

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lompoc High School	42692294233060	10/27/2020	

## School Profile

Lompoc High School is a comprehensive four year co-educational public institution with a diverse ethnic and socio-economic student body of approximately 1,600 students with 78.7% being socioeconomically disadvantaged and 14.2% English Learners.

Lompoc High School is committed to providing a strong comprehensive education for all of its students. Lompoc provides college bound students with a rigorous A-G UC/CSU course of study supported by the strong liaisons with the University of California, Santa Barbara, California Polytechnic State University, San Luis Obispo, and Allan Hancock Community College. Lompoc High School is fortunate to have a varied and acclaimed vocational and technical education program for students planning to attend technical schools or to enter the work force immediately after graduation. Our Agriculture Department, Career Technical Education (CTE), and Visual & Performing Arts Department also excel in preparing students for both college and careers.

For the school's increasing population of English Learners, Lompoc provides the necessary courses and teaching staff to assist students in becoming English proficient and succeeding in their academic education. In every academic or vocational setting, technology plays an important role. Even in the face of budget cuts, the school has found ways to continue to develop technology as a tool for curriculum development and communication. With an increased emphasis on technology, we are now able to offer every student a one to one device. In addition, most classes are equipped with document cameras, LCD projectors, interactive projectors, Google Chromebook carts and white boards as well as staff development/training on how to integrate technology with instruction.

Lompoc prides itself with a qualified and hard working staff and administration that are dedicated to their students' academic and interpersonal success. We proudly offer a wide range of courses from intensive intervention to advance placement courses.

Lompoc High School has a long tradition of excellence with a strong interscholastic athletic program of 21 CIF recognized teams. Lompoc also offers a wide variety of student leadership and community service organizations and clubs.

Lompoc High School chartered its PTSA in 1992, and parental involvement is highly valued and continues through many organizations.

#### Special Programs and Services:

Advanced Placement Courses  
Bilingual Services  
SWIFTK12 Notification Service  
Career Center support & Resources  
Counselor Referral to the Community Agencies  
Coordination of Student Services Team  
Community Outreach Consultant/DPS  
English Language Development  
Health Services  
Home Visits Intervention  
Honor Classes  
Independent Study Program  
Homebound Instruction  
School Psychological Services  
School Wires Mobile App  
Special Education Classes  
Speech Therapy Services  
Student Study Team  
Title I Services  
Tutoring  
Work Experience Education  
Concurrent College Classes with AHC

#### Title IX: NON-DISCRIMINATION

Title IX for the Education Amendments of 1972 states that “No person shall...on the basis of sex, be excluded from participation in, be denied the benefits or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX concerns or complaints should be directed to the administrator who is the school’s Title IX Compliance Officer. The Lompoc Unified School District Compliance Officer may be contacted by calling 742-3300.

## Purpose and Description

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

Schoolwide Program

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

In alignment with the Every Student Succeeds ACT, Lompoc High will provide information on academic achievement, particularly at risk students. The development of this plan will include

opportunities, programs, and strategies to meet the needs of the LHS students and staff. The goals within the plan will align with the LEA goals/LCAP.

# 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).

Healthy Kids Survey for students, Safe Routes to Schools for parents and students, CA School Staff Survey for teachers, Graduation Survey for former students, CA School - Parent Survey for parents and the school, and district student/parent safety survey sent in first day packets. The results for these surveys can be found on the school's website and LHS WASC Plan.

## Classroom Observations

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

All new teachers were observed with informal and formal observations as well as over ten quick visits each. Also, some tenured teachers were due to be evaluated and each were observed with informal, formal, and quick visits as well. We also started doing quick visits for all veteran teachers even if they were not due for observations. We found that teachers appreciated informal drop-ins and constructive feedback.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

We have used state and local assessments such as CAASPP and STAR data as a measure to place students appropriately. LHS has recently implemented CAASPP interim assessments and practice tests to prepare students and collect data to inform instruction. Many department are using common formative assessments to discuss student progress and modify instruction. We hired Brian Harris last year, certified trainer of Teaching With Poverty in Mind, to work with the staff on using assessments to drive instruction. We will continue to implement the practice s taught by Mr. Harris and will have him return next school year to follow up.

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

As stated previously, we are currently in the process of learning to use data to modify and drive instruction. LHS staff continues to collaborate weekly on data and practice to modify and inform instruction.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

According to the most recent School Accountability Report Card, Most LHS teachers are highly qualified. Some staff, mostly Special Education, are working on credentials. This is being monitored by the LEA.

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

According to the most recent School Accountability Report Card, Lompoc High School has sufficient access to instructional materials.

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

The staff development has been aligned according to the needs of the students and specific departments and courses.

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

Lompoc High School continues to offer teachers ongoing assistance as needed with the help of SBCEO.

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

Lompoc High School provides 16 late start days which give teachers time to collaborate either with their department or courses. At this time we are also taking to a vote of the teachers to have late start collaboration every Wednesday. Due to the COVID 19 school closure teachers for the 2020-21 school year have had time every Wednesday to collaborate.

## Teaching and Learning

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

Lompoc High School teachers are aligning their curriculum, instruction, and materials with the content and performance standards.

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

N/A

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

N/A

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

According to the most recent (2019/2020) Williams Act visitation, Lompoc High School is in compliance with the availability of textbooks and materials for students. Due to COVID 19, the @020/21 Williams Act visit was postponed. LHS turned in our documentation and await a visit at a later time.

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

All textbooks and instructional materials used with our students are SBE-adopted, including intervention

## Opportunity and Equal Educational Access

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

We are currently using categorical funds to lower class sizes and provide intervention programs in both ELA and Math, using experienced, highly qualified teachers to teach these students.

Evidence-based educational practices to raise student achievement

Both ELA and math teachers have been trained in the common core state standards as well as a newly adopted curriculum. Science has and will continue to be trained from SBCEO in Next Generation Science Standards. Social Studies had a new adoption last year and continues to receive train and support from the publisher.

## Parental Engagement

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

We have parent groups that include PTSA (Parent/Teacher/Student Association), School Site Council, and English Learners Advisory Committee. We have also completed surveys with parents and students. We use some of our Title 1 and supplementary/concentration funds in order to supplement the core curriculum for our at risk students.

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)

We utilize the School Site Council, which includes parents, students, and staff members, in the planning of our single plan for student achievement as well as the categorical budget for Lompoc High School.

## Funding

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

We provide technology and supplementary materials specific for underperforming students, additional instructional assistants, tutoring, professional development for the teachers, and access to the core.

Fiscal support (EPC)

Lompoc High School receives discretionary funding, Title I funding (3010) and Supplemental Concentration funding (0915).

