and students on each school site.

The Liberty High School Athletic Hall of Fame program recognizes high school athletes and coaches who have continued in the sports arena through high school, into collegiate sports, and professional sports.

The community art program is on display throughout the community on electrical boxes, local overcrossings and pathways, as well as sculptures in community parks. This co-curricular program for the arts at LHS has become very well recognized by the City of Brentwood and community members.

The ASB and Leadership program organizes many of the campus events at LHS and is essential in maintaining the school spirit and pride that is evident on our campus. They have an active social media presence that keeps students and families aware of what is happening at LHS. This has been especially creative during our online distance learning format, yet students continue to take the lead and explore and implement multiple ways to encourage engagement and community from Liberty students virtually.

The Regional Occupational Program (ROP) program has been operating on campus for many years and recently has been quite successful, offering programs such as auto and wood shop, as well as agriculture courses, desktop publishing, and sports medicine.

School/Business Relationships
The local free newspaper Brentwood Press and Discovery Bay Press cover numerous school events and activities and highlight students with articles such as "Athlete of the Week."

Numerous local businesses support both large and small student-focused donations of food, formal wear, floral items, cars, and sponsorship for events such as Homecoming, Freshman Safari, Liberty Auto Show, Graduation, Athletic events, and much more.

The safety and security of the students is a high priority at LHS, and the Brentwood Police Department supports us by providing a School Resource Officer from the Brentwood Police Department, who works directly with students and staff. The Contra Costa County Probation Department provides a probation officer, who works with students on campus in a variety capacities. During the years, we have facilitated a number of trainings for our staff & community in conjunction with the Brentwood Police Department, which include traffic safety, the dangers of vaping, and active intruder training. Every other year the school and police department collaborate to put on the *Every 15 Minutes* event, which highlights the dangers of teen drinking and driving.

Local businesses, healthcare facilities, and schools support Liberty academics by providing placement sites for the students participating in internship programs. These internship opportunities are offered through academies including Teaching and Learning Careers, Health Careers, and the Public Art and Design Academy. Through the internships, students are met with a variety of opportunities to earn school-to-career experience in a chosen field.

Los Medanos Community College (LMC) operates a satellite campus in the city of Brentwood and the facilities are only a few miles from our high school campus, giving our students access to college courses and resources. Many programs at Liberty work closely with LMC, including our Auto Engineering pathway, ELD program, Special Education program, and others.

Staff Description

Certificated Staff by Gender

	2017-2018		2018-2019		2019-2020	
	Number	Percent	Number	Percent	Number	Percent
Female	87	68%	84	65%	87	62%
Male	41	32%	45	35%	53	38%
Total	128	100%	129	100%	140	100%

Summary: LHS teaching staff is predominately female

Certificated Staff by Ethnicity

	2017-2018		2018-2019		2019-2020	
	Number	Percent	Number	Percent	Number	Percent
Asian	3	2%	5	4%	5	4%
Black/African Am	4	3%	4	3%	4	3%
Filipino	1	1%	1	1%	2	1%
Hispanic	15	12%	15	12%	17	12%
Multiple	2	2%	2	2%	2	1%
Nat Hwiin/Othr Pac Islndr	1	1%	1	1%	1	1%
White	102	80%	101	78%	109	78%
Total	128	100%	129	100%	140	100%

Source: Dataquest

Summary: The largest teacher population is White at 78% and followed by Hispanic at about 12% and increasing.

Number of Teachers Absent More than 10 Days: District Comparison 2016-2018

	Liberty HS			Freedom HS			Independence HS (Alternative Ed)			Heritage HS			LaPaloma HS (Alternative Ed)		
	Absent	Total	%	Absent	Total	%	Absent	Total	%	Absent	Total	%	Absent	Total	%
2016-17	23	499	21.70	28	509	18.18	3	46	15.33	18	358	19.89	3	37	12.33
2017-18	22	605	27.50	21	466	22.19	3	150	50.00	20	576	28.80	6	79	13.17
2018-19	25	625	25.00	27	417	27.00	5	185	37.00	22	403	18.32	3	31	10.23

Active Substitute Teachers	
2016-17	66
2017-18	72
2018-19	81

Summary: Liberty has seen a decreased with their teacher absenteeism rate, yet an increase in the district with the number of active substitutes.

Pupil Services Staff by Type

	2017-2018	2018-2019	2019-2020
Counselor	5	5	5
Library Media Teacher (Librarian)	1 Shared	1 Shared	1 Shared
Library Media Services (paraprofessional)	1	1	1
Psychologist	2	2	2
Social Worker	0	0	0
Nurse (District Level)	1	1	1
Speech/Language/Hearing Specialist	1	1	1
Resource Specialist (non-teaching)	0	0	0
Other (paraprofessional)	22	28	27
Support Staff (career center, data tech, registrar)	46	46	46

Source: Dataquest

Summary: There are currently five counselors available to students. All counselors are available to work with students in academics and crisis communication. One counselor is identified as the Target Assistance Counselor to support students who have been self-identified or identified by staff to need additional support. In addition, there are two school psychologists and an MFT intern on-site.

Specialized Training (CLAD, BTSA, etc.)
All certificated teachers at Liberty High School hold CLAD certification and teachers hired who qualify for the Beginning Teacher Support and Assessment (BTSA) training are provided the program through the Liberty Union High School District.

Support Staff

Academic Counselors and Other Support Staff (School Year 2019-20)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	605
Target Assist Academic Counselor	1.0	250
Library Media Teacher (Librarian)	.33	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	2.0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	0	
Other (para professionals)	19.17	

ACS WASC Accreditation History for the School

Liberty High School has held accreditation from the Western Association of Schools and Colleges since the 1960's. The most recent accreditation was awarded in the 2010-2011 school year, a six-year accreditation with a three-year review. The Visiting Committee reported progress during the 2014 school year.

Mission

We empower students, through research-based practices and an integrated system of support, to be globally-responsible, collaborative individuals, equipped for post-secondary excellence.

Vision

When we achieve our mission:
- All students will meet the UC/CSU a-g requirements and graduate.
- Progressive curriculum, integrating academic and real-world scenarios, will provide well-rounded educational experiences for all students.
- The school personnel will create a collaborative environment that supports best practices for all students at all levels.
- Students and staff will use current technology as a tool of learning.
- Our system will support the academic and emotional wellness of our students.
- Students will design their own pathways to post-secondary excellence.

School-wide Learning Outcomes

Academics
- Students will demonstrate reading, writing, and speaking skills across all content areas.
- Students will be able to utilize and illustrate skills through academic performance, collaboration, and critical thinking.
- Students will demonstrate academic proficiency by meeting the common core and state content standards, while displaying academic honesty and integrity to graduate college or career ready.
- Students will access diverse texts and technologies proficiently.

21st Century Skills
- Students will identify, measure, and evaluate risks and persevere in their completion of goals.
- Students will use technology and text appropriately, proficiently, and effectively.
- Students will display interpersonal skills that will transition and adapt into post-secondary education and the work place.
- Students will show evidence of responsibility by contributing to the community, being role models and being positive productive students.
- Students will be introduced to multicultural and generational awareness.
- Students will develop creative and critical thinking skills, and apply these skills while working independently and in collaboration with others.

Citizenship
- Students will continue to develop mentally, emotionally, and physically to become socially responsible members of their community.
- Students will learn to adapt to difficult situations through self-advocacy skills, goal-setting, and decisiveness.

WASC Accreditation History

Liberty High School has held accreditation from the Western Association of Schools and Colleges since the 1960's. The most recent accreditation was awarded in the 2016-2017 school year, a six-year accreditation with a three-year review. The Visiting Committee reported this accreditation during the 2016-17 school year.

Mid-Year Review Progress

Liberty High School participated in a Mid-Year WASC Visit as part of their three-year review during the 2019-2020 school year.

Liberty High School will be working toward a six-year re-accreditation in the 2023-2024 school year.

The Mission, Vision, and School-Wide Learner Outcomes Process

Liberty High School reviews the Mission and Vision Statements every few years or as needed through a voluntary committee which includes representatives from a variety of departments and staff. The process is led by administration and consensus.

The SLO's were developed as a school-wide process facilitated by Focus groups and finalized by the WASC Leadership team. Once the SLO's were finalized they were presented to the Academy Coordinators and Department Chairs, Staff, Student Council, and School Site Council for input and approval.

All groups were supported the SLO's primary focus, minor changes were noted and made.

Program Improvement

Liberty High School is not in Program Improvement.

School Program Data

Students at LHS are offered a course of study that provides a succession of classes that will meet the UC/CSU A-G requirements while also completing the LUHSD graduation requirements. The core courses in English Language Arts (4 years), Math (3 years including Algebra and Geometry), Science (2 years), and Social Science (3 years) are essentially all college prep courses. The course of study is focused on preparing students for post-secondary excellence and also includes graduation requirements to support adolescent health and learning requiring Fine Art or World Language (1 year), Physical Education (2 years), and Comprehensive Health (1 semester). In addition, there are numerous AP courses, college prep and enrichment electives, and ROP coursework that students may enroll. Students will earn 270 credits to graduate.

There is a small population of students predominantly SpEd, EL or SpEL that may have an alternate set of courses that will meet their specified learning needs while meeting the graduation requirements. All three comprehensive school sites are on an A/B Block Schedule. The A/B Block schedule is designed so that students attend four classes each day, each class is 88 minutes long.

Intervention and Specialized Programs
The LHS Single Plan for Student Achievement outlines supports provided to our student population. Several programs exist and support students with a diverse set of needs at LHS.

English Learners (EL):
English Learners at LHS are supported by a specific pathway to meet their language needs while also satisfying graduation requirements. There is a designated team of teachers (EL Department) that have been trained in areas such as SDAIE strategies and Explicit Direct Instruction that will support EL student learning. Students will be placed in classes based on their CELDT testing scores. Students who are level 1,2,3 will be enrolled in double-blocked ELA courses. LHS is the district designated school for EL students level 1,2,3. Students who are level 4 or 5 are enrolled in regular courses and are provided supports as needed. Numerous EL classes have access to laptops and the ELAC committee is kept informed of the student progress and reporting data. There is an annual event held in the spring and hosted by the ELAC committee to celebrate students who have made progress in the language levels. Families are invited and encouraged to attend the celebration.

Socio-economically Disadvantaged Students (SED):
Tutorial Support Sections are available to students in the Special Education program as needed, as well as students who have been identified by staff or self-identified to need additional support built into their school program per their academic record or G.P.A. The tutorial support classes are taught by credentialed teachers and support personnel. Tutorial Support classes have access to student computer use. Target Assistance Counseling services are available for students who are need of emotional or academic support or services.

Interventions for students below proficient in state standards:
Our student population also has intervention needs which can be supported by a variety of the following programs offered to our student population. The afterschool H.E.L.P. program exists on our campus to provide a safe school environment for students to stay afterschool and complete

work in a supervised setting. At least one certificated employee is supervising the session Monday through Thursday in the library where students have access to technology and can meet in small groups when necessary. In addition to the general H.E.L.P. there is an afterschool Math HELP program that is proctored by a Math teacher Monday through Thursday each week. These programs are free of charge and are a walk-in program.

Four years ago Liberty adopted the PUSH class which follows the same guidelines as AVID. The program started with a class of approximately 30 freshman who were selected based on specific criteria. The goal of the program is to have the cohort of students stay together all four years and have all of them be a-g eligible upon completion of high school. These students are identified through working with the feeder schools to identify students who need a little more academic support to be successful and are going to be first generation going to college in their families. Each year a new group of freshman is selected. Currently there are three PUSH groups spanning from freshman thru junior. In 2020-21, Liberty will add the final section of PUSH to the master schedule and we will keep one group for each incoming class that enters Liberty.

The LUHSD provides a remedial summer school program each year on one of three comprehensive school campuses. The schools rotate and host every three years, and provide classes to students to make up units in core classes, this is mostly supportive of graduation requirements. The last couple of years have shown promise as our district summer school program is completed in an online format through Edgenuity, allowing more students the opportunity to recuperate missing credits toward graduation.

