The Single Plan for Student Achievement

School: Frontier High School

CDS Code: 15635290110999

District: Kern High School District

Principal: Vicky Thompson

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

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

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Frontier High School's Vision and Mission Statements
School Purpose

Frontier High School is a high-performing school in a remarkably supportive community, offering a unique and compelling combination of excellence in academics and engagement. Since its inception in 2006, Frontier has grown and retained a committed certificated and classified staff that demonstrates passion and enthusiasm for learning and the instructional process. The school as a whole has worked to develop and cultivate a student experience that embraces the pursuit of excellence in the classroom and beyond. Frontier is committed to a partnership among staff, students, parents, district office and surrounding community to challenge students to exceed expectations academically, athletically and artistically. The fundamental belief that great achievements are possible through hard work and improvement and that achievement is enhanced by great relationships and connections is an idea that permeates throughout the Frontier staff, student body, and greater northwest Bakersfield community. It is these efforts to pursue excellence that have led our staff and student body to firmly establish themselves as community leaders and make Frontier a unique and special campus.

The Frontier staff is dedicated to setting high standards and maintaining the best educational environment driven by commitment and instructional excellence. Students are encouraged to work hard, be positive, become involved with school activities, make a commitment to academic excellence, look for the good in all people, make good decisions and be a contributor to the special spirit that exists on our beautiful campus. Frontier is built upon a strong culture of discipline and high expectations for all students.

Frontier High School maintains a comprehensive and coherent vision of what students should know and be able to accomplish by graduation as evidenced through our School-wide Learner Outcomes, vision statement, and mission statement. The faculty, working with students, parents, community members, district administrations, school board members and the Kern Economic Development corporation adopted the school mission in 2006 and enhanced it in 2009 after examining student performance data as well as student, staff, and parent surveys. The mission statement was again modified with input from all stakeholders in 2015-16 to incorporate 21st-century learning skills that supported the broadening focus of curriculum to include career training and the district's growing instructional options.

Mission Statement
The mission of Frontier High School is for all students to graduate prepared for success in their individual post-secondary experience - college or career. Frontier will provide programs and services to empower all students to be respectful, responsible, safe, and productive members of a 21st-century society.

Vision Statement
Frontier High School values meaningful relationships among staff, students, parents and the community to ensure the intellectual, social and personal development of each student. We challenge our students to pursue excellence in academics, artistic expression, athletics, and citizenship through rigorous and relevant curriculum, innovative instruction, and collaboration.

School-wide Learner Outcomes:

Productive Academic Achievers who:
Meet and exceed KHSD graduation requirements
Communicate purposefully and persuasively in verbal and non-verbal situations
Think critically and demonstrate essential problem solving skills
Are competent users of technology who gather, analyze, and synthesize information

Responsible Citizens who:
Take personal responsibility for their actions and choices
Actively develop and review post high school goals
Demonstrate respectful digital literacy

Respectful Collaborators who:
Constructively with others in a variety of 21st century settings
Remain open and flexible to the ideas of others to advance common goals
Display leadership skills that inspire others to achieve, serve, and work together

Safe, Empowered Individuals who:
Exhibit positive interpersonal relationships that value all persons
Make sound decisions about their physical, emotional, and mental health
Feel invested in the school, local, and global communities

District Vision

Building Professional Learning Communities

All Kern High School District Faculty - Administrator and teachers - have participated in the district-wide professional development to build Professional Learning Communities (PLCs) on each campus. This move towards "an intense focus on learning" (Dufour, Dufour, Eaker) has been strongly supported through the work of Solution Tree, The Leadership and Learning Center, and the Marzano Research laboratory. The critical questions that now drive instruction, instructional planning, assessment, and intervention are these:

1. What do we expect our students to learn?
2. How will we know if they have learned it?
3. How will we respond if they have not learned it?
4. How will we respond if they have learned it?

To anchor the work of building a professional learning community (PLC), professional development has focused, district wide, on creating and using common formative assessments (CFAs) to measure and monitor learning, in order to target intervention and extensions. Theses trainings have provided the core learning and understanding for why data and appropriate assessment are the critical components to determine student learning needs. The CFA trainings have forced a review, rethinking, and refining of the "essential learnings" (previously called "power standards") to determine the learning targets and to align assessments to the learning targets. Grouped in their disciplines or by school site, all faculty was training from May of 2010 through October of 2011. The district continues to provide ongoing support for school-site PLC efforts through district department meetings, targeted support through the Instruction Division and continues to offer site based support. Regular professional development opportunities are offered by the district for planning, development and strengthening of the PLC model for instruction and intervention with the focus remaining on student learning.

As the state and nation now shift to a common set of standards, the Common Core State Standards (CCSS), the Kern High School District is committed to preparing its staff to utilize rigorous and relevant instructional strategies to maximize student learning.The transition to the Common Core State Standards (CCSS) began in January 2012 for the Kern High School District. Our first step came through a series of "Awareness" workshops, developed and led by resource teachers from the KHSD Instructional Services department. The initial target audience was teachers of math, English, science and social studies but soon grew to teachers of all subjects. Presentations focused on a general introduction to the history of the CCSS, with significant time spent in discussion regarding how classroom instruction must change to align with the new standards. These presentations were well received by our teachers and soon gained attention from others in our community. In total, more than 900 of KHSD's 1600 teachers attended an awareness presentation at the district office during the spring or summer 2012, and many more received basic awareness training in school-site staff meetings. Presentations were also made for local university professors, both public and private, Rotary and community groups, school board, county office of instruction for outlying schools and districts, and neighboring school district leaders. Throughout the local community, the KHSD has been a leader in the transition to the CCSS.

As the transition to the CCSS continued, it became necessary for our core subject teachers to become familiar with the increased instructional rigor needed to align with the CCSS. Our second round of workshops, entitled "Ramp Up the Rigor", began in the fall of 2012. These subject-specific workshops were also attended by teachers of English, math, science and social studies courses. Together, they examined topics such as "student engagement," depth of knowledge," "relevance in instruction," and "higher-order thinking." Professional development provided in 2010 by the Marzano Research Laboratory focused on high-yield instructional strategies and were referenced regularly. School site teams of teachers collaboratively determined how they could increase the rigor of their instruction through adjustment of instructional strategies. While the "Ramp Up the Rigor" workshops were successful, they primarily focused on what instructional transitions needed to occur to increase both rigor and relevance in daily instruction. By design, they excluded how to transition instruction to align with the CCSS. Such training began in January 2013, with round three of KHSD's CCSS workshops, entitled "Instructional Practice." Here we split strategies and workshops by academic department. Because the CCSS provides a clear divide between mathematics and language arts and because the standards for literacy incorporate science and social studies, mathematics training became distinct from literacy training. Teachers of English, science, and social studies began a three-step series of workshops to develop literacy-rich units, while teachers of mathematics began a series of

workshops to develop mathematical tasks based upon the standards for mathematical practice.

Significant progress was made in developing mathematical instructional strategies during the summer 2013. Twelve teachers were hired to collaboratively develop mathematical "anchor tasks" that are now in use in algebra and geometry classes district-wide. Instruction under the California Standards Testing (CST) system has primarily focused on procedural skills and fluency, in order to successfully prepare students for the log-rigor multiple-choice assessments. Recognizing that the Smarter Balanced Assessment Consortium (SBAC) has developed more rigorous assessments that require students to utilize all eight mathematical practices, common lessons for use district-wide were developed by these teacher-leaders over 20 days in June 2013. Lesson developed fall into two categories: Anchor Tasks, one per quarter required for use district wide, and Supporting Tasks, multiple per quarter for support of the "Big Ideas" of each quarter. All teachers of algebra and geometry in the KHSD have had the opportunity to be trained in the teaching of these Anchor and Supporting tasks. Likewise, three workshops were held for feeder-school leaders to ensure our partnering schools are clear on the direction KHSD is heading in mathematics. All tasks can be found on the website www.Anchortasks.net.

The work that has been accomplished in literacy and mathematics to date has enabled KHSD teachers to understand the transition to the CCSS. To meet the design of the CCSS, a shift must occur in classroom instruction. Though California's standards during the last decade were composed with high levels of rigor, CST assessments were not. It has been said, "What gets tested is what gets taught." Such has been the case under CSTs. Low level, multiple-choice assessments have encouraged instruction that primarily operated under lower levels of rigor. As Webb's Depth of Knowledge (DOK) model clarifies, instruction that asks student to identify, list, memorize, label and recall is one of the lowest levels of rigor but has been valued under CSTs. Often instruction has been dominated by a focus on procedural skill and fluency – and would most often be characterized by explicit, direct instruction. A visitor to such a classroom would expect to see students in rows, with the teacher at the front, working on formulas, lists and charts to produce success on the CST multiple-choice exams. Teachers in KHSD classrooms have spent years refining instruction to ensure students were competent in procedures and were fluent in their recall of facts. Under the CCSS, this type of instruction needs to shift.

We propose that the instructional shift necessary for KHSD classrooms to align with the CCSS is best described as the intersection between instruction that provide for procedural skill and fluency, problem solving and modeling, and builds conceptual understanding on the part of the students. Teachers must work to include additional problem solving and modeling in their instruction, while helping students to understand concepts richly. Such a transition is significant for our teachers. Not only must they collaboratively work to review and understand the CCSS, but they must also retool their daily practice to include new forms of instruction. Such is the work that continues in the KHSD as we progress in our refinement of practices to ensure a smooth transition to the Common Core.

School Profile

Frontier High School, built in 2005 and opened in the fall of 2006, is located within the northwest boundaries of the city of Bakersfield and serves a vibrant suburban, middle to upper-middle class community. Frontier's major feeder schools are Freedom Middle School of the Rosedale School District and Norris Middle School of the Norris School District. Frontier opened in 2006 with only 9th and 10th grade students. The school grew one class per year through 2009 when Frontier graduated its first class. The school has graduated eight classes since opening. In the first six years, the student population at Frontier grew to a high of 2,481. Frontier has experienced a slight decline in enrollment over the past couple years as a result of Kern High School District Board of Trustees student attendance boundary realignments that were specifically designed to alleviate overcrowding. Careful planning ensured that no curricular changes were needed in either core or elective programs due to the decrease in enrollment and our staffing numbers have remained consistent. Over the next several years, enrollment at Frontier is expected to gradually increase. Revitalization of housing developments within Frontier student attendance boundaries will likely impact student enrollment as the economy improves.

Frontier High School is a high-performing school with a unique and compelling combination of excellence in academics and culture. The school features both traditional and innovative course offerings that emphasize rigor and excellence. Caring and dedicated instructors, who participate in Professional Learning Community (PLC) teams, present these courses and work within the school to ensure student progress. The comprehensive school program is highlighted by a locally, state and nationally recognized agriculture program, an outstanding career technical education program, and an award winning visual and performing arts program. Frontier encourages students to seek success in a positive, safe environment, which fosters intellectual and personal growth of all students. At Frontier, individual and cultural diversity is endorsed and supported so that all students achieve at their highest level.

Frontier, a relatively new school, is rich in traditions of excellence in academics, while offering highly competitive and successful athletic and co-curricular programs to students. Titan students consistently earn awards in the areas of band, drum line, choir, FFA, art, photography, film, Academic Decathlon, Forensics (speech and debate), and athletics. More than sixty-six clubs and student organizations provide opportunities for service and deepening interests for students. Additionally, staff members at Frontier take great pride in challenging students to exceed expectations in citizenship, academics, athletics, and in the arts. The fundamental belief that great achievements are possible through hard work and improvement is an idea that is represented by the mantra of Titan Quest, and it permeates throughout the school and community. Tremendous time and effort has been expended to make Frontier an enviable high school educational experience. As a result of parent, community, staff and student collaborations, "Titan Pride" has become more than just a catchphrase; it is a way of life at Frontier High School.

The school facilities at Frontier are remarkable and well-maintained. The campus sits on a 62 acre site with 198,000 square feet of classrooms, Quest Center (former Library), theater, gymnasium, and office space. Facilities include 79 classrooms, a Quest Center with 67 desktop computers and 80 Chromebooks, one gymnasium with weight room and wrestling/dance room, a performing arts center (auditorium with 720 seats), industrial arts complex with two agriculture classrooms and one pre-engineering classroom attached, state of the art science labs, a cafeteria with an outside covered patio, a student store operated by the ASB, and the administration building. In addition, athletic facilities include a football stadium with a concession/field house building, two fenced baseball fields, two fenced softball fields, eight tennis courts, ten handball courts, six complete outdoor basketball courts, and two large practice fields for soccer and football. Each classroom has video streaming ability through Safari Montage, a ceiling mounted LCD projector, a computer, and a phone. All areas of campus provide wireless connectivity. The campus features a beautiful amphitheater and other modern additions like covered walkways between buildings, which serve as a powerful hub of student activity.

