

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	5/19/2021	

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.5%	0.6%	3	8	10
African American	3.05%	2.26%	2.3%	48	36	37
Asian	2.1%	2.26%	2.0%	33	36	33
Filipino	1.27%	1.13%	0.9%	20	18	14
Hispanic/Latino	78.27%	79.62%	79.5%	1,232	1,266	1,292
Pacific Islander	0.13%	0.06%	0.3%	2	1	4
White	12.71%	11.82%	12.6%	200	188	205
Multiple/No Response	%	0%	1.9%		37	31
	Total Enrollment			1,574	1,590	1,626

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	465	516	476
Grade 10	381	358	455
Grade 11	386	349	358
Grade 12	342	367	337
Total Enrollment	1,574	1,590	1,626

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	241	225	161	15.3%	14.2%	9.9%
Fluent English Proficient (FEP)	618	625	691	39.3%	39.3%	42.5%
Reclassified Fluent English Proficient (RFEP)	136	27	89	38.9%	11.2%	39.6%

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
9	15.69	10.00	70.59	67.50	13.73	22.50	102	80
10	28.24	10.53	62.35	70.18	*	19.30	85	57
11	43.42	10.81	46.05	78.38	*	10.81	76	37
12	37.25	0.00	50.98	75.00	*	25.00	51	36
All Grades	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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,590	75.8	14.2	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	225	14.2
Foster Youth	7	0.4
Homeless	68	4.3
Socioeconomically Disadvantaged	1,206	75.8
Students with Disabilities	239	15.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	2.3
American Indian	8	0.5
Asian	36	2.3
Filipino	18	1.1
Hispanic	1,266	79.6
Two or More Races	37	2.3
Pacific Islander	1	0.1
White	188	11.8

Conclusions based on this data:






- 1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

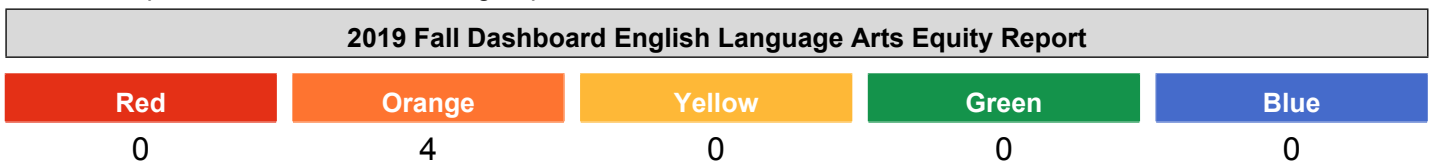
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

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

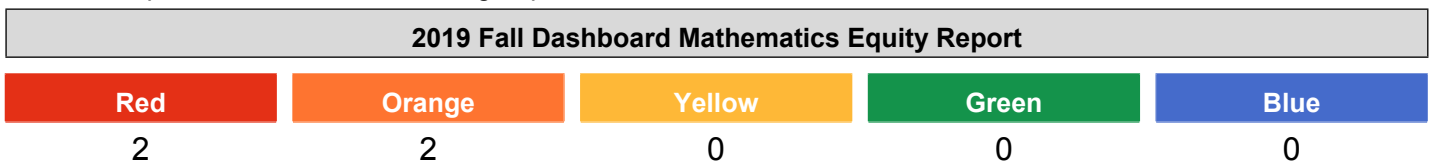
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 108.5 points below standard Declined -11.7 points 340	<p>English Learners</p> Red 168.3 points below standard Declined -6.4 points 96	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 162.9 points below standard 11	<p>Socioeconomically Disadvantaged</p> Red 120.6 points below standard Declined -10.3 points 271	<p>Students with Disabilities</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 133.1 points below standard 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 113.2 points below standard Declined -6.9 points 256	 No Performance Color 80.2 points below standard 14		 Orange 82.5 points below standard 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
207.5 points below standard Declined Significantly -15.3 points 33	147.8 points below standard Declined Significantly -41.9 points 63	103.9 points below standard Declined -12.9 points 150

Conclusions based on this data:

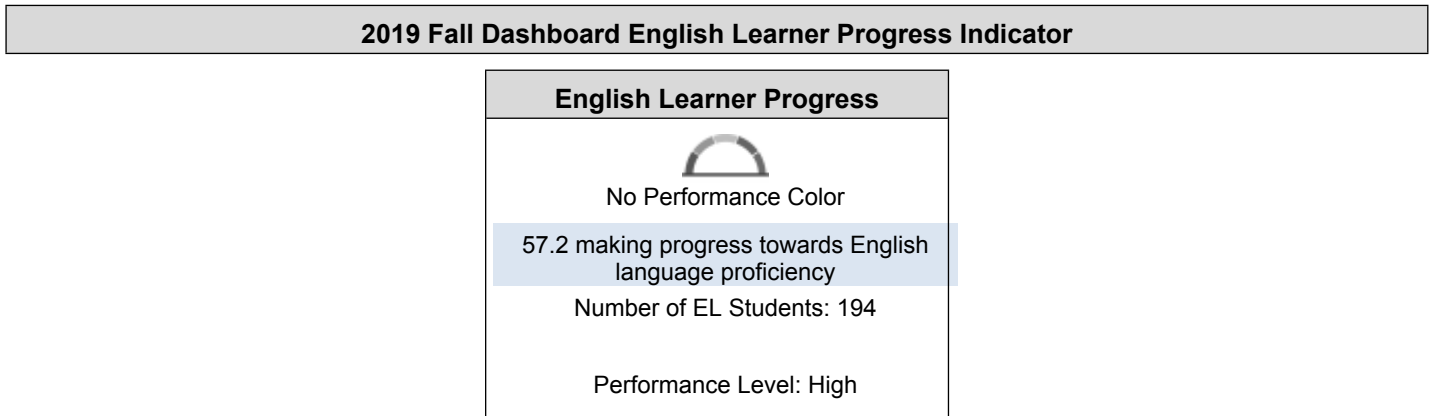
1. Similar to ELA, EL and socioeconomically disadvantaged will be our focus.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

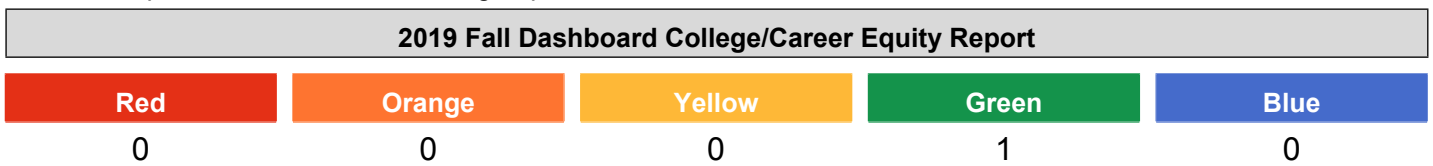
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

African American	American Indian	Asian	Filipino
 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
Hispanic	Two or More Races	Pacific Islander	White
 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

Class of 2017	Class of 2018	Class of 2019
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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

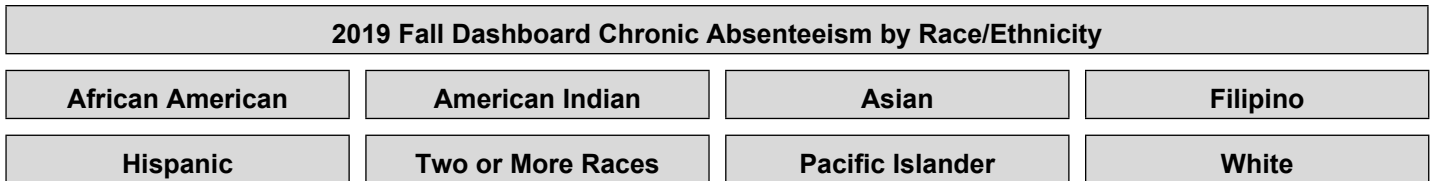
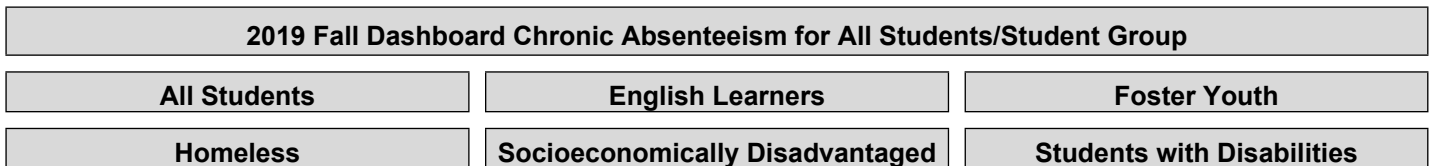
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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

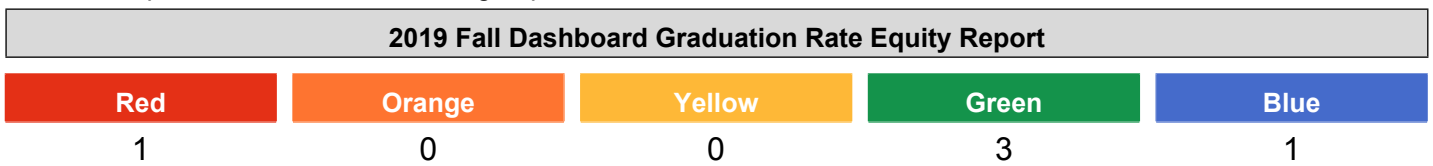
Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