The online learning program Edgeinuity was implemented in the 2019-2020 school year to support students who found themselves eligible to graduate, but with credit deficiencies. The online program was a hybrid program requiring students enrolled to attend a specified number of minutes in the school computer lab, proctored by a certificated staff member and also additional minutes could be completed online elsewhere.

Additionally, students who are credit deficient can find support at the Learning Center through Independence High School, when referred by their counselor, they may be able to complete or make-up some course units to graduate on time or complete necessary units missing due to mobility. The Adult Education Learning Center also houses programs for adults and G.E.D. program.

Services available for students designated with special learning needs:
Special Education program: Instructional Support Staff from the Special Education Department meet with personnel and parents to cooperatively decide appropriate high school class placements for students receiving special education services. Each student is evaluated, and placements are based on the students' specific needs. All placements must have prior approval of the IEP team and an Individual Education Plan must be written before students can be placed in the classes.

Tutorial Support Sections are available to students in the Special Education program as needed, as well as students who have been identified by staff or self-identified to need additional support built into their school program per their academic record or G.P.A. The tutorial support classes are taught by credentialed teachers and support personnel.

The Excel program provides services to students with special needs working toward earning a high school diploma through the instructional support model. Students in this program receive their core instruction in the general education class setting. Supplementary supports and services are provided within the regular class or within a special education setting. The Excel Lab is a classroom setting that is available for extra student support and for a quiet and less distracting testing environment.

The Lifeskills program provides a functional academic curriculum to students with severe disabilities. Students receive the majority of their instruction within a special education environment, with opportunities to participate in general education classes as appropriate. Upon completion of the program, students are awarded a Certificate of Completion.

Matrix Program is part of a special education program to serve the needs of students with emotional disturbance. The Matrix students are part of the LHS student population and participate in both regular and special education courses designated by the needs of the IEP and case manager. Country Costa County Office of Education (CCCOE) Day programs are housed on the LHS campus.

Other local intervention programs:
Foster services are paired with agencies and meet the population need. The Village Community Resource Center is an off-site location that provides services such as technology and tutoring to students who live in the LHS attendance boundaries.

A Place of Learning provides adult tutors and mentors to pair up and support students who elect to attend.

Police Activities League (P.A.L.) is available in the local community and is supported by the Brentwood Police Department. Students may be referred to the program through counseling or the School Resource Officer.

One Day at a Time (ODAT) is in negotiations with Liberty High School to begin providing direct services to students on site.

Liberty currently has Marriage and Family Therapists attend during the school day to meet with students. Staff or parents can refer students for therapy services, and during the 2020-2021 school year there are 2 MFTs meeting with students (virtually during COVID-19 closure)

Focused Programs
LHS Counselors work with students to assist in the high school four-year plan and college planning. The College and Career Center offers a variety of opportunities for students to research future careers or colleges. Guest speakers visit the campus regularly to support the students' college and career interests. During the COVID-19 school closure, many post-secondary programs and schools have been providing virtual tours of their programs.

The Teaching and Learning Careers Academy (TLC) at LHS is a member of the California Partnership Academy (CPA) which supports high school students who are interested in a future in education and provides a pathway of courses to complete. The program is supported by designated teachers and program coordinators who work closely with students with dreams and goals of working in an educational setting. In addition, to the CPA grant, the TLC program is or has in recent years worked with local schools to provide internship opportunities for our students to work in a real-world setting. The program also has partnerships with Los Medanos, CSU Sonoma, and Diablo Valley College. During COVID-19 and distance learning, students have been able to complete internships via zoom and breakout rooms, working with students in small groups reading or doing activities.

The Public Arts and Design Academy is also supported by the CPA grant program and our students who have a special interest in the arts have been supported by the grant funds and the city of Brentwood to design and present their art in the larger community. This program has supported youth in the areas of not only art and design, but also public speaking to present their ideas and plans to the city council.   During COVID-19 and distance learning, students will be able to paint store-front windows in downtown Brentwood, as well as begin planning for their yearly project.

In addition to our two CPA academy's we also have a pathway programs in Health Careers. Each of these pathways provides students with a special interest in their future, career goals, and internship or business opportunities. The academy and pathway programs at LHS are not just a structure they are truly a support system to our students. Students in a pathway are aware of how much those teachers are willing to support their career interests and have specific adults on campus they can reach out to in an area of expertise. Numerous courses within the pathways have been UC A-G approved to support our students post-secondary goals and some of the coursework also align with our local community college programs as well.

College and Career Research Planning course: This year long class is designed to help students learn about the realities of transitioning into 21st century adulthood. Areas of study include: the value of education both in high school and beyond, cost of living, basics of finance and budgeting, job interview skills, choosing places to live, future job markets, all post-secondary education/training options, how to pay for college, choosing the right college, major and future career pathways. Students will read variety of current, relevant articles on topics, do research, participate in discussions and activities to help narrow the focus they'd like for their future adult lives.

Foundations for Success: Foundations for Success investigates a wide range of elements of success in high school and beyond. Students read/learn about/discuss and do activities to help with adjustment to the adult world and begin looking into their futures to include high school. Students learn time management skills, self-motivation, SMART goals, vocabulary needed to understand their future options around college and career, take personality inventories, briefly investigate 16 major career pathways and the reality of many careers. Students also learn job interview skills and the basics of getting and keeping a job.

LHS hosts a three-day walk-thru annually, in which a parent is required to visit the school and address the numerous items including: completing student enrollment paperwork, purchase items that may be necessary, receive their student schedule and textbooks, and may sign-up for clubs or activities. The walk-thru program takes place within 7-10 days prior to the first day of school. Campus tours are provided by the upperclassmen in an effort to introduce students to campus life as a "Lion".

Each student who enters LHS is welcomed through the Freshman Safari program which welcomes them to their new home campus. They become part of the "Pride" and are introduced to all things Liberty, by upperclassmen in a two-day orientation at the beginning of each school year. The Lions Crew program supports students throughout their freshman year to assist them in acclimating to the high school setting. The program also has a mid-year check-in with the same groups of students at the beginning of the spring semester.

Contra Costa County Mobile Health Clinic visits LHS two days a week during the typical school year. Services provided by the clinic vary and students may be referred or self-refer.

Concurrent Enrollment with local community colleges or online learning are allowed but are limited per board policy. Currently the courses offered at Liberty High School through concurrent enrollment are Administrative Justice, Fire Science, and Chemistry.

DEMOGRAPHIC DATA
SOCIO-ECONOMIC STATUS/parent education level

Students by Parent Education Level

	2017-2018		2018-2019		2019-2020	
	Number	Percent	Number	Percent	Number	Percent
Not a HS Graduate (14)	211	14.8%	200	7.5%	194	7.2%
High School Graduate (13)	410	25.5%	434	16.3%	435	16.3%
Some College (12)	844	33.1%	850	31.9%	816	30.6%
College Graduate (11)	649	16.1%	730	27.4%	753	28.2%
Post Graduate Education (10)	377	8.3%	383	14.4%	409	15.3%
Decline to State (15)	58	2.3%	71	2.7%	54	20.2%
TOTAL	2549	100%	2668	100%	2661	100%

Summary: The number of parents that have only graduated high school has increased, while there is a decrease in the number of college graduates for the parents in Liberty's school community.

Students on Free and Reduced Lunch Program

	2017-2018		2018-2019		2019-2020	
	Number	Percent	Number	Percent	Number	Percent
African American	78	55.3%	80	10.4%	88	10.1%
American Indian	3	37.5%	5	0.7%	5	0.5%
Asian	27	57.8%	23	3.0%	28	3.2%
Filipino	17	25.8%	18	2.3%	19	2.1%
Hispanic	400	42.7%	410	53.5%	501	57.9%
Pacific Islander	4	30.8%	4	0.5%	3	0.3%
White	156	13.7%	184	24.0%	177	20.4%
Multiple	43	23.5%	43	5.6%	43	4.9%
Totals	728	28.6%	767	28.7%	864	32%
Female	333	45.7%	352	45.9%	402	46.5%
Male	395	54.3%	415	54.1%	462	53.4%
Grade 9	210	28.8%	231	30.1%	253	29.2%
Grade 10	189	26.0%	181	23.6%	232	26.8%
Grade 11	173	23.8%	196	25.6%	200	23.1%
Grade 12	156	21.4%	159	20.7%	179	80.7%
Total	728	28.6%	767	28.7%	864	32%

	2017-2018	2018-2019	2019-2020

	Number	Percent	Number	Percent	Number	Percent
Grade 9	702	27.5%	738	27.7%	740	27.8%
Grade 10	676	26.5%	677	25.4%	697	10%
Grade 11	620	24.3%	687	25.7%	639	24%
Grade 12	551	21.6%	566	21.2%	585	21.9%
Total	2549	100.0%	2668	100.0%	2661	100.0%

Student Enrollment: Grade Level Enrollment

Student Enrollment by Ethnicity

	Number	Percent	Number	Percent	Number	Percent
African American	141	5.5%	150	5.6%	176	6.6%
Am Indian/Alaska Nat	8	0.3%	17	0.6%	46	1.7%
Asian	64	2.5%	82	3.1%	122	4.5%
Filipino	66	2.6%	84	3.1%	123	4.6%
Hispanic or Latino	936	36.7%	928	34.8%	980	36.8%
Pacific Islander	13	0.5%	16	0.6%	23	0.8%
White	1138	44.6%	1221	45.8%	1161	43.6%
Multiple or N R	183	7.2%	170	6.4%	194	7.2%
Total	2549	100.0%	2668	100.0%	2661	100.0%

Summary: *Liberty has seen an increase with students identifying as Asian or Filipino.*

Students whose Primary Language is other than English (includes all Reclassified Fluent English Proficient (RFEP)

	2017-2018		2018-2019		2019-2020	
	Number	Percent	Number	Percent	Number	Percent
Total	455	17.9%	369	13.8%	586	22%
Spanish	375	14.7%	303	11.4%	483	18.1%
Tagalog	13	0.5%	12	0.4%	19	0.7%
Vietnamese	8	0.3%	7	0.3%	9	0.3%

Students Eligible to Receive Title I Funding

Title 1 by Grade Level	2017-2018		2018-2019		2019-2020	
	Number	Percent	Number	Percent	Number	Percent
Grade 9	484	69.5%	453	17.8%	302	11.3%
Grade 10	270	41.7%	277	10.9%	303	11.3%
Grade 11	202	33.4%	187	7.3%	207	7.7%
Grade 12	187	32.6%	160	6.3%	214	12.8%
Title 1 All Grades	1143	45.3%	1077	42.3%	1026	38.5%

Data Source: CBEDS

Summary: The number of students by grade level has increased significantly, but the percentage of students by graduation year has decreased.

Students Enrolled in Special Education Programs

	2017-2018							
	Excel	%	Matrix	%	Life Skills	%	Speech	%
Grade 9	83	3.3%	11	0.4%	3	0.1%	3	0.1%
Grade 10	84	3.3%	7	0.3%	8	0.3%	1	0.0%
Grade 11	51	2.0%	3	0.1%	4	0.2%	2	0.1%
Grade 12	68	2.7%	2	0.1%	6	0.2%	4	0.2%
Total	286	11.2%	23	0.9%	21	0.8%	10	0.4%

	2018-2019							
	Excel	%	Matrix	%	Life Skills	%	Speech	%
Grade 9	94	3.5%	3	0.1%	8	0.3%	6	0.2%
Grade 10	78	2.9%	8	0.3%	4	0.1%	3	0.1%
Grade 11	90	3.4%	7	0.3%	8	0.3%	2	0.1%
Grade 12	52	1.9%	3	0.1%	4	0.1%	3	0.1%
Total	314	11.8%	21	0.8%	24	0.9%	14	0.5%

	2019-2020					
	Excel	%	Matrix	%	Life Skills	%
Grade 9	109	4%	2	0.07%	5	.1%
Grade 10	110	4.1%	2	0.07%	8	.3%
Grade 11	101	3.7%	7	0.2%	5	.1%
Grade 12	104	3.9%	5	.1%	8	.3%
Total	424	15.9%	16	0.6%	26	.9%

Summary: The special education program enrollment has remained consistent.