The school operates on a traditional calendar with a daily schedule offering six instructional periods and two lunch periods with a 220-unit requirement for graduation. Student attendance during the school day stands at over 95% over the past three years. The Kern High School District (KHSD) operates a student truancy reduction program known as "STEP". The office of the Dean of Students keeps students and parents up to date with absences and truancy through a six "STEP" program. The STEPs are a series of progressive measures and interventions set by the KHSD to improve student attendance. It is the overall goal of the school to increase daily attendance for the purpose of ensuring student achievement and success. Although student attendance remains strong, Frontier is proactive in monitoring student attendance and truancy in a timely manner via the STEP program. In terms of discipline, suspension and expulsion rates of the school are very low.

Frontier High School is privileged to be part of a highly supportive community that shares a special sense of honor and pride in the school. Strong community and parent involvement advances the school on many fronts. The surrounding community relies on school community partnerships among staff, students, parents, and district office to connect with the school environment. Community loyalty and a history of academic and co-curricular successes define Frontier. The school benefits from the strong support and active involvement of parents. Parent involvement in school activities such as Back to School Night as well as athletic and fine art functions is exceptional. Parents organize and run five booster organizations with approximately 200 active members and countless others who volunteer. Titan Athletic Boosters Support (TABS) work together with coaches and the athletic director to maintain and improve athletic facilities, support and recognize the efforts of teams and athletes, and assist in building team and school spirit. The Agriculture Boosters work with students and faculty to improve the Future Farmers of America (FFA) experience for our students, including their Supervised Agriculture Experience. The Titan Choir Boosters, Frontier Theatre Guild, and the Blue Crew Band Booster Club work diligently to provide support to help our student performers. Parents also serve on the School Site Council and the District Parent Advisory Committee, participating in school and district decision-making.

An exceptional educational staff has been assembled to serve the Frontier community. The 2016-17 certificated staff consists of 98 certificated employees: four administrators, six counselors, 86 classroom teachers, a speech pathologist, and a school psychologist. There are 63 classified employees to serve staff, parents, and students. The Frontier staff is dedicated to setting high standards and maintaining the best educational environment, one driven by commitment and instructional excellence.

Frontier High School's committed certificated and classified staff has worked to develop and cultivate a student experience that embraces the pursuit of excellence in the classroom and beyond. Titan Quest is the mantra that describes the school community's desire for Frontier to pursue excellence and to exceed expectations. The fundamental belief that boundless successes are possible through amazing relationships, leadership, effort and connections is an idea that resonates with staff, students, and our community.

Over the past three years, Titan Quest has been further enhanced to recognize both academic and behavioral expectations of what it means to be a Titan. Through staff, student, and parent input a collaborative set of ideas emerged that extended the definition of Titan Quest and created four expectations that are the Virtues of a Tremendous Titan: Respectful, Responsible, Productive, and Safe.

Each of these areas has a definition and expected behaviors that were agreed upon. Frontier recognizes that students enter each classroom with varying abilities, experiences, needs, learning styles, language proficiency, background knowledge, readiness to learn and other factors that affect their learning. It is with this in mind that a variety of measures, practices, and services have been made available to support all students. This has also led to the need for additional staff; a Community Specialist was added to Frontier's staff for the 2015-16 school year and a part time Social Worker and Intervention Specialist are provided to support these efforts. These staff members are crucial in providing intervention for students, such as conflict mediation, brief intervention, small group intervention, student support teams, anger replacement therapy (ART), and other supports as needed. Frontier has made a schoolwide commitment to develop and graduate students who are respectful collaborators, responsible citizens, productive academic achievers, and safe empowered individuals.

The expectations that make up Titan Quest have become an established part of the language that is used across the campus and the behaviors that exemplify Frontier. The staff has adopted Titan Tuesdays to consistently promote the ideals and behaviors associated with excellence and success. A variety of lessons, messages, videos, and activities are delivered on these days to teach and reinforce what the common expectations are for all students. Students are acknowledged for demonstrating these traits inside and outside of the classroom by their teachers and other staff members. Titan Quest postcards are available for teachers and staff to send home and inform parents of the positive efforts of their student. These postcards, along with other consistent messaging around the expectations of Titan Quest, help to further the commitment and understanding within our community. Frontier students can also receive Titan Tickets from their teachers for showing effort or improvement in any of the four areas defined. These tickets are placed in a weekly drawing for Titan Bucks and can be used to purchase items on campus, in the student store, or for admission to school events. Frontier is committed to enhancing these efforts to recognize students who epitomize the desired qualities of a Titan.

School Programs:

The mission and vision of Frontier High School are supported by the governing board and district administration through funding and by the adoption of district policies to encourage academic excellence, career development, collaborative and individual efforts and effective communication competence by the time our students graduate from high school. Frontier High School is a comprehensive high school for students in the 9th - 12th grade where all student are supported and expected to achieve their highest level. The school continues to meet the academic needs of all students through strong College Preparatory, GATE, Honors and AP classes as well as safety net classes of English Language Development, remediation classes and multi-faceted Special Educations Program and a wide range of career and technical education classes offered to students to complement the academic program. The instructional infrastructure in place at Frontier High School gives each student entering a chance to meet the 15 course sequence of the A-G requirements. Frontier offers various programs to help meet student needs and help ensure student success. Examples of each include:

Support for Academic Excellence:
Advanced Placement Classes
Honors Classes
GATE Classes
College Prep. Classes
Resource Program
English Learner Program and Coordinator
Support programs/classes: algebra labs, Access literacy courses, after-school supplemental courses offered through APEX
Class size reduction in lab sciences
Support for extra and co-curricular activities including Academic Decathlon and Forensics (Mock Trial through 2012-13)
Graduation Requirements aimed at college preparatory efforts
Providing after school and lunch time peer academic tutoring services
Implementation of TITAN QUEST Academic/Behavior Campaign
A cross-curricular Literacy Committee focus on being a resource and providing professional development for staff
Academic Achievement Class to support the most at-risk to progress toward graduation

Support for Career Development:
Implementation of the state "Pathways to Success' district wide
Frontier offers CTE courses within our three CTE pathways: Agriculture and Natural Resources, Information Technology and Arts, Media and Entertainment
Implementation of Project Lead the Way elective courses - a STEM focused pre-engineering pathway and a Computer Science

pathway
Freshmen Career Tech/Health classes feature career and consumer education components
Support for extra and co-curricular activities including Future Farmers of America, film production, computer literacy, web design, digital photography, graphic arts and an array of classes offered at the Regional Occupation Center (ROC)
Guest speakers visit the College and Career Center from colleges, universities and technical programs as well as real-world professionals

Courses and Offerings at Frontier High School include:
English Program: 9th, 10th, 11th, 12th Grade ERWC and Access (a support class focusing on literacy skills)
Math Program: Foundations 2, Applied Algebra, Algebra, Applied Geometry, Advanced Algebra, Statistics, Math Analysis, Pre-Calculus, Calculus and Math Lab (Support Course for students in Foundations 2)
Science Program: Integrated Science, Biology, Chemistry, Physics, Physical Geology
Social Studies Program: World History, US History, Government, Economics, European History
Curricular Levels: General, College Prep., Honors, Advanced Placement
Physical Education Program: 9th and 10th Grade Core and Co-ed Elective PE
Fine Arts Program: Beginning Art, Intermediate Art, and Advanced Art
Performing Arts Program: Theater, Band, Dance and Choir
Information Technology Program: Career Tech, Beginning and Advanced Web Design, Graphic Arts
Special Education Program: Resource, Severely Handicapped, Autism, Special Day
English Learner (EL) Program: Instruction and support for students whose first language is not English
Pathways: Agriculture and Natural Resources; Arts Media and Entertainment; Information Technology; Project Lead the Way: Engineering and Computer Science (new in 2016)
Alternative Education Program: Home/Hospital Instruction and Independent Studies
Agriculture Program: Ag Earth Science, Ag Biology, Ag Leadership, Ag Government, Ag Economics, Ag Vet Science, and Ag Entrepreneurship
Career Tech and Health Program: All 9th grade students
Tutoring Program: After-school Tutoring on targeted days (Tuesdays and Thursdays) utilizing a teacher and peer to peer model for all students and lunchtime tutoring for 9th and 10th grade students everyday
APEX Program: Online delivering of curriculum offered one period per school day (8th period)
Intervention: Academic Achievement Class - For non-matriculated students in the 9th grade and the most at-risk students
Summer School Program: remedial classes and bridging classes for incoming 9th grade students
Athletic Program: Various Varsity, Junior Varsity and Frosh/Soph athletic teams for boys and girls
Activites and Clubs: Numerous clubs and student activities to promore beloning on campus
Counseling Program: 6 counselors who provide a wide variety of services for students

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).

The KHSD LCAP survey is given yearly for Staff, Students and Parents. Several surveys were given in 15-16 through the District Office, including but not limited to: CTE Survey, Titan Quest (PBIS) Survey, Technology Survey. The Instructional Technology Committee conducted a survey in the fall of 2015 to help determine needs across campus. In the fall of 2016, Frontier High School administered staff, student, and parent surveys to gain valuable feedback from stakeholders.

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

Administrators observe teachers in classrooms and on campus both formally and informally throughout the school year.   These observations create on-going dialog opportunities between administration and the staff regarding topics such as how the staff is

doing personally, student learning, instruction, curriculum, school culture, teacher needs, pacing, calenders and professional development opportunities.

<p style="text-align:center"><u>Analysis of Current Instructional Program</u></p>

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.

<u>Standards, Assessment, and Accountability</u>

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

Frontier has trained and worked diligently to develop a climate of academic collaboration and commonality. Core departments generated and continually refine common pacing guides, common formative and summative assessments for each subject offered. As these were developed, the use of the data from common formative assessments has been used to drive instruction. In turn, this has led to successful academic performance by students. We employ the Professional Learning Community (PLC) model of regular communication and collaboration within teams and departments and currently we have transitioned from Edusoft to Illuminate and are in the beginning stages of primarily using the tools within Illuminate to accomplish these ends. Teachers have participated in extensive training to enhance their ability to write common formative assessments in each subject area, to use technology tools such as Illuminate to analyze test results, and to report results to the stakeholders involved. At the classroom level, teachers indicate utilizing Quizzes, Unit/Chapter Tests, Projects and Presentations to evaluate student progress. Individual scores on these measures, along with daily work and informal assessments (both individual and group) generate student grades. Regular posting of grades on Synergy allows students and parents to monitor progress.

Students identified as possible ELL candidates take the CELDT assessment which helps tailor the student's educational program to their specific needs. The Special Education department gives a variety of assessments to identify special needs students, including the Woodcock Johnson evaluation, California Alternate Performance Assessment, and the California Modified Assessment. The school psychologist performs a battery of tests to evaluate problem-solving abilities, non-verbal intelligence, auditory and visual skills, and whether forms of autism are present. The results of the Special Education assessments help to place each student in the appropriate setting.

Through 2013, Frontier students took subject matter California Standards Tests (CSTs) along with the math and English CAHSEE Exams. We have compiled results and examine them in PLCs and as a school. Through this examination process we also set school-wide goals accordingly. As we are transitioned to Common Core State Standards (CCSS) based instruction without most CSTs, the school-wide goals shifted to center around proficiency and passage rates on the California High School Exit Exam (CAHSEE) as well as graduation. Because of this shift, our progress indicators for measuring student achievement included the following but were not limited to: district benchmark exams where appropriate (for courses with CSTs still in place), CAHSEE, CSTs (Life Science and 11 English which includes the EAP), subject area Common Formative Assessments (CFAs), English department writing assessments as well as quarterly and semester grade reports. Quarterly and semester ineligibility and honor roll lists as well as student attendance are also considered. Other progress indicators are monitored at the quarter and semester in each grading period. CAHSEE and CST (Life Science and English 11) results were monitored annually. 2015-16 brought a suspension of the CAHSEE and the transition from the English 11 CST to the SBAC assessment for ELA and Math. In 2015,11th grade students at Frontier participated in the first CAASPP assessment. These results will be used by the school to improve instruction.

Data regarding student performance is shared with the staff through formal large group settings and smaller settings such as subject-specific meetings and level specific meetings (Professional Learning Community (PLC) meetings). All staff have access to Illuminate, our data management software, and are transitioning to use it as a tool in data analysis for classroom assessments and team assessments. PLC level meetings agendas are driven by discussion of instructional practice, assessments, and data.

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

The full adoption of the research based Professional Learning Community model has influenced the direction of professional development opportunities and instruction. Frontier has used the Richard DuFour Professional Learning Community (PLC) Model and Performance Assessment Model aligned with State Content Standards as a basis for PLC collaboration. This process is a major component of instruction and department structure at Frontier. During this PLC collaboration time teams participate in:

- Clarifying or creating team norms
- Clarifying or creating team purpose (What do we want students to learn?)
- Reviewing or creating Pacing Calendar
- Reviewing or creating Power Standards (Our Essential Learnings)
- Reviewing data and seeking ways to implement best practices
- Planning for the year (SMART goals)—where we want to end up?
- Establishing the criteria we use to judge student work (How will we know if they've learned?)
- Reviewing or creating Common Formative Assessments (minimum of 8 total CFAs)
- Examining the results of Common Formative Assessments
- Developing Common Summative Assessments
- Examining results of Common Summative Assessments
- Setting SMART goals after reviewing data from common formative assessments and planning interventions to supplement shortcomings in student performance based on state proficiency standards and assessments. (What do we do when students do not learn?)

