

School Year: 2023-24



# 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	09/28/2023	11/8/2023

## 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

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).

For the last three school years the MTSS team has send out student, parent and staff survey's at the conclusion of each quarter. These surveys are the primary vehicle for collecting opinions and requests of our school community. We have a high percentage of replies and we distill the data down so we can digest what the community is telling us. Through our various outlets 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 any number of events held on the FHS campus.

## 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, but many staff members have instituted policies to curtail some of these issues. 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. For the 2023-24 school year the teaching staff will be analyzing grade data broken down by significant sub-group as focused by differentiated assistance (SPED, African American, EL, SED). This data will drive a series of conversations and action plans as the year unfolds.

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 and meetings are held with interested parties. 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.

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 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 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 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. 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 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)

In 2023-24 FHS has the following in the master schedule: 12 sections of Intensified Algebra, 3 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. 3 sections of English Fundamentals , and 3 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 lab (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 programs 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, eight 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.

Freedom begins assessing students before they enter high school. Each spring, incoming students from our 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. 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 580 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 LPAC 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 LPAC Level Three. Once they are at LPAC 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 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 lab is a tutoring lab available four days per week, after school in the B building. 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 C building. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.39%	0.4%	9	10	10
African American	10.3%	9.89%	10.01%	257	251	253
Asian	3.7%	3.62%	3.4%	91	92	86
Filipino	4.7%	5.75%	5.42%	116	146	137
Hispanic/Latino	46.4%	46.77%	48.4%	1,157	1187	1223
Pacific Islander	0.6%	0.35%	0.44%	14	9	11
White	29.7%	27.27%	24.57%	740	692	621
Multiple/No Response	3.7%	4.93%	6.21%	93	125	157
	<b>Total Enrollment</b>			2,495	2538	2527

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	646	670	654
Grade 10	637	645	654
Grade 11	622	617	639
Grade 12	590	606	580
<b>Total Enrollment</b>	2,495	2,538	2,527

### 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 an increase in Hispanic/Latino students.
3. There is a change in the total students Declining to state or Multiple category.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	186	215	213	7.50%	8.5%	8.4%
Fluent English Proficient (FEP)	528	509	507	21.20%	20.1%	20.1%
Reclassified Fluent English Proficient (RFEP)	28			15.1%		

### 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.



# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	593	592	616	0	566	574	0	565	574	0.0	95.6	93.2
All Grades	593	592	616	0	566	574	0	565	574	0.0	95.6	93.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2574.	2590.		21.59	21.43		30.97	33.80		21.06	26.66		26.37	18.12
All Grades	N/A	N/A	N/A		21.59	21.43		30.97	33.80		21.06	26.66		26.37	18.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		22.48	25.26		54.34	57.14		23.19	17.60
All Grades		22.48	25.26		54.34	57.14		23.19	17.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		24.07	25.09		45.66	52.09		30.27	22.82
All Grades		24.07	25.09		45.66	52.09		30.27	22.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		12.39	10.80		72.39	75.96		15.22	13.24
All Grades		12.39	10.80		72.39	75.96		15.22	13.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		22.48	21.60		61.42	64.63		16.11	13.76
All Grades		22.48	21.60		61.42	64.63		16.11	13.76

**Conclusions based on this data:**

1. Overall testing data for FHS is not good.
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	593	593	615	0	568	579	0	567	579	0.0	95.8	94.1
All Grades	593	593	615	0	568	579	0	567	579	0.0	95.8	94.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2513.	2513.		2.47	3.80		11.64	12.61		26.81	21.93		59.08	61.66
All Grades	N/A	N/A	N/A		2.47	3.80		11.64	12.61		26.81	21.93		59.08	61.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		4.77	6.39		36.04	29.36		59.19	64.25
All Grades		4.77	6.39		36.04	29.36		59.19	64.25

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		5.65	5.54		65.90	61.94		28.45	32.53
All Grades		5.65	5.54		65.90	61.94		28.45	32.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		5.64	5.18		65.26	61.14		29.10	33.68
All Grades		5.64	5.18		65.26	61.14		29.10	33.68

### Conclusions based on this data:

1. We have far too few students above standard.
2. The vast majority of FHS students are near or below grade level.



# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1553.6	1563.4	1567.7	1551.5	1564.8	1580.0	1555.2	1561.4	1554.8	54	62	49
<b>10</b>	1562.5	1566.6	1593.1	1566.5	1568.6	1605.4	1557.9	1563.9	1580.3	57	49	55
<b>11</b>	1591.0	1548.9	1578.9	1596.0	1543.7	1588.5	1585.3	1553.6	1568.7	27	46	51
<b>12</b>	1585.0	1577.0	1547.9	1593.0	1566.7	1554.8	1576.6	1586.8	1540.6	25	26	37
<b>All Grades</b>										163	183	192

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	11.11	16.13	24.49	44.44	54.84	32.65	37.04	22.58	36.73	7.41	6.45	6.12	54	62	49
<b>10</b>	19.30	24.49	47.27	40.35	34.69	30.91	29.82	32.65	16.36	10.53	8.16	5.45	57	49	55
<b>11</b>	25.93	10.87	21.57	51.85	39.13	50.98	18.52	34.78	15.69	3.70	15.22	11.76	27	46	51
<b>12</b>	20.00	28.00	10.81	44.00	44.00	37.84	28.00	16.00	24.32	8.00	12.00	27.03	25	25	37
<b>All Grades</b>	17.79	18.68	27.60	44.17	43.96	38.02	30.06	27.47	22.92	7.98	9.89	11.46	163	182	192

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	35.19	27.42	38.78	33.33	51.61	36.73	29.63	16.13	18.37	1.85	4.84	6.12	54	62	49
<b>10</b>	45.61	32.65	60.00	31.58	42.86	23.64	17.54	18.37	14.55	5.26	6.12	1.82	57	49	55
<b>11</b>	48.15	28.26	47.06	44.44	39.13	39.22	7.41	17.39	9.80	0.00	15.22	3.92	27	46	51
<b>12</b>	40.00	48.00	37.84	48.00	36.00	27.03	8.00	4.00	27.03	4.00	12.00	8.11	25	25	37
<b>All Grades</b>	41.72	31.87	46.88	36.81	43.96	31.77	18.40	15.38	16.67	3.07	8.79	4.69	163	182	192

Written 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.56	4.84	10.20	22.22	25.81	24.49	51.85	54.84	40.82	20.37	14.52	24.49	54	62	49
10	10.53	14.29	16.36	26.32	18.37	41.82	40.35	44.90	27.27	22.81	22.45	14.55	57	49	55
11	3.70	2.17	5.88	44.44	21.74	21.57	33.33	41.30	50.98	18.52	34.78	21.57	27	46	51
12	12.00	8.00	8.11	20.00	32.00	13.51	44.00	44.00	32.43	24.00	16.00	45.95	25	25	37
All Grades	7.98	7.14	10.42	26.99	23.63	26.56	43.56	47.25	38.02	21.47	21.98	25.00	163	182	192