## 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

All stakeholders are fully involved with the development of our SPSA and engage in a continuous cycle of improvement. Our stakeholders include Leadership, Staff, PTSA, ELAC, SSC, and our ASB. Surveys were taken by our students for the Healthy Kids Survey in November and December 2018. We also surveyed the staff for the Cal-Schools Survey in December 2018. Staff and students will take this survey again this school year. These groups also were asked to give input on the LCAP. In addition, our parent groups met on the following dates to discuss the following topics:

PTSA:

August 15 - reflections, fundraising, school clean up, scholar reception

September 18 - membership, campus clean up, reflections, parent student lunch

October 24 - membership cards, reflections, parent student lunch, campus clean up date, safety plan, school plan

January 23 - landscaping project, career day, campus cleanup, LCAP survey, parent student lunch

March 11 - reflections, youth art month reception, nomination committee

**SSC:**

September 18 - Elect chairperson, student and principal report, SPSA - how it works, their role, and to start giving input for the next meeting, budget

October 9 - student and principal report, went over the SPSA again looking at changes and additions from their recommendations, then voted to approve SPSA

November 13 -student and principal report, budget change to the SPSA, discussed security cameras, library support

February 12 - student and principal report, all staff reported out on their subject area, SPSA changes, budgets, math curriculum, grants

April 30 - student and principal report, art guest speaker was discussed, library field trip, SPSA, Saturday Academies, EL student support

**ELAC:**

August 30 - Adult Education School presentation, SSC nomination, DELAC representation, new AP introduced, future dates of important information

October 30 - Presentation about gangs and drug prevention, reclassification and ELPAC presentation, SPSA

February 5 - ELPAC presentation, CTE presentation, vaping presentation

April 2 - EL academic support, Library services, Hancock Promise program

May 21 - FSA presentation, ELAC nominations, parent survey in parenting classes

## Resource Inequities

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.13%	0.19%	0.5%	2	3	8
African American	3.46%	3.05%	2.26%	52	48	36
Asian	1.86%	2.1%	2.26%	28	33	36
Filipino	1.13%	1.27%	1.13%	17	20	18
Hispanic/Latino	78.10%	78.27%	79.62%	1173	1,232	1,266
Pacific Islander	0.27%	0.13%	0.06%	4	2	1
White	12.32%	12.71%	11.82%	185	200	188
Multiple/No Response	%	%	2.33%			0
<b>Total Enrollment</b>				1502	1,574	1,590

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	454	465	516
Grade 10	400	381	358
Grade 11	354	386	349
Grade 12	294	342	367
<b>Total Enrollment</b>	1,502	1,574	1,590

### Conclusions based on this data:

1. Due to a variety of reasons including lack of transportation and school of choice for academic reasons, LHS enrollment has increased the past 3 years.
2. The freshmen class continues to grow each year, some of this is a reflection of "repeat" freshmen due to failing classes.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	350	241	225	23.3%	15.3%	14.2%
Fluent English Proficient (FEP)	462	618	625	30.8%	39.3%	39.3%
Reclassified Fluent English Proficient (RFEP)	43	136	27	12.4%	38.9%	11.2%

### Conclusions based on this data:

1. The number of EL students continues to decrease.
2. The number of reclassified students dropped dramatically. We are double checking this number. Some of this is due to the large number of RFEP the year prior.

# 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	278	333	348	272	325	343	272	325	343	97.8	97.6	98.6
All Grades	278	333	348	272	325	343	272	325	343	97.8	97.6	98.6

\* 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	2580.	2563.	2554.	12.87	12.62	8.75	43.01	32.31	32.07	26.10	31.38	31.20	18.01	23.69	27.99
All Grades	N/A	N/A	N/A	12.87	12.62	8.75	43.01	32.31	32.07	26.10	31.38	31.20	18.01	23.69	27.99

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	23.53	18.46	15.16	54.41	52.62	50.15	22.06	28.92	34.69
All Grades	23.53	18.46	15.16	54.41	52.62	50.15	22.06	28.92	34.69

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	21.69	19.08	15.16	53.68	52.00	57.43	24.63	28.92	27.41
All Grades	21.69	19.08	15.16	53.68	52.00	57.43	24.63	28.92	27.41

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	14.34	12.31	13.12	70.59	68.31	63.85	15.07	19.38	23.03
All Grades	14.34	12.31	13.12	70.59	68.31	63.85	15.07	19.38	23.03

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	30.51	24.00	16.91	54.04	53.23	55.69	15.44	22.77	27.41
All Grades	30.51	24.00	16.91	54.04	53.23	55.69	15.44	22.77	27.41

**Conclusions based on this data:**

1. We continue to have a good percentage of students being tested which gives us a good look at a majority of our students. No new data for 2019/20 due to COVID-19
2. Our 11th grade students scores decreased from the year before in reading, writing, listening, and research/inquiry. First of all we are comparing different populations when we compare year to year. Last year was also our first year with new curriculum.
3. Last year's 11th graders increased 10% in the CAASPP compared to when they took the CAASPP in 8th grade. Possible explanations for the increase could be instructional practices that were data driven as we have been spending more time in collaborations looking at data.

# 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	278	333	348	272	325	341	272	325	341	97.8	97.6	98
All Grades	278	333	348	272	325	341	272	325	341	97.8	97.6	98

\* 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	2533.	2529.	2518.	4.78	4.62	2.93	16.54	15.08	12.32	24.26	24.00	27.86	54.41	56.31	56.89
All Grades	N/A	N/A	N/A	4.78	4.62	2.93	16.54	15.08	12.32	24.26	24.00	27.86	54.41	56.31	56.89

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	11.03	10.15	6.45	27.57	26.15	25.22	61.40	63.69	68.33
All Grades	11.03	10.15	6.45	27.57	26.15	25.22	61.40	63.69	68.33

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	6.99	4.92	3.23	43.75	45.85	48.97	49.26	49.23	47.80
All Grades	6.99	4.92	3.23	43.75	45.85	48.97	49.26	49.23	47.80

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	9.19	7.69	6.45	60.66	55.69	53.37	30.15	36.62	40.18
All Grades	9.19	7.69	6.45	60.66	55.69	53.37	30.15	36.62	40.18

### Conclusions based on this data:

1. Achievement overall dropped slightly from last year in math if we compare last year to two years ago, however, we are then comparing a different population. There seems to be this same pattern with this group of students last year from the prior year testing lower in all academic areas. No new data for 2019/20 due to COVID19
2. Our overall participation continues to be very good.

3. Last year's 11th grade students increase a total of 6% compared to when they took the CAASPP in 8th grade. Our teachers have really focused as course teams on common assessments and spending time with data to make needed adjustments to instruction after they look at data. We have also had success with our intervention classes focusing on specific individualized skills needed from STAR Math assessment.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1527.9	1535.0	1516.1	1525.1	1539.3	1544.4	102	80
Grade 10	1565.1	1546.7	1565.8	1541.2	1563.9	1551.7	85	57
Grade 11	1556.9	1560.1	1553.6	1549.9	1559.7	1569.6	76	37
Grade 12	1536.8	1508.8	1528.5	1501.3	1544.7	1515.8	51	36
All Grades							314	210

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	15.69	21.25	45.10	28.75	22.55	28.75	16.67	21.25	102	80
10	41.18	22.81	28.24	35.09	18.82	22.81	*	19.30	85	57
11	42.11	16.22	38.16	37.84	*	29.73	*	16.22	76	37
12	43.14	13.89	23.53	33.33	*	25.00	*	27.78	51	36
All Grades	33.44	19.52	35.35	32.86	16.88	26.67	14.33	20.95	314	210