As departments continue to transition to the Common Core State Standards, Frontier will rely on this process for implementation purposes and use it to continue to drive best practices in instruction based on data from common formative assessments and common summative assessments. The delegation of data driven decision making and its implementation has been given to department chairs and PLC leaders via the Assistant Principal of Instruction and is carried out at each academic and grade level in our core content areas as well as other departments. Each department at Frontier High School has a department chair and under the department chair are PLC Leaders who specialize in their particular grade level and subject area. Most PLC Leaders have been trained in the past to use data driven decision making as well as had training in regards to pre-test/post-test; 16 teachers will be attending PLC training in June 2017 to continue the PLC process. Meetings/ training with the Assistant Principal of Instruction in settings team norms, goals and objectives for each particular grade and subject level have been held. PLC leaders also have the opportunity to meet individually with the Assistant Principal of Instruction to review PLC team progress and areas of need. Data is analyzed and monitored regularly at banked bi-monthly staff development "late start schedule" morning meetings. As PLC members compare benchmark and other subject-wide test results, teachers make necessary changes to curriculum and focus on area where students require corrective teaching and intervention. All staff have access to Illuminate and are being trained to use it as a tool in data analysis.

Frontier's two Professional Development Leaders (PDLs) meet regularly with members of the administration to review progress of the PLC efforts and needs. The PDLs collaborate with many of the Professional Learning Community Leaders to plan PLC meetings and provide assistance and support for the staff. Utilizing the PLC model, academic SMART goals for students at Frontier are set by content area teachers within Professional Learning Community teams (PLCs). In order to effectively monitor progress within their own classrooms, teachers utilize common formative assessments (CFAs). Within PLCs every other week, student work including: essays, reports, tests, CFAs, journals, portfolios, oral presentations, project products, discussions, investigations, lab assignments, experiments and assessments are monitored and reviewed for instructional effectiveness by the teaching staff.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Currently 99% of Frontier's teaching staff is highly qualified; therefore teachers are prepared to ensure that students meet the academic standards and School wide Learner Outcomes.

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

Frontier High School has an exemplary teaching staff. All departments are staffed with sufficiently credentialed teachers who have either met the requirement to be named "highly qualified" or are intern status teachers teaching in their subject area. All staff has access to appropriate instructional materials. Professional development opportunities are available to teachers at the site, district, county and state level. Teachers are encouraged to participate in district workshops and state conferences which are an integral part of the broad school wide and district wide improvement plans.

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

With the Kern High School District's cultural emphasis on continuous improvement and maximizing student success, professional development (PD) is strongly supported at both the site and district level. Frontier administration makes it a priority to provide PD opportunities for staff in order to support their growth and collaboration. The teaching staff participates in a variety of professional development activities at the site, district, and in the state. Teachers have the opportunity to attend subject-specific conferences, such as California Teachers of English, California Math Council, California Language Teachers Association, National Science Teachers Association, and others. With the implementation of Project Lead the Way, all of Frontier's Project Lead the Way teachers have attended the intense two week summer training prior to course implementation to learn the course material and program expectations. All nine of Frontier's current Advanced Placement (AP) teachers have attended AP Training. Teachers who attend any professional development come back and share what they learned with their colleagues through department and PLC meetings to benefit a greater number of staff.

The full adoption of the researched based Professional Learning Community model has influenced the direction of professional development opportunities and instruction. Frontier continues to use the Richard DuFour Professional Learning Community (PLC) model. During PLC collaboration, teams: clarify or create norms, clarify or create team purpose, review or create the pacing calendar, develop or create learning objectives from the standards, develop curriculum, review data and seek ways to implement best practices, plan for the year including goal setting, establish criteria to judge student work, review or create common formative assessments, discuss individual and team assessment data, plan interventions, develop common summative assessments, and examine results of summative assessments. Frontier's Professional Development Leaders (PDLs) meet monthly with members of the administration and Department Chairs to review progress of the PLC collaboration efforts, discuss needs of staff, and discuss other professional development opportunities. Administrators and PDLs collaborate quarterly with PLC Leaders to discuss PLC meetings and provide assistance for staff. The Frontier staff bank minutes for PLC teams and departments to meet. Through a Late Start model, PLC teams and departments meet to collaborate. Throughout the year there are seven 30 minute department meetings, seven 60 minute PLC meetings, and seven 90 minute PLC meetings. All staff collaboration takes place four times a year using the same model.

Another form of PD that is available to staff is additional PLC collaboration and training time through a pull-out option. In addition to the 90 minutes that are banked for departments and PLCs every other week, PLCs teams have the option to schedule pull-out days to collaborate focusing on the PLC processes. Although due to curricular changes of the last few years, much of this collaboration time has been used for planning instruction and aligning curriculum. Frontier also provides the opportunity for vertical teaming and meetings of non-traditional PLCs for collaboration. In 2016 this has specifically included the GATE, Honors, and AP teachers, English 9 and 10, and the teachers of our most at risk student who are enrolled in our Academic Achievement course.

Frontier High School has developed five schoolwide improvement committees that drive the school's progress in their specific area of focus. The five school improvement committees are also provided professional development time to meet, determine the focuses, discuss staff and student needs, and design professional development opportunities that meet these needs. Current schoolwide improvement committees are Literacy, Instructional Technology, Intervention, School Community Relations, and Titan Quest. Professional Development opportunities provided by committees for other staff members takes place during staff meetings, after school and during in-service days.

The Kern High School District (KHSD) provides many different opportunities for professional development to support innovation, collaboration and the growth of staff. Such opportunities include but are not limited to: GAFE (Google Apps for Educators), Synergy (KHSD online grading and student information system), STAR Renaissance, Illuminate, Kern High Induction Program (KHIP), common core state standards (CCSS), next generation science standards (NGSS), new curriculum framework for social studies, social emotional learning, unconscious bias, and classroom management.

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

The Kern High School District Office of Instructional Services provides multiple opportunities throughout the school year for teachers to take part in professional development including workshops and trainings. They offer a wide range of topics to assist and support teachers. Specifically and most recently, the district has provided sites with a specific implementation plan of professional development surrounding the Common Core State Standards (CCSS). This series of workshops focused on awareness, ramping up the rigor and instructional practices. There have also been Literacy workshops which focus on teachers other than English that introduced a template for Literacy units within these other content areas. As we get further along in the transition to the Common Core State Standards (CCSS) and instructional needs become even more evident because of this transition, Frontier will continue to look to the district's Office of Instructional Services to provide support through this process through the district Curriculum Leaders in Math and English. KHSD has also provided science teachers with opportunities to be trained in NGSS implementation and is working on establishing professional development for the new Social Studies framework.

Frontier High School has fully adopted the Professional Learning Community model of collaboration. Within this model lies the foundation for instructional assistance and support for teachers by teachers that teach the same content area and level. Through this process, teachers are supported by their colleagues, PLC leaders, department chairs, Professional Development Leaders (PDLs) , assistant deans, deans, the assistant principals and the principal.

Departments have the opportunity to attend their content area state conference and other appropriate conferences that also provide instructional assistance and support. Many go to learn new and innovative practices that are happening around the state. Upon returning to the site, they share these innovative practices with colleagues through department meetings and PLC meetings. Frontier teachers have attended Solution Tree Conferences during the summer months. These conferences have focus on PLC implementation and practice.

Staff has been given the opportunity for peer observation at our site and at other Kern High School District sites. Teachers are encouraged to go and see best practices taking place in the classrooms of our district.

Over the past three years, many professional development opportunities have been provided by the Frontier Committees. These committees seek out ways to provide support and instructional assistance to the staff. The current school committees are: School Community Relations, Literacy, Titan Quest, Intervention and Instructional Technology.

Frontier High School provides an environment where teachers are encouraged to come into the office and talk about how things are going and they actively seek ways to support instruction. Administrators also can be found out on campus during the school day having informal conversations with staff members about families, personal issues, school improvement, instructional practice, student learning and many other topics. These informal conversations often lead to administration discovering ways to provide additional support for teachers.

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

Frontier High School has fully adopted the Professional Learning Community model of collaboration. Within this model lies the foundation for instructional assistance and support for teachers by teachers that teach the same content area and level. Through this collaborative process teachers are supported by their colleagues, PLC leaders, department chairs, Professional Development Leaders (PDLs) , deans, the assistant principals, and finally the principal.

One time per month the department leaders along with the Professional Development leaders meet with the assistant principal and principal to discuss school improvement and current campus business. Department leaders take this information and use it as a foundation for their monthly meeting with their department staff. These meetings are held during a "late start" schedule and are tied to the PLC collaboration time. PLC Leaders have the opportunity to collaborate during the school year at PLC Leader Meetings held after school with the assistant principal and the PDLs. During these meetings, PLC Leaders share best practice and are also given information related to school improvement and PLC best practices. One of the focuses of these meetings has been the transition from Edusoft to Illuminate as a data collection and analysis tool.
All Staff Meetings are held during the pre-school meeting time and are also held several times during the school year. This time allows for collaboration between the entire teaching staff. These meeting times are used for sharing of information but also for collaboration on whole school practices. Lastly, Kern High School District workshops are held regularly and on a variety of subjects. During these workshops, teachers are able to collaborate with other teachers from other school sites within the Kern High School District.

<u>Teaching and Learning</u>

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

All students at Frontier High School have access to a rigorous, relevant, and coherent standards based curriculum, which promotes and supports academic and personal growth as outlined in the Frontier High School Expected School-wide Learning Results (ESLRs). The school encourages all students to become socially responsible and involved, academically prepared, and technologically proficient. Moreover, we recognize our diverse student population and offer several curricular paths to meet the particular needs of each student. Creating challenging and accessible learning experiences for each student in order to promote academic success and personal development stands out as our overarching goal. The faculty has been involved in a continuous effort to align curriculum and assessments to state standards and district benchmarks. PLC teams exist at each grade level in every department. These teams meet throughout the year to review curricular decisions, data, and to adjust course content according to student needs. Consider this the infrastructure supporting the creation of challenging and accessible learning experiences. These processes and efforts will continue with the transition to Common Core State Standards (CCSS).

A variety of courses and programs assist us in meeting the diverse learning needs of all student groups in addition to the core program: students with reading and writing difficulties, students with math skills difficulties, students with disabilities, English learners and advanced learners. We offer Advanced Placement (AP) courses in English, Math, Social Studies, Psychology, and Modern Language. AP courses provide motivated students the opportunity to take college-level courses and exams while still in high school and possibly earn college credit before graduation. We align these courses to the College Board guidelines, and all AP instructors participate in the AP Course Audit. AP teachers attend summer institutes or workshops authorized by the College Board in order to stay current with assessment trends and instructional strategies. In addition to AP courses, Frontier offers Honors courses in Science, Foreign Language, and Math. Most of the students who enter AP or Honors courses participated in the Gifted and Talented Education (GATE) program as freshmen and sophomores. We offer GATE courses in English, Science, and Math. College Prep courses address the largest segment of our student population, many of whom will aspire to continue their education beyond high school.

We align core curricula at Frontier High School to state content standards. The English, Math, Social Studies, Science, Foreign Language, Physical Education and Health departments have developed pacing guides and continually review and revise them to ensure close alignment to the academic standards and a focus on developing skills that will help students achieve in high school and beyond. Beginning in 2006-2007, specifically targeted general courses were added to the curriculum in an effort to address struggling learners. In doing so, we chose not to adopt a "lowered expectations" mentality that so many general courses evidence. Instead, we see general-level courses as intervention with an eye to returning students to college-prep offerings. Counselors and general level teachers, with the help of the Assistant Principal for Instruction, attempt to move students into college preparatory courses when possible at the end of the 1st semester each year. Frontier has offered remedial CAHSEE classes in English and Math for juniors and seniors who have not passed the test. Since the suspension of the CAHSEE mid-year, these courses have transitioned to ELA and Math support courses.

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

N/A

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

At Frontier High School, intervention courses such as Academic Achievement, Access, Algebra Math Lab, general level courses, after school core courses through APEX are available based on levels of student need.

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

Board adopted standards based instructional materials that are appropriate to all student groups are available to all staff and students at Frontier High School.

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

State adopted, standards-based textbooks and instructional materials are used in all courses. All students have access to standard-aligned core courses at Frontier High School.