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 93.6 Increased +1.6 264	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Blue 95.2 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

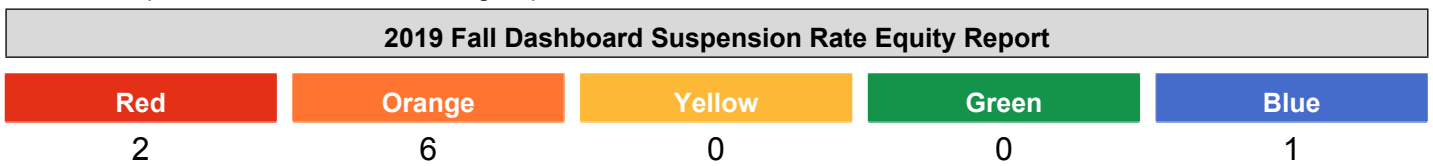
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

500

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)

All students including at-risk students

Strategy/Activity

4. All students will receive an agenda book to help promote organization, time management, and good study habits.

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 5

Students to be Served by this Strategy/Activity

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

All Gate/AP students

Strategy/Activity

5. 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 6

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

6. 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 7

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

7. 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 8

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

8. 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 9

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

9. 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 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. 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 intervention software.

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.

39,125

Title I

Strategy/Activity 11

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

11. 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. 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 12

Students to be Served by this Strategy/Activity

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

At-risk students

Strategy/Activity

12. 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 13

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

13. . 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 14

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

14. 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 15

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

15. 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 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

16. Provide scholarships for the first 50 students to attend each 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: 2020-21

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

1. We will utilize our website, Parent Square, 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

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 a social-emotional learning 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

1,401

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: 2020-21

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.

21,000	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.

5,000

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.

24,536

Title I

8,778

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
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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.

18,230	Title I
4,637	LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2020-21

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.

23,021

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. 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: 2020-21

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. Sections will be used for ELD.

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.

105,223	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 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.

1,611

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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
------------------	-------------------------	------------------

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	\$367,957.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	196,703	0.00
LCFF Supp/Con	167,543	0.00
Title I Part A: Parent Involvement	3,711	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supp/Con	167,543.00
Title I	196,703.00
Title I Part A: Parent Involvement	3,711.00

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 5/19/2021.

Attested:



Principal, Celeste Pico on 5/20/21



SSC Chairperson, Michael Encke on 5/20/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Lompoc High School Site Council Meeting Minutes

Date: May 19, 2021 Location: LHS Library

Starting Time: 2:00 PM Proposed Ending Time: 2:45 PM

Participants at the Meeting:

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

Absent: Anastacio Perez, Atreyu Seay, Eduardo Valdivia and Reyna Arroyo (non-voting member)

Agenda Item	Action Taken	Responsible Person
Call the meeting to order	Meeting called to order at 2:05 p.m.	Encke, Chairperson
Roll call	Roll was taken.	Encke, Chairperson
Changes/additions to the agenda	None	Encke, Chairperson
Approval of Minutes April 28, 2021	A motion was made by Tony Nunez to accept the minutes with corrections. Beth Corry seconded. Minutes were approved as corrected. Correction: Sarah Barthel asked if a student had low English speaking skills could take a math in a dual-immersion class to better understand it.	Encke, Chairperson
Public Comment	None	Encke, Chairperson
Reports Principal Students	Mrs. Pico reported that work has begun on the master schedule for the 2021-2022 school year. We will be getting more teachers due to the increased enrollment. The governor is not supporting distance learning next year. Beth Corry asked if we would be requiring staff and students to be vaccinated. A discussion ensued regarding vaccinations, wearing masks, etc. No students were in attendance to give a report.	Pico, Principal Student Reps
Old Business SPSA/Budget	A revised copy of the 2021-2022 goals was emailed to members in advance with budget numbers inputted and changes made from the previous meeting's input. Mrs. Pico went over each page. Council members asked questions, requested clarification and gave input and observations throughout the review. A motion was made by Sarah Barthel to approve the SPSA as presented with updates. Beth Corry seconded the motion. The motion passed unanimously.	Encke, Chairperson Pico, Presenter
New Business None	None	Encke, Chairperson
Adjournment	As this was the final School Site Council for the year, it was noted who was at the end of their term. Those people were thanked for their service and encouraged to resubmit their name for next year. The meeting was adjourned at 2:44 p.m.	Encke, Chairperson