Excel is an individualized special education program which provides students with disabilities the opportunity to receive full educational opportunities.

Matrix is an individualized special education program that provides a small setting for students with emotional needs.

Lifeskills is a functional academic program designed for students with developmental disabilities.

Migrant Education

	Total Migrant Students	Total % of Enrollment
2017-2018	5	0.2%
2018-2019	6	0.2%
2019-2020	4	0.1%

Total English Learners

	# of English Learners	Total % of Enrollment
2017-2018	186	7.3%
2018-2019	186	7.0%
2019-2020	210	7.8%

Data Source: CalPADS

Advanced Placement Course Enrollment
Students Enrolled and Sections Offered in Advanced Placement

TITLE	2017-2018	2018-2019	2019-2020
P-AP American/Government	54	84	70
P-AP Art History	88	68	44
P-AP Biology	77	81	70
P-AP Calculus A/B	54	28	67
P-AP Calculus B/C	15	12	10
P-AP Chemistry	1	22	13
P-AP Economics	55	50	90
P-AP Computer Science	n/a	21	10
P-AP Computer Science Principals	66	35	0
P-AP English Language and Composition	69	101	57
P-AP English Literature and Composition	86	107	116
P-AP Environmental Science	63	54	26
P-AP European History	26	13	n/a
P-AP Music Theory	n/a	15	n/a
P-AP Human Geography	43	23	32
P-AP Physics 1	64	58	157
P-AP Physics 2	20	28	20
P-AP Psychology	245	238	200
P-AP Spanish Language	61	43	40
P-AP Seminar	n/a	28	13
P-AP Spanish Literature	n/a	0	n/a
P-AP Statistics	77	42	89
P-AP Studio Art	34	35	n/a
P-AP Studio Draw	5	9	12
P-AP Studio-3D	14	11	12
P-AP US History	24	28	45
P-AP World History	101	118	105
Total Sections	50	51	55
Total AP Course Enrollment (duplicated students)	1342	1352	1411
Total AP Student Enrollment (unduplicated students)	747	799	760
Total AP Student Enrollment % of Total Student Enrollment	29.3%	29.9%	28.5%
Total AP Students (unduplicated students who took AP test)	564	540	566

	2017-2018			2018-2019			2019-2020		
	Total Student Enrollment	# AP	% AP	Total Student Enrollment	# AP	% AP	Total Student Enrollment	# AP	% AP
White	1138	373	32.8%	1138	373	32.8%	1138	373	32.8%
Hispanic	936	237	25.3%	936	237	25.3%	936	237	25.3%
African American	141	35	24.8%	141	35	24.8%	141	35	24.8%

Liberty	2017	2018	2019
Total AP Students	564	540	566
Number of Exams	952	896	987
AP Students w/Scores 3+	378	367	436
% of Total AP Students w/Scores 3+	67.0%	68.0%	76.8%
California			
Total AP Students	425,397		
Number of Exams	804,678		
AP Students w/Scores 3+	271,026		
% of Total AP Students w/Scores 3+	63.7%		
Global			
Total AP Students	2,832,652		
Number of Exams	5,145,006		
AP Students w/Scores 3+	1,736,873		
% of Total AP Students w/Scores 3+	61.3%		

Summary: The number of students taking AP classes and exams has increased, along with the number of students passing AP tests with a score of 3 or higher.

LANGUAGE PROFICIENCY
Percentage of Students Designated English Language Learners

Ethnicity	2016-2017		2017-2018		2018-2019	
	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%
Asian	12	6.5%	11	5.9%	12	5.7%
Pacific Islander	0	0.0%	2	1.1%	1	.4%
Filipino	2	1.1%	4	2.2%	6	2.8%
Black/African American	2	1.1%	2	1.1%	3	1.4%
White	9	4.8%	15	8.1%	10	4.7%
Hispanic or Latino	157	84.4%	149	80.1%	168	0.8%
Multiple/No Response	4	2.2%	3	1.6%	14	6.6%
Total English Learners (EL)	186	33.3%	186	32.1%	210	34.2%
American Indian/Alaskan Native	0	0.0%	1	0.3%	1	.2%
Asian	28	5.0%	32	8.7%	26	6.9%
Pacific Islander	5	0.9%	1	0.3%	2	.5%
Filipino	10	1.8%	15	4.1%	17	4.5%
Black/African American	2	0.4%	0	0.0%	1	.2%
White	12	22%	24	6.5%	24	6.3%
Hispanic or Latino	283	50.7%	291	78.9%	295	78.4%
Multiple/No Response	3	0.5%	5	1.1%	10	2.6%
Total Re-designated (RFEP)	343	61.5%	369	63.6%	376	61.2%
Asian	6	1.1%	5	1.3%	6	21.4%
Pacific Islander	1	0.2%	0	0.0%	0	0%
Filipino	5	0.9%	6	1.5%	6	21.4%
Black/African American	0	0.0%	1	0.3%	1	3.5%
Hispanic or Latino	13	2.3%	7	1.8%	9	32.1%
White	4	0.7%	6	1.5%	6	21.4%
Total Fluent English Proficient (FFEP)	29	10.4%	25	4.3%	28	4.5%
American Indian/Alaskan Native	0	0.0%	1	0.2%	1	.1%
Asian	46	8.2%	48	8.3%	43	7.0%
Pacific Islander	6	1.1%	3	0.5%	3	.4%
Filipino	17	3.0%	25	4.3%	28	4.5%
Black/African American	4	0.7%	3	0.5%	5	.8%
White	25	4.5%	44	7.6%	40	6.5%
Hispanic or Latino	453	81.2%	447	77.1%	472	76.8%
Multiple/No Response	7	1.3%	9	1.6%	22	3.5%
Total Students whose Primary Language is Other than English	558	21.9%	580	21.7%	614	23.0%

Summary: The AP courses at LHS are part of an open enrollment program. The number of students enrolling in AP courses and the number of AP courses offered has continued to increase across three years. The percentage of unduplicated enrolled in AP courses is currently at 29% of the student population. The largest population of students enrolled in AP courses are White at 34.4%, with 23.3% of the Hispanic and 24.5% African American subgroups enrolled. The number of AP pass rates at LHS meets the California average and exceeds the Global average by 2%.

Data Addressing the Eight State Priorities in the Local Control Accountability Plan

Conditions of Learning
Certificated Staff by Credential Type

	2017-2018		2018-2019		2019-2020	
	Number	Percent	Number	Percent	Number	Percent
Full	123	96.9%	127	98.4%	140	100%
University Intern	2	1.6%	1	0.8%	-	-
District Intern	-	-	-	-	-	-
Emergency	-	-	-	-	-	-
Waiver	1	0.8%	-	-		
Provisional Permit	-	-	1	0.8%		
Short-Term Permit	1	0.8%	-	-	-	-
Total	127	100.0%	129	100.0%	140	

Summary: The teaching staff at LHS is highly qualified or on special credential, such as University Intern through the LUHSD.

Core Academic Classes Taught by Highly Qualified Teachers
Certificated Staff Teaching Outside Credentialed Areas

	2017-2018	2018-2019	2019-2020
Number of Teachers	0	0	0

Summary: The teachers are properly assigned to teach their subject matter.

Education Level of Certificated Staff

	2017-2018		2018-2019		2019-2020	
	Number	Percent	Number	Percent	Number	Percent
Doctorate	1	0.8%	1	0.8%	1	0.7%
Masters Degree (+30)	44	34.6%	44	34.6%	45	32.1%
Masters Degree	10	7.9%	10	7.9%	10	7.1%
Bachelors Degree(+30)	59	46.5%	59	46.5%	67	47.8%
Bachelors Degree	13	10.2%	13	10.2%	17	12.1%
Total Staff	127	100.0%	127	100.0%	140	100%

Summary: The largest percentage of credentialed staff holds a Bachelor's Degree +30 additional university units at 46%. An additional 36% of credential staff hold a Master's Degree +30 additional university units.

Years in Teaching of Credentialed Staff

	2017-2018	2018-2019	2019-2020
Average Years Teaching	14	11	14
Average Years in District	11	14	10
First Year Teachers	3	2	7
Second Year Teachers	1	3	3

Summary: The teaching staff in the LUHSD community are increasing the amount of time spend within the district, thereby demonstrating a strong indication of teacher retention.

Beginning Teacher Support and Assessment (BTSA)

	2017-2018	2018-2019	2019-2020
Year 1	4	1	1
Year 2	1	4	3

Student Access to Standards-Aligned Instructional Materials
Students attending Liberty High School are provided textbooks and other learning materials in accordance with state and federal mandates. Across the last three years curriculum has been updated and purchased to be aligned with the common core standards. LHS is in alignment with the Williams Act.

School Facilities and Overall Condition
Liberty High School is the oldest campus within the district and has continued to be updated, improved, and remodeled where needed according to the school district and board of trustees in cooperation with the site administration. As the student population continues to increase, both permanent and portable facilities have been added to our campus. The following facilities at LHS are in good repair: structural buildings, electricity, HVAC, restroom/drinking fountains, safety, and the campus is clean both internally and externally. The Science department reviews classroom safety features annually and stores chemicals in the appropriate manner. The LUHSD maintenance and custodial staff are responsible for making repairs on an as needed basis and the online work order system is available to submit a request.

Within the last couple of years, the Measure U Bond passed to address the growing facility needs at Liberty High School. Improvements projects are currently underway on site even still. We recently opened a new stadium,, along with a new weight room and four outdoor basketball courts for use by PE or students at lunch. Recently completed projects include the softball field renovations, the movement of 18 classrooms to make room for the new Aquatic Center, the addition of two new portables, fencing around the perimeter of campus, and a new district maintenance/operations building. The Aquatic Center has recently been completed and will officially be named and opened in October 2020. Construction of the new main administration building and cafeteria renovations will begin sometime during 2020, with a tentative completion date of August 2021. In August 2021, construction will begin on the new 20 classroom building at the front of the school. These dates are all tentative.

The campus office buildings have been repainted, carpeted, and new office furniture has been purchased.

There are currently five full-time campus supervisors who assist in the daily operations of the school and safety and security of the students and campus. In addition, LHS has video surveillance for campus safety and security purposes.

Implementation of Academic, Content and Performance Standards
LHS purchased instructional materials, HMH Science, to align with the Next generation Science Standards. A couple of years ago, Social Science received new materials from TCI. In Language Arts, the Springboard curriculum has been implemented in the 2016-2017 school year. In Math the common core standards were implemented in 2015-2016 using the Big Ideas Curriculum. Social Science representatives meet quarterly for training and discussion and disseminate info back to sites and PLCs. In the core content areas common assessments are aligned to the new standards and teachers also are using CAASPP practice tests to guide instruction.

Enrollment in a Broad Course of Study:
LUHSD Graduation Requirements

| Course Requirements (10 Credits = 1 year)		
Course		**Credits**
English:	Students must pass 9th, 10th, 11th and 12th grade levels	40
Social Science:	a. One year of World History (10) b. One year of U.S. History (11) c. One semester of American Government (12) d. One semester of Economics (12)	30
Mathematics:	Students must pass three years of mathematics with completion of Algebra and Geometry	30
Science:	a. One year of Life Science (Biology) b. One year of Physical Science (Earth Science, Chemistry, Chemistry in the Community or Physics)	20
Fine Arts **or** World Language:	1 year	10
Physical Education:	a. One year of 9th grade P.E. b. One year of 10th grade P.E.	20
Health:	Students must take one semester of health education	5
Electives	(1 year required) Accounting, Agriscience, Animal Science, Agribusiness & Economics, ROP Analytical Forensic Science, AP Economics, AP Psychology, Business Economics & Marketing, Child Development, Companion Animal Care, Earth Science, Economics, AP ROP Environmental Science, International Cuisine, Journalism, Literary Analysis through Film, Psychology within Society, ROP Sports Medicine, Virtual Enterprise	115
Total number of credits required for graduation		270
Graduation Requirements		
In order to graduate and earn a diploma, students must (1) complete 270 credits; and (2) complete the required course of study as noted above. Students who do not fulfill all of these requirements are not eligible to graduate from Liberty High School.		
Academy Choice:	Public Art & Design (PADA) Gr 10 Public Space & Design; Gr 11 PADA Core	
	Health Careers Pathway	
	Teaching & Learning (TLC) Gr 10 TLC Child Dev; Gr 11 TLC Core	
	Virtual Enterprise Academy Gr 10 College & Career Research & Planning; Gr 11 Bus Econ and Marketing	
CTE Pathway:	Agriculture & Natural Resources CTE Pathway	
	Applied Technology CTE Pathway	
	Building Trades & Construction CTE Pathway	
	Business & Finance CTE Pathway	
	Hospitality, Tourism & Recreation CTE Pathway	
	Information & Communication Technology CTE Pathway	
	Transportation CTE Pathway	

Number of students meeting UC/CSU a–g requirements; the number enrolled in the UC approved courses.

