School Year: **2022-23**

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	5/24/2022	

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 1,725 students with 70.0% being socioeconomically disadvantaged and 9.7% 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 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. 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, classes are equipped with document cameras, LCD projectors, interactive projectors and TV's, 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 and concurrent 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
Parent Square Notification Service
Career Center support & Resources
Concurrent College Classes with AHC
Counselor Referral to the Community Agencies
Coordination of Student Services Team
Community Outreach Consultant/DPS
English Language Development
EquityLab partnership
Family Service Agency Counseling
Health Services
Home Visits Intervention
Honor Classes
Independent Study Program
Homebound Instruction
School Psychological Services
SEL Counselor
Social Worker
Special Education Classes
Speech Therapy Services
STOP-it Bully App
Student Study Team
Title I Services
Tutoring
UCSB DCAC Counselor
Wellness Center
Work Experience Education

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, CA School Staff Survey for teachers, Graduation Survey for former students, CA School - Parent Survey for parents and the school, district student/parent safety survey sent in first day packets, and a district-wide climate survey. 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 data as a measure to place students appropriately. LHS has recently implemented Orenda Unit Assessments to prepare students and collect data using the DRS process to inform instruction and reflect on practice. The Illuminate platform is being used to create assessments. Many department are using common formative assessments to discuss student progress and modify instruction. Additionally we are no longer using STAR and have adopted and fully implemented NWEA Mapping.

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 Schol 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. Additionally LUSD has implemented district wide PD collaborating with our equity partner Orenda to provide an equitable system to accelerate learning and address the achievement gap.

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 and our Orenda partner.

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. Departments are allowed additional time as needed to collaborate and work with site and district alike departments.

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 (2020/2021) Williams Act document review, Lompoc High School is in compliance with the availability of textbooks and materials for students. We do not foresee any issues with textbooks/materials.

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 and annually have trainings on adopted curriculum. Science is in their second year of adoption and will continue to receive training from the publisher. Social Studies continues to receive training and support from the publisher and County Office of Education.

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 March 2021.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:
September 23 - Membership, reflections, fundraising, Coffee with the Principal date, future meeting dates/times
January 27 - Reflections, fundraising, Coffee with the Principal date, PTSA senior scholarship, campus cleanup
March 29 - Art reception, teacher appreciation, campus cleanup, 22/23 nominations
June 7 - Membership, bills/receipts, farewells

SSC:
October 4 - Elect chairperson, principal and student reports, SPSA - how it works, their role, reviewed goals/budget

November 30 - Principal and student reports, voted on changes to SPSA, School Safety Plan presentation, SEL Presentation, discussion and input on parent involvement goals
February 22 - Principal and student reports, introduction of new School Resource Officer, approved revisions to SPSA, asked to bring recommendations for 2022-23 SPSA Goals 1-3 to next meeting
March 22 - Principal and student reports, reviewed SPSA and budget changes and approved revisions, asked to bring recommendations for 2022-23 SPSA Goals 4-5 to next meeting
April 26 - Principal and student reports, reviewed SPSA goals and asked for input on 2022-2023 SPSA with a plan to approve SPSA at the next meeting,
May 24 - Principal and student reports, approval of 2022-2023 SPSA, thanked outgoing SSC members

ELAC:
September 14 - Presentation by bilingual paraeducator, presentation on the LHS Career Center, presentation by MESA advisor regarding DCAC, ELAC president nominations, role of ELAC, school to parent communications, student email and google classrooms, programs available for 11th and 12th graders, upcoming parent information meetings
November 18 - Presentation on YOUR Place, emergency drills, availability of tutoring, safety plan presentation, student attendance, college applications
February 1 - ELPAC presentation, Dept of Rehabilitation presentation, safety survey results, summer school, FAFSA deadlines, ELPAC testing and reclassification
April 12 - Every 15 Minutes program, graduation and college requirements, Family Night Carnival, Parent Square, advisory class, summer school
May 21 - Ballet Folkloric presentation, CAASPP and AP testing, graduation, requests for presentations for next year, presentation of awards to all students who were reclassified as English proficient

