

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Freedom High School	07 61721 0730457		

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The California Department of Education creates a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). Liberty Union High School School District in turn creates the LCAP to address how the students served in our district will meet the requirements defined in the ESSA State Plan. Liberty High School's SPSA is developed to align with LCAP goals to meet the needs of Liberty's student population and increase achieve across all areas of the CDE Dashboard performance indicators.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

FHS used the Healthy Kids Survey as a starting point. Because the scores were collected in February of 2021 and were negative, the MTSS team polled students, staff, and parents in the fall of 2022 to see if changes had occurred post COVID. Survey results show tremendous improvement with school connection for most students and parents. These surveys have led to our 2022-23 SPSA goals. FHS will continue to reach out to students who feel disengaged and will continue to work on SEL, student-staff relationships, and reaching out in to the community by increasing opportunities for parents to participate through Falcon Fest, African American Parent Club, Parent Club, Parent Connection Presentations, and the addition of the Title 1 secretary who is focused on student, parent, and community support.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were both formal and informal. They align with district, SPSA and department goals. Walkthroughs align with the district foci on learning targets, success criteria, research based best practices and effective assessment. In all observations, it was noted that students are still hesitant to speak and participate in collaborative conversations. It was also noted that phones are a distraction. Further in working with teachers, large academic gaps in student knowledge post COVID have been confirmed. Student academic resilience remains challenging as students are behind and it takes more work for concepts to be learned with missing basic skills.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students benefit from the school's regular analysis of student academic performance data resulting from the California Assessment of Student Programs and Performance (CAASPP) as well as the district quarterly assessments. Department PLC's regularly review testing data in the assessment of student learning outcomes and instructional practices. FHS also uses locally generated measures and assessments, such as grades, and data on students' attainment of standards and benchmarks, to evaluate student achievement and to guide instructional practices. Each department analyzes the results differently and uses them to spark conversation in their PLC's and some use the information to develop SMART goals.

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

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Department level data is pulled from the common formative assessments and is used to increase student learning by pointing teachers to areas where learning has not been as successful. These common assessments are discussed in PLCs to ensure changes in the delivery of the content and how the material will be retaught. Additionally, departments receive quarter grade analysis to review on their own and as a team. MTSS data is shared at larger staff meetings around behavior, attendance, and school-wide grades.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Freedom High School meet state credentialing requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Freedom High School are appropriately credentialed. New and updated instructional materials adoptions are adopted through curriculum council and approved by the SBE. Departments are encouraged to review current materials and courses, and submit changes through the curriculum council for SBE approval.

## Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

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

Three Content Coaches in math, science, and English collaborate with the district office and work with the Principal and department chairs to determine professional development needs on campus and provide site-wide professional development throughout the year. In addition, there is one 1 FTE Teacher on Special Assignment (TOSA) that supports the ELD teachers and EL students.

## Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District provides induction coaches for new teachers. Content Coaches work with teachers on California Standards for the Teaching Profession, providing site-wide professional development and push-in peer observations and coaching in Math, Science, and English Departments. Professional Development is held through the district and throughout the year on site, including through weekly Wednesday professional development day (PDD) time. The school based management team identifies areas where teacher can use additional PD and support. These areas of focus are aligned with the goals of the SPSA. The administration and instructional coaches work with McCrel to prepare PD opportunities for staff in support of these goals. The 3 instructional coaches then work within and outside of their departments to support the application of this learning.

## Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate by department and course-alike teams during the 23 professional development days (PDD) over the course of the school year. Special education teachers also meet with general education teachers in Excel meetings throughout the year. The English Learner Development (ELD) teachers meet monthly. Advanced Placement (AP) teachers meet in the fall and spring to collaborate on AP exams. Teachers meet within their departments to handle administrative information and within their PLCs to collaborate around the common goals established in the SPSA.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All English and Math teachers have implemented Common Core State Standards in all classes as well as Next Generation Science Standards in science courses. Departments have 23 professional development days to address Standards Based Assessments and Common Core Standards Curriculum, instruction, and materials in FHS' core subjects are aligned to district content and performance standards and the California Content Standards. All curriculum, instructional plans, courses and materials are approved through a multi-step process beginning with a district Curriculum Council comprised of teachers from all sites; then by district administration and ultimately by the School Board. This process assures that there is strict alignment to all LUHSD and State content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

n/a

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

There are 6 sections of Algebra Support, 4 sections of Geometry Support, 1 section of EL Support in Alg 1, Geo, Alg 2, Chem, Bio, Eng 10, Eng 11, Eng 12, World History, Us History, Gov/Econ. 2 sections of English Fundamentals, and 2 sections of General Education Tutorial Support and 24 sections of Special Education Tutorial Support classes.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are provided to all student groups in all subject areas.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses at Freedom High School use SBE-adopted and standards-aligned instructional materials and core courses, including intervention classes

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)



FHS has worked to align resources in an effective manner enabling underperforming students to meet achievement standards. FHS offers a variety of academic support to its students through such venues as study hall, core academic support classes, reading comprehension classes, math skills classes, math intervention support classes, Geometry support, Algebra Support, PUSH, along with the services of the HELP Program (after school homework/tutoring program), Math Lab and Career Center. Teachers additionally make themselves available to students in need of clarification, extra help, or to make up assignments and tests through office hours help during prep periods, before and after school and during lunch. All teachers post assignments through CANVAS so students may access work remotely. CANVAS syncs with AERIES so parent and students have quick access to grades, attendance, and behavior.

