



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Live Oak High School	43 69583 4333951	May 24, 2024	June 18, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Live Oak High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program Additional Targeted Support and Improvement Based on the CA Schools Dashboard, Live Oak High has been identified for ATSI for the following student group(s): English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Live Oak High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Based on the CA Schools Dashboard, Live Oak High has been identified for ATSI for the following student group(s): English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

Morgan Hill Unified School District has developed the Local Control and Accountability Plan (LCAP) for 2024-2047, guiding the district's goals, actions, and resources to drive student learning. The district goals stem from an extensive analysis of student data to identify areas of need and expected outcomes aligned with state and district priorities.

Similarly, Live Oak's annual School Plan for Student Achievement (SPSA) is developed after analyzing site data to identify areas of need, goals, and actions to address those needs, as well as the resources necessary to improve student learning. The goals in Live Oak's SPSA are in direct alignment with the district's LCAP, as we are jointly working within the same set of priorities.

LCAP Goal 1- Prepare all students for college, career, and civic life through equitable, high-quality, inclusive instruction
SPSA Goal 1 - College and Career Readiness

LCAP Goal 2 - Promote family and community engagement and participation in the education process for all students
SPSA Goal 2 - Family / Guardian and Community Engagement

LCAP Goal 3 - Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement
SPSA Goal 3 - Student Engagement and School Climate

Based on data from 2023, Live Oak's SPSA goals and actions for the upcoming school year focus on improving student achievement schoolwide but also targeting specific student groups: students identified as English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

Given that Live Oak is undergoing a self-study in preparation for a WASC review and visit in May 2025, the data analysis and development of SPSA goals and actions support the writing of the WASC report.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2024-2025 Live Oak High School SPSA is a cumulative result of engagement with the school's educational partner groups. It was developed through meetings and input from the Guiding Coalition instructional leadership team, School Site Council, English Learner Advisory Committee, Home and School Club, and Live Oak High School students and staff.

Live Oak's Guiding Coalition meets weekly to discuss student learning and necessary changes/improvements based on student data. In preparation for Live Oak's presentation before the District Board on April 9, 2024, the Coalition dedicated time in meetings from February - April to review the data results from 2023 and 2024 SPSA goals to determine progress made and provide input for the 2025 SPSA goals and actions. Once the goals for the 2025 SPSA were drafted, these were shared for input with the Guiding Coalition on May 6, 2024.

When District staff sought input from parent committees (School Site Council on February 2, 2024, and English Learner Advisory Committee on January 22, 2024) for purposes of the LCAP, given the alignment between the district and site plans, that input also supported the development of the SPSA. These committees, in addition to parents and school

staff, some students attend regularly to provide input based on their experiences. In the May 2024 meetings, the SPSA was presented for approval to the School Site Council (May 24th) and shared with the Home and School Club (May 14th).

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Live Oak has been identified for Additional Targeted Support and Improvement for students identified as English learners, unhoused, socioeconomically disadvantaged, and students with disabilities based on 2023 data. Several data points show marked differences between the “all student” performance and these major student groups. The graduation rate of all students is 94.6%, while Students with Disabilities is 75%. The College / Career indicator of all students is 45.5% prepared, while 30.9% for students who are Socioeconomically Disadvantaged and 11.4% for Students with Disabilities. The SBAC results in ELA of all students is 47.5% met/exceeded state standards while 8.33% of English Learners, 35.43% of students socioeconomically disadvantaged, 6.67% of students with disabilities, and 33.3% of students experiencing homelessness. For the SBAC in math, among all students, 16.25% met/exceeded state standards, while 2.78% of English Learners, 7.37% of students socioeconomically disadvantaged, 0.00% of students with disabilities, and 6.67% of students experiencing homelessness. The suspension rate is 8.4% of all students were suspended for at least one day, while 20.1% of English Learners, 13.3% of socioeconomically disadvantaged students, 14.7% of students with disabilities, and 13.6% of students experiencing homelessness.

The goals and strategies/activities included in the SPSA focus on addressing the identified needs of the major student groups, which will lead to increased academic success, college and career readiness, and reduced suspension rates. Funds have been allocated to address the needs of these major student groups specifically. Goal 1 allocates funding for instructional professional development, a release period for focused instructional leads (instructional coaching, Universal Design Learning, and equity leads), credit recovery options within the school day, Rosetta Stone licenses for newcomer English learners, and additional mobile hotspots. In Goal 3, funds are allocated for membership/dues for programs such as AVID to support first-generation college students, home visits to support chronically absent students, and alternatives to suspension training for administrators. Goal 4 addresses support for students with disabilities with funding allocated for inclusion classes and release time for co-taught teachers to collaborate and/or for professional development.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The California School Dashboard data was reviewed to identify areas for improvement. Three state indicators for which the overall performance is at the lowest performance level: “red” or “orange,” are English Learner Progress, English Language Arts, and Mathematics.