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.5%	0.6%	0.41%	8	10	7
African American	2.26%	2.3%	2.55%	36	37	44
Asian	2.26%	2.0%	1.97%	36	33	34
Filipino	1.13%	0.9%	0.81%	18	14	14
Hispanic/Latino	79.62%	79.5%	80.46%	1,266	1,292	1388
Pacific Islander	0.06%	0.3%	0.17%	1	4	3
White	11.82%	12.6%	11.83%	188	205	204
Multiple/No Response	2.33%	1.9%	1.80%	37	31	31
			Total Enrollment	1,590	1,626	1725

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	516	476	616
Grade 10	358	455	367
Grade 11	349	358	369
Grade 12	367	337	373
Total Enrollment	1,590	1,626	1,725

Conclusions based on this data:

1. Due to a variety of reasons including school of choice applicants and lack of transportation; LHS enrollment has increased the past 4 years.

2. The freshmen class continues to grow each year, some of this is a reflection of "repeat" freshmen due to failing classes. We have recently adjusted our student management system so that students are not retained by grade level. They will present as current year in school.

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%	9.90%
Fluent English Proficient (FEP)	618	625	691	39.3%	39.3%	42.50%
Reclassified Fluent English Proficient (RFEP)	136	27	73	38.9%	11.2%	4.50%

Conclusions based on this data:

1. The number of EL students continues to decrease.

2. The number of reclassified students increased dramatically. This is due to an increase in intervention, and additional bilingual paraeducator staffing.

3. The implementation of an EL counselor was also a key factor in RFEP numbers.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	333	348	326	325	343	9	325	343	9	97.6	98.6	2.8
All Grades	333	348	326	325	343	9	325	343	9	97.6	98.6	2.8

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2563.	2554.	*	12.62	8.75	*	32.31	32.07	*	31.38	31.20	*	23.69	27.99	*
All Grades	N/A	N/A	N/A	12.62	8.75	*	32.31	32.07	*	31.38	31.20	*	23.69	27.99	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.46	15.16	*	52.62	50.15	*	28.92	34.69	*
All Grades	18.46	15.16	*	52.62	50.15	*	28.92	34.69	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	19.08	15.16	*	52.00	57.43	*	28.92	27.41	*
All Grades	19.08	15.16	*	52.00	57.43	*	28.92	27.41	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	12.31	13.12	*	68.31	63.85	*	19.38	23.03	*
All Grades	12.31	13.12	*	68.31	63.85	*	19.38	23.03	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	24.00	16.91	*	53.23	55.69	*	22.77	27.41	*
All Grades	24.00	16.91	*	53.23	55.69	*	22.77	27.41	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 data is available for 2019-2021 due to COVID-19. The data for 21/22 is currently embargoed.

2. Preliminary 21/22 CAASPP data show continued growth in ELA.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	333	348	326	325	341	6	325	341	6	97.6	98	1.8
All Grades	333	348	326	325	341	6	325	341	6	97.6	98	1.8

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2529.	2518.	*	4.62	2.93	*	15.08	12.32	*	24.00	27.86	*	56.31	56.89	*
All Grades	N/A	N/A	N/A	4.62	2.93	*	15.08	12.32	*	24.00	27.86	*	56.31	56.89	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	10.15	6.45	*	26.15	25.22	*	63.69	68.33	*
All Grades	10.15	6.45	*	26.15	25.22	*	63.69	68.33	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	4.92	3.23	*	45.85	48.97	*	49.23	47.80	*
All Grades	4.92	3.23	*	45.85	48.97	*	49.23	47.80	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	7.69	6.45	*	55.69	53.37	*	36.62	40.18	*
All Grades	7.69	6.45	*	55.69	53.37	*	36.62	40.18	*

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No new data for 2019-2021 due to COVID19