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	34.31	33.75	35.29	26.25	17.65	21.25	12.75	18.75	102	80
10	56.47	38.60	22.35	28.07	*	14.04	*	19.30	85	57
11	63.16	29.73	25.00	40.54	*	13.51	*	16.22	76	37
12	50.98	30.56	31.37	30.56	*	11.11	*	27.78	51	36
All Grades	50.00	33.81	28.66	30.00	10.19	16.19	11.15	20.00	314	210

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	1.25	35.29	36.25	33.33	30.00	26.47	32.50	102	80
10	23.53	8.77	32.94	31.58	21.18	33.33	22.35	26.32	85	57
11	17.11	8.11	39.47	29.73	26.32	40.54	17.11	21.62	76	37
12	25.49	5.56	21.57	16.67	*	44.44	33.33	33.33	51	36
All Grades	16.24	5.24	33.44	30.48	26.11	35.24	24.20	29.05	314	210

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	38.24	11.25	44.12	60.00	17.65	28.75	102	80	
10	50.59	12.28	38.82	66.67	*	21.05	85	57	
11	53.95	5.41	32.89	62.16	*	32.43	76	37	
12	39.22	2.78	47.06	52.78	*	44.44	51	36	
All Grades	45.54	9.05	40.45	60.95	14.01	30.00	314	210	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	47.06	56.25	41.18	28.75	11.76	15.00	102	80	
10	56.47	61.40	36.47	17.54	*	21.05	85	57	
11	76.32	62.16	*	24.32	*	13.51	76	37	
12	72.55	66.67	*	8.33	*	25.00	51	36	
All Grades	60.83	60.48	29.30	21.43	9.87	18.10	314	210	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	7.50	52.94	48.75	40.20	43.75	102	80	
10	28.24	15.79	34.12	50.88	37.65	33.33	85	57	
11	*	5.41	59.21	62.16	27.63	32.43	76	37	
12	*	5.56	35.29	50.00	45.10	44.44	51	36	
All Grades	16.24	9.05	46.50	51.90	37.26	39.05	314	210	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>9</b>	15.69	10.00	70.59	67.50	13.73	22.50	102	80
<b>10</b>	28.24	10.53	62.35	70.18	*	19.30	85	57
<b>11</b>	43.42	10.81	46.05	78.38	*	10.81	76	37
<b>12</b>	37.25	0.00	50.98	75.00	*	25.00	51	36
<b>All Grades</b>	29.30	8.57	59.24	71.43	11.46	20.00	314	210

**Conclusions based on this data:**

1. Not updated for 2019/20 yet due to COVID19.

# 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
<b>1574</b>	<b>76.6</b>	<b>15.3</b>	<b>0.4</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	241	15.3
Foster Youth	7	0.4
Homeless	77	4.9
Socioeconomically Disadvantaged	1206	76.6
Students with Disabilities	231	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	3.0
American Indian	3	0.2
Asian	33	2.1
Filipino	20	1.3
Hispanic	1232	78.3
Two or More Races	36	2.3
Pacific Islander	2	0.1
White	200	12.7

Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Based on the Fall of 2019, our area of focus needs to be our ELA and math.
2. Based on the Fall of 2019, our graduation rate and College/Career are at the highest performance.
3. Based on the Fall of 2019, Suspension Rate, more specifically Special Ed suspensions needs to be addressed and intervention for other means of correction put in place.

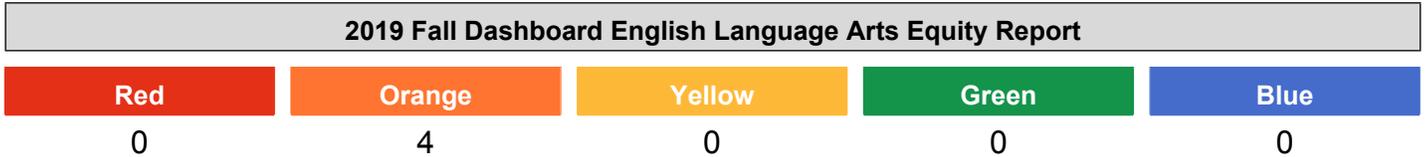
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  Orange 27.9 points below standard Declined -9.5 points 343	<p><b>English Learners</b></p>  Orange 75.1 points below standard Increased ++14.7 points 97	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color 93 points below standard 11	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 35.6 points below standard Maintained -1.9 points 274	<p><b>Students with Disabilities</b></p>  No Performance Color 128.5 points below standard Increased ++11.5 points 45

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

African American	American Indian	Asian	Filipino
 No Performance Color 41 points below standard 14	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.8 points below standard Declined -5.2 points 259	 No Performance Color 12.4 points above standard 14	 No Performance Color 0 Students	 Orange 17.1 points below standard Declined Significantly -44.4 points 42

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
118.1 points below standard Maintained ++0.6 points 34	52 points below standard Declined Significantly -15.8 points 63	25.6 points below standard Declined Significantly -16.2 points 151

**Conclusions based on this data:**

- Our focus will be on our EL students and then socioeconomically disadvantaged.
- Students with disabilities needs to be a focus area. We continue to implement Co-teaching and In Class Support for students with disabilities. LRE is a focus for these students and there was an increase for these students.

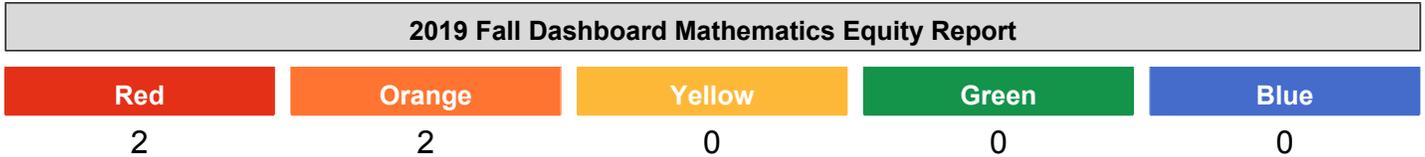
# School and Student Performance Data

## 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><b>All Students</b></p>  Orange 108.5 points below standard Declined -11.7 points 340	<p><b>English Learners</b></p>  Red 168.3 points below standard Declined -6.4 points 96	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color 162.9 points below standard 11	<p><b>Socioeconomically Disadvantaged</b></p>  Red 120.6 points below standard Declined -10.3 points 271	<p><b>Students with Disabilities</b></p>  No Performance Color 202.1 points below standard Increased ++11.4 points 44

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

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #ccccff; padding: 2px;">133.1 points below standard</span> 14		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #ccccff; padding: 2px;">113.2 points below standard</span> Declined -6.9 points 256	 No Performance Color <span style="background-color: #ccccff; padding: 2px;">80.2 points below standard</span> 14		 Orange <span style="background-color: #ccccff; padding: 2px;">82.5 points below standard</span> Declined Significantly -48.4 points 42

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
<span style="background-color: #ccccff; padding: 2px;">207.5 points below standard</span> Declined Significantly -15.3 points 33	<span style="background-color: #ccccff; padding: 2px;">147.8 points below standard</span> Declined Significantly -41.9 points 63	<span style="background-color: #ccccff; padding: 2px;">103.9 points below standard</span> Declined -12.9 points 150

**Conclusions based on this data:**

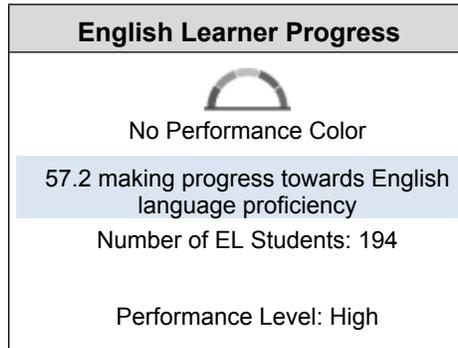
1. Similar to ELA, EL and socioeconomically disadvantaged will be our focus.