Opportunity and Equal Educational Access

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

Services provided by the regular program to enable under-performing students to meet standards:
- Class size reduction English/Math/Science
- 9th grade students identified as needing remediation in ELA are placed in an English 9P (W) course which provides intensive remediation in reading and writing skills while also addressing the English 9P standards
- Foundations 2 math classes are offered in conjunction with a Math Lab for extra math support . Applied Algebra is also available for sophomores who need remediation before advancing to Algebra 1 P
- Foundations 2 math courses (pre-algebra) are offered to students in the summer before their 9th grade year as remedial preparation for an Algebra course
- English 9P (W) and English 10 Gen are geared toward student in need of remediation in their reading and writing skills while still covering the standards required in English 9 P and English 10 P classes
- English Department common writing assessments offer another intervention strategy to give students opportunities to practice the writing
- Targeted Tutoring is offered after school on Tuesdays and Thursdays. This program utilizes teachers along with peer to peer tutoring. Individual tutoring from individual teachers in the classrooms before school, at lunch and after school is also offered by many staff members. Tutoring is also available to 9th and 10th grade students during their lunch through the Quest Center.
- APEX online delivery of instruction is offered during one class period per semester for those students in need of credit recovery and repeating an A-G requirement outside of the regular school day
- An Academic Achievement class is offered during the school day for students who have not passed 45 credits or have not passed enough credits in English and math credit during the 9th grade school year. This class utilizes the Career Choices curriculum and focuses on study and organizational skills as well as supporting students completing assignments and homework. Another Academic Achievement class is available who students who have struggled in math, English or both their first two years.

14. Research-based educational practices to raise student achievement

Over the past almost decade, our district has experienced a movement wherein the Professional Learning Community model has been embraced and implemented at all of the individual sites including Frontier High School. Over this time most of the staff and administration have participated in The PLCs at Work Institute in Hollywood and Pasadena, and several will be attending training in June of 2017. Additionally, many have participated in various training related to CFAs, Pyramid Response to Intervention, PLC Coaching Academy and Marzano's Action Research practices. Though this movement has been district-driven, staff as truly embraced this PLC processes of creating team norms, clarifying team purpose (what do want student to learn?), reviewing the pacing calendar, review and creating essential learnings, review data, seeking ways to implement best practices, goal setting, establishing criteria used to judge student work (How will we know if they have learning?), utilizing common formative assessments (CFAs), examining results of CFAs, reteaching through intervention (what do we do when students do not learn?), developing common summative assessments (CSAs), and examining the results of CSAs to improve student learning.

In recent years, key department team members have received district sponsored training in The Art and Science of Teaching and effective instructional strategies by Marzano. The focus is anchored within ensuring quality teaching that balances research-based theory and practice. The Art and Science of Teaching training provides common language of instruction which is the basis for reflecting and discussing classroom practices. More recently the school based Literacy Committee has begun to provide additional resources and recommendation to the staff regard Common Core Literacy. These presentations have touched upon some of the nine Marzano based effective teaching strategies presented prior by the district. Literacy expert, Dr. Jill Hamilton-Bunch from Point Loma Nazarene University, presented literacy strategies to staff in August of 2015-16. Each year, Frontier sends a cross-curricular team of teachers to participate in the Reading Institute for Academic Preparation (RIAP) in collaboration

with CSU Bakersfield professors and other teachers in the district with a focus on reading intervention. Several teachers from the Instructional Technology Committee attended the CUE Conference in the Springs of 2016 and 2017, and all staff has had multiple opportunities to attend GAFE Training.

Frontier's staff development has been and continues to be focused on providing teachers with research-based theories and practical strategies for engaging students and improving student learning.

Parental Involvement

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

To support students who need additional support, many teachers offer before-school, lunch or after-school tutoring during the week. Advanced junior and senior students work in an after-school targeted Tutoring program where teachers facilitate tutoring service with the advanced peer tutors Tuesday and Thursday after school in the Cafeteria. Tutoring is also available during the 9th and 10th grade lunchtime through the Quest Center.

The Kern High School District's student information system called Synergy contains a student portal and parent portal where stakeholders have access attendance and student progress information.

After School Classes are offered in the core areas for students in need of remediation and/or credit recovery when appropriate. These courses are available online and the curriculum in delivered though APEX.

9th grade students who need additional support to meet the Algebra requirement are placed the Foundations 2 (pre-algebra) math classes along with a Math Lab class. The Math Lab class supports instruction that is taking place is the core math class and gives students additional access to the content standards. 9th grade students who need additional Literacy support are placed in the English 9 (W) classes along with an Access class. The Access courses are separated by reading level with Pre-Access serving below the 4th grade level and Access serving 4th though 6th grade reading level. General Level Courses are offered to re-mediate students back to college prep level courses. An Academic Achievement class is offered during the school day for students who have not passed 45 credits or have not passed enough credits in English and math credit during the 9th grade school year. This class utilizes the Career Choices curriculum and focuses on study and organizational skills as well as supporting students completing assignments and homework. Another Academic Achievement class is available who students who have struggled in math, English or both their first two years.

Special Education Services are offered to provide support for student with disabilities.

The Counseling Department supports all students by conducting classroom presentation on such topics as PSAT, college planing, transcript review, class preferencing each semester, being successful in high school, career planning, and graduation requirements. All students are encouraged to challenge themselves academically through GATE, Honors and AP classes. All students have access to these programs if they are willing to do the work required. Counselors take part in our on site orientation for incoming freshmen and are involved with linking students to Link Crew peer support. Counselors monitor students using the following means: a 4 year plan, SB813 individual and group conferences, AB1802 individual conferences, regular review of transcripts, student/parent initiated weekly progress reports, parent/teacher/student/counselor conferences and facilitating parent/teacher contact. Counselor remain flexible about adjusting to changes in the master schedule. Counselors are in the office before and after school and during lunch daily for students and parents on a drop-in basis. All students receive an introduction to the Regional Occupational Program through a multi-media presentation and handout. 9th grade students also receive class orientation annually during the first week of school in their PE classes. The dean visits their class and covers a wide range of areas from instruction and academics and effective learning techniques. Major areas of information such as student discipline, athletics and activities are also provided for students. Counselors also visit classroom for presentations on the entire school-wide program and learning plans are presented to students in an effort to prepare them for the pursuit of their academic, personal and school-to-career goals.

Intervention staff has also been added to Frontier to take part in multiple tiers of support for student success. A Community Specialist was added in the fall of 2015, along with a School Social Worker and Intervention Specialist who work part-time this past fall (2016). The team works closely with counselors and teachers to determine students who are at-risk and in need of extra support, especially in regards to social emotional learning.

16. 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)

Frontier High School is privileged to be part of a highly supportive community that shares a special sense of honor and pride in the school. Strong community and parent involvement advances the school on many fronts. The surrounding community relies on school community partnerships among staff, students, parents, and district office to connect with the school environment. Community loyalty and a history of academic and co-curricular successes define Frontier. The school benefits from the strong support and active involvement of parents. Parent involvement in school activities such as Back to School Night as well as athletic and fine art functions is exceptional. Parents organize and run five booster organizations with approximately 200 active members and countless others who volunteer. Titan Athletic Boosters Support (TABS) work together with coaches and the athletic director to maintain and improve athletic facilities, support and recognize the efforts of teams and athletes, and assist in building team and school spirit. The Agriculture Boosters work with students and faculty to improve the Future Farmers of America (FFA) experience for our students, including their Supervised Agriculture Experience. The Titan Choir Boosters, Frontier Theatre Guild, and the Blue Crew Band Booster Club work diligently to provide support to help our student performers. Parents also serve on the School Site Council and the District Parent Advisory Committee, participating in school and district decision-making.

Community members and organizations partner with Frontier to help enhance the education of our students through mentoring and participation in the advisory committees of specific programs. The Project Lead the Way (PLTW) Advisory Committee is made up of community and business partners who have a vested interest in the growth of the program. These partners provide guidance as well as links to guest speakers and, at times, they act as mentors to students as they progress through the program. The mentoring piece will be especially important as the program grows in 2017-18 to include the 4th year course which includes many opportunities for this type of participation. Industry support includes partners from the oil industry, higher education, automated agriculture, networking, industrial automation, and engineering. The sheer number and diversity of industry partners committed to PLTW at Frontier is exceptional and unmatched in other Kern High School District PLTW schools. The PLTW staff committee meets quarterly to discuss the program and its needs and works on ideas to integrate more community partnerships with the courses.

The Video and Film program works with industry partnerships that facilitate apprenticeship, training, and mentor programs. Students have worked with or are directed to local industry partners in videography services, video production, local news networks, and the local film commission. Each business supports our video/film courses by giving students opportunities they would not have inside the classroom.

The Agriculture Advisory Board is made up of non-parent community partners, and agriculture industry businesspeople. It assists in the direction and objectives of the agriculture program. The current board has a total representation of fifteen members who share the philosophy of assisting the teachers in identifying career readiness skills needed by all students, both in agriculture production and non-agriculture production sectors. The board functions as a body to connect the agriculture program directly with opportunities for students to create strong working relationships with such groups as service clubs, the Farm Bureau, Young Farmers and Ranchers, Departments of Agriculture, the Kern County Chamber of Commerce, local and state water agencies, the Extension Service and other agriculturally related agencies.

The Photography program also links with industry professionals to ensure students have real world feedback and input on their photography projects. Advanced students create portfolios and displays of their work and industry professionals from our local area are invited to evaluate and interview. In years past, some students were hired directly from this type of activity for entry level photography positions. Frontier High School values the incredible support from the community and continues to pursue and expand our connections and relationships which support student learning and success.

Parents have opportunities to serve as members of the School Site Council. On the School Site Council are students, parents, community members, teachers, classified staff and administrators and at the meetings discussions are held regarding current academic climate, what programs are available, how well students are performing and what can be done to improve student performance. They are elected by their peers to serve in this manner. Frontier parents are also asked to serve as a representative on the District Parent Advisory Committee (DPAC). This DPAC committee meets 4 times per year and representative report back meeting minutes and presentation information to the School Site Council.

<u>Funding</u>

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

Services provided by categorical funds to enable underperforming students to meet standards:
- Frontier High School has very few funds to provide programs for underperforming students. Frontier does receive a portion of Title II funds from the district to provide professional development opportunities for teachers.
- Frontier provides after school supplemental classes when appropriate and APEX classes for remediation and credit recovery in the core subject areas . Many of these same courses are offered in summer school. All incoming freshmen (8th graders) in need of remediation are strongly recommended to attend summer school before the start of their 9th grade year. Courses offered, when funding allows, for these students are: Composition 9, Foundations 2 and Algebra courses. Frontier also has offered a Summer Bridge Program for the lowest performing incoming freshmen when funding has allowed. This three week class consists of two hours of English and 2 hours of Math instruction.
- EL students provided services through Title III funds through the district: an English Learner (EL) Coordinator and one section of EL classes. Students are grouped together in one class to receive English Language Arts instruction at their grade and proficiency level. The Edge Curriculum has been implemented in EL classes. EL students receive immediate intervention while also being provided the ELD district curriculum for EL 1, 2, 3, 4P and 4G. EL 1 and EL 2 students are enrolled in two period of ELA while also receiving bilingual aide support in each of their core classes.
- Access Literacy classes are offered for those incoming 9th grade students who are identified as needing remediation in ELA. Most students who are enrolled in the English 9P (W) course are also enrolled in Access. Access classes are divided by reading level with Pre-Access serving student reading below the 4th grade level and Access serving students reading at the 4th - 6th grade level.
- Algebra Lab classes are offered for those incoming 9th grade students in need of additional support in Math. Students who are enrolled in the Foundations 2 classes as 9th graders are also enrolled in Math Lab class for additonal support

18. Fiscal support (EPC)

Resources are utilized at Frontier High School in accordance with state and federal guideline aligned with state content standards and the expected school wide learning results (ESLRs). Frontier develops a comprehensive plan to provide fiscal support with the resources available. The school site council, administration, department leaders and staff are involved in the development and approval of this comprehensive plan that ensures that resources are utilized effectively in accordance with the legal intent of the programs to support students in accomplishing academic standards.

Description of Barriers and Related School Goals

Analyzing data is an essential means to improving student achievement at Frontier High School. We expect all students to demonstrate proficiency on all standards in order to meet graduation requirements as well as the School-wide Learner Outcomes (SLO's).Frontier High School use of benchmark assessments (where appropriate), Professional Learning Communities (PLCs), and Common Formative Assessments (CFAs) in all core subject areas as significantly benefited our staff in analyzing current data and in modifying or adjusting instruction in a timely manner. Core content areas examine student performance data during by-weekly PLC level team meetings. Teachers are engaged in this process of ongoing analysis of local data and state test results because use these results to drive instruction.

Academic Performance Index (API):
Overall, Frontier High School saw a 28 point increase in API score in 2011, another 12 point jump in 2012, and a two point decrease in 2013 culminating in a school-wide API score of 817. This shows a 39 point increase over the three year period. Frontier realized equally significant API jumps in each of our significant subgroup also over this same three year period. The Socio-economically Disadvantaged subgroup saw a 20 point increase in API score in 2011, another 14 point increase in 2012 and a 7 point decrease in 2013 for a 27 point increase over the three year period. The Hispanic or Latino subgroup saw a 20 point increase in API score in 2011, another 10 point increase in 2012 and a 4 point increase in 2013 for 36 point increase over the three year period. The White subgroup increased 45 points in their API score over the same three years culminating in a subgroup API score of 831 in 2013. Respectively, the overall API score for Frontier High School increased 86 points in the last 6 years of the API (through 2013) and in , it was 77 points higher than the district average. Because there was not any school-wide CST testing and a suspension of the school receiving an API for 2014, the California Department of Education released a 3 year API School Report for years 2011-2013.