2. Preliminary 21/22 math CAASPP data continues to show a decline in math scores when comparing the 8th grade and 11th grade cohorts.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1527.9	1535.0	1521.7	1516.1	1525.1	1508.7	1539.3	1544.4	1534.2	102	80	46
10	1565.1	1546.7	1545.3	1565.8	1541.2	1534.4	1563.9	1551.7	1555.6	85	57	55
11	1556.9	1560.1	1531.4	1553.6	1549.9	1517.9	1559.7	1569.6	1544.5	76	37	19
12	1536.8	1508.8	1550.9	1528.5	1501.3	1542.9	1544.7	1515.8	1558.3	51	36	17
All Grades										314	210	137

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	15.69	21.25	10.87	45.10	28.75	19.57	22.55	28.75	50.00	16.67	21.25	19.57	102	80	46
10	41.18	22.81	12.96	28.24	35.09	35.19	18.82	22.81	37.04	*	19.30	14.81	85	57	54
11	42.11	16.22	0.00	38.16	37.84	38.89	*	29.73	44.44	*	16.22	16.67	76	37	18
12	43.14	13.89	12.50	23.53	33.33	37.50	*	25.00	31.25	*	27.78	18.75	51	36	16
All Grades	33.44	19.52	10.45	35.35	32.86	30.60	16.88	26.67	41.79	14.33	20.95	17.16	314	210	134

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	34.31	33.75	15.22	35.29	26.25	36.96	17.65	21.25	30.43	12.75	18.75	17.39	102	80	46
10	56.47	38.60	31.48	22.35	28.07	33.33	*	14.04	25.93	*	19.30	9.26	85	57	54
11	63.16	29.73	11.11	25.00	40.54	55.56	*	13.51	22.22	*	16.22	11.11	76	37	18
12	50.98	30.56	25.00	31.37	30.56	50.00	*	11.11	6.25	*	27.78	18.75	51	36	16
All Grades	50.00	33.81	22.39	28.66	30.00	39.55	10.19	16.19	24.63	11.15	20.00	13.43	314	210	134

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	1.25	6.52	35.29	36.25	10.87	33.33	30.00	47.83	26.47	32.50	34.78	102	80	46
10	23.53	8.77	7.41	32.94	31.58	25.93	21.18	33.33	35.19	22.35	26.32	31.48	85	57	54
11	17.11	8.11	0.00	39.47	29.73	16.67	26.32	40.54	44.44	17.11	21.62	38.89	76	37	18
12	25.49	5.56	0.00	21.57	16.67	12.50	*	44.44	68.75	33.33	33.33	18.75	51	36	16
All Grades	16.24	5.24	5.22	33.44	30.48	17.91	26.11	35.24	44.78	24.20	29.05	32.09	314	210	134

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	38.24	11.25	4.35	44.12	60.00	63.04	17.65	28.75	32.61	102	80	46
10	50.59	12.28	11.11	38.82	66.67	66.67	*	21.05	22.22	85	57	54
11	53.95	5.41	0.00	32.89	62.16	66.67	*	32.43	33.33	76	37	18
12	39.22	2.78	0.00	47.06	52.78	68.75	*	44.44	31.25	51	36	16
All Grades	45.54	9.05	5.97	40.45	60.95	65.67	14.01	30.00	28.36	314	210	134

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	47.06	56.25	56.52	41.18	28.75	23.91	11.76	15.00	19.57	102	80	46
10	56.47	61.40	68.52	36.47	17.54	16.67	*	21.05	14.81	85	57	54
11	76.32	62.16	62.50	*	24.32	18.75	*	13.51	18.75	76	37	16
12	72.55	66.67	81.25	*	8.33	6.25	*	25.00	12.50	51	36	16
All Grades	60.83	60.48	65.15	29.30	21.43	18.18	9.87	18.10	16.67	314	210	132