The support services staff includes: Special Education staff (27), Administrators (6), Counselors (6), Activities Director (1), Attendance Secretary (1), Student, Family, and Community Outreach Secretary (1), Career Center technician (1), Data technician (1), District Shared Diversity Specialist (1), Athletic Director (1), Registrar (1), School Psychologist (2), and counseling and psychologist interns. Most of these staff members meet weekly in different forums to review concerns and successes in the support programs in place at Freedom High School.

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

FHS has established an MTSS Leadership team that works to support all students and staff. The MTSS team reviews data, presents their findings to the staff, provides professional development, and supports all intervention programs at FHS. They ensure that each program serves a broad group of students so that resources are used effectively.

Partnering with parents is very important, and we strive to make these connections as soon as possible. In February, parents of eighth grade students are invited to an FHS parent information night. In late April/May, they are invited to our Falcon Fest (similar to an open house/festival). Our SPED parents are also invited to a special information night to determine the appropriate class selections for freshmen year and to hear an explanation of our programs and services. These events give incoming students and their families several opportunities to see the campus before they attend Freedom in the fall. Parents are further invited to be on the campus for a variety of meetings. Back-to-school night and Falcon Fest are two nights where parents, teachers and students meet to discuss and display school programs, clubs, athletics and academic programs. The Parent Club also meets on a regular basis with the principal to discuss current events and issues on campus. All

parents are invited to these meetings. In addition, six times per year, Parent Connection presentations occur and parents are welcome to come in person or watch online. These presentations are on timely topics like student activities, attendance, etc. Parents are able to ask questions or submit them online. This is an opportunity for the school to share current events and to allow a forum for parents to share concerns. We also have more formal opportunities for parents to participate on campus such as being members of our School Site Council or our English Learner Advisory Committee. Our school benefits from a very active Athletic Booster Organization as well and a Band/Choir Booster. We currently have an active African American Parent Group (AAPG) which meets regularly to discuss, support, and implement ways to help close the achievement gap for our African American Students. We also have partnerships with Global Glimpse, and the Patriots Jet team. We also celebrate our students and their accomplishments by having a Letter of Intent rally that puts the spotlight on all of our students who have applied and been accepted into a 4-year institution of higher learning. We also have a Military Recruit rally that honors our students who choose to go and serve our country. All students who have successfully completed the a-g requirements for college are honored at our annual principal's breakfast. Many of these student events are simulcast on the NFHS network so parents can watch even if they cannot attend in person.

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

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

All counselors provide academic, career and college planning assistance for their students. The Career Center and counselors use the Eureka program to assist students in their exploration of

careers and college programs. Counselors start making connections with students during freshmen year by meeting with students in small groups and introducing themselves and the services available through the counseling department. Further the counselors work very closely with students during their junior and senior years to ensure they are on track for graduation as well as their post high school plans. Counselors also meet with students in large and small groups prior to course registration, to provide information on choosing the appropriate courses as determined by their post-high school goals. Students or parents can make appointments to meet with their building counselor or students can drop in as needed. We have five full-time counselors to support approximately 560 each and one Targeted Assistance Counselor to support approximately 270 students who have very specific needs. FHS also has a Counselor of Special Assignment who works primarily with mental health needs on an individual and group level. FHS seeks out and welcomes outside agencies to assist with providing social/emotional services to students in order to bridge and challenges. Currently, we have One Day at A Time, a program that offers guidance to students with identified behavioral issues, Successful Purpose that focusses on supporting students in conflict through mediation, hosts for our BSU Pride Conference, and college application support. Improve Your Tomorrow helping young men to, through, and beyond their college dreams. Trained Peer Mediators are used to help resolve student conflicts and when needed we access the services provided by the Contra Costa County Crisis Center. We have also added the services of the Mobile Health Clinic to our students. Our counselors also participate as members in various groups on campus such as our SBMT (Site Based Management Team); ExCEL Team and the CARE Team.

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

Freedom focuses on the students who are not yet proficient in the English language and offers several supports for these students. In order to best support EL students with a CELDT Level One or Two, our district encourages and recommends these students attend intensive English language development classes at another school site within the district, Liberty High School, until they achieve CELDT Level Three. Once they are at CELDT Level Three, the students may return to FHS, or can chose to remain at LHS. As each comprehensive site had relatively small Level One and Two populations, the intent was to serve these students on one comprehensive site to best align and allocate resources available. FHS students with a CELDT Level Three are given two blocks of English development skills classes, for a total of four periods. Freedom has made a commitment to help support these students by currently providing six designated sections to help students succeed within the core courses. EL students Level Three or Four, who are determined to be in need of

additional support, are placed in designated courses. To further assist students and support communication with Spanish speaking parents we have two Bi-Lingual Special Ed paraprofessionals, and many Bi-lingual school secretaries. We regularly translate notifications home into Spanish for families who have designated Spanish as their primary language. Our website can also be translated into a variety of languages. FHS has an active English Learner Advisory Committee (ELAC), and the district also has a District English Learner Advisory Committee (DELAC). Regular meetings are held by these committees to keep parents of English Learners informed of the programs provided at school to support their student's academic needs. ELAC also allows parents an opportunity to seek clarification or offer feedback on the school's programs. FHS also has one Teacher of Special Assignment who works to support students in our EL program counseling through what needs to be done to be reclassified as English Learners.