Frontier's school-wide weighted 3 year average API is 814. The significant subgroups weighted 3 year average APIs are as follows: Hispanic-Latino 779; Socio-economically Disadvantaged 759; White 827

Frontier's A-G completion rate saw an increase of 4.1% from 42.8% in 2011-12 to 46.9% in 2013-14. There was a decrease to 39.9% for the year 2014-15. There is a projected increase up to 43.89% for 2015-16. The data indicates that Frontier's completion rate has consistently exceeded that of the districts. Frontier's rate has also exceeded that of the state's every year, except in 2014-15.

CAASPP:
In 2015 Frontier students participated in the new state culminating assessment called California Assessment of Student Performance Process or CAASPP. This assessment for 11th grade students only includes an ELA portion and a math portion of the exam. There are four performance levels students can score in on the CAASPP. They are Standard Not Met, Standard Nearly Met, Standard Met and Standard Exceeded.

ELA:
In 2015 on the ELA portion of the CAASPP, 23% of all Frontier's 11th grade students scored Standards Exceeded. 39% scored Standards Met. 23% scored Standards Nearly Met and 13% scored Standards Not Met. (62% at or exceeded standard; 36% near or below standard)
In 2015 on the ELA portion of the CAASPP, 16% of the Hispanic or Latino subgroup scored Standards Exceeded. 36% scored Standards Met. 33% scored Standards Nearly Met and 15% scored Standards Not Met. (52% at or exceeded standard; 48% near or below standard)
In 2015 on the ELA portion of the CAASPP, 26% of the White subgroup scored Standards Exceeded. 40% scored Standards Met. 20% scored Standards Nearly Met and 14% scored Standards Not Met. (66% at or exceeded standard; 34% near or below standard)
In 2015 on the ELA portion of the CAASPP, 15% of the SED subgroup scored Standards Exceeded. 45% scored Standards Met. 25% scored Standards Nearly Met and 15% scored Standards Not Met. (60% at or exceeded standard; 40% near or below standard)

In 2016 on the ELA portion of the CAASPP, 24% of all Frontier's 11th grade students scored Standards Exceeded. 36% scored Standards Met. 26% scored Standards Nearly Met and 14% scored Standards Not Met. (60% at or exceeded standard; 40% near or below standard)
In 2016 on the ELA portion of the CAASPP, 17% of the Hispanic or Latino subgroup scored Standards Exceeded. 32% scored Standards Met. 36% scored Standards Nearly Met and 15% scored Standards Not Met. (49% at or exceeded standard; 51% near or below standard)
In 2016 on the ELA portion of the CAASPP, 24% of the White subgroup scored Standards Exceeded. 41% scored Standards Met. 23% scored Standards Nearly Met and 12% scored Standards Not Met. (65% at or exceeded standard; 35% near or below standard)
In 2016 on the ELA portion of the CAASPP, 18% of the SED subgroup scored Standards Exceeded. 26% scored Standards Met. 28% scored Standards Nearly Met and 28% scored Standards Not Met. (44% at or exceeded standard; 56% near or below standard)

In 2015 in Reading with the objective of demonstrating understanding of literary and non fictional text, 37% of all 11th grade students scored Above Standard, 50% scored At or Near Standards and 13% scored Below Standard.
In 2015 in Writing with the objective of producing clear and purposeful writing, 29% of all 11th grade students scored Above Standard, 52% scored At or Near Standard and 18% scored Below Standard.
In 2015 in Listening with the objective of demonstrating effective communication skills, 22% of all 11th grade students scored Above Standard, 63% scored At or Near Standard and 15% scored Below Standard.
In 2015 in Research/Inquiry with the objective of investigating, analyzing and presenting information, 34% of all 11th grade students scored Above Standard, 53% scored At or Near Standard and 13% scored Below Standard.

In 2016 in Reading with the objective of demonstrating understanding of literary and non fictional text, 37% of all 11th grade students scored Above Standard, 50% scored At or Near Standards and 13% scored Below Standard.
In 2016 in Writing with the objective of producing clear and purposeful writing, 28% of all 11th grade students scored Above Standard, 50% scored At or Near Standard and 22% scored Below Standard.
In 2016 in Listening with the objective of demonstrating effective communication skills, 24% of all 11th grade students scored Above Standard, 63% scored At or Near Standard and 13% scored Below Standard.
In 2016 in Research/Inquiry with the objective of investigating, analyzing and presenting information, 29% of all 11th grade students scored Above Standard, 57% scored At or Near Standard and 14% scored Below Standard.

Math:

In 2015 on the Math portion of the CAASPP, 8% of Frontier's 11th grade students scored Standards Exceeded. 19% scored Standards Met. 31% scored Standards Nearly Met and 42% scored Standards Not Met. (27% at or exceed standard; 73% near or below standard)

In 2015 on the Math portion of the CAASPP, 4% of the Hispanic or Latino subgroup scored Standards Exceeded. 13% scored Standards Met. 31% scored Standards Nearly Met and 52% scored Standards Not Met. (17% at or exceed standard; 83% near or below standard)

In 2015 on the Math portion of the CAASPP, 9% of the White subgroup scored Standards Exceeded. 22% scored Standards Met. 31% scored Standards Nearly Met and 37% scored Standards Not Met. (31% at or exceed standard; 68% near or below standard)

In 2015 on the Math portion of the CAASPP, 4% of the SED subgroup scored Standards Exceeded. 14% scored Standards Met. 32% scored Standards Nearly Met and 51% scored Standards Not Met. 18% at or exceed standard; 83% near or below standard)

In 2016 on the Math portion of the CAASPP, 12% of Frontier's 11th grade students scored Standards Exceeded. 23% scored Standards Met. 30% scored Standards Nearly Met and 35% scored Standards Not Met. (35% at or exceed standard; 65% near or below standard)

In 2016 on the Math portion of the CAASPP, 9% of the Hispanic or Latino subgroup scored Standards Exceeded. 16% scored Standards Met. 32% scored Standards Nearly Met and 44% scored Standards Not Met. (25% at or exceed standard; 75% near or below standard)

In 2016 on the Math portion of the CAASPP, % of the White subgroup scored Standards Exceeded. % scored Standards Met. % scored Standards Nearly Met and % scored Standards Not Met. (% at or exceed standard; % near or below standard)

In 2016 on the Math portion of the CAASPP, 6% of the SED subgroup scored Standards Exceeded. 13% scored Standards Met. 29% scored Standards Nearly Met and 52% scored Standards Not Met. (19% at or exceed standard; 81% near or below standard)

In 2015 in Concept and Procedures with the objective of applying mathematical concepts and procedures, 18% of all 11th grade students scored Above Standard, 38% scored At or Near Standard and 43% scored Below Standard.

In 2015 in Problem Solving and Modeling/Data Analysis with the objective of using appropriate tools and strategies to solve real world and mathematical problems, 11% of all 11th grade students scored Above Standard, 57% scored At or Near Standard and 32% scored Below Standard.

In 2015 in Communicating Reasoning with the objective of demonstrating ability to support mathematical conclusions, 10% scored of all 11th grade students scored Above Standard, 58% scored At or Near Standard and 32% scored Below Standard.

In 2016 in Concept and Procedures with the objective of applying mathematical concepts and procedures, 20% of all 11th grade students scored Above Standard, 39% scored At or Near Standard and 41% scored Below Standard.

In 2016 in Problem Solving and Modeling/Data Analysis with the objective of using appropriate tools and strategies to solve real world and mathematical problems, 14% of all 11th grade students scored Above Standard, 58% scored At or Near Standard and 28% scored Below Standard.

In 2016 in Communicating Reasoning with the objective of demonstrating ability to support mathematical conclusions, 17% scored of all 11th grade students scored Above Standard, 61% scored At or Near Standard and 22% scored Below Standard.

CST Grade 10 Science (NCLB Test):

In 2015, all 10th grade students at Frontier took the CST for 10th grade science. This test is often referred to the NCLB ScienceTest. Frontier administered the CST Science Test to 539 10th grade students in 2015. Results are as follows: 35% scored Advanced, 34% scored Proficient for a total of 69% proficient or advanced. 21% scored Basic, 5% scored Below Basic and 4% scored Far Below Basic.

In 2015, the Hispanic or Latino subgroup scored 25% Advanced, 35% Proficient for a total of 65% Proficient or Advanced. 27% scored Basic, 9% scored Below Basic and 5% scored Far Below Basic.

In 2015, the White subgroup scored 39% Advanced, 36% Proficient for a total of 75% Proficient or Advanced. 18% scored Basic, 2% scored Below Basic, and 5% scored Far Below Basic.

In 2015, the SED subgroup scored 27% Advanced, 38% Proficient for a total of 65% Proficient or Advanced. 18% scored Basic, 10% scored Below Basic and 6% scored Far Below Basic.

Department Generated Critical Needs/Goals for 2016-2017

Information Technology (Business):

- Web Design - Update pacing and lesson plans to incorporate new textbook
- Continue to implement Career Choices into new Career Tech Course (transition from CLIC)
- Update assignments in Computer Graphics
- Develop curriculum and assessments for Computer Science

Physical Education:
- Continue to implement the virtues of Titan Quest in our daily activities department wide
- Work on creating and implementing individual fitness log trackers, allowing students to learn to be responsible for their own fitness levels
- Fitnessgram focus—include strength training activities during our fitness days to help improve the Push-Up scores for freshman during spring testing

Health:
- Improve student engagement in the learning process and implement technology in the health curriculum i.e. Quest Center and Google classroom.
- Provide rigorous and relevant standard based curriculum this includes use of analyzed assessments and data.
- Implement new health sex education curriculum.
- Implement closure activities

Math:
- Implement the common core standards and new textbooks
- Write common formative assessments to match the new textbooks
- Increase the use of technology in the classroom

V.P.A.:
- Adapt our evaluation methods to meet the needs of our mixed-eligibility students at all levels and courses; including using CFAs to guide instruction
- Cross-curricular support through the arts - to strengthen/solidify student learning
- Continue to strengthen efforts to motivate students and staff through the Arts and VPA events

Counseling:
- Increase graduation rate
- Positively market the counseling department and create an awareness of services
- Raise the number of students meeting the A - G requirements

Science:
- Continue PLC collaboration throughout the department
- Develop Common Core Literacy strategies including reading and writing
- Increase the use of technology in the classroom

Social Studies:
- Create a gradual understanding of how social studies fits in to the Common Core Literacy goals for Frontier
- Create lessons and pacing guides that are common core based
- Increase writing and reading of primary source documents
- Help students achieve academic success whether through passing AP exams or passing classes to complete A-G requirements
- Continue to build trust and collaboration within the department
- Incorporate the Titan Quest Center into unit projects
- Incorporate Titan Quest lessons into Social Studies curriculum
- Focus on ready historical documents/novels throughout the year

Modern Languages:
- Include implicit and explicit instruction with regard to the Titan Quest umbrella values with our classrooms
- Find and incorporate short stories in the target language for every level in order to enhance cultural understanding and increase the development of literacy skills

- Learn how to implement the use of more technology into instruction with a focus on the use of Chromebooks. Develop technology based lesson and activities that will improve target language content knowledge and skill development

Special Education:
- Continue to case conferencing between the Mild/Moderate and Moderate/Severe programs
- Support the general education program as a whole with a focus on at-risk students
- Continue to use SIRAS and Synergy as a department to increase efficiency

English:
- Continue to implement the CCSS
- Increase vertical teaming
- Infuse the new SLOs to enhance curriculum and instruction

Quest Center:
To collaborate as often as PLCs request to meet their project and literacy needs
- To continue to purchase and maintain print and digital resources that align with projects and CCSS and that address varied readers needs
- To continue to share resource, lessons and expertise within our PLC and in collaboration with all PLCs
To work within our PLC to establish areas for improved service and create solutions where needed
- To continue to align our lessons and exams with CCSS and CA State Library Standards
- To promote life long learning, research skill and literacy for all by continuing to maintain a vibrant library collection in both print and digital that suits the needs and desires of the staff and students
- To facilitate professional development for staff on all technology in the Quest Center
To train Quest Techs in areas of digital literacy and library management including customer service, various Quest Center technologies, Google Classroom, Dewey Decimal System, and research skills.
- To work in conjunction with the Computer Instructional Tech to encourage and support innovative instruction, as well as review, evaluate and recommend hardware and software for instructional use

Current Strengths:
Enthusiastic/dedicated staff members
Involved parents
Strong community support
Focused PLCs (Focus on learning, collaboration, results orientation (CFAs) and commitment to continuous improvement)
Strong visual and performing arts program
Strong agriculture program
Successful athletic programs
Student voice (ASB voice along with FHS Student Congress voice)
Progressive activities program (student recognition)
Culture of high expectations/discipline - TITAN QUEST
School is a well maintained newer facility
Overall student performance is strong and academic growth is occurring across the board (Benchmarks (where appropriate), CSTs, CFAs, AP Exams)
Link Crew Program is fully embedded with one Link Crew Leadership class during the school day
Banked time for department and PLC meetings (3 hours per month)
Highly qualified teachers (99% of faculty)
District adopted PLC movement provides a system of support and PLCs for singletons
An enthusiastic and competent administrative team
Union leadership support of the work of the PLCs
Instructional climate includes: Daily learning objectives, a daily plan, academic vocabulary, implementation of Titan Quest, common expectations for learning and behavior, student engagement, student work

Current Challenges:
Frontier has very little categorical funding and utilizes mostly Principal's budget for funding needs
Transitioning from a new school to one that is focused on longevity and sustaining proud beginnings
The district has a cultural history of tracking student into general classes where they tend to stay. Frontier tries to intervene with low performing students and tries to return as many as possible to A-G compliance upon graduation. To that end, we restrict entry

into the limited general classes offered and have defined criteria for students who gain entrance based on their need to learn standards not previously acquired rather than allowing entrance for disciplinary issues.