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	7.50	13.04	52.94	48.75	43.48	40.20	43.75	43.48	102	80	46
10	28.24	15.79	16.67	34.12	50.88	42.59	37.65	33.33	40.74	85	57	54
11	*	5.41	0.00	59.21	62.16	55.56	27.63	32.43	44.44	76	37	18
12	*	5.56	6.25	35.29	50.00	56.25	45.10	44.44	37.50	51	36	16
All Grades	16.24	9.05	11.94	46.50	51.90	46.27	37.26	39.05	41.79	314	210	134

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	15.69	10.00	0.00	70.59	67.50	75.56	13.73	22.50	24.44	102	80	45
10	28.24	10.53	1.85	62.35	70.18	83.33	*	19.30	14.81	85	57	54
11	43.42	10.81	16.67	46.05	78.38	66.67	*	10.81	16.67	76	37	18
12	37.25	0.00	12.50	50.98	75.00	75.00	*	25.00	12.50	51	36	16
All Grades	29.30	8.57	4.51	59.24	71.43	77.44	11.46	20.00	18.05	314	210	133

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Access to LTEL's for testing has become more difficult due to COVID 19. WE saw a decline in the number of students taking the ELPAC

2. 21/22 ELPAC data reflects 37 students RFEP.

School and Student Performance Data
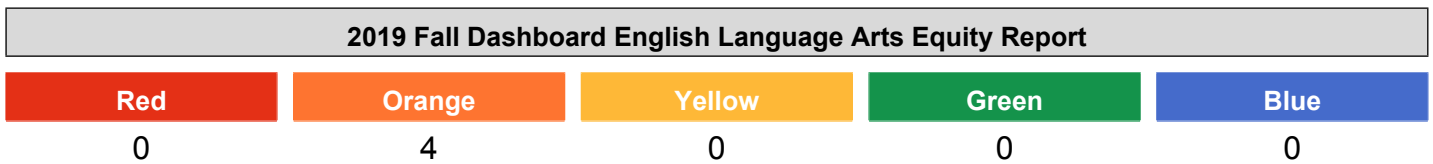
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1626	**71.0**	**9.9**	**0.9**
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	161	9.9
Foster Youth	14	0.9
Homeless	24	1.5
Socioeconomically Disadvantaged	1154	71.0
Students with Disabilities	259	15.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	2.3
American Indian or Alaska Native	10	0.6
Asian	33	2.0
Filipino	14	0.9
Hispanic	1292	79.5
Two or More Races	31	1.9
Native Hawaiian or Pacific Islander	4	0.2
White	205	12.6

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
27.9 points below standard	75.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.5 points	Increased ++14.7 points	1
343	97	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
93 points below standard	35.6 points below standard	128.5 points below standard
11	Maintained -1.9 points	Increased ++11.5 points
	274	45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
41 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
14		10	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
30.8 points below standard	12.4 points above standard	0 Students	17.1 points below standard
Declined -5.2 points	14		Declined Significantly -44.4 points
259			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	52 points below standard	25.6 points below standard
Maintained ++0.6 points	Declined Significantly -15.8 points	Declined Significantly -16.2 points
34	63	151

Conclusions based on this data:

1. Our focus will be on our EL students and then socioeconomically disadvantaged.

2. 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

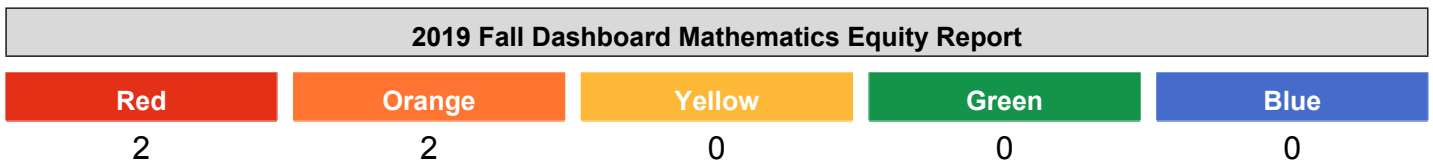## Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	0	0	0