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

#### Evidence-based educational practices to raise student achievement

- Small group instruction
- Modelling and scaffolded instruction
- Differentiated instruction
- Exposure to grade level standards for all students
- Lower class sizes

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

FHS shares its facilities with the YWCA Child Care Program, the Oakley Public Library, the Contra Costa County ROP program, the Oakley Police Department, Successful Purpose, Improve Your Tomorrow and One Day at a Time Program. FHS has access to the services and benefits of a school resource officer who works on site four days per week. Our Diversity Specialist is also available to assist our parents and address student concerns, while also meeting regularly with a site Campus Climate Committee comprised of students. This student group provides feedback on current events and issues needing attention in relationship to the overall school environment. To promote communication with parents we use a variety of means including Parent Portal, Parent Connection meetings, the marquee sign, quarterly grade reporting and bi-lingual communications, and a quarterly newsletter. FHS has a webpage which features a wealth of school related information and also allows parents to access teacher via email and view their class web pages. Our website provides the feature of allowing it to be translated into a variety of languages. Daily school announcements are read and posted daily on the webpage to keep students and parents involved, as well as in all building community offices. Parents are invited to all SST, 504, and IEP meetings.



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are invited to participate in ELAC, Title 1 and the SSC committees and to attend meetings as they would like. The SPSA is driven by the SSC who looks at data, provides feedback on goals, and finally signs off on the document.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

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

We support English Learner students through designated classes and ELD (English Language Development) course offerings and yearly CELDT testing. We additionally have a district EL Coordinator and an administrator on site who oversees the needs of our EL students. Currently we have designated course sections offered as well an ELD (English Language Development) course. These classes use research proven instructional strategies such as Explicit Direct Instruction. Our ELD courses use Edge curriculum materials, which are State approved and research proven.

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

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

## Fiscal support (EPC)

Liberty Union High School District distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in each school's Single Plan for Student Achievement.

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA goals have been reviewed with the school leadership team, School Site Council, and Title I as part of the SSC. It was revised based on feedback and brought back to the SSC for review and approval.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Students who require individual laptops for use at home may check them out in the library. All teachers now have access to laptops in their classrooms.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.39%	0.4%	0.39%	10	9	10
African American	10.69%	10.3%	9.89%	272	257	251
Asian	3.22%	3.7%	3.62%	82	91	92
Filipino	4.75%	4.7%	5.75%	121	116	146
Hispanic/Latino	46.48%	46.4%	46.77%	1,183	1,157	1187
Pacific Islander	0.47%	0.6%	0.35%	12	14	9
White	30.45%	29.7%	27.27%	775	740	692
Multiple/No Response	3.06%	3.7%	4.93%	78	93	125
Total Enrollment				2,545	2,495	2538

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	654	646	670
Grade 10	662	637	645
Grade 11	617	622	617
Grade 12	612	590	606
Total Enrollment	2,545	2,495	2,538

### Conclusions based on this data:

1. The size of the school remains relatively unchanged.
2. There is a slight change of demographics with decreasing numbers of students who are White and African American.
3. There is a slight change of demographics with increasing numbers of Asian, Filipino, Hispanic/Latino, and Declining to state students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	188	186	215	7.4%	7.50%	8.5%
Fluent English Proficient (FEP)	551	528	509	21.7%	21.20%	20.1%
Reclassified Fluent English Proficient (RFEP)	23	28		13.5%	1.10%	

### Conclusions based on this data:

1. The number of EL students remains very similar to last year.
2. The percent of EL students scoring proficient remains similar.
3. The percent of EL student scoring proficient is too low.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	594	593	592	575	0	566	575	0	565	96.8	0.0	95.6
All Grades	594	593	592	575	0	566	575	0	565	96.8	0.0	95.6

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2607.		2574.	27.13		21.59	35.48		30.97	22.26		21.06	15.13		26.37
All Grades	N/A	N/A	N/A	27.13		21.59	35.48		30.97	22.26		21.06	15.13		26.37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	32.93		22.48	45.12		54.34	21.95		23.19
All Grades	32.93		22.48	45.12		54.34	21.95		23.19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	34.84		24.07	48.78		45.66	16.38		30.27
All Grades	34.84		24.07	48.78		45.66	16.38		30.27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	24.52		12.39	62.09		72.39	13.39		15.22
All Grades	24.52		12.39	62.09		72.39	13.39		15.22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	35.19		22.48	50.17		61.42	14.63		16.11
All Grades	35.19		22.48	50.17		61.42	14.63		16.11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Post Covid data in unreliable as it is old.
2. The state did not collect test data during 20-21
3. Data shows that Covid impacted students as those above standard dropped and those below standard increased.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	594	593	593	580	0	568	580	0	567	97.6	0.0	95.8
All Grades	594	593	593	580	0	568	580	0	567	97.6	0.0	95.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2553.		2513.	5.17		2.47	18.45		11.64	32.07		26.81	44.31		59.08
All Grades	N/A	N/A	N/A	5.17		2.47	18.45		11.64	32.07		26.81	44.31		59.08

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	12.09		4.77	31.09		36.04	56.82		59.19
All Grades	12.09		4.77	31.09		36.04	56.82		59.19

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	9.15		5.65	55.96		65.90	34.89		28.45
All Grades	9.15		5.65	55.96		65.90	34.89		28.45

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	9.66		5.64	57.24		65.26	33.10		29.10
<b>All Grades</b>	9.66		5.64	57.24		65.26	33.10		29.10