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	9.26	9.68	22.45	77.78	82.26	59.18	12.96	8.06	18.37	54	62	49	
10	14.04	18.37	30.91	73.68	69.39	61.82	12.28	12.24	7.27	57	49	55	
11	11.11	10.87	5.88	81.48	73.91	82.35	7.41	15.22	11.76	27	46	51	
12	16.00	24.00	5.41	76.00	68.00	54.05	8.00	8.00	40.54	25	25	37	
All Grades	12.27	14.29	17.19	76.69	74.73	65.10	11.04	10.99	17.71	163	182	192	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	72.22	70.49	79.59	24.07	24.59	20.41	3.70	4.92	0.00	54	61	49	
10	70.18	63.27	90.91	24.56	30.61	7.27	5.26	6.12	1.82	57	49	55	
11	81.48	48.89	84.31	18.52	26.67	13.73	0.00	24.44	1.96	27	45	51	
12	80.00	66.67	78.38	12.00	25.00	13.51	8.00	8.33	8.11	25	24	37	
All Grades	74.23	62.57	83.85	21.47	26.82	13.54	4.29	10.61	2.60	163	179	192	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	11.11	14.52	14.29	59.26	56.45	51.02	29.63	29.03	34.69	54	62	49	
10	17.54	18.37	30.91	47.37	46.94	47.27	35.09	34.69	21.82	57	49	55	
11	11.11	8.70	9.80	62.96	43.48	47.06	25.93	47.83	43.14	27	46	51	
12	12.00	24.00	10.81	52.00	64.00	27.03	36.00	12.00	62.16	25	25	37	
All Grades	13.50	15.38	17.19	54.60	51.65	44.27	31.90	32.97	38.54	163	182	192	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1.85	0.00	0.00	83.33	90.32	87.76	14.81	9.68	12.24	54	62	49
<b>10</b>	0.00	4.08	5.45	92.98	79.59	85.45	7.02	16.33	9.09	57	49	55
<b>11</b>	14.81	6.52	13.73	81.48	80.43	74.51	3.70	13.04	11.76	27	46	51
<b>12</b>	12.00	16.00	8.11	80.00	72.00	62.16	8.00	12.00	29.73	25	25	37
<b>All Grades</b>	4.91	4.95	6.77	85.89	82.42	78.65	9.20	12.64	14.58	163	182	192

**Conclusions based on this data:**

1. Covid's effect on overall scores shows students did better when they were in school.
2. Year over year the data looks better and FHS is trending in the right direction.
3. Most categories saw an increase.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2,538</b>	<b>32.9</b>	<b>8.5</b>	<b>0.6</b>
Total Number of Students enrolled in Freedom High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	215	8.5
Foster Youth	15	0.6
Homeless	56	2.2
Socioeconomically Disadvantaged	835	32.9
Students with Disabilities	368	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	251	9.9
American Indian	10	0.4
Asian	92	3.6
Filipino	146	5.8
Hispanic	1,187	46.8
Two or More Races	125	4.9
Pacific Islander	9	0.4
White	692	27.3



**Conclusions based on this data:**

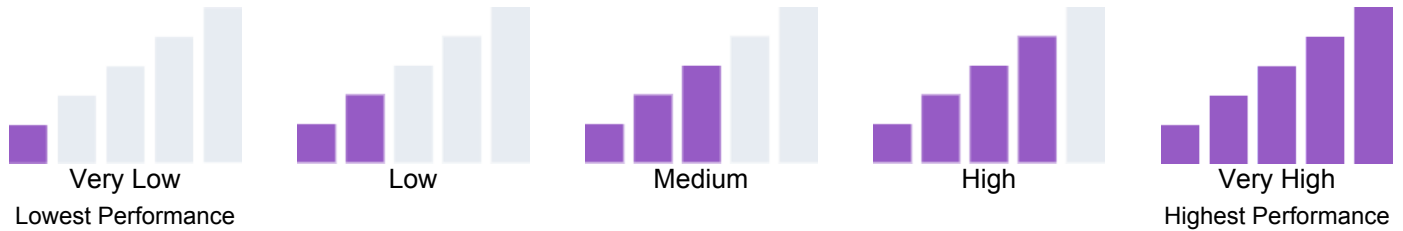
1. Based on the data, it may be that FHS families did not report their economic status accurately when forms were no longer required for the lunch program.
2. Demographics remain relatively unchanged with small shifts from one year to the next.
3. The largest sub pops are Hispanic/Latino, White and African American.

# School and Student Performance Data






## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Low	<b>Graduation Rate</b>  Very High	<b>Suspension Rate</b>  High
<b>Mathematics</b>  Low		
<b>English Learner Progress</b>  Low		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

1. English and Grad Rate remain strong and are high for Freedom.
2. Math needs work to improve scores.
3. From internal data our college and career readiness indicators have increased significantly

# School and Student Performance Data

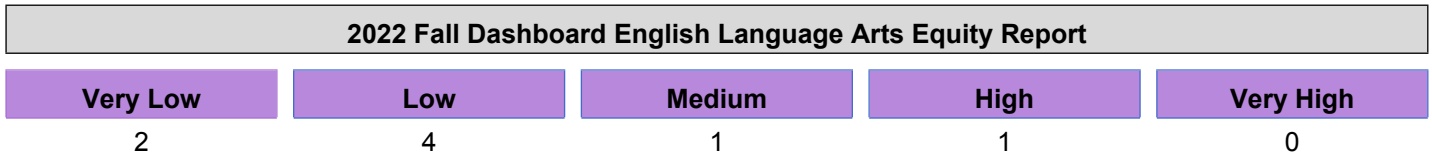
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

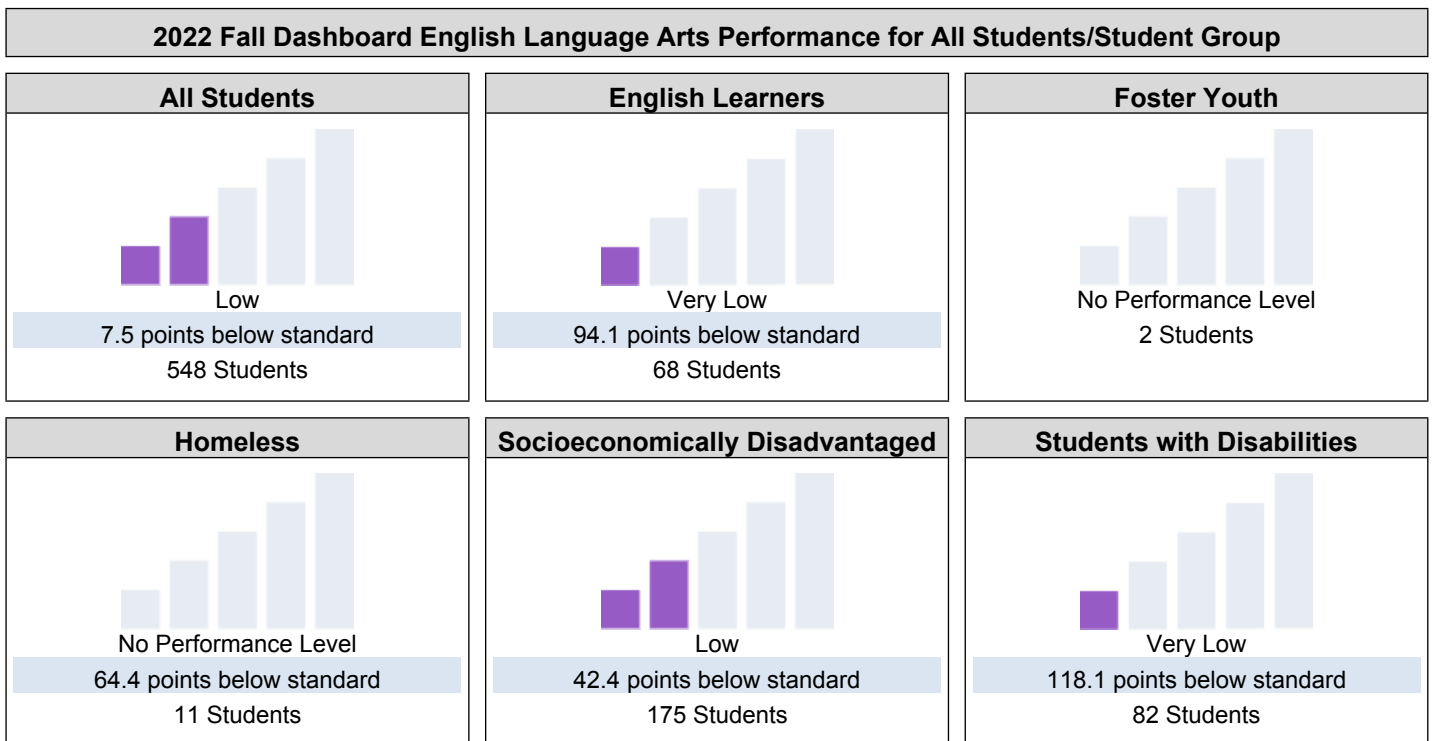
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