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
133.1 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
14		10	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Orange
113.2 points below standard	80.2 points below standard		82.5 points below standard
Declined -6.9 points	14		Declined Significantly -48.4 points
256			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	147.8 points below standard	103.9 points below standard
Declined Significantly -15.3 points	Declined Significantly -41.9 points	Declined -12.9 points
33	63	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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
57.2 making progress towards English language proficiency
Number of EL Students: 194
Performance Level: High
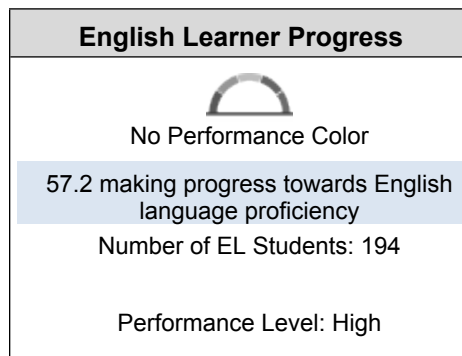
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	312	100
African American	9	2.9
American Indian or Alaska Native	2	0.6
Asian	3	1
Filipino	8	2.6
Hispanic	242	77.6
Native Hawaiian or Pacific Islander	1	0.3
White	41	13.1
Two or More Races	6	1.9
English Learners	62	19.9
Socioeconomically Disadvantaged	269	86.2
Students with Disabilities	55	17.6
Foster Youth	7	2.2
Homeless	27	8.7

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	10	3.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	7	2.9
Native Hawaiian or Pacific Islander		
White	2	4.9
Two or More Races		
English Learners	1	1.6
Socioeconomically Disadvantaged	7	2.6
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	78	25
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	62	25.6
Native Hawaiian or Pacific Islander		
White	10	24.4
Two or More Races		
English Learners	10	16.1
Socioeconomically Disadvantaged	64	23.8
Students with Disabilities	4	7.3
Foster Youth		
Homeless	5	18.5

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	81	26
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	55	22.7
Native Hawaiian or Pacific Islander		
White	18	43.9
Two or More Races		
English Learners	4	6.5
Socioeconomically Disadvantaged	61	22.7
Students with Disabilities	0	0
Foster Youth		
Homeless	2	7.4

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	26	8.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	18	7.4
Native Hawaiian or Pacific Islander		
White	5	12.2
Two or More Races		
English Learners	2	3.2
Socioeconomically Disadvantaged	19	7.1
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	93	29.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	65	26.9
Native Hawaiian or Pacific Islander		
White	18	43.9
Two or More Races		
English Learners	4	6.5
Socioeconomically Disadvantaged	70	26
Students with Disabilities	1	1.8
Foster Youth		
Homeless	8	29.6

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	70	22.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	45	18.6
Native Hawaiian or Pacific Islander		
White	17	41.5
Two or More Races		
English Learners	2	3.2
Socioeconomically Disadvantaged	49	18.2
Students with Disabilities	0	0
Foster Youth		
Homeless	5	18.5

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	19	6.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	18	7.4
Native Hawaiian or Pacific Islander		
White	1	2.4
Two or More Races		
English Learners	4	6.5
Socioeconomically Disadvantaged	16	5.9
Students with Disabilities	1	1.8
Foster Youth		
Homeless	1	3.7