All students are encouraged to enroll in UC/CSU a-g courses. Students enrolled in UC/CSU a-g courses must receive a grade of 'C' or better to be college eligible upon graduation. LHS has a curriculum council who reviews courses submitted for approval. Classroom teachers may submit a course of study for approval of the a-g requirements. All courses are subject to LUHSD board approval. An Assistant Principal oversees curriculum council.

Comparison of Graduates Taking Courses Required for UC/CSU Admission

	2017-2018			2018-2019			2019-2020		
	# Grad	# Grad UC/CSU	% Grad UC/CSU	# Grad	# Grad UC/CSU	% Grad UC/CSU	# Grad	# Grad UC/CSU	% Grad UC/CSU
LHS	515	288	52.7%	515	288	52.7%	515	288	52.7%
District	1,861	945	50.8%	1,861	945	50.8%	1,861	945	50.8%
State	418,205	208,769	49.9%	418,205	208,769	49.9%	418,205	208,769	49.9%

Summary: LHS has a higher percentage than the district average of students enrolled in courses for the a-g requirements.

Comparison of Graduates Taking Courses Required for UC/CSU Admission
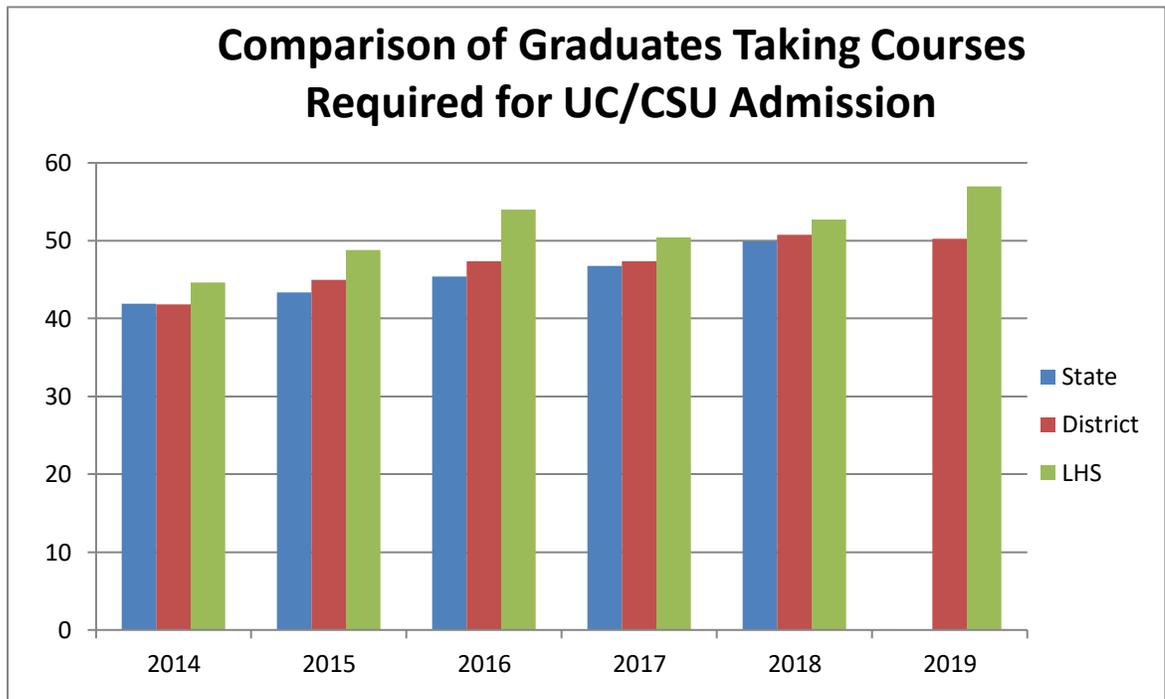
Comparison of Graduates Taking Courses Required for UC/CSU Admission by Ethnicity and Gender

	2017-2018			2018-2019			2019-2020		
	# Grad	# Grad UC/CSU	% Grad UC/CSU	# Grad	# Grad UC/CSU	% Grad UC/CSU	# Grad	# Grad UC/CSU	% Grad UC/CSU
American Indian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	15	9	60.0%	15	9	60.0%	15	9	60.0%
Pacific Islander	5	4	80.0%	5	4	80.0%	5	4	80.0%
Filipino	15	9	60.0%	15	9	60.0%	15	9	60.0%
Hispanic	184	93	50.5%	184	93	50.5%	184	93	50.5%
African American	28	10	35.7%	28	10	35.7%	28	10	35.7%
White	234	140	59.8%	234	140	59.8%	234	140	59.8%
Multiple/No Response	34	23	67.6%	34	23	67.6%	34	23	67.6%
Total	515	288	55.9%	515	288	55.9%	515	288	55.9%
Female	268	176	52.0%	268	176	52.0%	268	176	52.0%
Male	247	112	48.0%	247	112	48.0%	247	112	48.0%

Summary: More female students than male students are taking a-g courses, with a noted increase in the African American and Hispanic subgroups.

Number of students taking Algebra by grade level, specifically track the percentage of 9th graders taking a course below the level of Algebra

Course	2017-2018			
	Grade 9	Grade 10	Grade 11	Grade 12
Intensified Alg-Sped	0	10	7	0
Algebra 1 10-12	0	47	2	0
Algebra 1	336	0	1	0
Intensified Algebra	245	8	2	0
Total	581	65	12	0
Course	2018-2019			
	Grade 9	Grade 10	Grade 11	Grade 12
Intensified Alg-Sped	6	13	11	0
Algebra 1 10-12	524	53	7	2
Algebra 1	14	9	n/a	2
Intensified Algebra	544	75	18	4
Total	6	13	11	0
Course	2019-2020			
	Grade 9	Grade 10	Grade 11	Grade 12
Intensified Alg-Sped	25	19	3	2
Algebra 1	539	156	4	0
Intensified Algebra	16	4	7	0
Total	580	179	14	2

- Intensified Algebra is a double-blocked math course to support students whose test scores display additional need for support.
- The Algebra 1 10-12 was made up predominantly of students who took Algebra 1 in 9th grade and did not excel in the class. This class was discontinued in the 2018-2019 school year.
- As a result of the discontinued use of the CAHSEE we no longer have the course for students who did not pass the exam.

DISTRICT POLICIES AND SCHOOL FINANCIAL SUPPORT

Year	Adjusted $ per Student (ADA)
2013-14-LCFF	$6,912.58
2014-15-LCFF	$7,622.91
2015-16-LCFF	$8,537.00
2016-2017 LCFF	$7,697.3
2017-2018 LCFF	$7,746.9
2018-2019 LCFF	$7,762.41

In addition to the general fund allocation based on ADA, Liberty programs are supported through several categorical funding sources:

- Title 3 Funds support our EL program in the form of classroom aides, program coordination, data tech, sections for the master schedule, professional development, instructional supplies, and transportation.
- Title 1 funds are allocated to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Liberty High School currently has 28% of our student population who qualified for Title 1 funds, which is a decrease from year's past. Efforts to further reach out to those students identified as Title 1 are continuing to support funding for programs and intervention supports for students. In order to identify the student the following criteria is used: English Learners (levels 1-5), social economically disadvantaged students (Free and Reduced lunch qualifiers), foster youth, homeless students, intervention classes to help students achieve grade level proficiency (Intensified Algebra, Geometry support, Read 180, Academic Reading Development, Earth Science, Tutorial support classes) and students deficient in credits needed for graduation (one year behind the coursework for the respective grade level). We started accepting Title 1 funds during the 2015-2016 school year, we received $153,902.19 and for 2019-2020 we received $140,666.
- Carl Perkins grant funds support our Career and Technical Education programs. We receive similar amounts, this year we received $38,383.00
- In the FFA program the Perkins funds are used to support the purchase of non-consumables as well as support the payment of subs for FFA related absences. There is also the Ag Incentive Grant, which is based on the number of students that take part in the FFA/agriculture programs the previous year. The funds may be used for consumable products such as flowers, animal vaccines, syringes, student conferences and State FFA membership expenses.
- A California Partnership Grant funds for our Teaching and Learning Careers (TLC) Academy program. The CPA grant for TLC provided $74,970 and District Match at $102,500. The CPA grant funds for PADA are $ 79,650 and District Match is $ 79,650.

Pupil Achievement Outcomes

SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)
The goal of the SBAC testing is to ensure that 95% of Junior class participated and completed the SBAC tests. Baseline data from 2014-2015 was used for the 2016-2017 WASC re-accreditation to help evaluate our educational programs, interventions, and formulate future goals.

California Assessment of Student Performance and Progress (CAASSP) Results

English Language Arts	Not Met1			Nearly Met2			Met3			Exceeded4		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	10%	16%	9%	18%	20%	16%	38%	33%	37%	34%	31%	36%
Students with No Disability	4%	10%	4%	16%	20%	14%	42%	36%	39%	38%	34%	41%
Students with Disability	49%	79%	46%	33%	15%	32%	15%	4%	18%	3%	2%	2%
Students Economically Disadvantaged	18%	26%	17%	24%	23%	25%	38%	31%	36%	19%	19%	20%
Students Not Economically Disadvantaged	6%	12%	6%	15%	18%	12%	38%	34%	37%	41%	36%	44%

Summary: The number of students with disabilities nearly meeting or meeting proficiency in English language arts significantly decreased between 2016 and 2018. This has caused an increased effort for staff during the 2018-2019 school year to refocus on preparation for students with disabilities.

Math	Not Met			Nearly Met			Met			Exceeded		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	35%	33%	20%	31%	33%	34%	25%	25%	26%	9%	9%	11%
Students with No Disability	27%	27%	19%	34%	35%	36%	28%	28%	30%	11%	10%	13%
Students with Disability	88%	90%	79%	9%	9%	18%	3%	0%	1%	0%	2%	2%
Students Economically Disadvantaged	52%	44%	43%	30%	34%	36%	15%	20%	15%	4%	2%	4%
Students Not Economically Disadvantaged	26%	28%	20%	31%	32%	33%	30%	28%	31%	12%	12%	14%

Summary: The number of students with disabilities nearly meeting, meeting, or exceeding proficiency in math remained similar between 2016 and 2018. This has caused an increased effort for staff during the 2018-2019 school year to refocus on preparation for students with disabilities.

English Language Arts	Not Met			Nearly Met			Met			Exceeded		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	10%	16%	9%	18%	20%	16%	38%	33%	37%	34%	31%	36%
Black or African American	27%	36%	6%	33%	25%	12%	30%	21%	37%	10%	18%	44%
Asian	n/a	19%	15%	n/a	25%	10%	42%	19%	35%	58%	38%	40%
Filipino	n/a	12%	0%	n/a	35%	9%	n/a	35%	42%	n/a	18%	47%
Hispanic or Latino	12%	20%	10%	25%	25%	21%	37%	33%	41%	27%	22%	27%
White	7%	12%	7%	12%	14%	13%	44%	35%	32%	37%	39%	46%
Two or More Races	14%	11%	11%	9%	16%	11%	23%	34%	44%	54%	39%	33%

Summary: The number of African American students nearly meeting or meeting proficiency in English language arts decreased between 2017 and 2018, but increased for students that identified as 2 or more races.