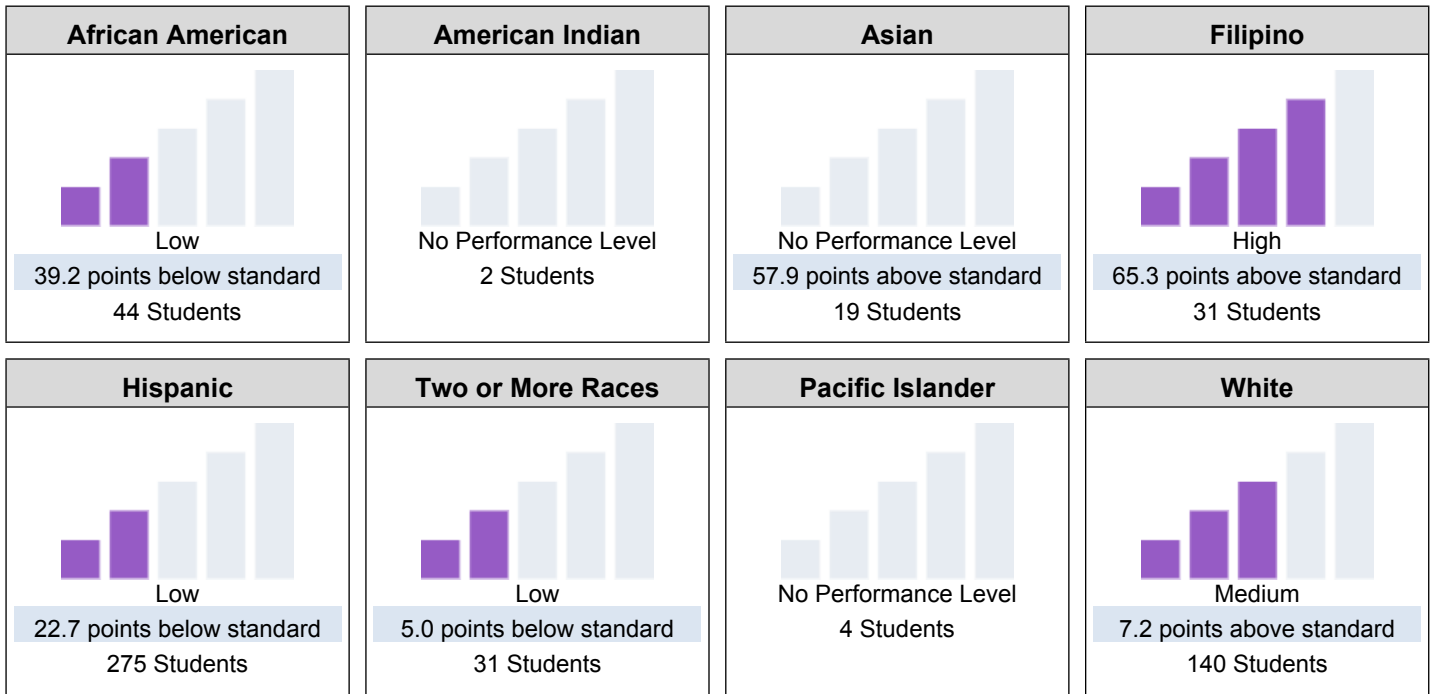
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
148.3 points below standard 44 Students	16.7 points below standard 26 Students	0.1 points above standard 378 Students

### Conclusions based on this data:

1. English scores grew for the second year in a row.
2. Our focus needs to shift to better support our EL students.
3. Most sub-groups are above standard.

# School and Student Performance Data

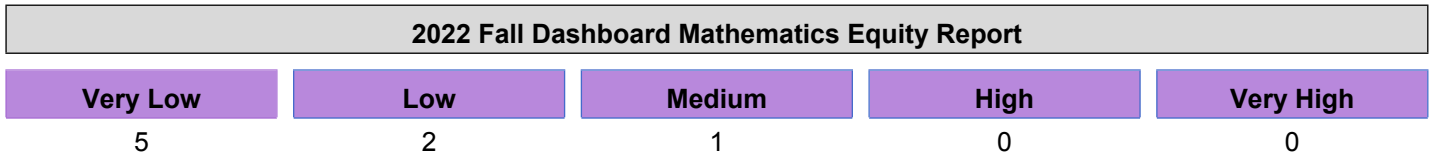
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