# 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
12.8	29.8	7.7	49.4

#### Conclusions based on this data:

1. During the 2018-2019 school year we have ensured that all EL students are receiving both designated and integrated support. With that we hope to see more students re-designated and well developed.
2. We continue to work with the county and put a huge emphasis on the improvement and acceleration of our EL students.

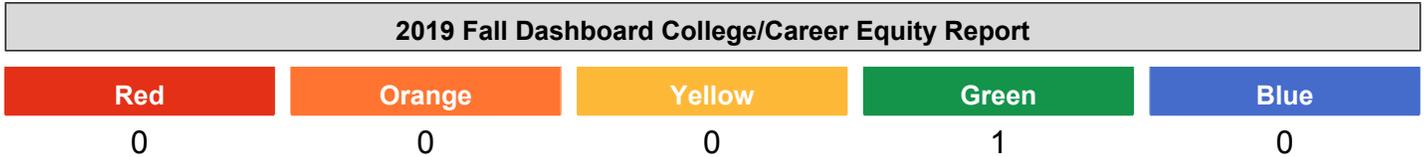
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  <p>Green</p> <p>35.9</p> <p>Increased +3.3</p> <p>329</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

**2019 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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**

<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
32.5 Prepared	32.5 Prepared	35.9 Prepared
31.5 Approaching Prepared	31.5 Approaching Prepared	26.4 Approaching Prepared
36 Not Prepared	36 Not Prepared	37.7 Not Prepared

**Conclusions based on this data:**

1. We need to support our EL students more in this area and ensure they have exposure to College and Career courses.
2. We also need to focus on all hispanic in this area while white students scored the highest.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

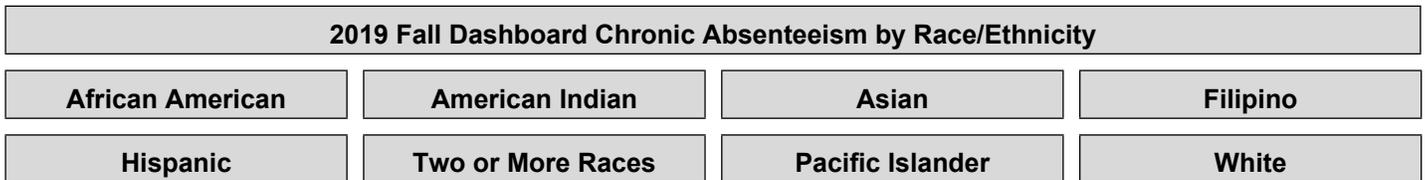
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

- 1.

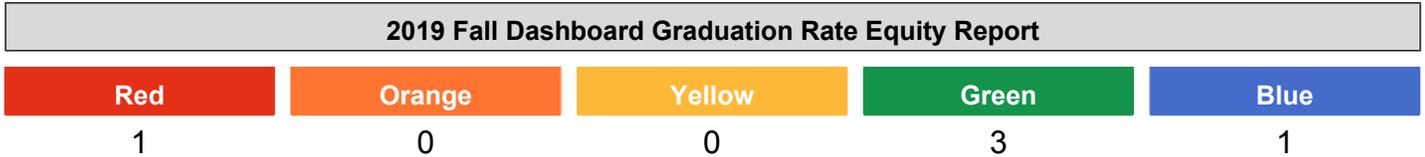
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  Green 94.2 Increased +1.5 330	<p><b>English Learners</b></p>  Green 89.3 Increased +3.4 75	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color 84.9 Increased +12.6 33	<p><b>Socioeconomically Disadvantaged</b></p>  Green 93.1 Increased +1.7 276	<p><b>Students with Disabilities</b></p>  Red 58.8 Declined -30.7 34

### 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 7	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #d9ead3; padding: 2px;">93.6</span> Increased +1.6 264	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Blue <span style="background-color: #d9ead3; padding: 2px;">95.2</span> Declined -1.7 42

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
92.7	94.2

**Conclusions based on this data:**

1. According to the data for graduation rate, our focus area is students with disabilities.
2. All areas showed improvement except students with disabilities.

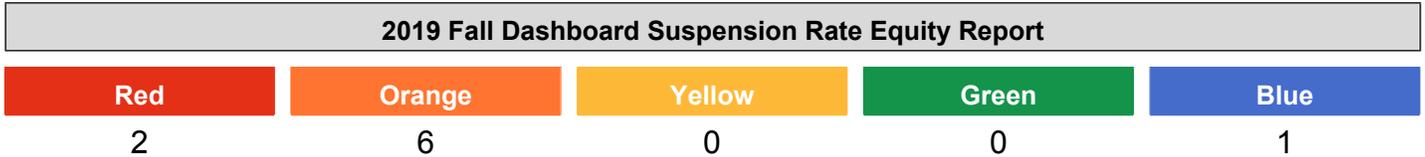
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  Orange 7.8 Increased +1.9 1659	<p><b>English Learners</b></p>  Orange 9.6 Increased +2.8 302	<p><b>Foster Youth</b></p>  No Performance Color 35.7 Increased +4.9 14
<p><b>Homeless</b></p>  Red 11.4 Increased +3.7 88	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 8.7 Increased +2 1364	<p><b>Students with Disabilities</b></p>  Orange 10.4 Declined -1 249

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

African American	American Indian	Asian	Filipino
 Red 21.6 Increased +14.4 51	 No Performance Color Less than 11 Students - Data 3	 Blue 0 Declined -3.3 33	 No Performance Color 0 Maintained 0 21
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.6 Increased +1.4 1303	 Orange 7.7 Increased +5.4 39	 No Performance Color Less than 11 Students - Data 2	 Orange 8.2 Increased +2.4 207

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.9	7.8

**Conclusions based on this data:**

1. Based on this report, our suspension rate is the lowest with our Asian students.
2. Our highest suspension rate continues to be students with disabilities. We need to focus on other means of correction. We have adopted Suite 360 to help with this intervention.

# 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

Maximize academic achievement of all students in order to perform at or above grade level in ELA and math; and reduce disparity in levels of achievement among low income, English Learners, and foster youth.