The English Learner Progress indicator is at the “red” performance level; 21.7% of students identified as English learners made progress towards English language proficiency. This is a 25.5% decline compared to the data from 2022 of 47.2%. In 2023, 16.7% of students identified as English learners progressed at least one English Learner Proficiency Indicator level.

Based on the student performance on the Smarter Balanced Summative Assessment, the results fell within the “orange” level for both English Language Arts and Mathematics. English Language Arts: overall, the students scored 17.8 points below standard. This reflects a 17.4-point decline from the previous year. Among the student groups, students identified as Hispanic and socioeconomically disadvantaged had the lowest scores, 46.2 points below standard and 50.2 points below standard, respectively. Three additional student groups did not have a performance color designated due to the small number of students tested, but the score was significantly below standard, 110 points or greater: students identified as English learners, unhoused, and students with disabilities.

Mathematics: Overall, the students scored 110 points below standard, a 35.4-point decline compared to the previous year. Students identified as Hispanic and socioeconomically disadvantaged are at the lowest performance level (red), with 144 points below standard. At the orange level, students identified as White are 63.1 points below standard. Students identified as English learners, unhoused, and students with disabilities were not assigned a performance color due to their small number of students; the scores ranged from 172-197 points below standard.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Live Oak’s graduation rate for 2023 was 94.6%, an increase of 2.4% compared to last year’s data. This graduation rate resulted in a green performance level. Upon reviewing the data of major student groups, one group was at two performance levels below the “all student” level—students identified with disabilities are at the orange level. This group has a 75% graduation rate, a 7.9% decline from the previous year.

The suspension rate for 2023 was 8.4% of students were suspended for at least one day; this rate resulted in the yellow/medium performance. Four major student groups had a suspension rate at the lowest performance level possible (red): students identified as English learners (20.1%), Hispanic (10.7%), socioeconomically disadvantaged (13.3%), and students with disabilities (14.7%).

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to areas of growth that were identified upon reviewing Dashboard data, other needs were identified upon reviewing local data. In the area of enrollment in special programs, the number of students enrolled in Career Technical Education courses is increasing compared to prior years, but the number of pathway completers has not increased proportionally. In 2023-2024, Live Oak only had one college credit course option for students in a specific Career Technical Education pathway; 3% of students were enrolled in this course. To support students’ college and career preparedness, more offerings should be sought in other curricular areas to increase students’ opportunities to enroll in college-level courses and earn college credits.

Upon reviewing local data on parent/family involvement as a starting point, Live Oak needs to develop a system to track their attendance at major school events more accurately. Another area of need is to increase the percentage of families accessing student information through the student information system. From September 2023 - April 2024, there were only 714 parent/guardian Aeries logins; some students had more than one parent/guardian logging in. There are three months that had fewer than 30 parent/guardian logins. While 97% of Live Oak families are signed up to receive school notifications, 40 are non-contactable. This means they are not receiving critical information regarding school, student, or parent events.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Live Oak High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.17%	0.09%	0.18%	2	1	2
African American	1.12%	0.88%	0.54%	13	10	6
Asian	3.89%	3.78%	2.79%	45	43	31
Filipino	0.86%	1.14%	1.53%	10	13	17
Hispanic/Latino	64.22%	64.47%	67.06%	743	733	745
Pacific Islander	0.61%	0.7%	0.27%	7	8	3
White	26.10%	25.15%	23.40%	302	286	260
Multiple/No Response	2.33%	2.73%	2.43%	27	31	27
Total Enrollment				1,157	1137	1111

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	318	321	262
Grade 10	318	298	307
Grade 11	282	268	294
Grade 12	239	250	248
Total Enrollment	1,157	1,137	1,111

Conclusions based on this data:

1. The enrollment of students increased in 21-22, returning to in-person instruction for all students, but decreased in 22-23.
2. The ninth grade enrollment has increased over the last three years, the biggest grade level group.
3. The percent of students identified as Hispanic has increased over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	177	179	184	11.2%	15.3%	16.6%
Fluent English Proficient (FEP)	306	292	276	28.2%	26.4%	24.8%
Reclassified Fluent English Proficient (RFEP)	284	288		24.9%	25.0%	