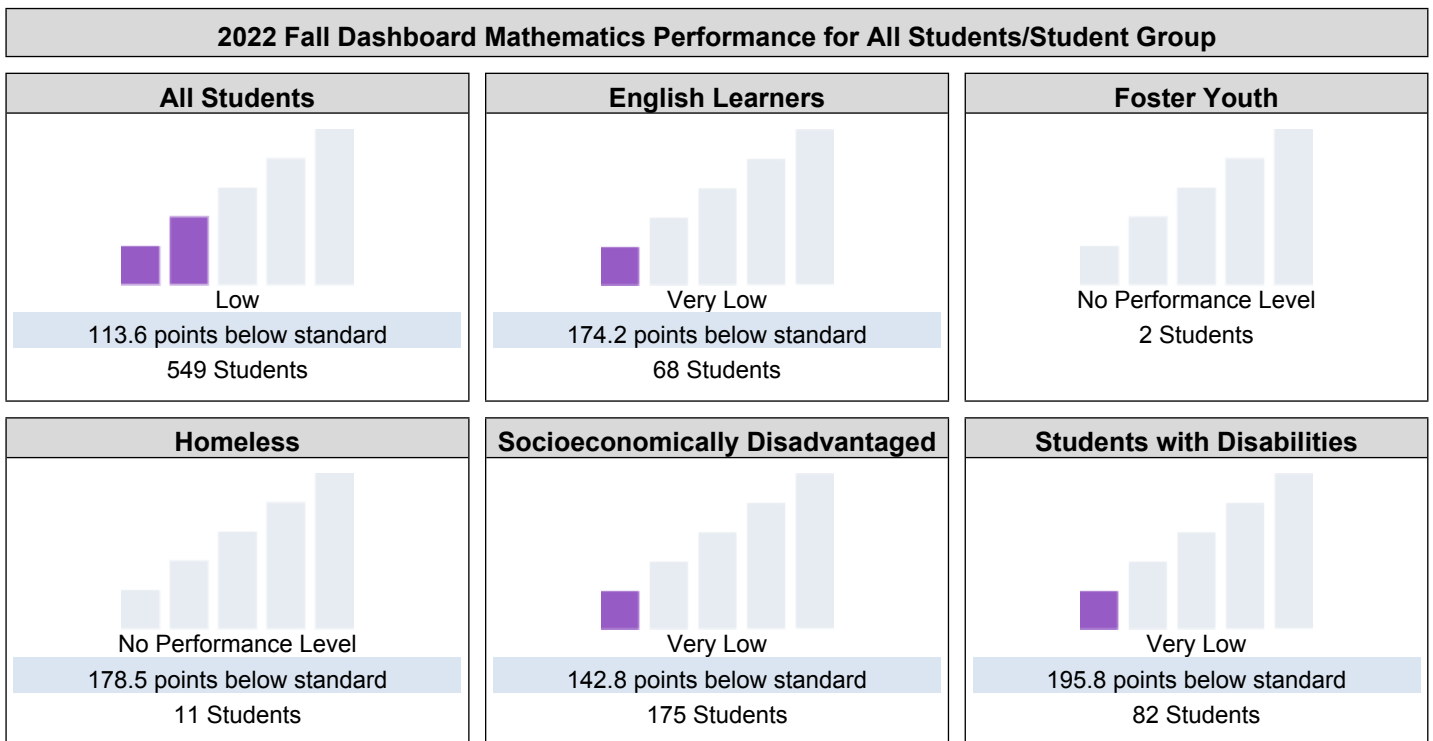
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



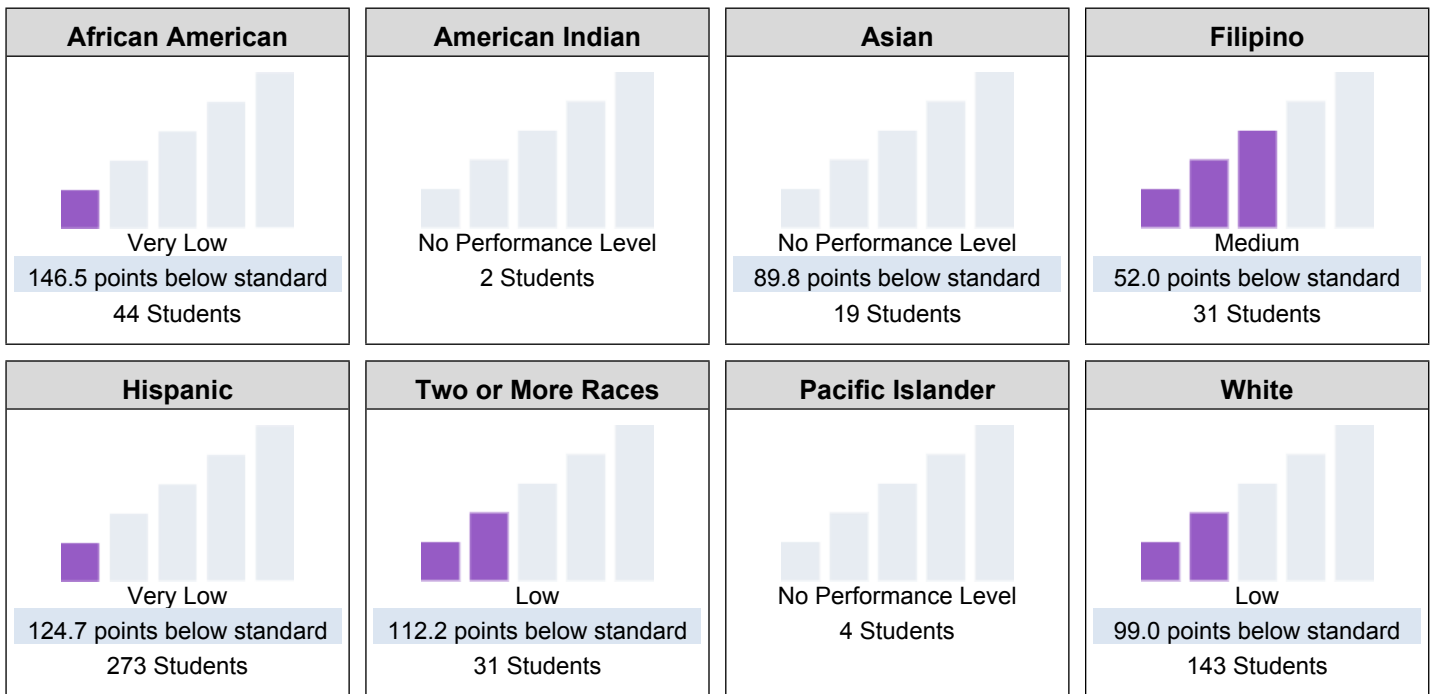
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>205.3 points below standard 44 Students</p>	<p>127.2 points below standard 26 Students</p>	<p>110.3 points below standard 381 Students</p>

### Conclusions based on this data:

1. Our EL students are significantly behind.
2. Our SPED students are also significantly behind.
3. Math remains an area of concern.

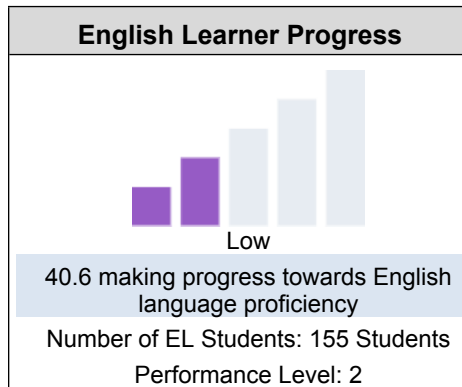
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
29.0%	30.3%	3.2%	37.4%

#### Conclusions based on this data:

- EL was an area of focus and there were large gains, however this needs to remain a focus area.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. Overall a-g numbers need to increase.