Special Education culture is traditionally with students in RSP and SDC classes rather than more integration in the mainstream with Special Education teachers co-teaching in the regular education classroom. There are numerous examples of integration into the mainstream but it is not set up in our master schedule specifically.

Monitoring the fidelity of instruction and finding way to enhance congruence of instruction across the board

The district changing from a long standing culture of autonomous schools to now more of a culture of "we are on the same page" brings its own set of challenges

Sharing data and scores represents a transparency paradigm in the district and school culture and we are taking step carefully to ensure safety and trust

District wide contractual "instructional expectations" aligning to a push for "instructional coherence" as part of Marzano training

Math scores represent a current, district-wide concern to be addressed at each site

Intervention models appear to defy contractual provisions disallowing changes to the prevailing school day structure of 5 teaching periods and one teaching prep period

The loop of instruction/assessment/corrective instruction/reassessment is tremendous challenge due to the sheer number of content standards to be addressed and pacing. No comprehensive uniform approach to school-wide intervention exists within the district. Schools are each trying to figure out how to provide systematic intervention school-wide based on significantly different levels of categorical and federal funding levels

Frustration of overall pace of school-wide change when it come to intervention. Many teachers and department are being creative with their own models with PLCs and classrooms

Implementation of Common Core State Standards and the development of curriculum

CAASPP Testing implementation

Decrease the gap in achievement for significant subgroups:
Analysis of 2015 CAHSEE ELA passage data as well as AMO subgroup data indicated that subgroups are scoring slightly higher overall as a group. The Hispanic or Latino subgroup has grown to 58% proficient while the Socio-economically Disadvantaged subgroup decreased to 54% proficient.

An achievement gap still exists between the White subgroup and the Hispanic or Latino and Socio-economically Disadvantaged subgroups. All significant subgroup proficiency on the ELA portion of the CAHSEE was 64.66% in 2013 whereas school-wide was 71% in 2013 - a difference of -6.34%. In 2013 the Socio-economically Disadvantaged students represent the lowest performing subgroup on ELA and the math portion of the CAHSEE. In 2014, the SED subgroup remained to have the lowest passing rate however the Hispanic or Latino subgroup has the lowest proficiency rate. In 2015, the SED subgroup had the lowest passage rate and the lowest proficiency rate of the significant subgroups. Data indicates that the gap is consistent with district and state. Frontier High School is continually searching for instructional programs ans strategies to improve performance for all students while keeping them actively engaged in the curriculum.

An achievement gap still exists between the White subgroup and the Hispanic or Latino and Socio-economically Disadvantaged (SED) subgroups. In 2015, the CAHSEE Math passage rate for the Hispanic or Latino subgroup was 90%. The CAHSEE math passage rate for the SED subgroup was 87%. These two passage rate on the math portion of the CAHSEE were 4% (Hispanic or Latino) and 7% (SED) lower that the White subgroup passage rate of 94%. On the math portion of the CAHSEE in 2015, the SED subgroup had the lowest passage rate of the significant subgroups at 87% and it also had the lowest proficiency rate at 61%.

In 2013, continued positive improvement was seen within subgroup performance on the CSTs. The ELA CST subgroup performance at the proficient and advanced level has grew to 58.77% in 2013. This was an increase of 4.44% since 2012. Proficient and advanced performance on the math CSTs from subgroups was lower than the overall school-wide average by 5.5%. School-wide overall proficiency was 30.50% whereas subgroup overall proficiency was 25%. Excluding the White subgroup, who's performance at the proficient and advanced level is higher than the all student rate, performance within the Hispanic or Latino and Socio-economically Disadvantaged subgroups was lower than the all student performance by 10%.

In 2015 and 2016, the first two years of CAASP, an achievement gap was still shown to exist between white students and the Hispanic or Latino and Socio-economically Disadvantaged (SED) subgroups. In 2015 in ELA, 26% of the White subgroup exceeded standards but only 16% of Hispanic or Latino and 15% of the Socio-economically Disadvantaged students exceeded standards. In math, 9% of the White subgroup exceeded standards while only 4% of Hispanic or Latino and 4% of SED did. In 2016 in ELA, 24% of

the White subgroup exceeded standards but only 17% of Hispanic or Latino and 18% of the Socio-economically Disadvantaged students exceeded standards.

Improved school-wide communication with implementation of PLCs:
Frontier staff votes on and banks contractual time for professional development. Through this banked time, Frontier teacher meet in PLC teams almost every other Thursday throughout the school year. The PLC teams develop curriculum, pacing and instructional strategies as well as interventions aimed at raising proficiency. PLC leaders meet with the AP of Instruction and the Professional Development Leaders (PDLs). During these meetings PLC best practices are discussed such as norms, goals and leaders work to improve best teaching practices in the core teaching areas in light of student performance data from benchmarks (where appropriate), CFAs, state assessments. These practices have continued through 2015. Also PLCs have incorporate "pull-out" days funded through Title II Professional Development Funds where PLCs can work uninterrupted for the school day. Many PLCs have used this time especially with work involved in the transition to Common Core State Standards. Many professional development opportunities have surrounded the implementation of Illuminate which is the districts new data management system. The transition from Edusoft to Illuminate has been a focus this school year.

To further increase communication, PLC effectiveness and professional development needs, Frontier's two Professional Development Leaders (PDLs), who are classroom teachers, meet monthly after-school with the administration to review progress, support available and ensure adequate PLC team progress is realized. The PDLs on campus work closely with our PLC team leaders to ensure data driven decision making is supported during all monthly PLC meetings as well as provide assistance with our data management software tool, Illuminate.   Each department at Frontier High School has a department leader and under the department leader are PLC Leaders who specialize in their particular grade level and subject area. All PLC leaders have been trained in the past to use data driven decision making as well as training in regards to pre-test/post-test, meeting norms, levels of PLC questioning and goal setting. PLC leaders meet regularly with the administration to discuss team progress and areas of need and support available.

Additional Data:

Attendance and Absenteeism Rates:

FRONTIER ATTENDANCE AND DISCIPLINE for 2015-16

School-wide Annual A.D.A. Percentage was 96.25%
KHSD Students STEP'ed by percentage was 71.19%
FrHS Students STEP'ed by percentage was 38.9%
Suspensions by % of Population was 7.0%
Expulsions by % of Population was .2%

Annual Average Daily Attendance (ADA) has remained constant at 94% since the school opened in 2007 and 2016 reached all time high of 96.25%. The School-wide Annual (ADA) Percentage has increased since 2011. Student suspension rates have varied since the school opened from a high of 46.5% in 2007 to a low of 6% in 2015. The average percent of students suspended since 2011 is 14.84%. Expulsion rates have dropped significantly 4.7% since the school opened and most recently since 2011 by 2.24%.

Graduation Rates:
Frontier has a Graduation rate over 90% over the past three years. The 2013-14 graduation rate was 94.5%. This is a 2% increase from the 2012-13 graduation rate. The student dropout rate decreased slightly 2.4% with the class of 2014. Socio-Economically Disadvantaged students have the highest percentage drop-out rate 4.7% and the lowest percentage Graduation Rate 91.1% compared to all other significant subgroups. However, the graduation rate for the SED increased 6% with the class of 2014. In 2015, the overall graduation rate was 95.7%, while the SED subgroup's rate was 91.2%.

Advanced Placement (AP) Testing:

FRONTIER AP TESTING for 2015- 2016

Total number of AP sections offered was 18
Total number of AP students was 269

Percent of Population attempting an AP test was 11.6%
Total number of AP tests taken was 420
AP Test School-wide Score Average (1-5) was 3.087

In 2013, Frontier reached an all time high of 66% of Advanced Placement Exams taken by Frontier students were passes with a score of 3 or better. This was an increase of +13% since 2011 where the percentage was 53%. In 2012, 63% were passed with a score of 3 or better. In 2014, 62.9% of Advanced Placement Exams taken by Frontier students were passes with a score of 3 or better. In 2015, 58% of Advanced Placement Exams taken by Frontier students were passes with a score of 3 or better. In 2016, the average score for a student taking an AP test was 3.087.

Early Assessment Program:

In 2015, of the 526 11th grade students that took ELA portion of the Early Assessment Program (EAP) 23.57% scored Ready.   This is percentage is down less than one percent from 2014.   In 2015, 39.35% scored Ready - Conditional and 37.07 scored Not Ready. On the math portion of the EAP, 8.14% scored Ready, 19.13% scored Ready - Conditional and 72.73% scored Not Ready. The percentage of those 11th grade students scoring Ready on the math portion of the EAP is down slightly from 2014.

In 2016, of the 530 11th grade students that took ELA portion of the Early Assessment Program (EAP) 23.02% scored Ready.   This is percentage is down less than one percent from 2015.   In 2016, 36% scored Ready - Conditional and 40.94% scored Not Ready. On the math portion of the EAP, 12.26% scored Ready, 22.64% scored Ready - Conditional and 65.1% scored Not Ready. The percentage of those 11th grade students scoring Ready on the math portion of the EAP is up 4% from 2015.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	559	545	528	529	526	529	94.5	97.1
All Grades	559	545	528	529	526	529	94.5	97.1

* 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 Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2607.7	2601.4	23	23	39	36	23	26	13	14
All Grades	N/A	N/A	23	23	39	36	23	26	13	14

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	37	37	50	50	13	13
All Grades	37	37	50	50	13	13

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	29	28	52	50	18	22
All Grades	29	28	52	50	18	22

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	22	24	63	63	15	13
All Grades	22	24	63	63	15	13

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	34	29	53	57	13	14
All Grades	34	29	53	57	13	14

Conclusions based on this data:

1. 2016 results are the second year results for this new state assessment for all California high schools.

2. In 2016, 59%of 11th grade students scored Standard Met or Standard Exceeded on the ELA portion of the CAASPP, down from 62% in 2015.

3. In 2016, 40% of 11th grade students scored Standard Nearly Met or Standard Not Met (36% in 2015).

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	559	546	530	532	528	532	94.8	97.4
All Grades	559	546	530	532	528	532	94.8	97.4

* 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 Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2564.0	2585.4	8	12	19	23	31	30	42	36
All Grades	N/A	N/A	8	12	19	23	31	30	42	36

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	18	20	38	39	43	41
All Grades	18	20	38	39	43	41

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	11	14	57	58	32	28
All Grades	11	14	57	58	32	28

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	10	17	58	61	32	22
All Grades	10	17	58	61	32	22

Conclusions based on this data:

1. 2016 results are the second year results for this new state assessment for all California high schools.

2. In 2016, 35% of 11th grade students scored Standard Met or Standard Exceeded on the math portion of the CAASPP compared to 27% in 2015.

3. In 2016, 66% of 11th grade students scored Standard Nearly Met or Standard Not Met compared to 73% in 2015

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9				50	***	14	25		71	25					14
10				50	50	33		50	33	50		17			17
11				75		50	25	50	50		25			25	
12				50	***		25					***	25	***	
Total				55	38	28	20	31	50	20	8	11	5	23	11

Conclusions based on this data:

1. In 2014, only 20 CELDT initial assessment exams were given at Frontier High School.

2. In 2015, only 13 CELDT initial assessment exams were given at Frontier High School.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9		14		44	71	13	22	14	63	22		13	11		13
10				33	50	33	33	33	33	33	17	17			17
11		38		75	13	50	25	25	50		13			13	
12		13	50	67	38		17		25			25	17	50	
Total		17	9	52	41	23	24	17	45	16	7	14	8	17	9

Conclusions based on this data:

1. In 2015, 29 CELDT exams were give at Frontier High School. This is 4 exams more than in 2014.

2. In 2015, out of the 29 CELDT exams given, 17 or 58% scored Advanced or Early Advanced.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	20	13	18
Percent with Prior Year Data	100.0%	92.3%	100.0%
Number in Cohort	20	12	18
Number Met	--	6	10
Percent Met	--	50.0%	55.6%
NCLB Target	59.0	60.5	62.0%
Met Target	--	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	5	19	3	14	7	12
Number Met	--	--	--	4	--	5
Percent Met	--	--	--	28.6%	--	41.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	No	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

1. The percentage of EL students meeting the English Proficiency target increased from 28.6% in 2014-15 to 41.7% in 2015-16.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	2807	2774	2,201
Percent with Prior Year Data	100.0	99.9	99.8
Number in Cohort	2807	2771	2,196
Number Met	1399	1224	902
Percent Met	49.8	44.2	41.1
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	484	2453	640	2487	671	1,954
Number Met	63	885	71	767	71	446
Percent Met	13.0	36.1	11.1	30.8	10.6	22.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	95	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	95	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1.