Mathematics	Not Met			Nearly Met			Met			Exceeded		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	35%	33%	20%	31%	33%	34%	25%	25%	26%	9%	9%	11%
Black or African American	66%	64%	20%	24%	28%	33%	10%	4%	31%	0%	4%	14%
Asian	8%	38%	5%	23%	31%	38%	46%	13%	27%	23%	19%	27%
Filipino	n/a	35%	9%	n/a	35%	28%	n/a	18%	42%	n/a	12%	19%
Hispanic or Latino	44%	44%	33%	32%	35%	35%	18%	18%	24%	6%	4%	6%
White	26%	23%	22%	34%	32%	32%	30%	33%	28%	11%	12%	16%
Two or More Races	25%	20%	26%	17%	31%	31%	39%	36%	42%	19%	13%	1%

Summary: The percentage of Hispanic students nearly meeting or meeting math proficiency standards maintained constant, while the Asian subgroup experienced a decrease in proficiency

COLLEGE EXAMS

SAT

Current ELA or Math Benchmark is established by the College Board based on the NEW 2016 SAT test form as of March, 2016		2017-2018			2018-2019		
		LHS	District	State	LHS	District	State
Grade 12 Enrollment		606	2,117	489,221	610	2,138	489,650
Number Tested		275	923	236,492	203	639	170,411
Total Number Meeting ELA Benchmarks		228	766	167,556	163	505	116,500
Percent Meeting ELA Benchmarks		82.91%	82.99%	71.04%	80.30%	79.03%	68.36%
Total Number Meeting Math Benchmarks		150	479	119,835	115	344	81,551
Percent Meeting Math Benchmarks		54.55%	51.90%	50.67%	56.65%	53.83%	47.86%

Summary: Between 2016-2018 students met the ELA and Math benchmarks in the SAT.

ACT

	2016-2017			2017-2018			2018-2019		
	LHS	District	State	LHS	District	State	LHS	District	State
Grade 12 Enrollment	631	2,140	484,169	606	2,117	489,221	610	2,138	489,650
Number Tested	120	435	130,665	109	342	100,197	82	284	82,668
Average Score	22	23	23	21	22	24	22	23	22
Score ≥ 21 Number	78	284	63,629	56	198	56,665	55	45,466	183
Score ≥ 21 Percent	65.00	65.29	58.11	51.38	57.89	56.55	67.07%	55.00%	64.44%

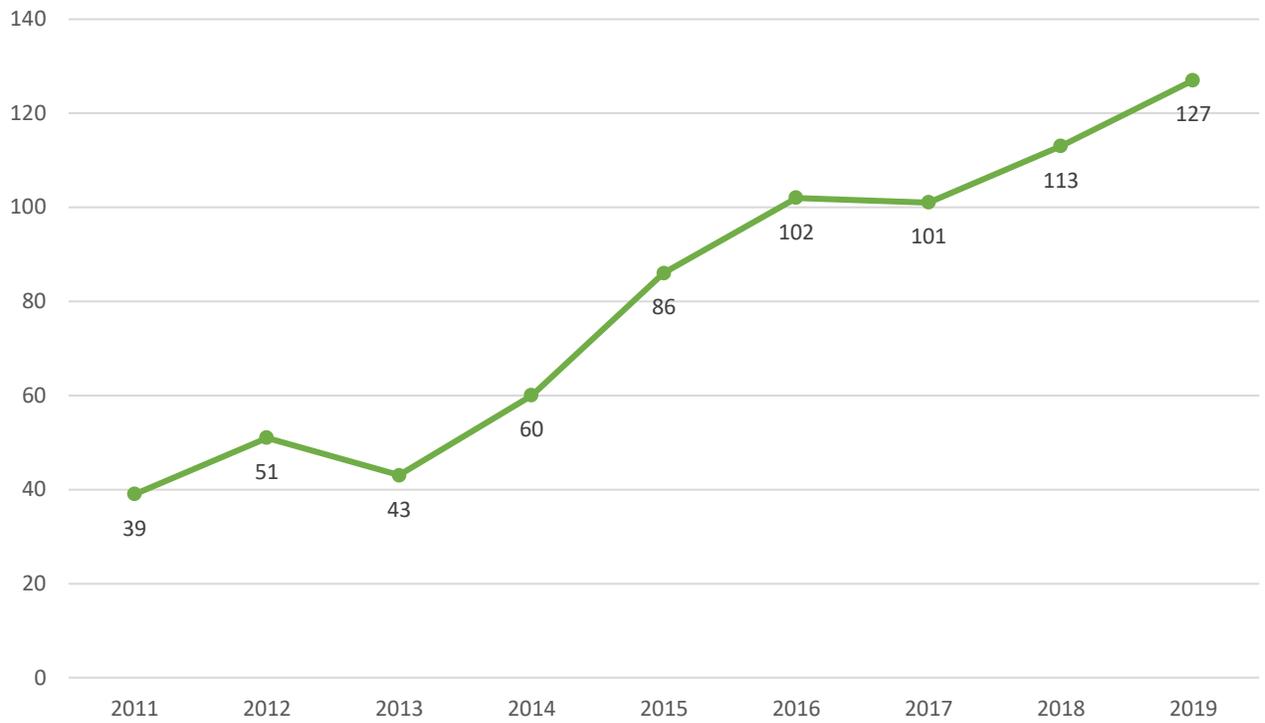*Summary: The number of students in the district taking the ACT is declining*

Advanced Placement

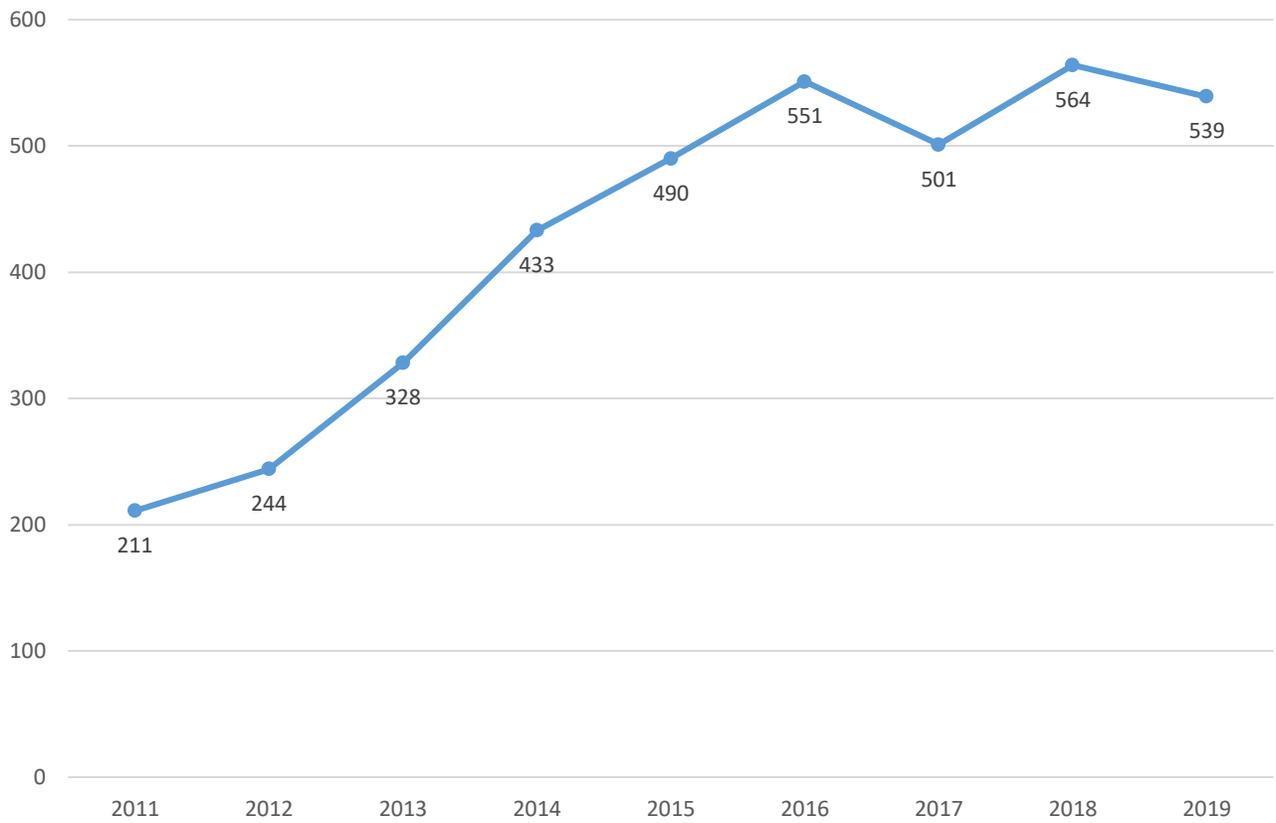|	2016-2017			2017-2018			2018-2019		
	LHS	District	State	LHS	District	State	LHS	District	State
Grade 12 Enrollment	606	2,117	489,221	566			610	2,138	489,650
Grade 10-12 Enrollment	1,902	6,169	1,448,662	1,930			1,970	6,159	1,457,183
Number Tested	564	1,569	380,453	539			537	1,501	383,274
Exam Score = 5	77	250	101,189	74			74	290	104,041
Exam Score = 4	194	541	138,454	225			225	562	141,733
Exam Score = 3	269	808	170,951	277			276	786	173,521
Exam Score = 2	272	744	167,202	241			240	580	165,133
Exam Score = 1	136	416	135,606	78			79	324	130,840

Advanced Placement Pass Rates

Course	2018			2019			2020		
	Total Students Enrolled	# of Tests Taken	% Passed 3+	Total Students Enrolled	# of Tests Taken	% Passed 3+	Total Students Enrolled	# of Tests Taken	% Passed 3+
Art History	88	79	78%	68	65	55.4%	44	65	55.4%
Biology	77	71	55%	81	75	73.3%	70	75	73.3%
Calculus AB	54	39	0%	28	22	59.1%	67	22	59.1%
Calculus BC	15	10	80%	12	9	55.6%	10	9	55.6%
Chemistry	n/a	0	n/a	22	18	50.0%	13	18	50%
Comp Science A	n/a	n/a	n/a	21	8	--	10	8	0%
Comp Sci Princ	66	41	46%	35	14	53.3%	0	16	50%
English Language	69	62	61%	101	98	76.5%	57	98	76.5%
English Lit Comp	86	73	48%	107	73	63.0%	116	73	63%
Env Science	63	23	48%	54	8	25.0%	26	8	25%
European History	26	13	46%	13	10	60.0%	n/a	10	60%
Human Geography	43	36	86%	23	21	90.5%	32	21	90.5%
Macro Economics	55	10	10%	50	9	11.1%	90	9	11.1%
Music Theory	0	0	n/a	15	12	75.0%	n/a	12	75%
Physics 1	64	43	12%	58	20	20.0%	157	20	20%
Physics 2	20	6	17%	28	9	11..1%	20	9	11.1%
Psychology	245	157	60%	238	156	57.1%	200	156	57.1%
Seminar	n/a	n/a	n/a	28	20	100.0%	13	20	100%
Spanish Language	61	52	69%	43	27	92.6%	40	27	92.6%
Spanish Lit	0	3	67%	0	2	100.0%	n/a	2	100%
Statistics	77	58	66%	42	27	81.5%	89	27	81.5%
Studio Art 2D	34	30	97%	35	31	100.0%	n/a	31	100%
Studio Art 3D	14	14	64%	11	11	72.7%	12	11	72.7%
Studio Art Draw	5	4	50%	9	11	100.0%	12	7	100%
US Government	54	19	16%	84	19	31.6%	70	19	31.6%
US History	24	20	60%	28	26	57.7%	45	26	57.7%
World History	101	89	70%	118	98	63.3%	105	98	63.3%
Total Exams			952			895			987
Total AP Students			564			540			566
Total School Enrollment			2549			2668			2661
Total % of AP Students Enrollment			22.1%			13.8%			28.5%
# AP Students w/Scores 3+			378			367			436
% of Total AP Students with Scores 3+			67.0%			68.7%			76.8%

Summary: The number of students taking AP classes has increased. The number of students passing AP exams with a 3 or more has increased.

of AP Scholars

Year	Value
2011	39
2012	51
2013	43
2014	60
2015	86
2016	102
2017	101
2018	113
2019	127

of Students taking an AP Exam

Year	Value
2011	211
2012	244
2013	328
2014	433
2015	490
2016	551
2017	501
2018	564
2019	539

Post-secondary Plans of Graduates

**(Results are approximations based on number of students who completed LUHSD Graduate Survey.
Totals may be higher due to graduates choosing more than one option.)**

	Class of 2018		Class of 2019		Class of 2020	
	#	%	#	%	#	%
4-Year College/University	196	35.3%	162	34.8%	n/a	n/a
Community College	274	49.3%	230	49.5%	n/a	n/a
Technical School	28	5.0%	5	1.1%	n/a	n/a
Military	17	3.1%	28	6.0%	n/a	n/a
Work	35	6.3%	26	5.6%	n/a	n/a
Travel	1	0.2%	2	0.4%	n/a	n/a
Other	5	0.9%	12	2.6%	n/a	n/a
Total	556		465		n/a	n/a

*CLASS OF 2020 DATA IS NOT AVAILABLE   *LUHSD ANNUAL GRADUATE SURVEY*

Summary: The percentage of students going to community college has increased, while the percentage of students going to a 4 year has remained relatively constant.