# School and Student Performance Data

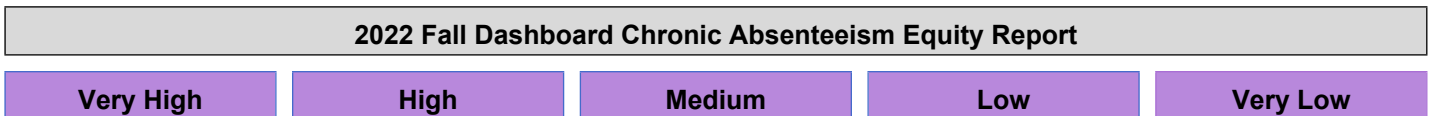
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

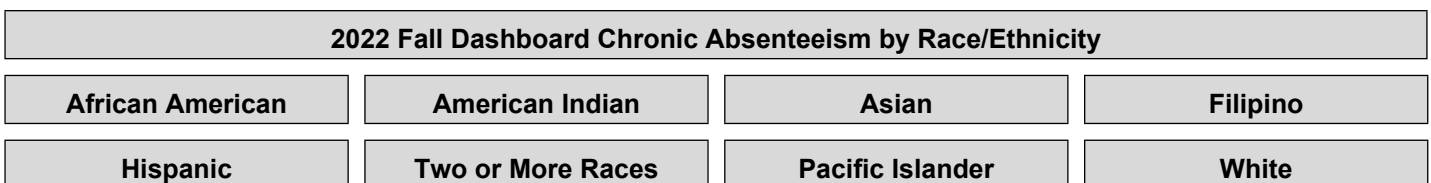
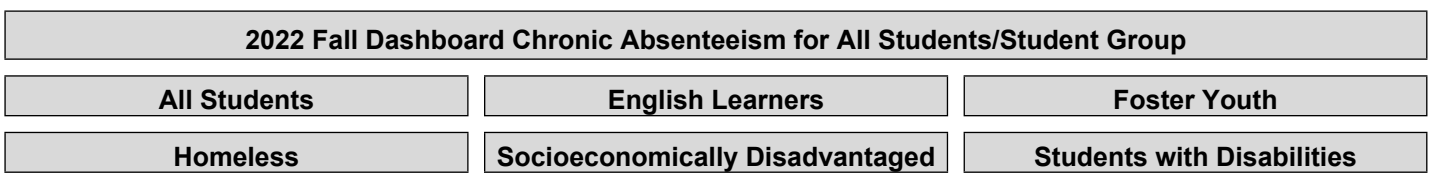
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.



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.



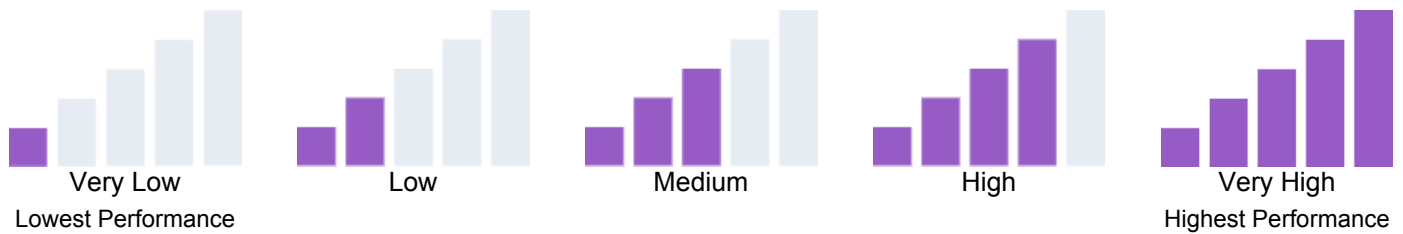
### Conclusions based on this data:

1. There is no data in this area.

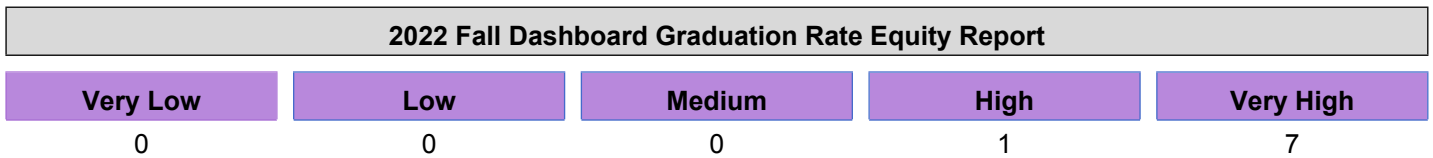
# School and Student Performance Data

## Academic Engagement Graduation Rate

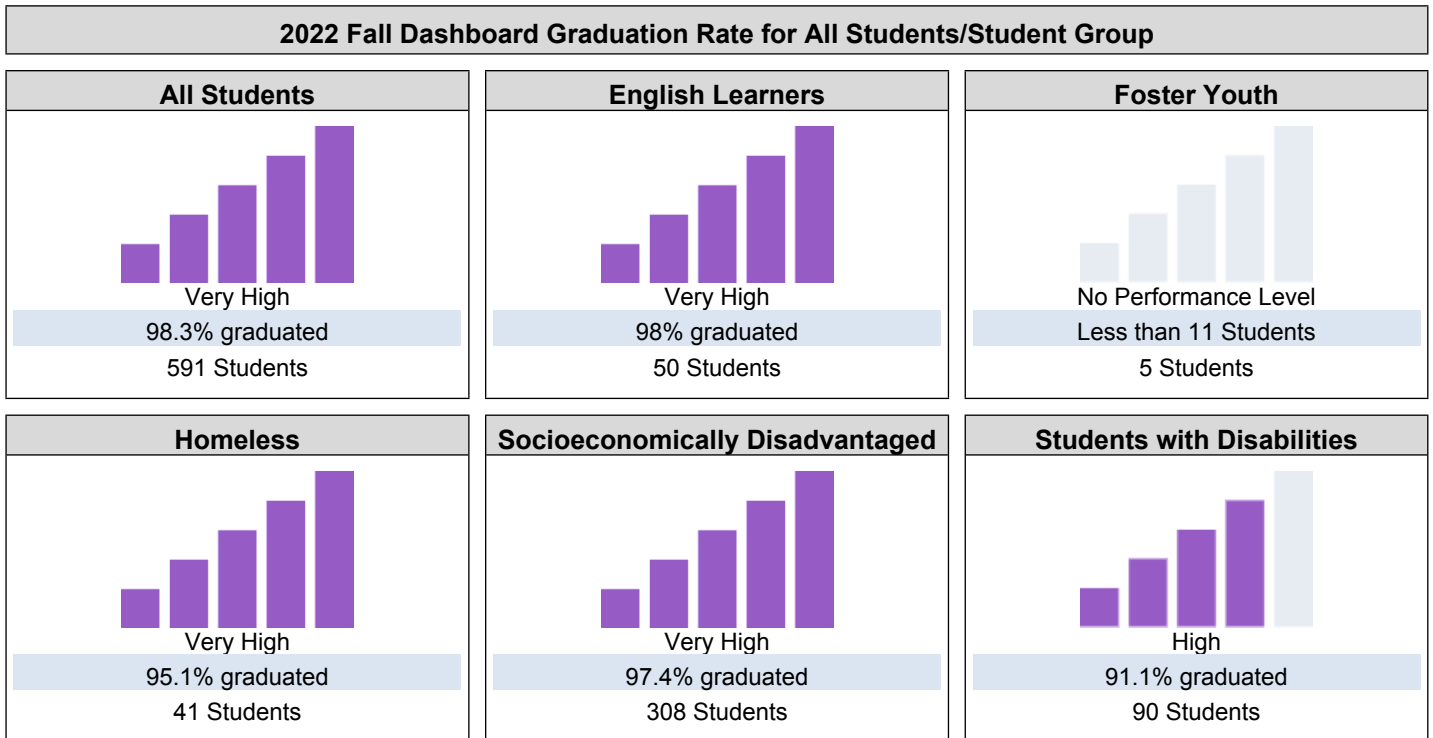
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