Conclusions based on this data:

1. The percentage of students identified as reclassified (RFEP) has increased slightly over the last three years.
2. The percentage of students identified as English Learners increased 4.5% from 20-21 to 22-23.
3. The greatest increase of students identified as English Learners, in both number and percentage, occurred between 20-21 and 21-22. There was a very slight increase in 22-23 from 21-22.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	233	263	252	6	248	241	6	248	240	2.6	94.3	95.6
All Grades	233	263	252	6	248	241	6	248	240	2.6	94.3	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2582.	2561.	*	22.58	17.92	*	27.82	29.58	*	26.21	22.50	*	23.39	30.00
All Grades	N/A	N/A	N/A	*	22.58	17.92	*	27.82	29.58	*	26.21	22.50	*	23.39	30.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11	*	18.55	20.00	*	60.48	52.50	*	20.97	27.50	
All Grades	*	18.55	20.00	*	60.48	52.50	*	20.97	27.50	

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	26.61	21.25	*	50.00	48.75	*	23.39	30.00
All Grades	*	26.61	21.25	*	50.00	48.75	*	23.39	30.00

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	12.50	11.67	*	70.56	67.92	*	16.94	20.42
All Grades	*	12.50	11.67	*	70.56	67.92	*	16.94	20.42

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	19.76	15.00	*	65.32	68.75	*	14.92	16.25
All Grades	*	19.76	15.00	*	65.32	68.75	*	14.92	16.25

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Conclusions based on this data:

1. Due to the pandemic, assessments were either not administered or reported for 20-21, so the 21-22 data serves as a new baseline.
2. The student proficiency on the ELA assessment in 21-22 was 50.4%, meeting or exceeding standards. In 22-23, the percentage decreased to 2.9%. This results in 52.5% of the students not meeting standards in ELA in 22-23.
3. The student proficiency of Above Standard increased in the reading portion of the assessment for 22-23. The remaining areas (writing, listening, and research/inquiry) decreased compared to 21-22.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	233	263	251	5	248	240	5	248	240	2.1	94.3	95.6
All Grades	233	263	251	5	248	240	5	248	240	2.1	94.3	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2551.	2512.	*	8.87	5.00	*	16.53	11.25	*	25.40	25.83	*	49.19	57.92
All Grades	N/A	N/A	N/A	*	8.87	5.00	*	16.53	11.25	*	25.40	25.83	*	49.19	57.92

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Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11	*	11.29	5.83	*	42.74	32.92	*	45.97	61.25	
All Grades	*	11.29	5.83	*	42.74	32.92	*	45.97	61.25	

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	14.52	7.92	*	59.68	66.25	*	25.81	25.83
All Grades	*	14.52	7.92	*	59.68	66.25	*	25.81	25.83

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	10.89	7.92	*	63.71	55.00	*	25.40	37.08
All Grades	*	10.89	7.92	*	63.71	55.00	*	25.40	37.08

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Conclusions based on this data:

1. Due to the pandemic, assessments were either not administered or reported for 20-21, so the 21-22 data serves as a new baseline.
2. The student proficiency for the math assessment in 23-24 shows that 57.92% of students do not meet standards, and only 16.25% meet or exceed standards.
3. The student proficiency in 21-22 was highest in the Problem-Solving portion of the assessment. Compared to 21-22, student proficiency at the percentage above standard decreased in 22-23 in all areas (Concepts & Procedures, Problem-Solving & Modeling/Data Analysis, and Communicating Reasoning).

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1539.7	1559.2	1521.9	1548.3	1577.5	1513.1	1530.4	1540.3	1530.2	55	53	53
10	1557.3	1565.8	1541.6	1567.2	1580.7	1540.0	1546.9	1550.3	1542.7	30	55	50
11	1545.9	1542.5	1535.6	1549.5	1553.1	1536.1	1541.8	1531.4	1534.8	25	23	36
12	1560.5	1563.5	1530.6	1571.3	1574.9	1531.4	1549.3	1551.7	1529.2	17	21	18
All Grades										127	152	157