Planned Improvements in Student Performance

Conditions of Learning

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

SUBJECT: BASIC SERVICES, IMPLEMENTATION OF STATE STANDARDS, and COURSE ACCESS
LEA/LCAP GOAL:
District Goal : KHSD students will be taught by highly qualified, well-trained, and diverse faculty, who provide rigorous and relevant instruction that prepares them for success at the next level of learning.
SCHOOL GOAL #1:
PROVIDE RIGOROUS RELEVANT STANDARDS-BASED CURRICULUM AND INSTRUCTION THROUGH A PROFESSIONAL LEARNING COMMUNITY WITH A FOCUS ON STUDENT LEARNING.   Objectives: • Provide professional development opportunities   • Continue to embrace and support the Professional Learning Community structures and support the Professional Learning Level teams   • Support vertical teaming by subject level, cross curricular teams, and level specific teams.   • Implement varied instructional technology including Illuminate for data management   • Empower and utilize teacher leadership and expertise – Department Leaders, PDLs, PLC Leaders, Committee
Data Used to Form this Goal:
Past AYP or API   CAASPP data   Graduation rates   CTE Pathway participation, completion and articulation   EAP results for 11th graders   A-G Completion rates   Suspension and Expulsion data
Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

Department specific SharePoint folders to be used by the PLC teams to store copies of curriculum, pacing guides, blue prints, learning targets, CFAs, CSAs and benchmarks
Teachers will collaborate within their learning teams to identify gaps and create interventions and enrichment with in their classrooms
Teachers and counselors will monitor student progress to ensure proper placement
Learning teams will develop and use CFAs and CSAs to ensure that standards-based objectives are explicitly addressed
Teachers will develop appropriate standards-based material and research-based strategies monitored through the PLC process
Document articulation with feeder schools
Document PLC team meetings
Document calendared PDL meetings
Document PLC leader meetings
Illuminate files

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A) Annually review and update the current standards-aligned curriculum and instruction to ensure fidelity to the CA framework and content standards (CCSS; NGSS) B) Maintain and update pacing guides in each core content area to align with the CA State Content Standards (CCSS; NGSS)	August 2017-August 2018	Teachers PLC leaders Department Chairs PDLs AP of Instruction	Department chairs and PLC leaders monitor fidelity to standards-aligned curriculum by PLC team PLC Leader meetings with Assistant Principal of Instruction assist in monitoring each team's progress	None Specified	Title II Part A: Improving Teacher Quality	12000
Effectively monitor student progress utilizing common formative assessments and summative assessment data.	August 2017-August 2018	Teachers PLC Leaders Department Chairs PDLs AP of Instruction	PLC level teams collaborate to form common learning objectives, create Common Formative Assessments (CFAs) and Common Summativc Assessments (CSAs), analyze data and share best practices based on results Ongoing bi-weekly PLC team collaboration meetings			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			As needed, PLC "pull-out" collaboration days for PLC teams as we transition to CCSS			
Systematically organize student performance data via Illuminate for timely data analysis; provide support and professional development to successfully transition to Illuminate; investigate and implement online testing options with Illuminate	August 2017-August 2018	PLC Leaders Department Chairs PDLs AP of Instruction	PLC Leaders monitor team progress during collaboration meetings PLC Leaders and team members are responsible to run timely data Professional Development Leaders (PDLs) offer additional feedback and support	None Specified	Title II Part A: Improving Teacher Quality	1350
Offer opportunities for staff to observe colleagues both on site and in the district to gain new insight leading to improved instructional practices	August 2017-August 2018	Teachers PLC Leaders PDLs Department Chairs AP of Instruction Principal	Individual and/or teams of teachers have opportunities to observe colleagues both on site or off site	None Specified	Title II Part A: Improving Teacher Quality	500
PLC teams design and monitor SMART goals throughout the year specifically aimed at improving student from the previous year performance while administration works to protect PLC collaboration time to ensure sustainability of teacher's collaborative efforts.	August 2017-August 2018	Teachers PLC Leaders Department Chairs PDLs AP of Instruction Principal	PLC teams will use collaboration time to design and monitor goals based on improving student performance from the previous year. Develop CCSS aligned CFAs and CSAs. Results used to improve student learning.			
Through the evaluation process and other informal means, Administration monitors classroom instruction on a regular basis	August 2017-August 2018	Deans APs Principal	Administration monitor classroom instruction formally and informally on a regular basis			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two veteran staff are assigned as professional development leaders (PDLs) to assist PLCs and departments with effective instructional practices and processes.	August 2017-August 2018	PDLs PLC Leaders Teachers AP of Instruction Principal	Department chair feedback PLC leader feedback Department chair and PLC agendas			
PLC team leaders meet with administration and reflect on progress of their PLC and discuss direction and needs	August 2017-August 2018	Principal AP of Instruction PLC leaders	PLC Leader Meetings PLC goals Aligned CFAs/CSAa	None Specified	Title II Part A: Improving Teacher Quality	3000
Implement and continue to refine a schoolwide PBIS and MTSS model that reflects and delineates how students pursue excellence in academics and behavior- "TITAN QUEST"	August 2017-August 2018	Classified staff Teachers Counselors APs Principal	Recognition of student improvement and academic efforts Measures: CAASPP data, GPA, A-G rate, graduation rate			
Team approach to instruction school-wide includes: Focus on learning, bell to bell instruction, student engagement, daily learning objective, daily plan, academic vocabulary, student work visible	August 2017-August 2018	Teachers PLC Team Leaders Deans APs Principal	PLC Teams Formal/informal classroom visits by administration	None Specified	Title II Part A: Improving Teacher Quality	3500
Increase articulation with K-8 feeder schools: a. Expand use of 8th grade assessment tests to continue accurately placing incoming students b. Communicate with district team regarding district meeting with feeder school staff to discuss 9th graders with IEPs to ensure accurate and timely placement. c. Participate in English and math focused collaboration with two largest feeder schools.	August 2017-August 2018	Principal APs PDLs Department Chairs Feeder School Administration Sp. Ed. Program Specialist	Collaboration with feeder school teachers STAR Renaissance scores and other placement measures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attend standards based, content area professional development opportunities in order to improve instruction and gain insight into best practices	August 2017-2018	Teachers Dept Chairs PDLs Principal APs	Staff will attend professional state conferences based on their subject area and upon return share information with department and PLC	None Specified	Title II Part A: Improving Teacher Quality	15000

Planned Improvements in Student Performance

<div align="center">

Pupil Outcomes

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

SUBJECT: PUPIL ACHIEVEMENT, OTHER PUPIL OUTCOMES
LEA/LCAP GOAL:
District Goal: KHSD students will graduate, ready and prepared for their individual post-secondary experience - college or career through courses that include all core subjects - English, Math, Social Studies, and Science - and Visual Performing Arts, Modern Language, Physical Educaton, and Career and Technical Education
SCHOOL GOAL #2:
School Goal: Increase the number of students meeting or exceeding ELA standards on High Stakes Assessments Objectives: • By June of 2017, 64% of 11th grade Frontier students will score Standard Met or Standard Exceeded on the ELA portion of the CAASPP. • By June of 2017, 62% of 11th grade Frontier Socioeconomically Disadvantaged subgroup will score Standard Met or Standard Exceeded on the ELA portion of the CAASPP. • By June of 2017, 54% of 11th grade Frontier Hispanic or Latino students will score Standard Met or Standard Exceeded on the ELA portion of the CAASPP. School Goal: Increase the number of students meeting or exceeding math standards on High Stakes Assessments Objectives: • By June of 2017, 40% of 11th grade Frontier students will score Standard Met or Standard Exceeded on the Math portion of the CAASPP. • By June of 2017, 35% of 11th grade Frontier Socioeconomically Disadvantaged subgroup will score Standard Met or Standard Exceeded on the Math portion of the CAASPP. • By June of 2017, 35% of 11th grade Frontier Hispanic or Latino students will score Standard Met or Standard Exceeded on the Math portion of the CAASPP.
Data Used to Form this Goal:
• CAASPP data • STAR Renaissance data • EL student achievement data • Reclassification rates • Subgroup achievement data

Findings from the Analysis of this Data:

From 2015 to 2016, there was a slight increase in standards met or exceeded on the CAASPP in math from 27% to 35%. ELA remained approximately the same at 62% in 2015 and 57% in 2016. A gap in achievement exists with the CAASPP: in ELA in 2016 only 49% of Hispanic or Latino students met or exceeded the standards while the SED subgroup performed above the total with 60% meeting/exceeding standards. In math in 2016, 25% of the Hispanic or Latino subgroup met or exceeded standards and 19% of the SED subgroup.

How the School will Evaluate the Progress of this Goal:

- Results of classroom based assessments
- CFA/CSA data
- Grade distribution data
- STAR Renaissance data
- Common grade level writing assessment data
- Progress Reports
- Grade Reports
- Results of the CAASPP assessment given in the 11th grade

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement and refine the Frontier multi-tiered system of support model in order to address: a) Students needing time and support to attain proficient performance in ELA b) At-risk students and struggling learners c) The achievement gap for the Hispanic or Latino and Socioeconomically Disadvantaged subgroups d) Staff's acquisition of additional strategies to support at-risk students	August 2017-August 2018	Teachers PLC leaders Department Chairs PDLs AP of Instruction	Course enrollment by level Measures: CFAs, CSAs, CAASPP			
Identify at-risk students and identify ways to assist them in completing graduation requirements by providing additional opportunities for learning	August 2017-August 2018	Teachers Counselors PDLs Department Chairs AP of Instruction Principal	Continue support of intervention committee	None Specified	Title II Part A: Improving Teacher Quality	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Committee to provide staff with classroom level intervention strategies and recommendations Communicate needs to intervention committee through Department Chairs			
Discuss, develop and refine common grading policies in all core PLC teams that support student performance on high stakes assessments	August 2017-August 2018	Teachers PLC Leaders PDLs AP of Instruction	Measures: Pacing guides, Rubrics, CFAs, Synergy reports, Illuminate usage/data			
Utilize STAR Renaissance instructional reports and information to differentiate instruction in ELA and math	August 2017-August 2018	Teachers PLC Leaders PDLs AP of Instruction	Teachers and PLCs will work to best utilize reports and in STAR Renaissance. Continue PD regarding instructional strategies to best meet IRL			
Develop and implement assessment questions that prepare students for high stakes assessment performance tasks	August 2017-August 2018	Teachers PDLs PLC Leaders Department Chairs AP of Instruction	PLCs will work to create assessments that are aligned with the format of the CAASPP and prepare students for the rigor of the assessment Develop grade level performance tasks			
Provide effective tutoring services for students in need of outside support to meet the standards	August 2017-August 2018	Teachers Counselors Math Department Chair	Provide a lunchtime tutoring program for 9th and 10th grade students that includes upper level and AP student peer tutors			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide an afterschool tutoring program for all students that includes upper level and AP level peer tutors Counselors/teachers refer students and parents to services			
PLC teams design and monitor learning goals throughout the year specifically aimed at improving student performance, while administration works to protect PLC collaboration time to ensure sustainability of teachers' collaborative efforts	August 2017-August 2018	Teachers PLC Leaders Department Chairs PDLs AP of Instruction\ Principal	Review of progress and revisions where needed			
Systematically organize student performance data via Illuminate for timely data analysis; provide and support professional development to successfully transition to Illuminate; investigate and implement online testing options with Illuminate.	August 2017-August 2018	PLC Leaders Department Chairs PDLs AP of Instructionn	PLC team leaders and team members are responsible to run timely data PLC team leaders monitor team progress during collaboration meetings PDLs offer feedback and additional support to PLCs			
Effectively monitor student progress utilizing common formative assessments and common summative assessment data	August 2017-August 2018	Teachers PLC Leaders Department Chairs PDLs AP of Instruction	PLC level teams collaborate to form common learning objectives, create common formative assessments and common summative assessments, analyze data and share best practices based on results			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Measures: Data results from CFAs and CSAs, CAASPP results			
Integrate academic vocabulary in classrooms and instructional environments, especially vocabulary related to high stakes testing	August 2017-August 2018	Teachers Department Chairs PDLs AP of Instruction Principal	Research common academic vocabulary on CAASPP Support a literacy committee			
Create a common campus wide focus on student literacy and research-based instructional practices to increase literacy	August 2017-August 2018	Teachers PDLs AP of Instruction Principal	Support a literacy committee Literacy Committee will support, make recommendations and provide professional development for staff regarding implementation of CCSS Literacy strategies and best practices Literacy Committee will investigate common writing strategies and develop a rubric that can be used across all subject areas Literacy Committee will research and review with staff the college and career readiness standards to encourage literacy			
Incorporate a wide variety of text types (fiction, non-fiction, multimedia) to use during reading and writing instruction	August 2017-August 2018	Teachers PLC Leaders Department Chair PDLs	Teachers will utilize training from Reading Institute for Academic Preparation (RIAP) and Expository Reading and Writing Course (ERWC)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide college preparatory curriculum for all 9th grade students specifically for ELA students performing below grade level, in a smaller classroom setting	August 2017-2018	9th grade Teachers Department Chair Counselors AP of Instruction Principal	PLC teams will monitor freshmen progress and address needs and enhance approaches Counseling team will encourage rigor with students and parents and conference with students and parents as necessary			
Provide 9th grade required support classes for students reading below grade levels: Pre-Access for students reading below the 4th grade level and Access for students reading between the 4th and 6th grade level; and 9th grade math labs for students identified as below grade level in math	August 2017-2018	Teachers PLC Leaders Department Chairs PDLs	Dual enrollment in CP English and Pre-Access or Access Measures: STAR Renaissance data and grades will be used to monitor student growth			
Provide an academic support class for targeted 10th and 11th graders who demonstrate learning gaps in ELA and math	August 2017-2018	Teachers Department Chair Counselors AP of Instruction Principal	Offer Academic Achievement course Measures: credits earned, GPA, graduation status			
Offer a summer course for incoming 9th graders identified as below grade level in ELA; offer a summer course for incoming 9th graders identified as below grade level in math; offer summer opportunities to accelerate in math courses	August 2017-2018	Teachers Department Chairs AP of Instruction	Offer a course for incoming 9th graders during summer school that focuses on building a bridge to high school Teachers and counselors will discuss students who will benefit from acceleration in summer; counselor will enroll students			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Offer a course for incoming 9th graders during summer school that focuses on building a bridge to high school			
Maintain a partnership with CSU Bakersfield's RIAP (Reading Institute for Academic Preparation) Team	August 2017-2018	Staff members Teachers will attend RIAP training - 2 staff per year - one ELA and non-ELA	Teachers will gain and share research-based reading and writing strategies Training and support for ERWC			
Apex course 8th period to deliver the online curriculum for remediation, credit recovery, A-G recovery	August 2017-2018	Teachers Counselors AP of Instruction	Counseling staff will encourage and enroll students in need of remediation, credit recovery, or A-G recovery			
Provide EL Program to support EL students, including 5 hours of bilingual tech and 3 hours of bilingual aide to enhance EL instruction. Provide 1 period to oversee EL program	August 2017-August 2018	EL Coordinator AP of Instruction Principal Bilingual Tech/Bilingual classroom Aide	Measures: EL data-CELDT, reclassification, GPA, graduation rate			
Research mathematical "mindset" strategies and infuse into curriculum for struggling students	August 2017-August 2018	Teachers Department Chair AP of Instruction	Teachers will attend district provided mindset training and discuss strategies to implement with struggling students Teachers will be provided with Mathematical Mindsets book			