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.
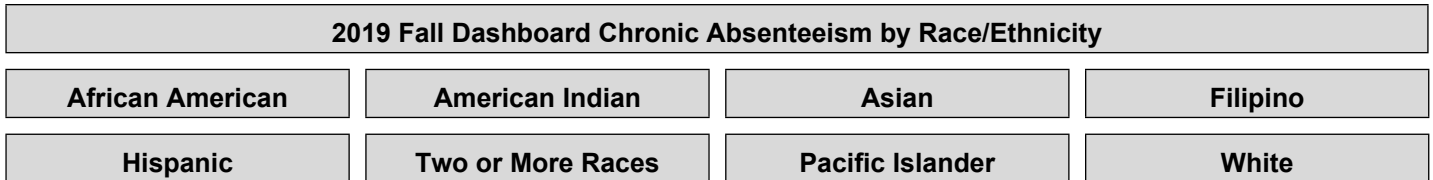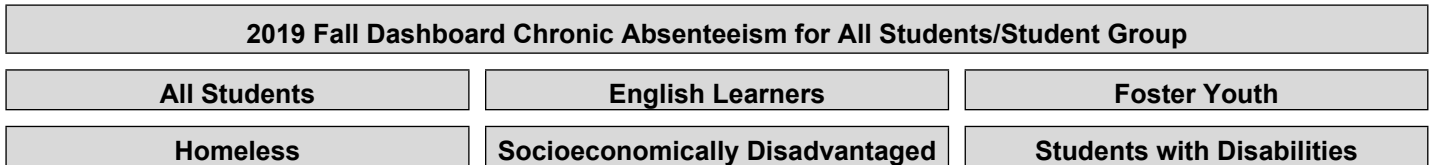
2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

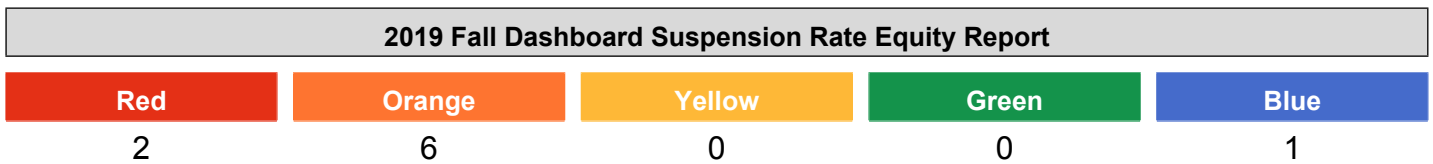## Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	312	285	0	91.3
English Learners	62	49	0	79
Foster Youth	7		0	
Homeless	27	24	0	88.9
Socioeconomically Disadvantaged	269	242	0	90
Students with Disabilities	55	35	0	63.6
African American	9		0	
American Indian or Alaska Native	2		0	
Asian	3		0	
Filipino	8		0	
Hispanic	242	221	0	91.3
Native Hawaiian or Pacific Islander	1		0	
White	41	39	0	95.1
Two or More Races	6		0	

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	6	0	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
7.8	9.6	35.7
Increased +1.9	Increased +2.8	Increased +4.9
1659	302	14
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Orange
11.4	8.7	10.4
Increased +3.7	Increased +2	Declined -1
88	1364	249

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Blue	No Performance Color
21.6	Less than 11 Students - Data 3	0	0
Increased +14.4		Declined -3.3	Maintained 0
51		33	21

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Orange
7.6	7.7	Less than 11 Students - Data 2	8.2
Increased +1.4	Increased +5.4		Increased +2.4
1303	39		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 45% and math would be 15%. 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, NWEA English and math, ELPAC	CAASPP ELA - 45%, Math - 15% 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 Brave Camp. Training will be provided during Brave Camp by upper class students. Freshman orientation will be held in person 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)

All students, including EL and at-risk students

Strategy/Activity

2. To support the increased need of all students to be college/career ready, with a focus on 100% FAFSA completion, we will increase our career technician's hours so she is more accessible.

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.

7,304	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 EL and at-risk students

Strategy/Activity

3. To meet the social emotional learning needs of our increasing student population, we will add an additional SEL counselor and a wellness center.

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.

58,800	Title I

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Freshmen and at-risk students

Strategy/Activity

4. Freshmen and at-risk 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.

1,747	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.

| 4,079 | 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, Parent Square, Remind, and Google Classroom. 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, and we will provide incentives for met attendance goals.

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 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 to 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.

4,500	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 NWEA reading and math assessments. All staff will be provided access to the NWEA 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 including IXL Math and ELA.

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.

100	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 Academy 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.