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.73	20.75	5.77	45.45	45.28	34.62	18.18	20.75	34.62	23.64	13.21	25.00	55	53	52
10	10.00	21.82	14.00	60.00	43.64	38.00	23.33	20.00	24.00	6.67	14.55	24.00	30	55	50
11	12.00	8.70	13.89	28.00	34.78	27.78	40.00	34.78	30.56	20.00	21.74	27.78	25	23	36
12	5.88	19.05	5.56	52.94	42.86	22.22	29.41	23.81	50.00	11.76	14.29	22.22	17	21	18
All Grades	11.02	19.08	10.26	46.46	42.76	32.69	25.20	23.03	32.05	17.32	15.13	25.00	127	152	156

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	40.00	45.28	11.54	36.36	37.74	51.92	9.09	5.66	15.38	14.55	11.32	21.15	55	53	52
10	46.67	49.09	28.00	46.67	32.73	40.00	0.00	9.09	12.00	6.67	9.09	20.00	30	55	50
11	36.00	39.13	33.33	28.00	39.13	25.00	36.00	0.00	19.44	0.00	21.74	22.22	25	23	36
12	47.06	38.10	16.67	41.18	47.62	50.00	0.00	14.29	11.11	11.76	0.00	22.22	17	21	18
All Grades	41.73	44.74	22.44	37.80	37.50	41.67	11.02	7.24	14.74	9.45	10.53	21.15	127	152	156

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.45	0.00	3.85	14.55	26.42	11.54	43.64	43.40	48.08	36.36	30.19	36.54	55	53	52
10	10.00	7.27	2.00	16.67	27.27	22.00	43.33	30.91	44.00	30.00	34.55	32.00	30	55	50
11	0.00	4.35	2.78	16.00	13.04	13.89	32.00	34.78	47.22	52.00	47.83	36.11	25	23	36
12	5.88	0.00	0.00	11.76	23.81	5.56	41.18	33.33	50.00	41.18	42.86	44.44	17	21	18
All Grades	5.51	3.29	2.56	14.96	24.34	14.74	40.94	36.18	46.79	38.58	36.18	35.90	127	152	156

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.64	3.77	3.85	70.91	77.36	78.85	25.45	18.87	17.31	55	53	52
10	6.67	1.82	14.29	83.33	78.18	61.22	10.00	20.00	24.49	30	55	49
11	0.00	0.00	8.33	64.00	69.57	47.22	36.00	30.43	44.44	25	23	36
12	5.88	0.00	0.00	70.59	61.90	61.11	23.53	38.10	38.89	17	21	18
All Grades	3.94	1.97	7.74	72.44	74.34	63.87	23.62	23.68	28.39	127	152	155

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	74.55	88.68	69.39	12.73	1.89	16.33	12.73	9.43	14.29	55	53	49
10	90.00	89.09	74.00	3.33	3.64	12.00	6.67	7.27	14.00	30	55	50
11	76.00	78.26	61.11	24.00	0.00	25.00	0.00	21.74	13.89	25	23	36
12	88.24	95.24	77.78	5.88	4.76	0.00	5.88	0.00	22.22	17	21	18
All Grades	80.31	88.16	69.93	11.81	2.63	15.03	7.87	9.21	15.03	127	152	153

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.27	3.77	9.62	45.45	49.06	42.31	47.27	47.17	48.08	55	53	52
10	13.33	14.55	6.00	43.33	40.00	52.00	43.33	45.45	42.00	30	55	50
11	0.00	8.70	5.56	44.00	30.43	33.33	56.00	60.87	61.11	25	23	36
12	5.88	4.76	5.56	52.94	61.90	27.78	41.18	33.33	66.67	17	21	18
All Grades	7.09	8.55	7.05	45.67	44.74	41.67	47.24	46.71	51.28	127	152	156

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	1.89	0.00	70.91	79.25	80.39	29.09	18.87	19.61	55	53	51
10	3.33	5.45	4.00	76.67	67.27	76.00	20.00	27.27	20.00	30	55	50
11	12.00	17.39	11.11	72.00	52.17	61.11	16.00	30.43	27.78	25	23	36
12	5.88	4.76	5.56	64.71	66.67	66.67	29.41	28.57	27.78	17	21	18
All Grades	3.94	5.92	4.52	71.65	69.08	72.90	24.41	25.00	22.58	127	152	155

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Due to the pandemic and distance learning, fewer students were tested in 20-21; that data is incomplete. Data from 21-22 is the new baseline.
2. In 22-23, the percentage of students scoring a 3 or 4 overall (42.95%) on the ELPAC decreased, a drop of 18.89% from 21-22.