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Post COVID data is unreliable and old.
2. All areas show a decrease in achievement with the percent above standard declining and the percent below standard increasing.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1579.9	1553.6	1563.4	1607.2	1551.5	1564.8	1552.2	1555.2	1561.4	47	54	62
10	1590.4	1562.5	1566.6	1615.2	1566.5	1568.6	1565.0	1557.9	1563.9	40	57	49
11	1590.8	1591.0	1548.9	1596.4	1596.0	1543.7	1584.6	1585.3	1553.6	34	27	46
12	1615.3	1585.0	1577.0	1633.7	1593.0	1566.7	1596.2	1576.6	1586.8	28	25	26
All Grades										149	163	183

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	38.30	11.11	16.13	40.43	44.44	54.84	17.02	37.04	22.58	4.26	7.41	6.45	47	54	62
10	50.00	19.30	24.49	25.00	40.35	34.69	22.50	29.82	32.65	2.50	10.53	8.16	40	57	49
11	23.53	25.93	10.87	47.06	51.85	39.13	26.47	18.52	34.78	2.94	3.70	15.22	34	27	46
12	46.43	20.00	28.00	28.57	44.00	44.00	17.86	28.00	16.00	7.14	8.00	12.00	28	25	25
All Grades	39.60	17.79	18.68	35.57	44.17	43.96	20.81	30.06	27.47	4.03	7.98	9.89	149	163	182

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	68.09	35.19	27.42	19.15	33.33	51.61	8.51	29.63	16.13	4.26	1.85	4.84	47	54	62
10	65.00	45.61	32.65	17.50	31.58	42.86	15.00	17.54	18.37	2.50	5.26	6.12	40	57	49
11	50.00	48.15	28.26	41.18	44.44	39.13	5.88	7.41	17.39	2.94	0.00	15.22	34	27	46
12	67.86	40.00	48.00	25.00	48.00	36.00	3.57	8.00	4.00	3.57	4.00	12.00	28	25	25
All Grades	63.09	41.72	31.87	24.83	36.81	43.96	8.72	18.40	15.38	3.36	3.07	8.79	149	163	182

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	4.26	5.56	4.84	36.17	22.22	25.81	42.55	51.85	54.84	17.02	20.37	14.52	47	54	62
<b>10</b>	12.50	10.53	14.29	32.50	26.32	18.37	35.00	40.35	44.90	20.00	22.81	22.45	40	57	49
<b>11</b>	8.82	3.70	2.17	35.29	44.44	21.74	47.06	33.33	41.30	8.82	18.52	34.78	34	27	46
<b>12</b>	21.43	12.00	8.00	25.00	20.00	32.00	42.86	44.00	44.00	10.71	24.00	16.00	28	25	25
<b>All Grades</b>	10.74	7.98	7.14	32.89	26.99	23.63	41.61	43.56	47.25	14.77	21.47	21.98	149	163	182

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	8.51	9.26	9.68	78.72	77.78	82.26	12.77	12.96	8.06	47	54	62
<b>10</b>	15.00	14.04	18.37	75.00	73.68	69.39	10.00	12.28	12.24	40	57	49
<b>11</b>	5.88	11.11	10.87	79.41	81.48	73.91	14.71	7.41	15.22	34	27	46
<b>12</b>	10.71	16.00	24.00	82.14	76.00	68.00	7.14	8.00	8.00	28	25	25
<b>All Grades</b>	10.07	12.27	14.29	78.52	76.69	74.73	11.41	11.04	10.99	149	163	182

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	89.36	72.22	70.49	10.64	24.07	24.59	0.00	3.70	4.92	47	54	61
<b>10</b>	90.00	70.18	63.27	10.00	24.56	30.61	0.00	5.26	6.12	40	57	49
<b>11</b>	88.24	81.48	48.89	11.76	18.52	26.67	0.00	0.00	24.44	34	27	45
<b>12</b>	96.43	80.00	66.67	0.00	12.00	25.00	3.57	8.00	8.33	28	25	24
<b>All Grades</b>	90.60	74.23	62.57	8.72	21.47	26.82	0.67	4.29	10.61	149	163	179

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	14.89	11.11	14.52	63.83	59.26	56.45	21.28	29.63	29.03	47	54	62
10	17.50	17.54	18.37	60.00	47.37	46.94	22.50	35.09	34.69	40	57	49
11	14.71	11.11	8.70	61.76	62.96	43.48	23.53	25.93	47.83	34	27	46
12	21.43	12.00	24.00	60.71	52.00	64.00	17.86	36.00	12.00	28	25	25
All Grades	16.78	13.50	15.38	61.74	54.60	51.65	21.48	31.90	32.97	149	163	182

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	8.51	1.85	0.00	78.72	83.33	90.32	12.77	14.81	9.68	47	54	62
10	10.00	0.00	4.08	82.50	92.98	79.59	7.50	7.02	16.33	40	57	49
11	5.88	14.81	6.52	91.18	81.48	80.43	2.94	3.70	13.04	34	27	46
12	3.57	12.00	16.00	92.86	80.00	72.00	3.57	8.00	12.00	28	25	25
All Grades	7.38	4.91	4.95	85.23	85.89	82.42	7.38	9.20	12.64	149	163	182

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Covid's effect on overall scores shows students did better when they were in school.
2. Level 4 scores declined in all areas while the lowest level scores increased.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2495	37.6	7.5	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	186	7.5
Foster Youth	12	0.5
Homeless	44	1.8
Socioeconomically Disadvantaged	937	37.6
Students with Disabilities	342	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	257	10.3
American Indian or Alaska Native	9	0.4
Asian	91	3.6
Filipino	116	4.6
Hispanic	1157	46.4
Two or More Races	93	3.7
Native Hawaiian or Pacific Islander	14	0.6
White	740	29.7

### Conclusions based on this data:

- Based on the data, it may be that FHS families did not report their economic status accurately when forms were no longer required for the lunch program.