1,000	Title I

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Students

Strategy/Activity

17. Provide an additional social worker to 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.

54,350	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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 had multiple teachers covering Math, ELA, and Science 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 offered and well attended in the 2021-22 school year. Saturday Academy was used for enrichment and ADA recoupment. We had approx. 50 students at each Saturday Academy offered. Many students in intervention classes using Power Up/ELA IXL and IXL Math were able to test out and have an additional elective of choice added to their schedule. We saw a large increase in students needing APEX and were able to provide students the credit recovery classes needed.

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

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

Due to the increased need to close the gap on learning loss and reacclimate students to the on campus learning environment, we have increased the budget for several activities/strategies.

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%. Get 80% of parents connected to Parent Square. Increase on campus parent participation by 10%.

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/texts/emails received	messages went out to parents during the 2020-21 school year from the admin office.	Focusing on 9th and 10th graders, Increase parent communication by 10% using Parent Square 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 Students

Strategy/Activity

2. 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 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. 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 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. Provide funding for meeting refreshments/snacks for the staff, students, and parent organizations throughout the year to encourage attendance. This will include monthly Coffee with the principal parent meetings.

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

1,200	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)

All students

Strategy/Activity

5. Combine Open House, 8th Grade Parent Night, and Health Fair in order to improve parent participation. We will hold a family night carnival to connect to LHS families and improve culture and 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.

2,839	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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 Parent Square regularly to increase communication with all stakeholders. We also added Coffee with the Principal and parent Q & A sessions to educate and inform parents on specific topics from outside resources, as well as provide access to login to Q and talk to counselors or other stakeholders. We are in need of assistance to keep up with updating the website as it has not been updated as much as we would like. We have started using school social media platforms to get info out to parents in 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 feeding parents for 8th grade parent night/open house to try to get more parents to attend. We have added a Family Carnival Night to increase family participation. There may be a budget implication for this. This year Lompoc High will host a Dia de los Muertos community celebration.

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. Additionally PTSA requested additional extracurricular information be posted using Parent Square. We have already addressed this and are including it in our weekly communications. 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	More staff are showing an interest in leadership roles and supporting student /school progress. Staff have joined SCCC, Arts Council, and PBIS committees. We have a math coach and AVID coordinator. Each of these individuals get a period to support.	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.

10,000	Title I

2,036	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.

6,000	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 resources 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.

30,050	Title I
4,090	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.

4,100	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

21,252	Title I
5,449	LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2021-22

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/in class support and effective teaching strategies from SBCEO, and Better Lessons. 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 A-G compliance.

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

The district has partnered with Orenda and is doing an equity study to ensure access for all students. Staff met over the summer and continue to meet to create assessments and evaluate

data. This is district funded and will develop the capacity of ELA and Math teachers to better serve all of their students.

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 will align our PD and practice with Orenda and its goal of preparing staff to implement PLC's that evaluate practice and collaborate on equitable access for all 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

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%. We will use data from the last full school year to evaluate progress. Data over the 19/20 and 20/21 school years will skew current data due to COVID and school closures.

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, and surveys.	2021-22 school year 9th grade students: Referrals - 929(67% of all referrals all grades); 9th grade Suspensions - 156 (70% of all suspensions for all grades). We will still use this data as our gauge for improvement.	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.

2,500	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)

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 immediately, materials will be purchased if needed. 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.

| 5,000 | 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 implement 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.

| 1,200 | 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.

| 24,360 | 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

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-risk students

Strategy/Activity

8. In continuing our efforts to provide a safe and respectful learning environment for students and staff, with a focus on decreasing discipline and suspensions outside of school, we will staff an alternative classroom with a certificated teacher who can reinforce other means of correction including a therapeutic and restorative approach.

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

Annual Review

SPSA Year Reviewed: 2021-22

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 monitor safety on campus using Go Guardian, security cameras, and Stopit. 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 over the last two years. We are implementing it this year and have a list of students prepared. Allan Hancock will implement a Career Readiness Academy for at risk youth which will lead into a mentorship program with the non-profit Futures Program. We have completed our third phase of security cameras and have seen a decline in behaviors due to the supervision the cameras provide. We have a team going through Tier 1 PBIS training and meeting regularly to improve the school culture and increase safety campus wide. All of these items would have an impact on our budget included in this goal.