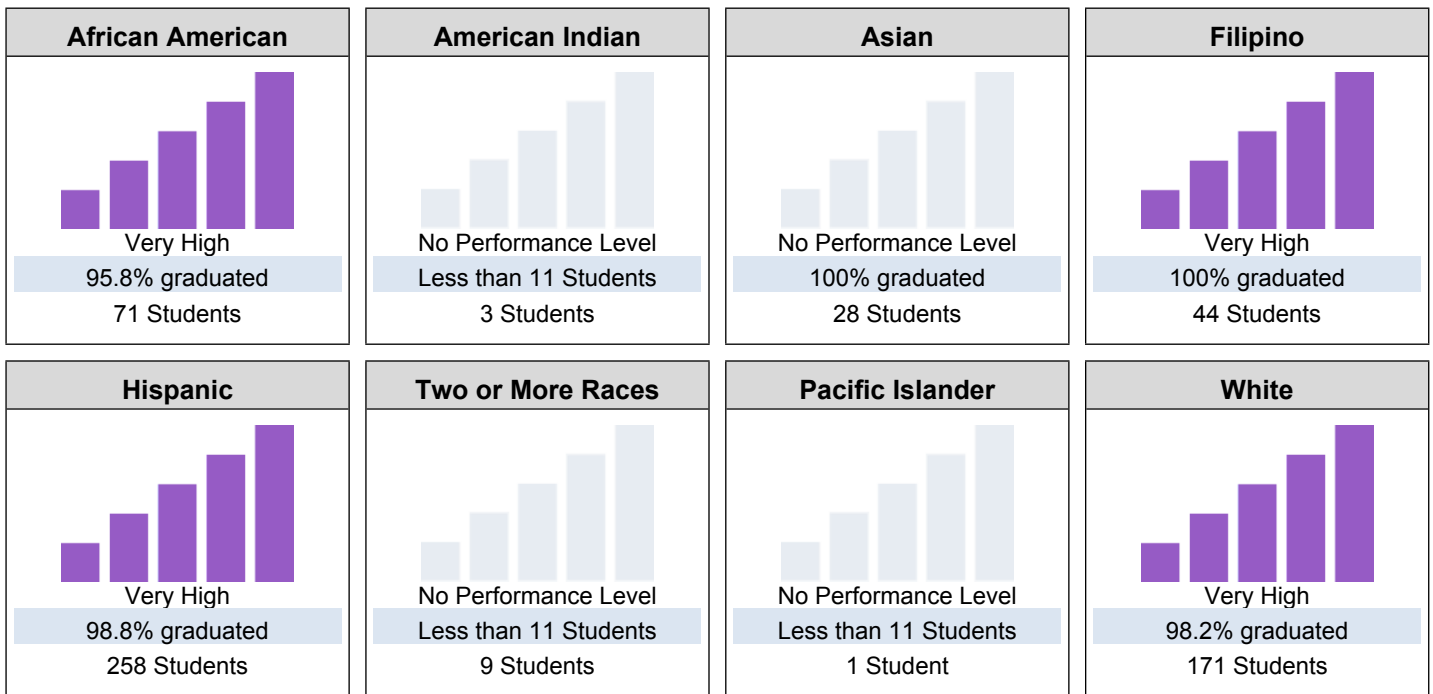
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

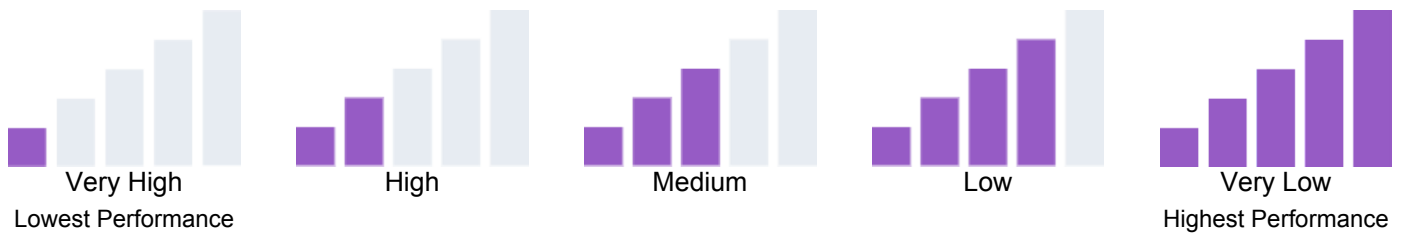
1. Graduation rates are high at 98.3 percent.
2. A very high SPED graduation rate.

# School and Student Performance Data

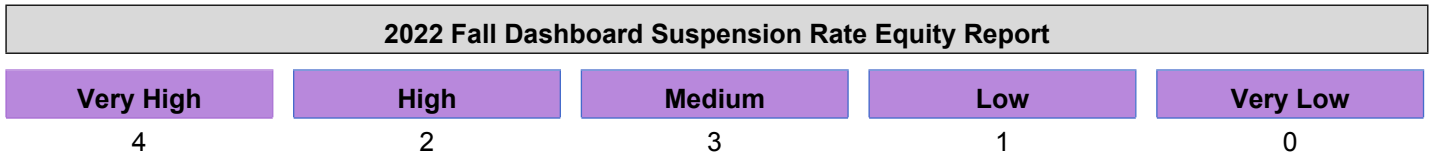
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

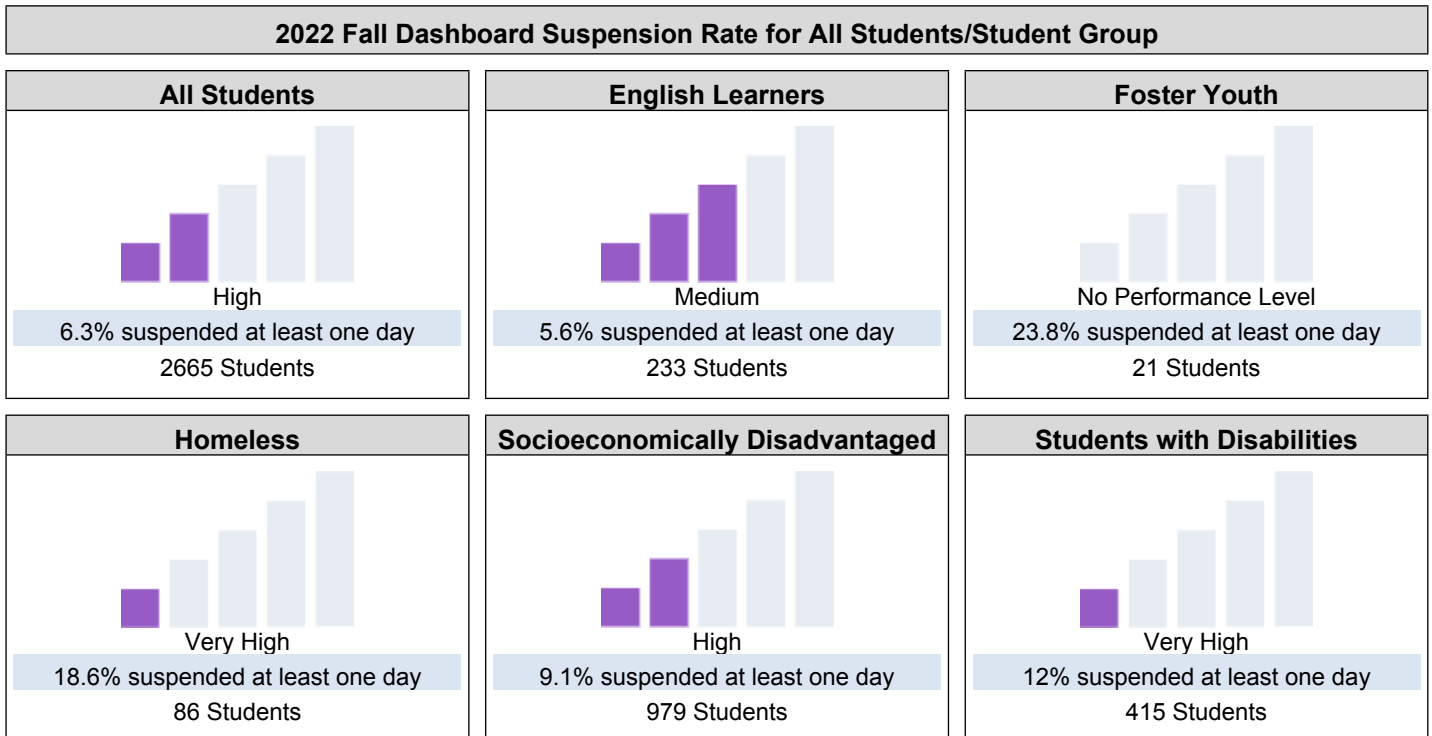
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



