

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date
Laguna Beach High School	30-66555-3033206	January 15, 2020

School Vision and Mission

Our mission is to maximize learning for every student in a supportive and caring environment to ensure that upon graduation, all students are ready for college, career, and global citizenship.

School Profile

Laguna Beach High School is part of the Laguna Beach community. Sloping down the coastal hills to the edge of the Pacific Ocean, Laguna Beach is known for its dramatic contrast of mountains and beaches. A center for fine arts, Laguna Beach's culture is as unique as its landscape.

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (SchoolPower) was created by the community to provide additional funds to the District to support school programs and activities. Laguna Beach High School serves students in grades nine through twelve on a traditional school calendar.

The mission of Laguna Beach High School is to maximize learning for every student in a supportive and caring environment to ensure that, upon graduation, all students are ready for college, career and global citizenship. Our school has been recognized at the state and federal levels as a California Distinguished School and a National Blue Ribbon School.

In 2018-2019, 1068 students were enrolled at the school. The student population consisted of 10% socioeconomically disadvantaged, 2% English learners, and 12.4% students with disabilities. LBHS student population is 11% Hispanic, 4.9% Asian, 76.9% white, 5.2% two or more races, and 1% other races. The LBHS team of educators aims to provide relevant learning experiences to all students during their time here.

Evaluation and Impact of Previous Year's SPSA

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement.

Performance Goal #1: Increase academic achievement of every student (and every subgroup of students) through a focus on Professional Learning Communities to target department ELO's, which will lead to engaging instructional practices and curriculum. Continue to provide social/emotional supports to develop social/emotional strength. This can be reflected by a decrease in D/F rates by 1-3%, an increase if 1-3% of students meeting or exceeding standard in ELA and Mathematics (non-cohort data)

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes/No Yes, LBHS increased SBAC scores 2% in Mathematics, and decreased D rates. No, ELA did not increase SBAC scores and D/F rates did not significantly decrease. The barriers possibly were teacher grading practices and calibration.

Performance Goal #2: Each student will develop knowledge about college and careers while gaining the skills, characteristics, habits and knowledge to become college and career ready. Increase student awareness and interest in CC course options (dual enrollment), CCA offerings and participation by 3-5%. Increase A-G completion rates by 1-3%.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes, unlike previous years, a college course and several CCA courses were provided on campus, some during the bell, which increased participation and led to a 5% increase in A-G completion rates.

Performance Goal #3: All CORE area teachers will be trained in and will utilize effective and engaging teaching strategies to maximize learning for every student as measured by direct observation and training participation over 3 years

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes, training, observation and effectiveness monitoring are in place and ongoing.

Performance Goal #4: Decrease complaints about cleanliness of facilities to near zero. Decrease incidences of violence, threats and/or bullying by 25%. Decrease incidents involving student use or possession of drugs, alcohol or related paraphernalia.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes/No. Yes, Cleanliness complaints have decreased and situations are addressed as needed. Increased communication with facilities staff through the new reporting system "Tikkit" have created a systemized response to facility needs. No, bullying/threats/violence have not decreased, but this may be in relation to reporting. LBHS has encouraged reporting through a "text a tip" line, "See something, Say something" message, as well as classroom presentations with School Resource Officer and Social Emotional Support Specialist.

Performance Goal #5: Increase the number of students and parents that report satisfaction with communication efforts and opportunities for input by 5% from year to year.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes, with the installation of the communication platform "Parent Square" messages are readily available via text, phone and/or email. Some barriers may be stakeholders who are unable to access or choose not to utilize technology. Ongoing feedback will be collected to calibrate need/satisfaction.