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

During the 21/22 school year we were fortunate enough to host the Every 15 Minutes program. For the 2022/23 school year, Cabrillo will host.

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 5%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC, PowerUp, NWEA, grades, dashboard, CSA	Currently we have 12 designated ELD sections for EL students.	After looking at ELPAC, grades, and teacher input, we hope to reclassify 5% more ELD students and ultimately have a need for fewer than 10 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 Aeries to identify EL students and support those English Learners to the fullest. We will provide a bilingual liaison to translate all necessary documents as well as make phone calls home. We will support our neediest English learners with para-educators. We will provide teacher sections to meet the increased need and number of these 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.

101,960	LCFF Supp/Con

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learner Students

Strategy/Activity

2. Provide a coordinated and cohesive ELD program with support as needed for students, parents, and staff. We will provide necessary professional development for ELD teachers as well as supplies, materials. We will purchase English 3D for our 9,10,11,12, ELD classes. 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.

2,250	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.

| 800 | Title I |

Annual Review

SPSA Year Reviewed: 2021-22

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 four paraprofessionals. We have provided additional time after school for tutoring.

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 intentionally to be available after school for the students.

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	$253,947
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	$421,490.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	249,707	0.00
LCFF Supp/Con	167,543	0.00
Title I Part A: Parent Involvement	4,240	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supp/Con	167,543.00
Title I	249,707.00
Title I Part A: Parent Involvement	4,240.00

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
Elizabeth Alvarez	Classroom Teacher
Sarah Barthel	Classroom Teacher
Kate Blevins	Classroom Teacher
Carolyn Taylor	Classroom Teacher
Cathie Riordon	Other School Staff
Tonya Baird	Parent or Community Member
Amanda Brooks	Parent or Community Member
Dawn Thomas	Parent or Community Member
Kellon Flaherty	Secondary Student
Aleida Hernandez	Secondary Student
Brinley Thomas	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
[signature]	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 5/24/2022.

Attested:

[signature]	Principal, Celeste Pico on 5/24/22
[signature]	SSC Chairperson, Michael Encke on 5/24/22

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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 24, 2022   Location: LHS Library
Starting Time: 3:15 PM   Proposed Ending Time: 4:16 PM
Participants at the Meeting:
School Site Council members: Tonya Baird, Sarah Barthel, Michael Encke, Aleida Hernandez, Celeste Pico, Oscar Rocha, Brinley Thomas, Dawn Thomas, and Lea Holloway (non-voting member)
Absent: Beth Corry, Tina Quinlan, Carolyn Taylor, Brian Wallace and Aleida Cabrera Marin (non-voting member)

Agenda Item	Action Taken	Responsible Person
Call the meeting to order	Meeting called to order at 3:22 p.m.	Hernandez, Chairperson
Roll call	Roll was taken.	Hernandez, Chairperson
Changes/additions to the agenda	None	Hernandez, Chairperson
Approval of Minutes April 26, 2022	A motion was made by Mike Encke to approve the minutes as written. Brinley Thomas seconded. Minutes were approved.	Hernandez, Chairperson
Public Comment	Mike Encke noted it was his last SSC meeting as he will be moving out of state. He thanked everyone and said it has been a great experience.	Hernandez, Chairperson
Reports Principal Students	Celeste Pico discussed the upcoming graduation ceremony and the setup it entails. She thanked everyone for serving on the Council this year.	Pico, Principal Student Reps
Old Business SPSA	A revised copy of the goals were handed out. Mike Encke made a motion to accept the SPSA as written. Dawn Thomas seconded that motion. The 2022-2023 goals were approved.	Hernandez, Chairperson
New Business None	None	Hernandez, Chairperson
Adjournment	The meeting was adjourned at 3:58 p.m. It was noted that the next meeting will be on May 24, 2022.	Hernandez, Chairperson