Planned Improvements in Student Performance

<u>**Engagement**</u>

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

SUBJECT: PARENTAL INVOLVEMENT, PUPIL ENGAGEMENT, SCHOOL CLIMATE
LEA/LCAP GOAL:
District Goal: All KHSD students will learn in a positive, welcoming and supportive environments and parents, students, and community voices will be valued in enhancing student success.
SCHOOL GOAL #3:
Goal: Improve Student Engagement in the Learning Process Objectives: • By June of 2017, Frontier will increase the Graduation Rate from (2015) 95.7% to 96%. • By June of 2017, Frontier will decrease the gap between the Graduation Rate of all students and the Graduation Rate for the Socioeconomically Disadvantaged subgroup from 4.5% (2015) to 4%. • By June of 2017, Frontier will increase the Socioeconomically Disadvantaged student subgroup's Graduation Rate from 91.2% (2015) to 92%. • By June of 2017, Frontier will decrease the Ineligibility list of students from 13.5% to 13%. • By June of 2017, Frontier will decrease the number of 10th and 11th grade students considered Deficient in Credits at the end of each grade year; including 10th grade students from 8% to 7% deficient and 11th grade students from 10.8% deficient to 7% deficient. • By June of 2017, Frontier counseling staff will meet with 100% of the Foster youth enrolled and together make a current plan for graduation which includes plans for college, career or technical school. Goal: Bolster the college going culture Objective: • By June of 2017, Frontier will increase the A - G Completion Rate from (2015) 39.9% to 43%.
Data Used to Form this Goal:
• Graduation Rates • GPA Results • Student Grade Reports • A-G Completion Rates

Findings from the Analysis of this Data:

Graduation and A - G rates are reported one year behind.

In 2015, the school-wide graduation rate was 95.7%

In 2015, a significant performance gap existed between the graduation rate of all students and the graduation rate of the Socio-economically Disadvantaged subgroup. The graduation rate for all student was 95.7% and the graduation rate for the Socio-economically Disadvantaged subgroup was 91.2%

In 2016, Frontier saw a decrease in students considered ineligible from 15.79% to 13.5%

In 2015, Frontier had 11.2% of the 9th grade students (including 9GRs) and 15.2% of the 10th grade students e considered deficient in credits at the start of the next school year. Only 4% of 11th grade students were credit deficient at the start of their 12th grade year.

In 2013, Frontier's UC A-G Requirement completion rate was 44.3%. In 2014, Frontier UC A-G completion rate was 46.9%. In 2015, Frontier's UC A-G completion rate was 39.9%

How the School will Evaluate the Progress of this Goal:

- A-G Completion Rates
- College Attendance Rates
- Graduation Rate Results (overall and by subgroup)
- Credit deficient Report
- Results of Grade Reports
- Ineligibility lists
- Results of GPA Reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide 8th grade orientation with Link Crew mentoring program; expand Link Crew program	August 2017-August 2018	ASB Counseling Team Link Crew Advisors Activities Directors APs Principal	8th grade orientation attendance rates Parent component ("Parent 101") Enrollment completion rates	None Specified	Title II Part A: Improving Teacher Quality	3700
Offer a summer school course for early acclimation to the school culture (and/or remediation in ELA and/or math) for incoming 9th graders	August 2017-August 2018	Teachers Department Chair APs Principal	Summer completion rate 9th grade performance			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All freshmen establish a 4-year plan and review their transcripts with counseling team to set solid academic goals and solidify future college and career plans; include parents in this process	August 2017-August 2018	English 9 Teachers Counselors	Counselors meet with students to complete 4 year plans D/F grades to monitor progress toward plan			
Utilize Synergy to monitor students receiving D/F grades on progress reports; hold academic conversations with students regarding process	August 2017-August 2018	Teachers Counselors AP of Instruction	PLC teams member monitor students nearly receiving B/C to encourage upward growth in GPA PLCs create targeted enrichment opportunities to promote higher achievement Counselors monitor progress reports at the mid quarter for D/F students and conference with them Counselors encourage students to reach for honor roll grade status			
Offer academic support class for sophomores who struggled during their freshmen year- focused on behavior, organization, high school success, etc.	August 2017-August 2018	Teachers Counselors AP of Instruction Principal	Academic Achievement course Measures: credits earned, GPA, graduation status			
Implement and continue to refine a schoolwide PBIS and MTSS model that reflects and delineates how students pursue excellence in academics and behavior- "TITAN QUEST"	August 2017-August 2018	Classified Staff Teachers Counselors APs Principal	Measures: CAASPP data, GPA, A-G rate, graduation rate, Recognition of student improvement and academic efforts	None Specified	Title II Part A: Improving Teacher Quality	3700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement and refine the Frontier multi-tiered system of support model in order to address: a) Students needing time and support to attain proficient performance b) At-risk students and struggling learners c) The achievement gap for the Hispanic or Latino and Socioeconomically Disadvantaged subgroups d) Staff's acquisition of additional strategies to support at-risk students	August 2017-August 2018	Teachers Counselors PDLs Department Chair AP of Instruction Principal	Measures: CFAs, CSAs, CAASPP, Course enrollment by level			
Implement parent information nights focused on A-G, high school success, technology, etc. Create and implement a parent area in the career center with a focus on parent information regarding college awareness, student scholarships, resources, etc.	August 2017-August 2018	Teachers Counselors Classified Staff AP of Instruction Principal	Support School Community Relations Committee Committee to discuss engaging our school community Committee will provide staff with best practices and professional development related to school community relations Committee will create newsletter for the community highlighting academics and other events within the school Committee will plan parent informational nights Staff will work to create an area with college information for parents			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Research and refine interventions and support for students	August 2017-August 2018	Teachers Counselors Department Chair APs Principal	Committee to incorporate strategies from PBIS and MTSS Committee to refine pyramid of interventions Committee to continue work in student recognition program	None Specified	Title II Part A: Improving Teacher Quality	4500
Investigate and implement instructional technology to support 21st learning	August 2017-August 2018	Teachers PDLs APs Principal	Support an Instructional Technology Committee Investigate instructional technology to better engage students of today Committee will meet regularly with the goal of improving technology use on campus Committee members will pilot new technology and share lessons learned and best practices with staff Committee will support staff's implementation of Synergy and use of GAFE	None Specified	Title II Part A: Improving Teacher Quality	1000
Provide an Apex online learning class for targeted credit deficient students, students in need of remediation, and students in need of repeating a course in order to meet A-G requirements and/or graduation requirements	August 2017-August 2018	Teachers Counselors AP of Instruction	Counseling staff will encourage and enroll students in need of remediation, credit recovery, or A-G recovery			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for staff development related to school safety, intervention and support	August 2017-August 2018	All Staff	Provide opportunities for staff to stay up to date on school safety and social emotional learning Measures: Suspension rate, expulsion rate, attendance rates			
Investigate expanding CTE offerings at Frontier to increase student engagement Provide opportunities for staff to engage in cross-curricular STEM to STEAM projects	August 2017-August 2018	APs Principal PDLs Program Coordinator Department Leader	Investigate innovative, relevant CTE offerings Continue to grow current PLTW program and advisory committee through regular meeting with the PLTW lead team Measures: Research of programs Teachers will work to develop ideas and implementation for projects	None Specified	Title II Part A: Improving Teacher Quality	4500
Provide class size reduction in the 9th grade core areas with a focus on math, English, and science and all lab sciences to increase student success	August 2017-August 2018	Counselors PDLs Department Chair AP of Instruction Teachers	Provide small class sizes with the priority remaining with the 9th grade core areas and 10th grade lab sciences	None Specified	Title II Part A: Improving Teacher Quality	4000
Plan and implement strategies for teachers to link the Schoolwide Learner Outcomes (SLOs) to students learning objectives.	August 2017-August 2018	Teachers PLCs Department chairs AP of Instruction	PLCs will work to link the SLOs to their pacing guides and learning objectives			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide extended Quest Center hours for student use.	August 2017 - August 2018	Principal APs	The Quest Center will be open during the evenings to allow students access	None Specified	Title II Part A: Improving Teacher Quality	1000
Utilize UC/CSU A-G entrance requirements as the curricular backbone to the instructional program	August 2017-August 2018	APs Principal Department Chair PLC Teams PLC Leaders	Department chairs review courses of study and pacing guides with PLC leaders PLC leaders review pacing guides and courses of study with PLC teams Assistant Principal of Instruction reviews courses of study and pacing guides for adherence to A-G requirements			
Increase opportunities for students to take college readiness assessments to gauge progression toward college readiness (PSAT 10, PSAT, SAT, etc.); implement PSAT 10; utilize results from the PSAT; Plan and provide activities to create college going awareness	August 2017-August 2018	Testing Coordinator Counselors AP of Instruction Principal	Testing coordinator and AP Instruction will research how to best expand offerings Counselors will discuss how to use these assessment to monitor college readiness Counselors will plan activities for College Week to garner excitement on campus			
Provide student tutorials focused on study habits and how to facilitate study groups	August 2017 - 2018	Teachers Counselors Department Chairs AP of Instruction	Through the Quest Center AP/Honors/GATE PLC teachers will research and share best practices for study groups			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand recognition for students who meet or exceed academic expectations- CAASPP Hall of Fame	August 2017 - 2018	Teachers Counselors AP of Instruction Principal	Senior Signing Day Scholarship Night Senior Honors Luncheon CAASPP Recognition Program AP Score recognition A-G Completion			

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title II Part A: Improving Teacher	63,750.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title II Part A: Improving Teacher Quality	63,750.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
None Specified	63,750.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	Title II Part A: Improving Teacher Quality	63,750.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,350.00
Goal 2	6,000.00
Goal 3	22,400.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lisa Bolton		X			
Elaine Gregory		X			
Tara Horton		X			
Lee Prewett		X			
Lara Winn		X			
Elizabeth Escobar			X		
Cheryel Sherrill			X		
Sara Pauga			X		
Sarah Appleton				X	
Darin Budak				X	
Tami Jones				X	
Candy Gettman				X	
Robert Reid				X	
Dominic Miller					X
Courtney Kaia					X
Lexie Watkins					X
Marcel Prado					X
Michael Wagner			X		
Vicky Thompson	X				
Numbers of members of each category:	**1**	**5**	**4**	**5**	**4**

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
Signature

English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):

_____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 5/11/17.

Attested:

Vicky Thompson
_____
Typed Name of School Principal

_____
Signature of School Principal

_____
Date

Darin Budak
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

_____
Date