Performance Goal #6:

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school plan was a collective process that included data analysis, and stakeholder feedback. PTA, School Site Advisory Council, site and district leadership were included in the development. The LCAP survey and student achievement data was reviewed and shared. LBHS held a school site council meeting in November 2019 where it continued to develop and seek feedback. The meetings have included parents, teachers, staff and students in the process.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.37%	0.19%	6	4	2
African American	1.3%	1.75%	1.31%	14	19	14
Asian	3.2%	4.43%	4.96%	36	48	53
Filipino	0.4%	0.46%	0.56%	4	5	6
Hispanic/Latino	10.5%	10.24%	10.96%	117	111	117
Pacific Islander	0.4%	0.37%	0.28%	4	4	3
White	80.5%	77.68%	76.87%	898	842	821
Multiple/No Response	0.6%	0.83%	0.75%	7	9	8
	Total Enrollment			1,116	1084	1,068

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	276	238	262
Grade 10	316	271	243
Grade 11	280	307	269
Grade 12	244	268	294
Total Enrollment	1,116	1,084	1,068

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	25	28	21	2.2%	2.6%	2.0%
Fluent English Proficient (FEP)	85	79	85	7.6%	7.3%	8.0%
Reclassified Fluent English Proficient	1		4	6.3%	0	14.3%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	274	300	261	262	293	239	262	293	239	95.6	97.7	91.6
All	274	300	261	262	293	239	262	293	239	95.6	97.7	91.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2674.	2657.	2658.	53.82	47.44	43.93	31.30	27.30	35.98	8.02	18.43	11.30	6.87	6.83	8.79
All Grades	N/A	N/A	N/A	53.82	47.44	43.93	31.30	27.30	35.98	8.02	18.43	11.30	6.87	6.83	8.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	58.78	48.12	49.37	33.21	40.61	38.91	8.02	11.26	11.72
All Grades	58.78	48.12	49.37	33.21	40.61	38.91	8.02	11.26	11.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	69.47	57.00	57.74	23.66	35.84	34.73	6.87	7.17	7.53
All Grades	69.47	57.00	57.74	23.66	35.84	34.73	6.87	7.17	7.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	39.31	37.54	40.59	51.91	55.29	55.23	8.78	7.17	4.18
All Grades	39.31	37.54	40.59	51.91	55.29	55.23	8.78	7.17	4.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	56.49	50.51	43.51	37.02	43.00	47.28	6.49	6.48	9.21
All Grades	56.49	50.51	43.51	37.02	43.00	47.28	6.49	6.48	9.21

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	274	300	261	260	292	238	260	292	238	94.9	97.3	91.2
All	274	300	261	260	292	238	260	292	238	94.9	97.3	91.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2630.	2637.	2668.	22.31	23.63	38.24	34.62	32.53	31.51	22.69	25.34	17.65	20.38	18.49	12.61
All Grades	N/A	N/A	N/A	22.31	23.63	38.24	34.62	32.53	31.51	22.69	25.34	17.65	20.38	18.49	12.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	35.00	35.62	50.00	40.38	40.41	33.61	24.62	23.97	16.39
All Grades	35.00	35.62	50.00	40.38	40.41	33.61	24.62	23.97	16.39

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.23	28.42	50.84	46.54	53.42	36.13	24.23	18.15	13.03
All Grades	29.23	28.42	50.84	46.54	53.42	36.13	24.23	18.15	13.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	30.77	26.71	43.70	55.38	63.01	48.32	13.85	10.27	7.98
All Grades	30.77	26.71	43.70	55.38	63.01	48.32	13.85	10.27	7.98

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1068	11.6	2.0	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	2.0
Homeless	5	0.5
Socioeconomically Disadvantaged	124	11.6
Students with Disabilities	132	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.3
American Indian	2	0.2
Asian	53	5.0
Filipino	6	0.6
Hispanic	117	11.0
Two or More Races	44	4.1
Pacific Islander	3	0.3
White	821	76.9