Career Technical Education (CTE) Programs

Course	2017-2018	2018-2019	2019-2020
Agriscience	35	67	120
Animal Science 17-18/ Agricultural Business 18-19	27	31	85
Cabinetmaking, Millwork, and Woodworking	41	55	56
Education		95	98
Food Science, Dietetics, and Nutrition	74	84	53
Marketing	32	0	0
Patient Care	242	241	310
Performing Arts	35	47	426
Production and Managerial Arts	46	60	192
Software and Systems Development	32	31	166
Systems Diagnostics, Services, and Repair	78	112	284
Total	642	823	1781

Summary: The number of students taking CTE courses has significantly increased.

California Partnership Academy Grant Program

Academy	2017-2018	2018-2019	2019-2020
Teaching & Learning Careers Academy (TLC)	123	145	185
Public Art & Design Academy (PADA)	91	89	150
Total	214	234	335

Summary: Enrollment for the partnership academies has increased for the TLC academy and for the PADA academy.

CALIFORNIA ENGLISH DEVELOPMENT TEST (CELDT) 2016-2018
ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC) beginning 2018-19
Student Proficiency Levels by Grade Level

CELDT 2017-2018

	9		10		11		12		Total	
	#	%	#	%	#	%	#	%	#	%
Advanced	4	7%	2	5%	3	8%	7	19%	16	9%
Early Advanced	22	39%	15	34%	13	33%	8	22%	58	33%
Intermediate	12	21%	11	25%	10	26%	10	28%	43	25%
Early Intermediate	6	11%	4	9%	6	15%	7	19%	23	13%
Beginning	12	21%	12	27%	7	18%	4	11%	35	20%
Total	56	32%	44	25%	39	22%	36	21%	175	100%

CELDT 2018-2019

	9		10		11		12		Total	
	#	%	#	%	#	%	#	%	#	%
Advanced	9	13.2%	9	16.7%	9	18.0%	3	9.7%	44	21.7%
Early Advanced	32	47.1%	18	33.3%	16	32.0%	2	6.5%	61	30.0%
Intermediate	17	25.0%	16	29.6%	13	26.0%	15	48.4%	68	33.5%
Early Intermediate	10	14.7%	11	20.4%	12	24.0%	11	35.5%	30	14.8%
Beginning	68	33.5%	54	26.6%	50	24.6%	31	15.3%	203	100%
Total	9	13.2%	9	16.7%	9	18.0%	3	9.7%	44	21.7%

ELPAC 2019-2020

	9		10		11		12		Total	
	#	%	#	%	#	%	#	%	#	%
Level 4	5	29.4%	1	5.8%	7	35.0%			13	24.0%
Level 3	5	29.4%	7	41.1%	7	35.0%			19	35.1%
Level 2	7	41.1%	9	52.9%	6	30.0%			23	42.5%
Level 1	0	0.0%	0	0.0%	0	0.0%			0	0.0%
Total	17	100.0%	17	100.0%	20	100.0%			54	100.0%

Summary: Between 2016-2018 the Intermediate CELDT scores remained constant, while the number of Early Advanced increased.

LANGUAGE PROFICIENCY
Percentage of Students Designated English Language Learners

Ethnicity	2017-2018		2018-2019		2019-2020	
	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%
Asian	12	6.5%	11	5.9%	12	5.7%
Pacific Islander	0	0.0%	2	1.1%	1	.4%
Filipino	2	1.1%	4	2.2%	6	2.8%
Black/African American	2	1.1%	2	1.1%	3	1.4%
White	9	4.8%	15	8.1%	10	4.7%
Hispanic or Latino	157	84.4%	149	80.1%	168	0.8%
Multiple/No Response	4	2.2%	3	1.6%	14	6.6%
Total English Learners (EL)	186	33.3%	186	32.1%	210	34.2%
American Indian/Alaskan Native	0	0.0%	1	0.3%	1	.2%
Asian	28	5.0%	32	8.7%	26	6.9%
Pacific Islander	5	0.9%	1	0.3%	2	.5%
Filipino	10	1.8%	15	4.1%	17	4.5%
Black/African American	2	0.4%	0	0.0%	1	.2%
White	12	22%	24	6.5%	24	6.3%
Hispanic or Latino	283	50.7%	291	78.9%	295	78.4%
Multiple/No Response	3	0.5%	5	1.1%	10	2.6%
Total Re-designated (RFEP)	343	61.5%	369	63.6%	376	61.2%
Asian	6	1.1%	5	1.3%	6	21.4%
Pacific Islander	1	0.2%	0	0.0%	0	0%
Filipino	5	0.9%	6	1.5%	6	21.4%
Black/African American	0	0.0%	1	0.3%	1	3.5%
Hispanic or Latino	13	2.3%	7	1.8%	9	32.1%
White	4	0.7%	6	1.5%	6	21.4%
Total Fluent English Proficient (FFEP)	29	10.4%	25	4.3%	28	4.5%
American Indian/Alaskan Native	0	0.0%	1	0.2%	1	.1%
Asian	46	8.2%	48	8.3%	43	7.0%
Pacific Islander	6	1.1%	3	0.5%	3	.4%
Filipino	17	3.0%	25	4.3%	28	4.5%
Black/African American	4	0.7%	3	0.5%	5	.8%
White	25	4.5%	44	7.6%	40	6.5%
Hispanic or Latino	453	81.2%	447	77.1%	472	76.8%
Multiple/No Response	7	1.3%	9	1.6%	22	3.5%
Total Students whose Primary Language is Other than English	558	21.9%	580	21.7%	614	23.0%

Students Designated English Language Learners and Enrolled in Special Education Programs

	2017-2018		2018-2019		2019-2020	
	Number	Percent	Number	Percent	Number	Percent
English Learners (EL)	49	14.4%	63	18.5%	75	19.5%
Fluent English Proficient (FEP)	0	0.0%	0	0.0%	0	0.0%
Re-designated FEP	39	11.5%	28	8.2%	33	8.5%
Total Students whose Primary Language is other than English enrolled in Sped Programs	88	25.9%	91	26.8%	108	28.1%

Summary: The number of English learners in special education programs has increased.

Students determined prepared for college by the Early Assessment Program:

Early Assessment of readiness for college	2016-17 English	2016-17 Math	2017-18 English	2017-18 Math	2018-2019 Math	2018-2019 English
Students Enrolled	567	567	569	570	634	634
Number of Students Tested	538	539	565	568	597	597
Number of Students with Scores	538	539	565	567	597	597
Ready for college-level coursework(4)	34%	9%	31%	9%	36.85%	11.73%
Conditionally Ready for college-level coursework(3)	38%	25%	33%	25%	37.19%	26.97%
Not yet demonstrating readiness(2)	18%	31%	20%	33%	16.42%	34.00%
Not demonstrating readiness(1)	10%	35%	16%	33%	9.55%	27.30%

Summary: Scores have remained constant for students to be determined as ready for coursework or conditionally ready.

REPORT CARD ANALYSIS

D and F Grades in Core Classes

English Language Arts

Course	2017-2018			2018-2019			2019-2020		
	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F
English 9	1423	329	23.1%	1493	306	20.5%	759	185	24.3%
English 10	1307	297	22.7%	1345	308	22.9%	684	164	23.9%
English 11	1025	253	24.7%	1053	250	23.7%	535	156	29.1%
English 12	228	69	30.3%	169	63	37.3%	154	60	38.9%
ERWC	599	48	8.0%	632	49	7.8%	268	27	10.0%
Total	4582	996	21.7%	4692	976	20.8%	2400	592	24.6%

Math

Course	2016-2017			2017-2018			2018-2019		
	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F
Int Algebra	514	154	30.0%	Course discontinued 2018-2019			Course discontinued 2018-2019		
Algebra I 10-12	112	63	56.3%						
Algebra 1	679	155	22.8%	1180	459	38.9%	698	343	49.1%
Algebra 2	1076	270	25.1%	1244	205	16.5%	527	110	20.8%
Geometry	1340	257	19.2%	1484	294	9.8%	387	143	36.9%
Total	3721	899	24.2%	3908	958	24.5%	1612	596	36.9%

Science

Course	2017-2018			2018-2019			2019-2020		
	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F
Biology/ Chem/Earth Sys	1463	357	24.4%	1104	158	14.3%	739	104	14.0%
Earth Science/ The Living Earth	760	266	35.0%	2004	549	27.4%	763	211	27.6%
Total	2223	623	28.0%	3108	707	22.7%	1502	315	20.9%

Social Science

Course	2017-2018			2018-2019			2019-2020		
	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F
World History	1110	280	25.2%	1102	225	20.4%	584	152	26.0%
U.S. History	1145	335	29.3%	1213	305	25.1%	542	148	27.3%
Total	2255	615	27.3%	2315	530	22.9%	1126	300	26.6%

Summary: The percentage of students with a D or F in world history and U.S. history have fluctuated, but seen a decrease between 2016-2018 and an increase in 2019-2020

Total D and F grades in all core classes

Core Classes	2017-2018			2018-2019			2019-2020		
	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F
Total Grades	12,781	3,133	24.5%	14,023	3,171	22.6%	6,896	1,803	25.8%

Ethnicity	2017-2018			2018-2019			2019-2020		
	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F	Total Grades	# D/F	% D/F
American Indian	170	47	27.6%	219	45	20.5%	162	40	24.6%
Asian	449	79	17.6%	536	63	11.8%	581	80	13.7%
Black/African Am	963	301	31.3%	994	327	32.9%	1023	283	27.6%
Filipino	485	89	18.4%	646	105	16.3%	601	60	9.9%
Pacific Islander	89	6	6.7%	137	34	24.8%	88	25	28.4%
Hispanic	4797	1491	31.1%	5129	1488	29.0%	7018	1559	22.2%
White	5725	1089	19.0%	6219	1061	17.1%	7991	1082	13.5%
Multiple/NR	103	31	30.1%	143	48	33.6%	1382	234	16.9%
Total	12781	3133	24.5%	14023	3171	22.6%	18853	3363	17.8%
Students w/Disability	1508	658	43.6%	1549	649	41.9%	2814	677	24%
Students w/No Disability	11273	2475	22.0%	12474	2522	20.2%	16039	2680	16.7%

Summary: The percentage of students receiving a D or F grade has remained relatively constant across ethnic subgroups between 2016-2018

Summer School Course Remediation Grade Review

Course	2017-2018			2018-2019			2019-2020		
	Total Grades	# DF	% DF	Total Grades	# DF	% DF	Total Grades	# D/F	% D/F
P-Algebra 1	47	10	21.3%	72	19	26.4%	65	10	15.3%
P-Algebra 2	30	6	20.0%	9	0		4	0	
P-Biology	37	11	29.7%	5	0		2	0	
ChemistryEar				7	0		9	0	
P-Earth Sci	55	9	16.4%	8	0		1	0	
Living Earth				47	5	10.6%	58	7	12%
P-Eng 9	97	13	13.4%	107	18	16.8%	70	6	8.5%
P-Eng 10	68	8	11.8%	74	2	2.7%	55	5	9%
P-Eng 11	43	1	2.3%	42	5	11.9%	24	3	12.5%
P-Eng 12				2	0		1	0	
P-Geometry	30	9	30.0%	36	4	11.1%	17	0	
P-U.S. Hist	40	5	12.5%	60	0		17	3	17.6%
P-World Hist	57	19	33.3%	42	4	9.5%	58	0	
Total	504	91	18.1%	511	57	11.2%	381	34	8.9%

Summary: The percentage of students failing summer school courses has increased between 2016-2018. This has led to the district reviewing summer school grading rubrics and identify areas of strength and needed improvement.