2. Demographics remain relatively unchanged with small shifts from one year to the next.
3. The largest sub pops are Hispanic/Latino, White and African American.






# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>College/Career</b>  Orange		

#### Conclusions based on this data:

1. English and Grad Rate remain strong and are high for Freedom.
2. Math and CTE need work to improve scores.
3. Freedom should look for ways to increase college and career readiness indicators.

# School and Student Performance Data

## Academic Performance English Language Arts

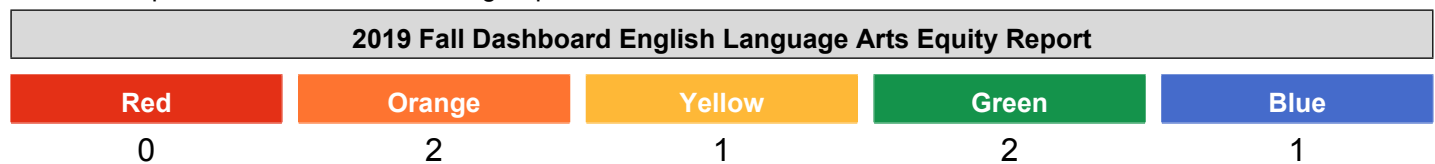
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners		Foster Youth		
 Green 26 points above standard Increased Significantly ++20.8 points 563	 Orange 72.3 points below standard Increased ++12.6 points 58		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color 9.7 points above standard 15	 Green 13.1 points above standard Increased Significantly ++37.2 points 244		 Orange 91.6 points below standard Increased Significantly ++26.4 points 84		

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  Yellow 25.2 points below standard Increased Significantly ++28.8 points 64	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  No Performance Color 34.2 points above standard Declined -5.6 points 15	<b>Filipino</b>  No Performance Color 94.9 points above standard Increased Significantly ++26.8 points 27
<b>Hispanic</b>  Green 16.1 points above standard Increased Significantly ++24.2 points 273	<b>Two or More Races</b>  No Performance Color 33.2 points above standard 24	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 51.5 points above standard Increased Significantly ++64.1 points 155

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 78.9 points below standard Increased Significantly ++26.5 points 30	<b>Reclassified English Learners</b> 65.3 points below standard Declined -10.9 points 28	<b>English Only</b> 27.2 points above standard Increased Significantly ++41.2 points 377
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#### Conclusions based on this data:

1. English scores grew significantly overall by 39.9%
2. However, for some groups English scores declined; Asian and Reclassified English Learners
3. The largest decline was in the area of RFEP with a -10.9%.

# School and Student Performance Data

## Academic Performance Mathematics

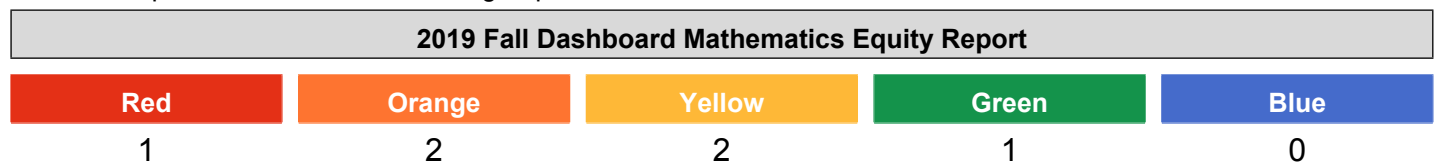
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow		 Red		 No Performance Color	
73.5 points below standard		168.2 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++14.8 points		Declined -4.8 points		2	
569		59			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Orange	
80.1 points below standard		90.4 points below standard		174.2 points below standard	
16		Increased ++8 points		Increased Significantly ++18.2 points	
		248		86	

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  Orange 120.2 points below standard Increased ++12.4 points 65	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  No Performance Color 49.4 points below standard Declined Significantly -41.6 points 15	<b>Filipino</b>  No Performance Color 2.2 points above standard Increased Significantly ++15.9 points 27
<b>Hispanic</b>  Yellow 92.1 points below standard Increased ++7.5 points 278	<b>Two or More Races</b>  No Performance Color 52.9 points below standard 24	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 38.3 points below standard Increased Significantly ++12.7 points 155

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 176.5 points below standard Increased Significantly ++17.4 points 31	<b>Reclassified English Learners</b> 158.9 points below standard Declined Significantly -26.2 points 28	<b>English Only</b> 66.7 points below standard Increased Significantly ++18.5 points 382
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#### Conclusions based on this data:

1. For EL learners, there was a increase of 17.4 points.
2. All groups increased except for RFEP. RFEP declined significantly at a negative 26.2 points.
3. Math remains an area of concern. While almost all groups increased, the scores still need improvement.