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Blue

College/Career



Blue

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Green

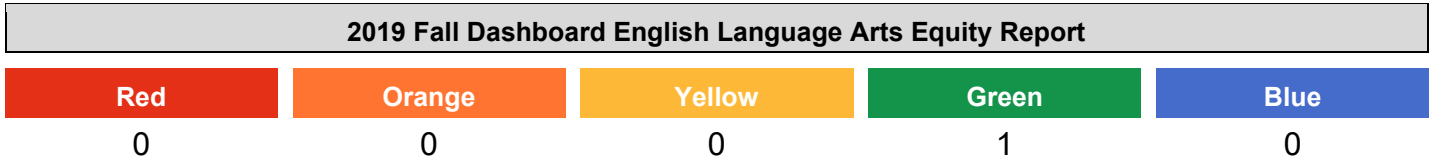
School and Student Performance Data

Academic Performance English Language Arts





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








This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 75.3 points above standard Maintained 0 points 236	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 No Performance Color 63.3 points above standard Increased Significantly +12.1 points 29	 No Performance Color 25.8 points below standard Declined -10.4 points 21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color 140.6 points above standard Increased Significantly ++20.0 points 11	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 41.5 points above standard Maintained -1.6 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10		 Green 73.1 points above standard Declined -7.4 points 186

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 3	80.1 points above standard Increased ++4.2 points 213

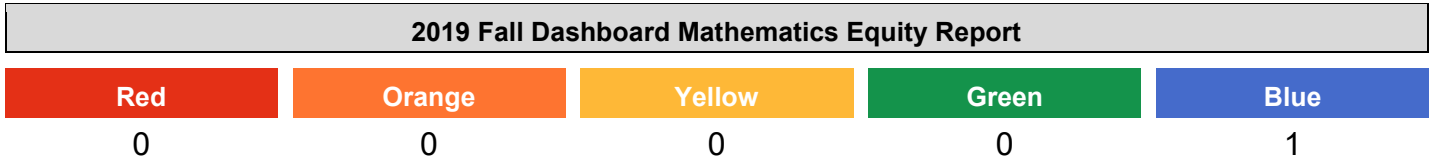
School and Student Performance Data

Academic Performance Mathematics





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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>41.3 points above standard</p> <p>Increased Significantly ++30.0 points 235</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>10.3 points below standard</p> <p>Increased Significantly ++30.0 points 29</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>85.4 points below standard</p> <p>Increased Significantly ++30.5 points 20</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 167 points above standard Increased Significantly ++101.6 points 11	 No Performance Color 37.2 points above standard Increased Significantly ++22.1 points 184
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 2 points below standard Increased Significantly ++10.4 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 37.2 points above standard Increased Significantly ++22.1 points 184	 Blue 37.2 points above standard Increased Significantly ++22.1 points 184

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

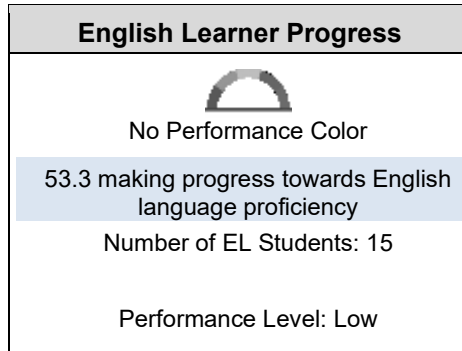
Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 3	45.6 points above standard Increased Significantly ++22.1 points 212

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	6	2	6

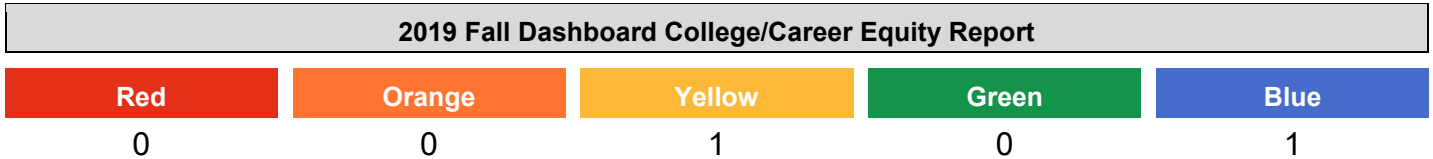
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 73.7 Increased +2.8 293	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 55.7 Declined -6.8 61	 No Performance Color 40.6 Increased Significantly +17.5 32

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 75 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 66.7 Declined -2.6 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 75.2 Increased +3.9 218