## Goal 1

Maximize academic achievement of all students in order to meet or exceed grade level in ELA and math by increasing the number of proficient students on the CAASPP by 5%. Our ELA met or exceeded goal would be 47% and math would be 21%. Furthermore reduce disparity in levels of achievement among low income, English Learners, and foster youth by 5%.

## Identified Need

We recognize that our 9th graders are in need of the most support across the board in attendance, grades, and discipline. If we focus on these areas it will assist us in meeting our Goal 1 when they are in 11th grade.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC/CAASP, STAR English and math, ELPAC	CAASPP ELA - 45%, Math - 20% met or exceeded	3-5% increase in all areas

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

## Strategy/Activity 1

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

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

9th Grade Students including at-risk students

### Strategy/Activity

1. All incoming 9th grade students will be invited to attend our Brave Camp. Training will be provided during Brave Camp by upper class students. Freshman orientation will be done virtually in small groups, giving all incoming 9th grade students information on the school and how to be successful.

### Proposed Expenditures for this Strategy/Activity

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

900

LCFF Supp/Con

## Strategy/Activity 2

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

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

9th and 10th grade at-risk students

Strategy/Activity

2. 9th grade math intervention programs: Lowest students are placed in Math 1A with a support math lab period. These students will then finish their Math 1 requirement by taking Math 1B in the 10th grade year. We will determine 9th graders' mathematical literacy/numeracy levels using STAR math. We will use assessments and data to identify student needs. The next lowest students will be placed in a Math 1 class with support of a lab class according to their need. This single year intervention will allow them to finish their Math 1 requirement. Students who fail a class can be offered a section the following year that has repeat students only, allowing specific strategies to reach this group.

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

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

## **Strategy/Activity 3**

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

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

All students, including EL and at-risk students

Strategy/Activity

3. Identify reading levels of students: We will analyze Renaissance Place data and apply appropriate literacy strategies, i.e. STAR reading.

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

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

## **Strategy/Activity 4**

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

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

4. All Gate/AP students

Strategy/Activity

4. Identify and support GATE/AP students and courses in ELA & Math: We will refresh the Honors/AP library of materials, help fund student field trips (substitutes, transportation, admissions, etc.) and support staff development opportunities for AP/honors teachers.

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

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

6,000

Title I

### **Strategy/Activity 5**

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

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

At-risk students including EL

#### Strategy/Activity

5. We will expand tutoring support through after school and department tutoring programs for students needing additional help in their core classes.

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

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

8,579

Title I

### **Strategy/Activity 6**

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

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

9th grade at-risk and EL students

#### Strategy/Activity

6. Continue current 9th grade intervention strategies: We will conduct home visits for students receiving two or more F's on their progress reports and improve the school website focusing on parent communication through individual teacher websites and SWIFT. We will utilize the A-G advisor to meet with 9th grade students who are in jeopardy of failing. We will continue the LINK program to increase attendance rates and decrease referrals.

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

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

### **Strategy/Activity 7**

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

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

All students who are credit deficient, including at-risk and EL students

#### Strategy/Activity

7. Provide an effective credit recovery program (APEX)

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

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

District Funded

### **Strategy/Activity 8**

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

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

At-risk students including EL students

Strategy/Activity

8. Continue and expand the AVID program. We will provide training for staff in AVID strategies and attendance at the annual AVID Summer Institute. Collaboration for the AVID team will be utilized.

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

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

5,500

Title I

### **Strategy/Activity 9**

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

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

At-risk and EL students

Strategy/Activity

9. Continue and improve reading and math intervention programs: Sections will be used for math and ELA intervention sections. All students will be assessed for reading and math levels quarterly using the STAR reading and math assessments. All staff will be provided access to the STAR reading assessment results and to the Accelerated Math program. Collaboration time will be provided for reading and math intervention teachers and for analysis of student reading and math scores for program identification. We will continue using the Reading Plus program.

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

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

8,625

Title I

### **Strategy/Activity 10**

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

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

At-risk and EL students

Strategy/Activity

10. We will continue to develop literacy intervention and support strategies across the curriculum. In addition, we will continue to increase student literacy rates through the implementation of interventions like PowerUp and ReadingPlus. Explicit literacy strategies will be provided to all classes with an emphasis on EL and LTEL students. Opportunities for conferences focused on literacy will be provided.

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 11**

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

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

At-risk students

Strategy/Activity

11. Fund FSA counselors to better meet the needs of our at-risk students

**Proposed Expenditures for this Strategy/Activity**

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

47,372

Title I

**Strategy/Activity 12**

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

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

All students including at-risk and EL students

Strategy/Activity

12. . Support student enrichment and increase attendance by holding seven Saturday School days

**Proposed Expenditures for this Strategy/Activity**

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

District Funded

**Strategy/Activity 13**

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

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

All students on an IEP or who are assessed to possibly receive services

Strategy/Activity

13. Fund substitutes for Individualized Education Plan Team meetings: IEP teams will meet at least yearly for each student on an IEP to discuss progress, the student's program and appropriateness of placement to make changes as necessary.

**Proposed Expenditures for this Strategy/Activity**

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

5,000

LCFF Supp/Con

**Strategy/Activity 14**

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

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

Freshmen and upper classmen

Strategy/Activity

14. We will continue Implementing the LINK Crew program where upperclassmen can be trained to mentor incoming freshmen. This program will provide support and promote safety and anti-bullying through activities such as orientation, academic and social followups, and leader initiated contacts.

**Proposed Expenditures for this Strategy/Activity**

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

3,891

LCFF Supp/Con

**Strategy/Activity 15**

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

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

All students

Strategy/Activity

15. Provide scholarships for the first 50 students to attend an SAT prep class

**Proposed Expenditures for this Strategy/Activity**

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

3,750

Title I

# Annual Review

**SPSA Year Reviewed: 2018-19**

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

## ANALYSIS

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

As far as tutoring, we found four teachers to do after school tutoring Monday through Thursday each week. Our Brave Camp has turned into a day put on by our LINK Leader students for incoming 9th graders which has been very successful. Overall, we needed to adjust a few activities but we are following all intended strategies. The SAT prep class was well attended and we will offer this again in the 2020-21 school year. Saturday Academy was well attended. We had between 80-200 students at each Saturday Academy offered. Many students in intervention classes using Reading Plus and Accelerated Math were able to test out and have an additional elective of choice added to their schedule.

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

We added additional hours for our FSA counselor for second semester due to student need.

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

For the second semester, 2019-2020 school year, in Math 1 we are offering an opportunity for 9th grade students to change the F or D they received first semester by attending 4 Saturday Academies as well as hours with their teacher outside of the school day to show mastery of the area which made them receive a poor grade. Due to COVID-19 students that were taking advantage of this opportunity were allowed to continue to the following school year. In the intervention classes for math and English, students who have shown improvement have been moved out into another elective which made room for students who needed additional assistance. We have also included this year celebrating students and staff who have perfect attendance with a luncheon celebrating their success in being here every day the first semester. We also may need to adjust who is teaching our APEX courses as those students interested in pursuing sports in college will need to receive the credit from a certificated teacher in the field of the class they are teaching. Otherwise, those are the major changes to this goal.

# 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

Promote effective communication among students, staff, community, and stakeholders.