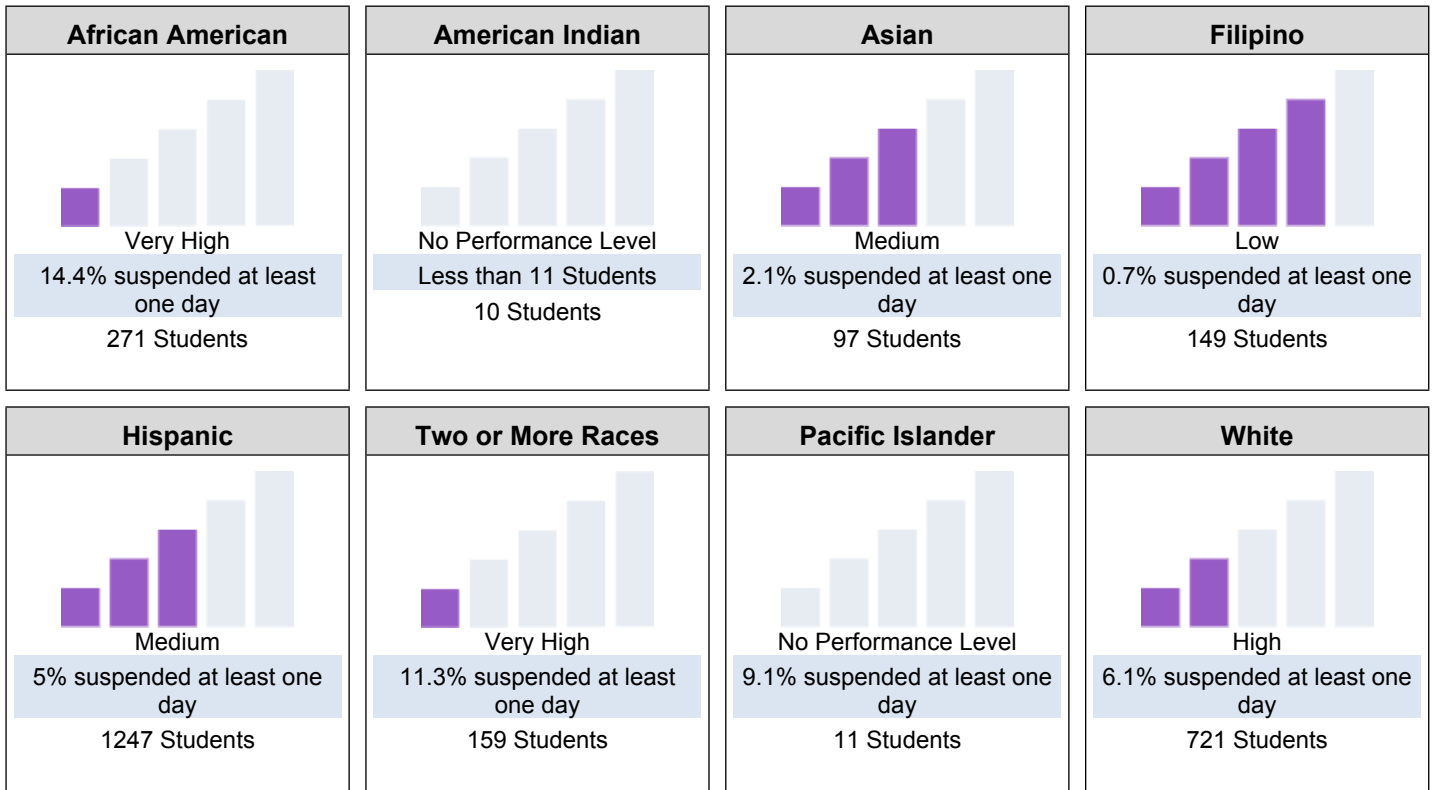
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Suspension is a area of focus for 2023-24
2. Some sub-groups have a very high suspension rate.

# 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

Data

## LEA/LCAP Goal

- 1) Focus on disaggregated data, to ensure that our MTSS model and interventions within that model are appropriate.
- 2) In looking at the data we need to continue to break down barriers for success of our underperforming/underrepresented subgroup, i.e. Special Ed., Foster, Homeless, African-American students

## Goal 1

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

## Identified Need

Over the years FHS has focused on different types of data sets that were appropriate at that time, however, that has led to inconsistent metrics and the inability to research longitudinal trends. By identifying data that is useful and consistent we will have a more accurate picture of what is working and what is not,

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Identify 3 - 5 data sets that will be used year after year.	Student survey data	Consistent data
	Aeries data	
	Grades analysis	

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

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

## 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)

## Strategy/Activity 2

### 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 3

### 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: 2022-23

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.

Data sets that have been used are often changed in order to focus on one issue or another. This goal will bring into focus data sets that will give a better picture of FHS over the years.



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

No budget expenditures for this goal.

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 goal will 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

2) In looking at the data we need to continue to break down barriers for success of our underperforming/underrepresented subgroup, i.e. Special Ed., Foster, Homeless, African-American students

3) In reviewing data over the past two years, it is evident that a great amount of emphasis is needed in the area of campus communication, and community resources to be more proactive in the prevention of student "events."

## Goal 2

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

## Identified Need

There is an apathy among our students in terms of understanding the connections between their current classroom experiences and their post-secondary plans. This goal is also about getting more of our students to start and finish our CTE pathways, ROP classes and dual/concurrent enrollment classes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G eligible students	55% of seniors were A-G eligible 2021-22	Increase A-G eligibility by 5%
CTE completers	2022-23 Freedom had 104 CTE completers	Increase CTE completers by 10%

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

Learning walks to focus on post-secondary connections in classrooms.

### 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)

8000

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Using the McREL tool teachers will be able to identify post-secondary connections in classrooms.

## 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

Training for our CTE teachers from the county office of education to develop or refine CTE pathways. Release time to work with LMC to articulate classes.

### 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)

4500

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Sub time for teachers.