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	70.9 Prepared	73.7 Prepared
Approaching Prepared	9.7 Approaching Prepared	15.7 Approaching Prepared
Not Prepared	19.4 Not Prepared	10.6 Not Prepared

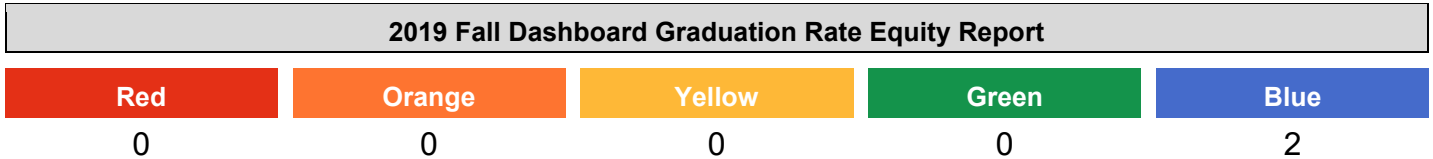
School and Student Performance Data

Academic Engagement Graduation Rate






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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 100 Increased +3 293	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Blue 100 Increased +5.4 61	 No Performance Color 100 Increased +15.4 32

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 100 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 100 Increased +3.9 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 100 Increased +3.3 218

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
97	100

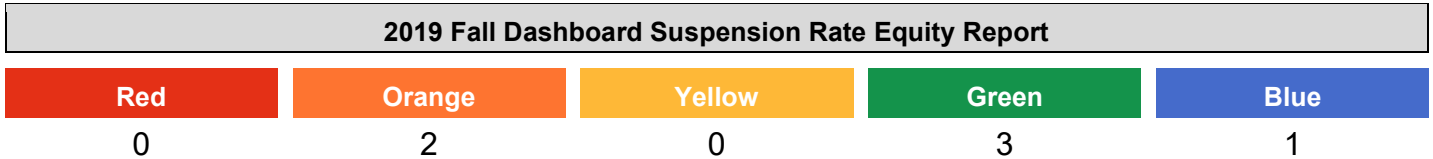
School and Student Performance Data

Conditions & Climate Suspension Rate






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 1.7 Declined -0.5 1088	 No Performance Color 9.5 Declined -3.5 21	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 6	 Green 4.9 Declined -2.1 142	 Orange 6.5 Increased +1.8 139

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -5.3 16	 No Performance Color Less than 11 Students - Data 3	 Orange 1.9 Increased +1.9 53	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8 Declined -2.6 121	 Blue 0 Declined -1.9 51	 No Performance Color Less than 11 Students - Data 3	 Green 1.9 Declined -0.3 835

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	1.7

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student achievement and social emotional strength through collaboration, critical thinking, creativity, and communication.

Goal 1

Increase academic achievement of every student (and every subgroup of students) through a focus on Teacher/Staff Professional Learning Communities to target department ELO's, which will lead to engaging instructional practices and curriculum.

Identified Need

Decrease D/F rates and increase meeting or exceeding the standard in ELA/Mathematics for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F Rate	15% (2019 semester 1)	Decrease 1-3%
Gr 11 SBAC ELA Proficiency Score (met or exceeded)	80% meets or exceeds standard	Increase 1-3%
Gr 11 SBAC Math Proficiency Score (met or exceeded)	70% meets or exceeds standard	Increase 1-3%

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

Action/Service 1

Students to be Served by this Action/Service

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

All Students

Action/Service

Develop Essential learning outcomes and common formative assessments in all subject areas and courses.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 2

Students to be Served by this Action/Service

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

Non proficient students on the SBAC

Action/Service

Provide Math and Writing lab support for struggling students. Teachers on special assignment will also target writing across the curriculum.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.

Goal 2

Each student will develop knowledge about college and careers while gaining the skills, characteristics, habits and knowledge to become college and career ready. Increase student awareness and interest in CTE course options (dual enrollment), CCA/CTE offerings and increased student enrollment by 3-5%.