# School and Student Performance Data

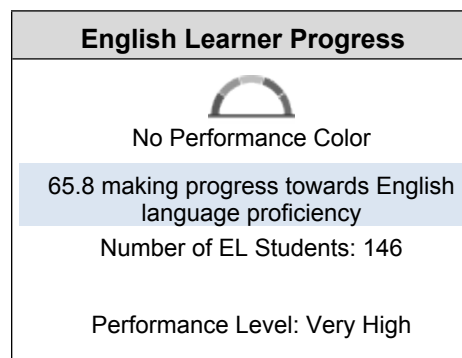
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.1	15.0	16.4	49.3

#### Conclusions based on this data:

1. EL was an area of focus and there were large gains in the progress over 1 Level of 49.3%. This needs to remain a focus area.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	564	100
African American	66	11.7
American Indian or Alaska Native	2	0.4
Asian	17	3
Filipino	29	5.1
Hispanic	246	43.6
Native Hawaiian or Pacific Islander	5	0.9
White	193	34.2
Two or More Races	4	0.7
English Learners	46	8.2
Socioeconomically Disadvantaged	318	56.4
Students with Disabilities	79	14
Foster Youth	8	1.4
Homeless	25	4.4



Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	59	10.5
African American	6	9.1
American Indian or Alaska Native		
Asian	5	29.4
Filipino	8	27.6
Hispanic	18	7.3
Native Hawaiian or Pacific Islander		
White	21	10.9
Two or More Races		
English Learners	2	4.3
Socioeconomically Disadvantaged	26	8.2
Students with Disabilities	0	0
Foster Youth		
Homeless	1	4

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	100	17.7
African American	13	19.7
American Indian or Alaska Native		
Asian	3	17.6
Filipino	4	13.8
Hispanic	39	15.9
Native Hawaiian or Pacific Islander		
White	40	20.7
Two or More Races		
English Learners	4	8.7
Socioeconomically Disadvantaged	50	15.7
Students with Disabilities	8	10.1
Foster Youth		
Homeless	5	20

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	277	49.1
African American	25	37.9
American Indian or Alaska Native		
Asian	10	58.8
Filipino	18	62.1
Hispanic	114	46.3
Native Hawaiian or Pacific Islander		
White	105	54.4
Two or More Races		
English Learners	11	23.9
Socioeconomically Disadvantaged	142	44.7
Students with Disabilities	8	10.1
Foster Youth		
Homeless	6	24

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	47	8.3
African American	4	6.1
American Indian or Alaska Native		
Asian	2	11.8
Filipino	2	6.9
Hispanic	17	6.9
Native Hawaiian or Pacific Islander		
White	22	11.4
Two or More Races		
English Learners	1	2.2
Socioeconomically Disadvantaged	19	6
Students with Disabilities	2	2.5
Foster Youth		
Homeless	0	0

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	13	2.3
African American	2	3
American Indian or Alaska Native		
Asian	1	5.9
Filipino	0	0
Hispanic	6	2.4
Native Hawaiian or Pacific Islander		
White	3	1.6
Two or More Races		
English Learners	1	2.2
Socioeconomically Disadvantaged	9	2.8
Students with Disabilities	0	0
Foster Youth		
Homeless	1	4

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	3	0.5
African American	0	0
American Indian or Alaska Native		
Asian	1	5.9
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	0.5
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	3	0.9
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

- 1. Data must be reported more accurately for state seal of biliteracy.
- 2. Overall a-g numbers need to increase.
- 3. The CTE program pathways and college credit need to be fortified.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. There is no data in this area.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	564	552	1	97.9
English Learners	46	43	0	93.5
Foster Youth	8		0	
Homeless	25	24	0	96
Socioeconomically Disadvantaged	318	310	1	97.5
Students with Disabilities	79	73	1	92.4
African American	66	65	0	98.5
American Indian or Alaska Native	2		0	
Asian	17	17	0	100
Filipino	29	28	0	96.6
Hispanic	246	243	0	98.8
Native Hawaiian or Pacific Islander	5		0	
White	193	187	0	96.9
Two or More Races	4		0	

### Conclusions based on this data:

1. Graduation rates are high at 97.9 percent.
2. There is a slight drop of 5.5% in grad rates for Students with Disabilities and that gap should be closed.
3. There is a gap for students who are English Learners of 4.4% and that gap should be closed.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

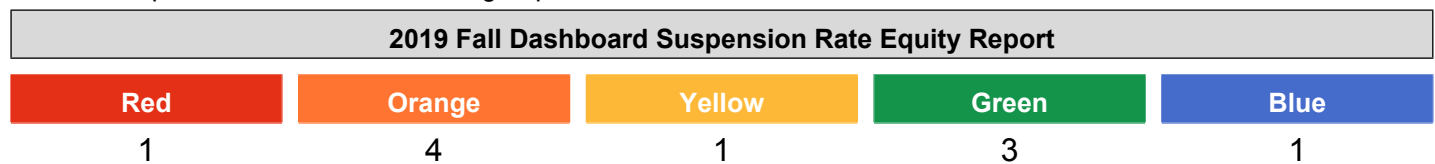
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">5.4</div> Increased +0.3 2689	<b>English Learners</b>  Yellow <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">7.2</div> Declined -0.6 180	<b>Foster Youth</b>  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">33.3</div> Increased +25 18
<b>Homeless</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">10.1</div> Declined -15.6 69	<b>Socioeconomically Disadvantaged</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">8.4</div> Increased +1.9 1188	<b>Students with Disabilities</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">9.4</div> Increased +1.5 381