## Strategy/Activity 3

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

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

SED, SPED, EL, Home/Foster youth

Strategy/Activity

Title 1 secretary to support students and families. This person will focus on outreach and support of students that have been identified as our most at-risk. This person is the point of contact for families to distribute school information. This person will provide translation as needed for documents and meetings.

### 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)

88,370

Title I  
2000-2999: Classified Personnel Salaries  
Title 1 secretary

#### Strategy/Activity 4

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

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

African American, Hispanic and SED

##### Strategy/Activity

Decrease the price of AP exams, provide updated online materials to students and purchase supplemental materials.

##### 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)

8500

LCFF  
4000-4999: Books And Supplies  
Offset the price for student AP exams.

12000

Title I  
4000-4999: Books And Supplies  
Offset the price for student AP exams.

#### Strategy/Activity 5

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

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

African American, Hispanic and SED students

##### Strategy/Activity

Host an AP night for students and parents to better understand the programs that FHS has to offer.

##### 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)

2000

LCFF  
5000-5999: Services And Other Operating Expenditures  
Teachers will provide insights into the AP programs at FHS. Parents and students are invited to ask questions and try to better understand the AP programs.

## Strategy/Activity 6

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

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

All students

### Strategy/Activity

Training for our counseling team to better inform our students on academic planning and post-secondary options.

### 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)

10000

#### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Release days for training and/or conferences

## Strategy/Activity 7

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

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

All students

### Strategy/Activity

Student will be able to go on field trips that are tied to state educational standards, but offers a connection to post-secondary options.

### 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)

6000

#### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Buses, food, toll and other expenses incurred for field trips.

# Annual Review

## SPSA Year Reviewed: 2022-23

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.

These strategies will help to bridge the gap between high school and post secondary opportunities. With these activities our students will better understand what is coming after high school and how to prepare for it.

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

No major changes

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

Support for at-risk students

## LEA/LCAP Goal

- 1) Focus on disaggregated data, to ensure that our MTSS model and interventions within that model are appropriate.
- 2) In looking at the data we need to continue to break down barriers for success of our underperforming/underrepresented subgroup, i.e. Special Ed., Foster, Homeless, African-American students

## Goal 3

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

## Identified Need

FHS is in DA, CIM and ATSI.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Differentiated Assistance		No longer in DA
CIM		No longer in CIM
ATSI		No longer in ATSI

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

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

### 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)
500	LCFF 5000-5999: Services And Other Operating Expenditures Supplies for meetings
5500	Title I 5000-5999: Services And Other Operating Expenditures Supplies for meetings

## Strategy/Activity 2

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

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

EL, Homeless/Foster, SED, SPED

### Strategy/Activity

School counselors and career center coordinator will support outreach and field trip opportunities for students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF 5000-5999: Services And Other Operating Expenditures Field trip for identified students, guest speakers, other outreach activities.

## 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, SPED, Homeless/Foster youth

### Strategy/Activity

Funds will be used to help identified students through after school tutoring.

### 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)
12500	Title I 2000-2999: Classified Personnel Salaries



	Help Lab teachers for tutoring.
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, SPED

Strategy/Activity

Title 1 attendance secretary will closely monitor and document truancies and tardies in Aeries and assist in providing attendance 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)

79785

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Title 1 secretary

**Strategy/Activity 5**

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

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

EL, Hispanic, African American, SPED, SED

Strategy/Activity

Provide diversity and equity training and supplies to staff.

**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)

10500

Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Guest Speaker

**Strategy/Activity 6**

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

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

EL, Hispanic, African American, SPED, SED

Strategy/Activity

Establishing a wellness center on campus to help students work through mental health issues.

**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)

8000

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Our counseling team will build an on site wellness center to help students overcome mental health issues so they can focus on academics.

**Strategy/Activity 7**

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

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

EL, SPED, African American, Hispanic, SED

Strategy/Activity

Freedom will engage in culturally represented programs to boost knowledge and awareness of the diverse groups we have on the FHS campus.

**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)

12000

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
PRIDE conference, Family success conference, other programs that represent FHS's diversity

**Strategy/Activity 8**

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

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

EL

Strategy/Activity

Freedom will purchase supplemental materials to help support language acquisition.

**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)

4800

Source(s)

Title III  
4000-4999: Books And Supplies  
Supplemental materials to support classroom learning.

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

With the help of these activities FHS will be able to get out of the various programs that we are currently in.

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

No changes

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

This goal will remain the same for 2023-24.

# 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

Strengthen MTSS

## LEA/LCAP Goal

- 1) Focus on disaggregated data, to ensure that our MTSS model and interventions within that model are appropriate.
- 2) In looking at the data we need to continue to break down barriers for success of our underperforming/underrepresented subgroup, i.e. Special Ed., Foster, Homeless, African-American students

## Goal 4

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

## Identified Need

MTSS is the key to positive campus climate. Over the course of the year every staff member needs to understand what MTSS is and how it is used.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Documentation in Aeries		Increase the documentation in Aeries
Teachers using MTSS strategies in classrooms	Using MTSS strategies in classrooms.	Use of MTSS strategies to help classroom management

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

Provide PD on MTSS and implement school wide strategies to increase student engagement. Provide on-site interventions for students including: CARE team, ODAT, Successful Purpose, and IYT.

### 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)

84880

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
ODAT, SP and supplies for MTSS

28440

LCFF  
5800: Professional/Consulting Services And  
Operating Expenditures  
ODAT, SP and supplies for MTSS

## Strategy/Activity 2

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

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

African American, SED, SPED, EL and Hispanic

Strategy/Activity

MTSS team to develop and present strategies that teachers can implement to better serve our students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000

Title I  
5000-5999: Services And Other Operating  
Expenditures  
The MTSS team will need release time to better  
develop strategies for positive campus climate.

# Annual Review

## SPSA Year Reviewed: 2022-23

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.

These outside providers supplement what the FHS staff do regularly. With their help and support we are able to provide support to a greater number of students.

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

No major changes

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

This goal will remain for 2023-24

# 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
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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	\$215,327.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$392,275.00

## 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	\$346,035.00
Title III	\$4,800.00

Subtotal of additional federal funds included for this school: \$350,835.00

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	\$41,440.00

Subtotal of state or local funds included for this school: \$41,440.00

Total of federal, state, and/or local funds for this school: \$392,275.00



# 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
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	41,440.00
Title I	346,035.00
Title III	4,800.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	4,500.00
2000-2999: Classified Personnel Salaries	188,655.00
4000-4999: Books And Supplies	25,300.00
5000-5999: Services And Other Operating Expenditures	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	123,820.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	LCFF	8,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	28,440.00

1000-1999: Certificated Personnel Salaries	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Title I	188,655.00
4000-4999: Books And Supplies	Title I	12,000.00
5000-5999: Services And Other Operating Expenditures	Title I	45,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	95,380.00
4000-4999: Books And Supplies	Title III	4,800.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	139,370.00
Goal 3	135,585.00
Goal 4	117,320.00

# 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
Dr. Steve Amaro	Principal
Lizette Nuno	Classroom Teacher
John Jeffries-Wilmore	Classroom Teacher
Melissa Luna	Classroom Teacher
S. Wood	Secondary Student
Tania Garcia	Parent or Community Member
Josette Abbas	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, Dr. Steve Amaro on

SSC Chairperson, Tania Garcia on



# 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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/>

Developed by the California Department of Education, January 2019