F Grades in Core Classes
English Language Arts

Course	2017-2018 Total Grades	# F	% F	2018-2019 Total Grades	# F	% F	2019-2020 Total Grades	# F	% F
English 9	1423	178	12.5%	1493	166	11.1%	759	103	13.5%
English 10	1307	149	11.4%	1345	162	12.0%	684	105	15.3%
English 11	1025	93	9.1%	1053	108	10.3%	535	108	20.1%
English 12	228	8	3.5%	169	5	3.0%	154	26	16.8%
ERWC	599	8	1.3%	632	6	0.9%	268	11	4.1%
Total	4582	436	9.5%	4692	447	9.5%	2400	353	14.7%

Math

Course	2017-2018 Total Grades	# F	% F	2018-2019 Total Grades	# F	% F	2019-2020 Total Grades	# F	% F
Int Algebra	514	67	13.0%	Course discontinued 2018-19			Course discontinued 2018-19		
Algebra I 10-12	112	39	34.8%						
Algebra 1	679	84	12.4%	1180	211	17.9%	698	211	30.2%
Algebra 2	1076	101	9.4%	1244	70	5.6%	527	47	8.9%
Geometry	1340	95	7.1%	1484	118	8.0%	387	62	16.0%
Total	3721	386	10.37%	3908	399	10.21%	1612	320	19.8%

Science

Course	2017-2018 Total Grades	# F	% F	2018-2019 Total Grades	# F	% F	2019-2020 Total Grades	# F	% F
Biology/ Chem/EarSys	1463	153	10.5%	1104	54	4.9%	739	50	6.7%
Earth Science/ The Living Ear	760	143	18.8%	2004	257	12.8%	763	149	19.5%
Total	2223	296	13.3%	3108	311	10.0%	1502	199	13.2%

Social Science

Course	2017-2018 Total Grades	# F	% F	2018-2019 Total Grades	# F	% F	2019-2020 Total Grades	# F	% F
World History	1110	134	12.1%	1102	86	7.8%	584	92	15.7%
U.S. History	1145	135	11.8%	1213	122	10.1%	542	86	15.8%
Total	2255	269	11.9%	2315	208	9.0%	1126	178	15.8%

Total F Semester Grades in Core Classes

	Semester 1 (Fall 2017	Semester 2 (Spring 2018)	Semester 1 (Fall 2018)	Semester 2 (Spring 2019)	Semester 1 (Fall 2019)	Semester 2 (Spring 2020)
Number of F's	**737**	**650**	**638**	**727**	**201**	**1,050**
% of F's out of all core subject grades	**11.3%**	**10.4%**	**9.0%**	**10.5%**	**10.3%**	**15.2%**

Summary: The percentage of F's has decreased from first and second semesters, yet the percentage across core subject areas has remained relatively constant.

Engagement Indicators

Liberty High School has engagement of parent groups and other committees to support students and academics including the ELAC, LHS Parents Club, African American College Night and District College Night and the Local Scholarship Program.

2019-2020 Four-Year Adjusted Cohort Graduation Rate

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Liberty High	601	520	97.1%	355	126	92

Race / Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	41	47	100.0%	TBD pending CALPADS	TBD pending CALPADS	TBD pending CALPADS
Asian	21	21	100.0%			
Filipino	19	24	100.0%			
Hispanic or Latino	231	220	95.2%			
White	295	290	98.3%			
Two or More Races	20	20	100.0%			

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

2018-19 Four-Year Adjusted Cohort Graduation Rate

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Liberty High	541	514	95.0%	293	73	95

Race / Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	31	26	83.9%	12	2	
Asian	13	13	100.0%	9	2	
Filipino	20	19	95.0%	10	1	
Hispanic or Latino	184	176	95.7%	82	33	
White	243	232	95.5%	150	27	
Two or More Races	43	43	100.0%	28	8	

2017-18 Four-Year Adjusted Cohort Graduation Rate

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Liberty High	529	507	95.8%	276	74	136

Race / Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	28	28	100.0%	9	1	1
Asian	13	13	100.0%	9	3	6
Filipino	15	15	100.0%	8	1	3
Hispanic or Latino	191	179	93.7%	87	40	44
White	243	233	95.9%	138	22	67
Two or More Races	34	34	100.0%	21	6	13

DISCIPLINE: SUSPENSION AND EXPULSION RATES

Students Who Were Suspended and Expelled

Year	Enrollment	Students Suspended Unduplicated	Suspension Rate	Students Expelled	Expulsion Rate
2017-2018	2,549	166	6.5%	3	6.5%
2018-2019	2,668	158	5.9%		
2019-2020	2,661	104	3.9%	5	0.1%

Datasource: Dataquest

Number of Suspension Incidents by Student Subgroups

Numbers are for each incident. Some students may have been suspended twice for the same or different issue. Not all incidents are listed, such as obscenity, theft, property damage, etc.

2017-2018

	Fighting (500,501,502,503,504)	Drug/Alcohol (200,201,202,203,204)	Threats (506,507,509,513)	Weapons (101,102,103,104)	Disruption (511)
African American	9	5	3	0	6
American Indian	0	0	0	0	0
Asian	1	0	1	0	0
Filipino	0	0	0	0	1
Hispanic	15	11	4	0	12
Pacific Islander	0	2	0	0	0
White	19	27	3	1	5
Multiple	3	0	1	0	0
Totals	47	45	12	1	24
Female	13	16	4	1	4
Male	34	29	8	0	20
Grade 9	19	8	5	0	6
Grade 10	16	16	4	1	13
Grade 11	6	9	3	0	4
Grade 12	6	12	0	0	1

Datasource: CalPads7.2

2018-2019

	Fighting (500,501,502,503,504)	Drug/Alcohol (200,201,202,203,204)	Threats (506,507,509,513)	Weapons (101,102,103,104)	Disruption (511)
African American	11	7	0	0	2
American Indian	0	0	2	0	0
Asian	0	2	0	0	0
Filipino	0	1	0	0	1
Hispanic	16	23	5	3	2
Pacific Islander	1	1	0	0	0
White	13	20	6	2	5
Multiple	4	0	1	1	1
Totals	45	54	14	6	11
Female	14	18	6	1	2
Male	31	36	8	5	9
Grade 9	18	13	5	2	3
Grade 10	16	17	3	2	4
Grade 11	8	20	4	1	4
Grade 12	3	4	2	1	0

Datasource: CalPads7.2

2019-2020

	Fighting (500,501,502,503,504)	Drug/Alcohol (200,201,202,203,204)	Threats (506,507,509,513)	Weapons (101,102,103,104)	Disruption (511)
African American	7	8	0	0	1
American Indian	1	0	0	0	1
Asian	4	0	0	0	0
Filipino	0	1	0	0	0
Hispanic	21	36	3	0	11
Pacific Islander	0	0	0	0	0
White	9	37	0	2	10
Multiple/NR	3	5	0	1	0
Totals	45	87	3	3	23
Female	23	14	0	0	3
Male	22	73	3	3	19
Grade 9	12	21	0	0	10
Grade 10	20	34	1	2	10
Grade 11	9	18	2	1	0
Grade 12	4	14	0	0	3

Datasource: CalPads7.2

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Liberty High School	07617210733980	October 22, 2020	November 18, 2020

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

The SPSA was developed, reviewed, and updated by the following:
SSC meetings: 8/27/20, 9/17/20 10/22/20
Department Chair Meeting: 10/28/2020
Title 1 Meeting: 10/15/2020

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Increase the number of students with A-C grades in all courses, specifically in UC/CSU a-g requirements, dual enrollment course, and CTE pathways to maximize students that are college and career ready.

Identified Need

This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data:

D, F data by semester and subgroup
UC/CSU "a-g" course completion
SAT test results
Attendance data
SBAC data (baseline)
District LCAP goal 1 to provide a physically and emotionally supportive school environment which support student learning
District LCAP goal 2 to prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program
California School Dashboard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Conduct D/F grade review – analysis of class grades and grading practices.	Data analyzed quarterly to determine student subgroup success & level of intervention needs	Fall 2020 and spring 2021 discuss with PD team about how to incorporate into department goals
Using the cycle of grade reporting conduct ongoing evaluations to determine student and program outcomes and inform ongoing	Data reviewed with Department chairs once a month to collaborate during PLC time with department to adjust instruction as needed.	To increase post-secondary success for all students as measured CA Dashboard College/Career Readiness

program needs		
Utilize WASC Action Plan and SPSA to drive the school program and ensure all students learn, including the alignments of budget allocations with school Mission/Vision	Various leadership teams across campus are continuing to review the WASC and Single Site Plan goals to assess for success sand identify areas for needed change or improvement.	Sustained monitoring over several years- to follow the WASC FOL proves across 3-6 years
Revisit the use of the classroom minutes for intervention considering things such as SSR, FIT, re-teaching, Advisory or AVID-like strategies for learning.	During the school year, staff will revisit the results of intervention strategies tied to the Student Learning Outcomes in relation to student achievement data. Leadership teams will determine if the appropriate interventions are working in alignment with district goals.	Once program is determined, present the information and strategies to staff including training and scheduling of the minutes. Develop alongside Admin the PD calendar of activities aligned with the district calendar to include PLC work, department time, and staff-wide professional development, including activities such as technology, cross-curricular planning or professionalism
Use CA Dashboard metric of College/Career Readiness (CTE pathway completion, a-g completion, Dual Enrollment completion, AP Exams, etc.)	Work with school counselors, LMC liaisons, and CTE department to increase number of students completing eligible pathways.	Increase in the number of students college and career ready.

Strategies/Activities

Students to be served by this Strategy/Activity

All students

Strategies/Activities

- Continue to explore ways to integrate a school-wide intervention program within the bell schedule
- Growth Mindset training sustained over multiple years
- RTI/MTSS Committee to reconvene and establish research based methods and strategies for implementation
- Equity team to convene and collaborate on research-based methods and strategies to reach students from various subgroups
- Academic support groups and intervention (Counseling groups, SSTs, Parent Meetings)
- Early D/F grade intervention school-wide
- Implementation of restorative justice practices and strategies to respond to students
- Continue to explore the integration of AVID-like practices
- Integrate Reading-to-Learn series and strategies
- Increase communication with parents regarding student progress
- Continue to regularly update gradebooks
- Computer assignment to study hall
- Provide multiple training opportunities for parent/guardians on the use of Parent Portal & Canvas
- Parent University nights distinct by grade level
- D/F grade review- Report card analysis

- Continue to utilize programs to promote College and Career Readiness/Awareness
- Use the Edgenuity program to replace D/F grades.
- Implementation of Research Supported Best Practices to increase successful access to course content.
- Associated Marriage and Family Therapist interns available to students during school hours
- Incorporate new EXCEL model to improve collaboration between SPED and general education teachers.
- Implement Year 1 from Professional Development team. Includes: peer visits, introduction of essential questions/essential standards/learning targets/success criteria
- Increase the use and implementation of technology in the classroom to improve student success
- Support social and emotional development of students to increase academic achievement using programs such as One Day at a Time (ODAT), PRIDE Summit, Breaking Down the Walls, etc.
- Support staff collaboration by utilizing substitute teachers for release time
- Create a positive and effective learning environment by enhancing school culture and campus safety
- Para professional for EL Department to increase academic support for English language learning students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$45,000	LCAP
$150,000	Title 1

Goal 2

Increase student achievement and assessments among all subgroups, specifically in the area of academic literacy.