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Red 14.1 Increased Significantly +4.8 313	<b>American Indian</b>  No Performance Color 16.7 Increased +1.3 12	<b>Asian</b>  Green 1.2 Declined -5.3 84	<b>Filipino</b>  Blue 0 Declined -0.7 133
<b>Hispanic</b>  Orange 5.3 Increased +1.1 1200	<b>Two or More Races</b>  Green 5.7 Declined -1.2 53	<b>Pacific Islander</b>  No Performance Color 6.7 Increased +2.8 15	<b>White</b>  Green 3.4 Declined -1.6 879

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.1	5.4

#### Conclusions based on this data:

1. In 2019, there was an increase in suspensions of .3%
2. This change was carried most by African American, Foster Youth and Hispanic Students who had increased percentages of 4.8%, 25% and 1%.
3. For African American students, this was a significant increase.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

College and Career Readiness

## LEA/LCAP Goal

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:

- A. Meeting state and federal accountability measures.
- B. Demonstrating student proficiency in all content standards.
- C. Increasing percentage of students who are college ready and UC/CSU eligible.
- D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities

Goal 3: The Liberty Union High School District recognizes the need for stakeholder involvement by:

- A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.
- B. Expanding family engagement.
- C. Increasing communication and collaboration with our business and community organizations.

## Goal 1

1. Strengthen student achievement by implementing practices to increase the percentage of students earning A, B, and C grades, with a focus on high academic standards and rigor.

## Identified Need

Grade report data shows a need to explore an increase the number of students receiving only A, B, and C grades on semester grade reports.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percent of students who are UC/CSU eligible.	47.9% of 2021-22 graduates were UC/CSU eligible	Increase by 3% to 50.9%
Increase the percent of students who earned the CCI through means other than a-g.	10.8% of 2021-22 graduates completed a CTE pathway	Increase by 2% to 12.8%
Redesign the following courses to ensure their are CTE Pathways; Engineering & Cosntruction	All currently exist but do not align effectively.	Re-write course as necessary and put them through the district curriculum council approval process.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Participate in instructional rounds once each quarter with a specific focus on department level goals and improving instructional strategies to increase achievement.

#### 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)

1000

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries  
• Certificated staff conduct rounds together with an Instructional Coach or Department Chair, cost for subs and prep time. Also sub time to help support MTSS, BSU Pride conference to increase engagement.

•

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on Special Education

#### Strategy/Activity

Provide 200 paper planners for students who prefer a hard copy or do not have access to technology.

#### 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)

1000

Source(s)

LCFF

4000-4999: Books And Supplies  
• Increase student organization and therefore achievement

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development on MTSS and implement school wide strategies to increase student engagement. Provide time for MTSS leadership team to develop PD materials and organize staff meetings. Ongoing monitoring and assessment of student support programs

**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)

1000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
• Salary hours worked beyond contract

•

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**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.

•

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**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)

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

The 2021-22 school year marked the return to full time classroom learning post Covid. FHS saw increased fighting, increased truancy, increased tardies, increase mental health and a general lack of school connectivity. These challenges took us away from the academic goals and focused the entire staff on MTSS (Multi-Tiered Systems of Support) and social-emotional connections to school as well as tutorial support services..

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

Budget expenditures changed as money shifted to,bi-lingual para professional and overtime support for parent and student meetings, teacher and classified salaries, instructional supplies, and consulting services .

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.

The goals remain the same for 2022-23 and we are moving in a positive direction based on comparative school connectivity data from the CA Health Kids Survey give in February of 2022 and our end of first quarter survey given to our students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

School Community and Inclusion

## LEA/LCAP Goal

Goal 3: The Liberty Union High School District recognizes the need for stakeholder involvement by:

A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.

B. Expanding family engagement.

C. Increasing communication and collaboration with our business and community organizations

## Goal 2

The school will create a culture where staff, students, and parents are all working together towards student success and achievement.

## Identified Need

Data shows that chronic truancy and student tardies are a challenge.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students who are on time to class and attending daily	<p>TRUANCY (1 or more class periods)</p> <p>Semester 1 2021-22 African American-10.6% Hispanic-49.58% SED-36.8% All Students-46.9%</p> <p>Semester 2 2021-22 African American-11.32% Hispanic-51.77% SED-22.05% All Students-54.1%</p> <p>TARDIES (</p> <p>Semester 1 2021-22 African American-10.2% Hispanic-48.8% SED-36.2% All Students-66.6%</p> <p>Semester 2 2021-22 African American-11.3%</p>	Increase the number of students attending by 3% daily. Increase the number of students getting to class on time by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic-62.6% SED-37.3% All Students86.7-%	
Healthy Kids Survey 2022-21 to 2022-23 comparison data	School Connectedness 38% Academic Motivation 55% Caring Adult Relationships 51% Meaningful Participation 17% Perceived School Safety 33% Parental Involvement \$28% Perceived School Safety %33	Hit state averages for 2022-23 or above in these categories.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Attendance Secretary to closely monitor an document truancies and tardies in Aeries and assist in providing/organizing interventions.

#### 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)

87000

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
The Attendance Secretary will assist with data collection and distribution to parents and personnel who will follow up with individual students. They will also monitor students who enter the SART/SARB process.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Student, Family and Community Outreach Secretary to support families, increase communication, and develop community connections.

**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)

79246

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
The Student, Family and Community Outreach Secretary will assist with family inquires above and beyond counseling, work on program development and family outreach to improve communication, and will help develop relationships with community resources.