## Goal 2

Promote effective communication among all stakeholders in order to increase parent involvement in decision making. Increase the number of home visits, positive phone calls, and social media communications by 5%.

## Identified Need

As our need continues to be with the 9th and 10th grade students, our focus of communication will be with those parents and students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent/student meetings, surveys, phone messages received	640 messages went out to parents during the 2018-19 school year from attendance office and admin office.	Focusing on 9th and 10th graders, Increase parent communication by 10% using SWIFTK12 and social media platforms.

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

## Strategy/Activity 1

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

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

All Students including at risk and EL students

### Strategy/Activity

We will utilize our website, SWIFT, Remind, social media, home visits, and Q to communicate with students, parents, and community.

### Proposed Expenditures for this Strategy/Activity

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

1,707	LCFF Supp/Con
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## Strategy/Activity 2

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

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

All Parents

Strategy/Activity

2. We will purchase the Suite360 parent component in order to help educate our parents on how to meet the social-emotional needs of their child(ren).

**Proposed Expenditures for this Strategy/Activity**

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

2,310

Title I Part A: Parent Involvement

**Strategy/Activity 3**

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

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

All Students

Strategy/Activity

3. Continue to post positive academic events in the Lompoc Record and on social media to share positive student results with the community

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 4**

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

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

All students including at-risk and EL students

Strategy/Activity

4. Parents, students, staff and community can receive information and give input at meetings such as PTSA, ELAC and SSC. Meeting times and locations will be communicated to stakeholders. Translation services are provided in order to support parent involvement in the decision making at LHS.

**Proposed Expenditures for this Strategy/Activity**

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

400

LCFF Supp/Con

1,932

Title I Part A: Parent Involvement

**Strategy/Activity 5**

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

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

All students

**Strategy/Activity**

5. Provide funding for meeting refreshments/snacks for the staff, students, and parent organizations throughout the year to encourage attendance

**Proposed Expenditures for this Strategy/Activity**

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

900

LCFF Supp/Con

**Strategy/Activity 6**

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

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

All Students

**Strategy/Activity**

6. Combine Open House, 8th Grade Parent Night, and Health Fair in order to improve parent participation

**Proposed Expenditures for this Strategy/Activity**

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

**Annual Review**

**SPSA Year Reviewed: 2018-19**

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

**ANALYSIS**

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

We continue to use Blackboard regularly and actually more than in the past to increase communication with all stakeholders. We also added Freshman Focus parent nights to educate parents on specific topics from outside resources, as well as provide access to login to Q/Zangle and talk to counselors or other stakeholders. We are in need of someone to keep up with updating the website as it has not been updated as much as I would like. We added an Administrative Dean to our team and website will be added to her caseload. In addition, we have started using school social media platforms to get info out to parent sin Spanish and English.

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

We are bringing in a food truck for 8th grade parent night/open house to try to get more parents to attend. There may be a budget implication for this.

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

We continue to update and obtain feedback from our three parent groups. Our ELAC committee continues to be active and provide us with topics and needs which we appreciate. We provide information about our SPSA to them along with other professional development as needed.

# 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

Develop capacity of all staff to meet the academic needs of all students

## Goal 3

Provide support for all staff in order to meet the academic needs of all students at Lompoc High School with the focus on support for 9th grade and special education.

## Identified Need

In order to support all 9th graders as well as the special education students, we will continue to support staff with professional development in this area.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of mini observations, leadership meetings, staff professional development, teachers in leadership roles	Other than DC's and WASC coordinators, not too many other staff took on leadership roles officially.	Increase the number of staff taking on leadership roles by 5%.

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

## Strategy/Activity 1

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

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

All students including at-risk and EL students

### Strategy/Activity

1. Identify appropriate staff development opportunities for staff to support instruction for at-risk students. Staff will notify administration when they are interested in professional development.

### Proposed Expenditures for this Strategy/Activity

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

24,500

Title I

4,036

LCFF Supp/Con

## Strategy/Activity 2

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

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

At-risk students

### Strategy/Activity

2. Provide core teachers time to collaborate in order to better adapt to CCSS and new curriculum and texts and to perform a needs assessment of materials, technology and training to meet the needs of all students including at risk students. During collaboration time they will also discuss student performance/success using data from various sources. We will also be looking at successful teaching strategies.

### Proposed Expenditures for this Strategy/Activity

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

2,000

Title I

### Strategy/Activity 3

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

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

All students including at-risk and EL students

### Strategy/Activity

3. Support LHS students and staff with materials and supplies to supplement their curriculum. Students should have materials to reinforce their academic, physical and social-emotional needs in the classroom. We will also give students access to field trips to enrich their learning (substitutes, transportation, admissions, etc.).

### Proposed Expenditures for this Strategy/Activity

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

77,536

Title I

18,778

LCFF Supp/Con

### Strategy/Activity 4

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

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

EL Students

### Strategy/Activity

4. Provide support for Constructing Meaning including release time for CM participants for planning and development. Annually conduct a Constructing Meaning Institute. Provide release time for CM trainers to conduct walk-throughs and provide feedback for participants. Provide follow-up support trainings for Constructing Meaning.

### Proposed Expenditures for this Strategy/Activity

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

10,000

Title I

### **Strategy/Activity 5**

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

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

All students including socio-economically disadvantaged, EL and at-risk students

#### Strategy/Activity

5. Continue to fund technology, materials, supplies, software and hardware for CCSS and supplemental programs in order to support instruction for all students including socio-economically disadvantaged, at-risk and EL students

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

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

37,168

Title I

5,363

LCFF Supp/Con

## **Annual Review**

### **SPSA Year Reviewed: 2018-19**

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

### **ANALYSIS**

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

Teachers continue to get professional development in areas such as special education and effective teaching strategies from SBCEO and from Bryan Harris, who was hired this year for the teachers. Teachers also have gone and will continue to attend PD outside of LUSD as it fits into their curriculum such as AVID, agriculture, advanced placement, Constructing Meaning, and Spanish.

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

No major changes at this time.

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

Bryan Harris continues to do PD for our teachers on relevance, relationships, rigor, engagement, and brain breaks. Also, one of our EL teachers left at semester so we have had a long-term substitute in that position. She will be receiving some PD from SBCEO. Our new bilingual paraprofessional will also be receiving training from SBCEO. In addition, during school closure from March-June staff were able to get additional PD from modules offered online.

# 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

Provide a safe and respectful learning environment for students and staff

## Goal 4

Provide a safe and respectful learning environment for students and staff with a focus on discipline for 9th graders to reduce referrals and suspensions by 10%.

## Identified Need

Reduce the number of discipline referrals and suspension for 9th graders by 10%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsions, suspensions, and referrals. Number of students in extra curricular, surveys, Bridge Academy for 9th graders	2018-19 school year 9th grade students: Referrals - 573(50% of all referrals all grades) 9th grade Suspensions - 142 (56% of all suspensions for all grades)	Decrease in number of discipline issues for 9th graders by 10%.