Identified Need

Lack of student awareness of CTE pathways and CCA course offerings. Increase in state and district prioritization of career related education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment numbers	38% of LBHS students in a CTE pathway last year.	3-5% increase in student enrollment numbers in CTE and Dual Enrollment courses.

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

Action/Service 1

Students to be Served by this Action/Service

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

All students

Action/Service

Student interest survey, College and Career Center input, additional information pushed out to students by the College and Career Center,

Proposed Expenditures for this Action/Service

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

Amount(s)	Source(s)
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Action/Service 2

Students to be Served by this Action/Service

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

All students

Action/Service

Coordinate work with newly identified Career Counseling Coordinator.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 3

Students to be Served by this Action/Service

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

All Students

Action/Service

Continue to build career pathways within the bell schedule, utilizing our current classes and CCA/CTE offerings.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Professional Development focused on 21st Century teaching and learning.

Goal 3

All teachers will be trained in and will utilize effective and engaging teaching strategies to maximize learning for every student as measured by direct observation and training participation over 3 years. Teams to identify, reflect and reframe ELOs by department & visually observe in the classroom that embody the effective and engaging strategies.

Identified Need

As a result of the WASC Visiting Committee Final Report related to critical areas #3, 4 & 5, there was an identified need to utilize effective and engaging teaching strategies to maximize learning for every student.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Direct observation, teacher-team reflection, student survey	All core departments have identified ELOs and appropriate common formative assessments.	Increased engagement as measured by observational data and student survey.

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

Action/Service 1

Students to be Served by this Action/Service

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

All Students

Action/Service

Explore options to enhance Writing Across the Curriculum through discussion with department leadership, through teacher training and department/PLC planning.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 2

Students to be Served by this Action/Service

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

All students

Action/Service

Departments will evaluate, discuss and identify ELOs and CFAs in an ongoing process.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.

Goal 4

Provide a clean, safe and positive learning environment.

Identified Need

Reporting procedures for maintenance. Progressive discipline, restorative practices/intervention, outreach and restorative practices to decrease incidences of threats/drug-nicotine-alcohol use/possession. Prior concerns about cleanliness of classrooms, and custodial response times.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Behavioral Data/Work order responses	New maintenance reporting system will provide data on reporting and progress with fixes. Discipline data review of first semester data 19-20 shows 8.73% of students with discipline issues first semester.	Increase in communication through the TIKKIT system and decrease in incidents

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

Action/Service 1

Students to be Served by this Action/Service

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

All students

Action/Service

Ongoing use and implementation of "Tikkit" system for work orders. Review and evaluate work of the team.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 2

Students to be Served by this Action/Service

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

All students

Action/Service

Continue partnership/communication/utilization with California Youth Services and encourage the intervention with the JADE program. Further develop restorative practices/PBIS and targeted interventions.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

By promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation, all stakeholders will be engaged in the learning process.

Goal 5

Increase in parent satisfaction with school communication efforts.

Identified Need

Parent and greater school community interest in high school information.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	LCAP survey reflected a 16% dissatisfaction with school communication.	Increased parent participation, awareness and satisfaction with school communication.

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

Action/Service 1

Students to be Served by this Action/Service

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

All students

Action/Service

Ongoing application subscription of Parent Square and usage by parents, staff and students. Regular weekly communication via Parent Square that shares bell schedule and school information.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 2

Students to be Served by this Action/Service

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

All Stakeholders

Action/Service

Continue to evaluate the effectiveness of the bell schedule implementation along with communication.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount
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Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

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

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

Name of Members	Role
Jason Allemann, Ed. D.	Principal
James Garvey	Classroom Teacher
Sandra Johnson	Classroom Teacher
Zoe Waters	Secondary Student
Kirra Moore	Secondary Student
Jeff Sears	Other School Staff
Tracy Kelly	Parent or Community Member
Lisa Britt	Parent or Community Member
Jonathan Todd	Classroom Teacher
James Azadian	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 11/20/19.

Attested:



Principal, Jason Allemann, Ed.D. on 1/15/20



SSC Chairperson, Sandra Johnson on 1/15/20