7754

None Specified  
2000-2999: Classified Personnel Salaries

- The Student, Family and Community Outreach Secretary will assist with family inquires above and beyond counseling, work on program development and family outreach to improve communication, and will help develop relationships with community resources.

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

African American, Hispanic, SPED, and SED

**Strategy/Activity**

Provide on site interventions through One Day at a Time and Successful Purpose

**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)

25081

Source(s)

Title I  
5800: Professional/Consulting Services And Operating Expenditures  
• Provide student one on one, community groups, field trips, presentations, and more

27720

LCFF  
5800: Professional/Consulting Services And Operating Expenditures  
• Provide student one on one, community groups, field trips, presentations, and more

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Increase student and family engagement through Falcon Fest, Parent Connection, BSU Pride Conference, African American Parent Nights, ELAC, SSC, Back to School Night, grade level parent nights, and the monthly newsletter. Use data to drive development and implementation of targeted student population outreach

### 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)

1000

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
• Provide materials and services for those events as needed

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

The goal was attempted in some areas while others could did not occur as focus shifted to mental health and SEL.

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

For the 2022-23 school year, the Title 1 Para Professional position has been eliminated and a new Title 1 Secretary will be added for Student, Family and Community Outreach.

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.

Metrics remain the same.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

College and Career Readiness

## LEA/LCAP Goal

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:

- A. Meeting state and federal accountability measures.
- B. Demonstrating student proficiency in all content standards.
- C. Increasing percentage of students who are college ready and UC/CSU eligible.
- D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities

## Goal 3

Increase the number of students who are college and/or career ready.

## Identified Need

Data shows that there is not a need to increase the number of students meeting college and/or career indicators.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percent of students graduating UC/CSU eligible	47.9% of 2021-22 students where a-g.	Increase this percentage by 3%
Increase the percent of students who earned the CCI through means other than a-g	10.8% of 2021-22 students earned CCI other than through a-g	Increase this percentage by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Re-design the Building and Construction Trades Pathway to align with the CPA MC3 curriculum.  
Re-design the Engineering Pathway to be aligned with PLTW. Include articulation, CCAP, or dual enrollment as available in alignment with LMC.

**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)

500

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries  
Salary pay for teachers working above contract hours to complete these course re-writes.

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

African American, Hispanic, SED

Strategy/Activity

Decrease the price of AP exams

**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)

17000

Source(s)

Title I

5000-5999: Services And Other Operating Expenditures  
Offer lower cost to take AP exams to encourage participation and increase CCI, and achievement levels

8415

LCFF

5000-5999: Services And Other Operating Expenditures  
Offer lower cost to take AP exams to encourage participation and increase CCI, and achievement levels

5000

None Specified

5000-5999: Services And Other Operating Expenditures  
Additional General Fund monies as needed to complete AP exam order at reduced rate for FHS students.

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

African American, Hispanic, SED

### Strategy/Activity

Host an AP Night prior to course enrollment to engage parents and students so that they can gain more information about the AP offerings.

### 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)

500

Source(s)

None Specified  
1000-1999: Certificated Personnel Salaries  
Staff for the event representing each department

0

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

African America, Hispanic, SED

### Strategy/Activity

Provide transportation costs for students to attend college and local fieldtrips that may enhance their connection to the school and understanding of the curriculum.

### 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)

5000

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Provide transportation for fieldtrips.

## Annual Review

### SPSA Year Reviewed: 2021-22

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 3 progressed through the 2021-22 year. Academic data post Covid shows declines for the year however, decreasing discipline data shows progress re-norming students as does the early data for 2022-23.

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

Most of this goal occurred as intended. No major changes to spending.

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.

The 2022-23 SPSA increases funding for fieldtrips up to \$15,744 to help more students get a better understanding of their college opportunities.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### 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.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### 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.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$267,216.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$215,327.00

Subtotal of additional federal funds included for this school: \$215,327.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$38,635.00
None Specified	\$13,254.00

Subtotal of state or local funds included for this school: \$51,889.00

Total of federal, state, and/or local funds for this school: \$267,216.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	38,635.00
None Specified	13,254.00
Title I	215,327.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	174,000.00
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	36,415.00
5800: Professional/Consulting Services And Operating Expenditures	52,801.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,500.00
4000-4999: Books And Supplies	LCFF	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,415.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF	27,720.00
1000-1999: Certificated Personnel Salaries	None Specified	500.00
2000-2999: Classified Personnel Salaries	None Specified	7,754.00
5000-5999: Services And Other Operating Expenditures	None Specified	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	1,000.00
2000-2999: Classified Personnel Salaries	Title I	166,246.00
5000-5999: Services And Other Operating Expenditures	Title I	23,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	25,081.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,000.00
Goal 2	227,801.00
Goal 3	36,415.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Lauren Kelly	Principal
Lizette Nuno	Classroom Teacher
John Jeffries-Wilmore	Classroom Teacher
Melissa Luna	Classroom Teacher
Keontene Taylor	Secondary Student
Tania Garcia	Parent or Community Member
Michelle Pimental	Parent or Community Member
Brianna Wood	Parent or Community Member
Mishanne Coleman	Parent or Community Member
Sarah Snyder	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 1, 2022.

Attested:

Principal, Lauren Kelly on 11/1/2022

SSC Chairperson, Tania Garcia on 11/1/2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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