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

## Strategy/Activity 1

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

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

At-risk students

### Strategy/Activity

1. Continue the Joven Noble Character Development program to promote youth development, support and leadership enhancement

### Proposed Expenditures for this Strategy/Activity

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

2,000 LCFF Supp/Con

## Strategy/Activity 2

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

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

All Students including at risk and EL students

Strategy/Activity

2. Continue to offer the Every 15 Minutes program every other year to give students a real life scenario of the possibilities of drinking and driving.

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

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

## **Strategy/Activity 3**

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

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

All students

Strategy/Activity

3. The Safe School Plan was developed and revised by a team of educators and administrators. This team will meet annually and develop goals based on the needs of the school. A clear safety plan is in place and practiced to ensure the staff and students are aware of the protocol in case of an emergency.

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

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

## **Strategy/Activity 4**

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

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

All students

Strategy/Activity

4. As safety concerns arise, they will be addressed ASAP and if needed, materials will be purchased. Campus beautification will also be addressed and, when needed, items will be purchased. Campus beautification is an important topic as students and staff need to feel like their environment is one with pride.

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

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

1,000

LCFF Supp/Con

## Strategy/Activity 5

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

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

At risk students

### Strategy/Activity

5. Continue to institute Building Effective Schools Together (BEST) and Positive Behavioral Intervention (PBIS) practices school-wide to promote and reward positive behavior. Students will be recognized and rewarded for their positive behavior serving as a model for others.

### Proposed Expenditures for this Strategy/Activity

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

700

LCFF Supp/Con

## Strategy/Activity 6

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

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

All Students including at risk students

### Strategy/Activity

6. Provide additional hours for a campus supervisor

### Proposed Expenditures for this Strategy/Activity

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

22,409

LCFF Supp/Con

## Strategy/Activity 7

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

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

All students including at-risk students

### Strategy/Activity

7. Provide updated security cameras on campus.

### Proposed Expenditures for this Strategy/Activity

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

22,000

LCFF Supp/Con

## Strategy/Activity 8

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

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

All students

### Strategy/Activity

8. We will continue to implement the Alert, Lockdown, Inform, Counter, Evacuate (ALICE) model for our active intruder response protocol. We will purchase materials for training purposes as needed. We will continue to provide initial ALICE training and recertification to staff.

### Proposed Expenditures for this Strategy/Activity

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

5,000

LCFF Supp/Con

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

PTSA donated some money in order to help beautify our front area where most visitors enter. It was a much needed addition and project that looks beautiful. We also brought in an anti-bullying group from the Navy to talk to our students as well as have a BMX presentation which went over very well. We continue to monitor safety on campus using Go Guardian, security cameras, and Anonymous Alerts. We feel that the addition of these items has helped reduce safety incidents/concerns on campus

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

Joven Noble has not been implemented thus far. We hope to get some students interested. We are working with Allan Hancock College to have some guest speakers talk to some of our students who need some guidance in that area similar to Joven Noble. We also are working on our second phase to install security cameras to be installed over Spring Break. That would mean we would have 16 cameras installed and used daily. All of these items would have an impact on our budget included in this goal. These all would have budget implications attached.

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

We have altered our duty stations so we have adults located at lunch where we have students entering and exiting. With that, we locked more gates to ensure the students and visitors enter and

exit where we want them to. Unfortunately, due to COVID, Every 15 Minutes was moved to the following school year.

# 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

Reduce disparity in levels of achievement among English learners.

## Goal 5

Reduce disparity in levels of achievement among English learners and increase the number of reclassifications.

## Identified Need

Increase the number of reclassified fluent English proficient students by 10%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC, STAR reading, grades, dashboard	Currently we have 9 designated ELD sections for EL students.	After looking at ELPAC, STAR, and grades I hope to reclassify 10% more ELD students and ultimately have a need for fewer than 9 designated ELD sections next year.

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

## Strategy/Activity 1

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

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

All English Learner Students

### Strategy/Activity

1. Identify English Learners in classes and provide support to them. Use Q to identify EL students and support those English Learners to the fullest with supplies and materials. We will provide bilingual liaisons to translate all necessary documents as well as make phone calls home. We will support our neediest EL learners with instructional assistants.

### Proposed Expenditures for this Strategy/Activity

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

70,685

LCFF Supp/Con

## Strategy/Activity 2

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

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

All English Learner Students

### Strategy/Activity

2. Provide a coordinated and cohesive ELD program with support as needed for students, parents, and staff. We will provide necessary professional development for ELD teachers as well as supplies and materials. We will provide collaboration/release time for ELD instructors to modify and implement new curriculum and/or texts and to align ELD curriculum with Common Core. We will provide support for LTELS as needed.

### Proposed Expenditures for this Strategy/Activity

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

750

LCFF Supp/Con

## Strategy/Activity 3

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

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

EL students

### Strategy/Activity

3. Our LHS teachers teaching designated ELD and principal will meet with the Santa Barbara County EL specialist monthly to gain resources and tools in order to best meet the needs of our EL students. We will also continue to get support in the new curriculum from My Perspective ELD Companion.

### Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 4

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

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

EL students

### Strategy/Activity

4. Support our library and EL students by purchasing literature specifically for our EL learners

### Proposed Expenditures for this Strategy/Activity

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

500

Title I

### Strategy/Activity 5

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

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

EL Students

#### Strategy/Activity

5. We will provide tutoring support through after school tutoring programs for English Learners needing additional help in their classes.

#### Proposed Expenditures for this Strategy/Activity

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

1611

Title I

## Annual Review

### SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

We continue to reclassify our EL students if they show success in their coursework and tests. Our EL counselor has personally visited all EL classrooms to share what they need to do to be reclassified and to prepare for the ELPAC test they recently took in February. Teachers of EL specific courses are using state adopted curriculum. Countywide, Lompoc High has had the greatest number of RFEPS. We continue to make great strides in reclassifying our EL students.

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

Due to the number of newcomer students to LHS, we added an additional bilingual paraprofessional to assist those students in their core classes which brings us to three paraprofessionals.

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

Training has continued by SBCEO to all EL teachers and paraprofessionals. The paraprofessionals are scheduled on purpose to be available after school for the students.

# 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

## Goal 6

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# 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

## Goal 7

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# 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

## Goal 8

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 9

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 10

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$263,760
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$402,902.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF Supp/Con	165,519	0.00
Title I	233,141	0.00
Title I Part A: Parent Involvement	4,242	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supp/Con	165,519.00
Title I	233,141.00
Title I Part A: Parent Involvement	4,242.00

# School Site Council Membership

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

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

Name of Members	Role
Celeste Pico	Principal
Ryan Ostrander	Classroom Teacher
Michael Encke	Classroom Teacher
Sarah Barthel	Classroom Teacher
Erin Williams	Classroom Teacher
Tina Quinlan	Other School Staff
Tonya Baird	Parent or Community Member
Beth Corry	Parent or Community Member
Tony Nunes	Parent or Community Member
Anastacio Perez	Secondary Student
Atreyu Seay	Secondary Student
Eduardo Valdivia	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10-27-20.