Identified Need

This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data:

D, F data by semester and subgroup
F data by semester and subgroup
UC/CSU "a-g" course completion
SAT test results
Attendance data
SBAC data (baseline)
District LCAP Goal 2 to prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Continue to partner up with a credit recovery program	Edgenuity has been given two sections on the master schedule to allow for students to have the ability to access credit recovery during the school day in lieu of an unscheduled period or need for remediation. There are currently 43 students enrolled between those two sections.	Provide more students with the opportunity to increase the availability of credit recovery without the need to participate in a summer school remediation
Staff development to help support changes in developing academic literacy specifically in math	Looking toward science professional development in future.	Provide professional development opportunities for teachers to learn about teaching strategies and best practices for helping students develop the academic literacy skills to allow them to be successful across the disciplines.
Research and purchase supplemental educational materials and software to help support the academic readiness of our students and allow us to incorporate writing and reading across the curriculum	Math skills classes and curriculum purchased to use in the support classes. Foundations materials purchased for curriculum	Purchase computer software and supplemental educational materials to help increase the academic achievement of our students and helping them become UC/CSU eligible. (UC Readiness program…)
Develop writing rubric to be utilized across the curriculum by synthesizing the various textbook materials and approaches	Rubrics can be designed by subject or department using textbook materials	Implement a cohesive writing sample with an appropriate writing format (Some may use MLA, current event articles, word problems, etc)
Cross-Curricular collaboration (through Content Coaches, PD Team, etc).	Currently the LHS PD Team has created an implementation plan to support staff with the rollout of best practices in accessing core content	PD Team established and first draft implementation plan in 2018-2019 school year PD Team Monthly meetings during the 2019-2020 school year Informal peer visits to begin in 2018-2019 and continue through 2019-2020 McRel/Erkins related PD in 2019-2020 school year In the 2020-2021 school year, Canvas coaching team created for distance learning supports

Strategy/Activity

Students to be served by this Strategy/Activity

All students

Strategy/Activity

- Incorporate writing and reading across the curriculum
- Incorporate academic vocabulary practice for each unit
- Research the implementation of an English and Writing Lab incorporated into the Excel Lab or after school HELP program using peer tutors
- Increase cross- curricular collaboration
- Integrate computer skills throughout the curriculum in mainstream courses
- Identify and establish a research-based attendance incentive program, including improvement of truancy and tardies
- Implement Year 1 from Professional Development team. Includes: peer visits, introduction of essential questions/essential standards/learning targets/success criteria
- Implement Year 1 from Professional Development team. Includes: peer visits, introduction of essential questions/essential standards/learning targets/success criteria
- Increase the use and implementation of technology in the classroom to improve student success
- Support social and emotional development of students to increase academic achievement using programs such as One Day at a Time (ODAT), PRIDE Summit, Breaking Down the Walls, etc.
- Support staff collaboration by utilizing substitute teachers for release time
- Create a positive and effective learning environment by enhancing school culture and campus safety
- Para professional for EL Department to increase academic support for English language learning students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$7,000	LCAP
$18,000	Title 1

Goal 3

Increase student achievement and assessments among all subgroups, specifically in the area of math.

Identified Need

This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data:

D, F data by semester and subgroup
F data by semester and subgroup
UC/CSU "a-g" course completion
SAT test results
Attendance data
SBAC data (baseline)
District LCAP goal 2 to prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff development to help support changes in developing academic	Triad common prep periods for teachers to collaborate on pacing,	Provide professional development opportunities for teachers learn

literacy specifically in math	achievement, and standards implementation.	about teaching strategies and best practices for helping students develop the academic literacy skills to allow them to be successful across the disciplines.
Staff development to help support math skills	Math skills classes allow for smaller class sizes and more targeted support.

Triad common prep periods for teachers to collaborate on pacing, achievement, and standards implementation. | Provide professional development opportunities for teachers learn about teaching strategies and best practices for helping students develop the math skills to allow them to be successful.

Common Preps for Math triads Math skills class created (smaller class size) |
| Incorporate math into lessons within all subject areas | PD time allows for cross-collaboration for teachers to incorporate math into all subject areas | Teachers will incorporate real world application of math and word problems into their curriculum to help reinforce math skills. |
| Committee will continue to research and monitor our school wide system of intervention | Articulation with feeder schools regarding math placement for students assists with pre-placement of students into math skills classes

HERO program implementation to assist with positive RtI strategies in addition to attendance incentives | Implement a school-wide system of intervention and monitor the effectiveness of the system. Committee will continue to research and visit schools with school-wide programs of interventions and will adopt practices based on data to help support our unduplicated students. |
| Common Learning Targets and Success criteria in math classes | Flexible grading practices by PLC that emphasize mastery and improvement over time
Staff collaboration time
Math Help available after school | Increase numbers of UC/CSU a-g completers

Increased enrollment in higher levels of Math courses |
| Re-structuring of course sequencing for math progression | 3 year pilot is underway that includes 2 student cohorts

Dedicated sections in the master schedule | First student cohort in 2018-2019 school year, second student cohort in 2019-2020 school year, full cycle ending in the 2020-2021 school year.

Using assessment data, grade data, teacher and student surveys: assess progress, adjust and continue |
| Co-taught math support sections | Many special education students were not succeeding in the general education math skills classes, and were increasing their specialized support minutes by being placed in SPED math skills classes for remediation | To provide students with the least restrictive placement, SPED teachers paired with math teachers to create co-taught sections of general education math support to help students |

		During distance learning, team implemented a virtual math lab, and will continue to look at this intervention once in-person instruction resumes.

Strategy/Activity

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

- Incorporate Math into lessons within all subject areas
- Strive to reduce class size to 28 students per section for intervention courses (Math Skills classes
- Research the implementation of one section of Peer Tutoring to support a Math Lab concept into the Excel Lab, after school HELP program, Study Hall, Math Skills classes, and reverse pass system using peer tutors
- Increase the use of technology, electronic tests in the Math curriculum and instruction methods
- Math pilot of restructured course sequence (Geometry, Algebra 1, Algebra 2)
- Establish growth mindset in Math
- Incorporate the use of cross-curricular activities to support STEAM
- Continuous evaluation of District Assessments
- Identify and establish a research-based attendance incentive program including program improvement of truancy and tardies
- Implement Year 1 from Professional Development team. Includes: peer visits, introduction of essential questions/essential standards/learning targets/success criteria
- Implement Year 1 from Professional Development team. Includes: peer visits, introduction of essential questions/essential standards/learning targets/success criteria
- Increase the use and implementation of technology in the classroom to improve student success
- Support social and emotional development of students to increase academic achievement using programs such as One Day at a Time (ODAT), PRIDE Summit, Breaking Down the Walls, etc.
- Support staff collaboration by utilizing substitute teachers for release time
- Create a positive and effective learning environment by enhancing school culture and campus safety
- Para professional for EL Department to increase academic support for English language learning students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$12,460	LCAP
$24,556	Other

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 1: Increase the number of students with A-C grades in all courses, specifically in UC/CSU a-g requirements, dual enrollment course, and CTE pathways to maximize students that are college and career ready.

Strategies included:
-Monitor program implementation and analyze student data at the end of each grade marking period.
-Review data with department chairs once a month to collaborate during PLC time with department to adjust instruction as needed.
-Give release time to teachers to analyze student data & success rate
-Conduct ongoing (quarterly) grade analysis with regards to how students are performing in classes. Teachers in their PLC group will identify strategies to re-teach concepts and allow time for remediation.
-Communicate with parents regarding progress in class& hold parent meetings when students demonstrate a lack of progress or receive low grades.
-Promote parent workshops
-Purchase supplemental and educational materials to increase the academic achievement of our students and be able to provide them with incentives.
-Math skills curriculum research and implement
-Support class curriculum research and implement

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Changes to the implementation include:
-Additional sections created in Master Schedule to accommodate credit recovery of A-G courses
-Parent workshops added to be grade-specific, and occur once per quarter. In addition, other parent nights include information surrounding safety, drug/alcohol use, and other events.

Major changes include:
-Title 1 money is currently received late in 2019 prior to approval of 2019-2020 SPSA, budget numbers adjusted to reflect that change for the 2020-21 year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has been continued into the 2020-2021 SPSA planning with the only adjustments to the goal being to include other measures of college and career readiness, and can be found in the sections above (i.e. strategies/activities)

Using a variety of data and grade reporting, ongoing evaluations will determine student and program outcomes and inform ongoing program needs. By conducting a D/F grade review class grades and grading practices are further analyzed.

Supplemental educational materials are researched and purchased, which include software and incentives to help support academic readiness of our students.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2: Increase student achievement and assessments among all subgroups, specifically in the area of academic literacy.

Strategies included:
- Continue to partner up with a credit recovery program
- Purchase computers and document cameras to help reading intervention programs as well to help with career exploration and college readiness
- Research and purchase supplemental educational materials and software to help support the academic readiness of our students and allow us to incorporate writing and reading across the curriculum
- Research and develop a school-wide writing rubric

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

More acute time will be spent on cultivating writing rubrics and further identifying consistent means of higher academic expectations with writing.

SBAC data from the 2018-2019 year shows the Black/African American subgroup has increased with their success rate in meeting or exceeding standards in ELA from 39.29% to 53.85%.

SBAC data from 2018-2019 year shows the SPED and EL population subgroups both increased in their success rate in meeting or exceeding standards in ELA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has been continued into the 2020-2021 SPSA planning, and can be found in the sections above (i.e. strategies/activities)

Departments will continue to look over quarterly data, and with the use of Common Formative Assessments, create and adjust student learning targets.

EXCEL programs between special education case managers and general education teachers will help to facilitate support for students with special needs.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 3: Increase student achievement and assessments among all subgroups, specifically in the area of math.

Strategies included:
- Provide professional development opportunities for teachers learn about teaching strategies and best practices for helping students develop the math skills to allow them to be successful.
- Teachers will incorporate real world application of math and word problems into their curriculum to help reinforce math skills.
- Identify the students that will benefit and will be able to participate and complete the test preparation sessions.
- Identify the students that would benefit from the credit recovery program and schedule them into the session.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Continued review of data surrounding math supports in relation to success criteria to determine whether programs are working or not. Currently scores indicate that further analysis of math practices are needed, as students are continuing to score poorly in their SBAC as well as D/F rates.

SBAC data from the 2018-2019 year shows the Black/African American subgroup has increased with their success rate in meeting or exceeding standards in math from 7.14% to 14.28%.

SBAC data from 2018-2019 year shows the SPED and EL population subgroups both decreased in their success rate in meeting or exceeding standards in math.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has been continued into the 2020-2020 SPSA planning, and can be found in the sections above (i.e. strategies/activities)

Departments will continue to look over quarterly data, and with the use of Common Formative Assessments, create and adjust student learning targets.

EXCEL programs between special education case managers and general education teachers will help to facilitate support for students with special needs.

New pilot program of math articulation (i.e. Geometry completed first before Alg. 1) is providing ongoing data to review and propose potential advanced math options (i.e Alg 2 and Precalc)

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 1,167,326
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 257,016

Other Federal, State, and Local Funds

Federal Programs	Allocation ($)
Title 1	$192,556

Subtotal of additional federal funds included for this school: $ 192,556

List the State and local programs that the school is included in the schoolwide program.

State or Local Programs	Allocation ($)
LCAP	$64,460

Subtotal of state or local funds included for this school: $ 64,460
Total of federal, state, and/or local funds for this school: $1,167,326