Attested:



Principal, Celeste Pico on 10-27-20

SSC Chairperson, Michael Encke on 10-27-20

Lompoc High School Site Council Meeting Minutes

Date: October 27, 2020 Location: LHS Library

Starting Time: 3:33 PM Proposed Ending Time: 4:03 PM

Participants at the Meeting:

School Site Council members: Tonya Baird, Sarah Barthel, Beth Corry, Michael Encke, Ryan Ostrander, Celeste Pico, Tina Quinlan, Erin Williams, Reyna Arroyo (non-voting member) and Lea Holloway (non-voting member)

Absent: Tony Nunes, Anastacio Perez, Atreyu Seay and Eduardo Valdivia

<b>Agenda Item</b>	<b>Action Taken</b>	<b>Responsible Person</b>
<b>Call the meeting to order</b>	Meeting called to order at 3:33 p.m.	Pico, Principal
<b>Roll call</b>	Roll was taken and introductions were made	Pico, Principal
<b>Changes/additions to the agenda</b>	None	Pico, Principal
<b>Approval of Minutes none</b>	No minutes were approved at this meeting.	Pico, Principal
<b>Public Comment</b>	None	Pico, Principal
<b>Reports</b> Principal Students	<p>Mrs. Pico reported that we are in the midst of planning the next steps in our learning environment. Two weeks ago the Board approved secondary schools to return on January 26. There were three options on what that would look like and a survey went out to parents. LHS is sending a message out tonight to give better explanation of those three options and the survey link will be included. It has been confusing for many.</p> <p>Band, dance and athletes are currently practicing and following all guidelines. Students have been great at following the rules.</p> <p>We have held a few parent forums and a Coffee with the Principal. Communication has been tricky with our new communication system and we are working on it. There have been a few Saturday Academies and after school tutoring. Bilingual IA's are here helping students daily. Administrators and other staff have also made about 300 home visits so far this year. We are trying to offer as many opportunities as possible to engage students and give them support. Mr. Encke said he has taught at both Saturday Academies and the students who are attending are working hard.</p> <p>Mrs. Pico praised teachers for their hard work. She has gone into many classrooms and they are doing their jobs. Mrs. Corry said teachers are doing an outstanding job teaching and reaching out to students to help them.</p> <p>No students were present to give reports.</p>	Pico, Principal  Student Reps
<b>Old Business</b> None	There was no old business.	Pico, Principal
<b>New Business</b> Chairperson Selection SPSA	<p>Mrs. Pico asked if anyone was interested in being the School Site Council Chairperson. Mike Encke was selected.</p> <p>Members were emailed the goals for the 2020-21 SPSA to review and give input. Mrs. Pico went over each goal, explained its intent and asked if there were any questions or concerns.</p> <p>Mrs. Baird thinks communication has been great this year but wishes information would be put on Parent Connect. She does not feel the district's website is helpful.</p>	Pico, Principal

	<p>Mrs. Williams asked if parents are receiving attendance calls now, to which Mrs. Pico said they were supposed to start yesterday. Mrs. Corry said her student was absent yesterday, but she did not receive a call.</p> <p>Mr. Ostrander asked if messages could go out as text messages as well. Mrs. Pico explained the school is doing more of this as it is the most effectual mode of communication at this time.</p> <p>Mr. Encke asked how referrals have been with distance learning. They have been minimal. Mrs. Baird asked how a student could get a referral at this time to which Mrs. Pico talked about inappropriate behavior. Ms. Quinlan asked the teachers if they were seeing behaviors without giving referrals where they would normally give one during in-person learning. Teachers were not seeing behavior issues as much.</p> <p>Mr. Encke stated he has English Learners in two classes and has support for them which is helping.</p> <p>Mrs. Barthel asked if there was support set up for those students who choose the hybrid option in January. If we don't reopen would students who chose the hybrid schedule learn from home on that hybrid schedule? Mrs. Corry said she heard we could not open until the county is out of the red level. Mrs. Pico said the district is following the county's direction and things are happening/changing on a daily basis.</p> <p>Mrs. Barthel asked if the progress report issue was being discussed where some parents felt that by the time progress reports were sent home it was too late to fix the issue. Mrs. Pico stated it would be talked about again at the next Leadership meeting but that we could not make changes for the current quarter.</p> <p>Mr. Encke made a motion to accept the SPSA as written, with a second by Tonya Baird. All approved.</p>	
<b>Adjournment</b>	The meeting was adjourned at 4:03 p.m. It was noted that the next meeting will be on November 17, 2020. Ms. Holloway will send out a list of future meeting dates.	Pico, Principal

Lompoc High School Site Council Meeting Minutes

Date: January 13, 2020 Location: LHS Library

Starting Time: 3:30 PM Proposed Ending Time: 4:15 PM

Participants at the Meeting:

School Site Council members: Elizabeth Alvarez, Tonya Baird, Paul Bommersbach, Michael Encke, Tony Nunes, Bea Reynolds, Dawn Thomas, Erin Williams and Reyna Arroyo (non-voting member)

Absent: Andreas Costa, Ryan Ostrander, Paloma Pacheco, Haylee Walters and Lea Holloway (non-voting member)

<b>Agenda Item</b>	<b>Action Taken</b>	<b>Responsible Person</b>
<b>Call the meeting to order</b>	Meeting called to order at 3:32 p.m.	Nunes, Chairperson
<b>Roll call</b>	Roll was taken	Nunes, Chairperson
<b>Changes/additions to the agenda</b>	None	Nunes, Chairperson
<b>Approval of Minutes November 12, 2019</b>	A motion was made by Mike Encke and seconded by Liz Alvarez to approve the November 12, 2019 minutes as written. The council approved.	Nunes, Chairperson
<b>Public Comment</b>	None	Nunes, Chairperson
<b>Reports</b> Principal Students	<p>Mr. Bommersbach announced the WASC report was released and it was a positive visit. AP testing was coming up and will be online this year.</p> <p>The Bridge program has been very successful this year. 12 of the 14 students are on track to be 11<sup>th</sup> graders in the fall.</p> <p>We will be hiring an additional bilingual instructional aide and now have an additional Family Service Agency counselor two days per week as requested in previous SSC meetings.</p> <p>No students were present to give reports.</p>	<p>Bommersbach, Principal</p> <p>Student Reps</p>
<b>Old Business</b> SPSA/Budget	Mr. Bommersbach noted the school received an additional \$44,566 in Title I funds after first interim. A motion was made by Mike Encke and seconded by Dawn Thomas to add this money to Goal 3, Action 3. The council approved.	Nunes, Chairperson
<b>New Business</b> SPSA Input Form for Parents Math Department Report	<p>Mr. Bommersbach explained the purpose of the LCAP/SPSA input form. He gave all three parent representatives a copy and asked them to fill it out to give input on what should be in the 2020-2021 plan.</p> <p>Mr. Encke gave a report on the math department. He gave an overview of all math courses offered and handed out a rubric for all modules. He noted that math teachers teaching alike courses collaborate regularly. Tutoring is available for math after school.</p>	Nunes, Chairperson
<b>Adjournment</b>	The meeting was adjourned at 4:19 p.m., and it was noted that the next meeting will be on February 11, 2020.	Nunes, Chairperson