3. Across the three years, the percentage of students scoring a 3 or 4 has been greater in the area of oral language than written language.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1137	42.5	15.7	0.2
Total Number of Students enrolled in Live Oak High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	179	15.7
Foster Youth	2	0.2
Homeless	88	7.7
Socioeconomically Disadvantaged	483	42.5
Students with Disabilities	162	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	0.9
American Indian	1	0.1
Asian	43	3.8
Filipino	13	1.1
Hispanic	733	64.5
Two or More Races	31	2.7
Pacific Islander	8	0.7
White	286	25.2

Conclusions based on this data:

1. The race/ethnicity of the student population has changed dramatically over the last 5 years. The largest ethnic group consists of students identified as Hispanic. This is due to a shift in the community population and enrollment.
2. The number of students identified as socioeconomically disadvantaged has increased in the last three years to 42.5%, resulting in Live Oak's third year as a Title 1 school.
3. The site percentage of students with disabilities is higher than the state average. This is in alignment with the district percentage.

School and Student Performance Data

Overall Performance








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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Green	Suspension Rate  Yellow
Mathematics  Orange	Chronic Absenteeism  No Performance Color	
English Learner Progress  Red		
College/Career  Medium		

Conclusions based on this data:

1. English learner data points to the need for greater targeted instruction and support leading toward increasing English language proficiency.
2. Suspension data points to the need to intervene with restorative practices, alternatives to suspension, and MTSS systems.
3. The graduation rate continues to grow as a result of increased intervention and scheduling options/supports.

School and Student Performance Data

Academic Performance English Language Arts

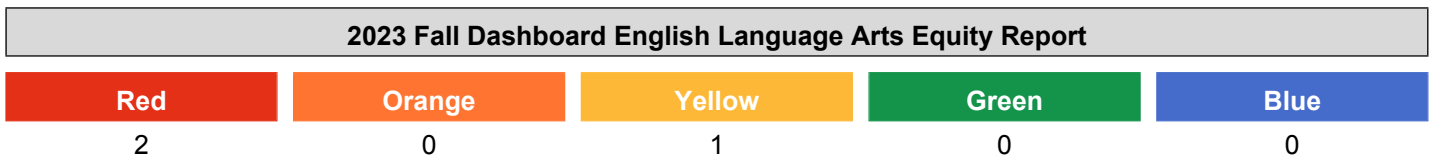
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>17.8 points below standard</p> <p>Decreased Significantly -17.4 points</p> <p>237 Students</p>	<p>English Learners</p> <p>125.1 points below standard</p> <p>Decreased -13.1 points</p> <p>46 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>110.5 points below standard</p> <p>Decreased Significantly -25.9 points</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>50.2 points below standard</p> <p>Decreased -5.2 points</p> <p>99 Students</p>	<p>Students with Disabilities</p> <p>129.5 points below standard</p> <p>Decreased Significantly -33.8 points</p> <p>39 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 46.2 points below standard Decreased Significantly -23 points 151 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students	 Yellow 10.6 points above standard Decreased -6.3 points 65 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.8 points below standard Decreased -8.6 points 35 Students	108.4 points below standard 12 Students	7.5 points below standard Decreased Significantly -19.9 points 133 Students

Conclusions based on this data:

1. ELA performance is below standard for all students and among major student groups. The lowest-performing student groups are students with disabilities, students identified as English Learners, and students identified as unhoused. Live Oak houses the district's high school special day class program.
2. The discrepancy between students identified as White and identified as Hispanic is 56.8 points. The only student group that is above standard is students identified as White.

School and Student Performance Data

Academic Performance Mathematics

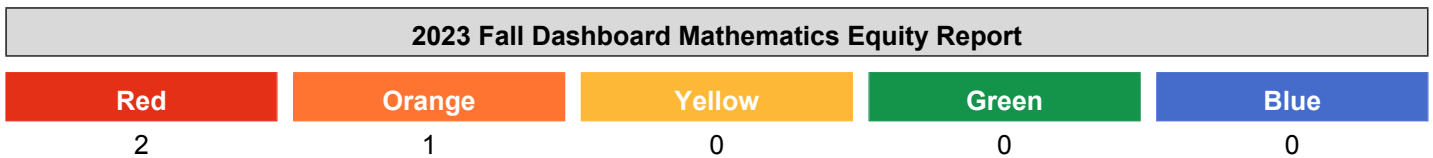
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>110 points below standard Decreased Significantly -35.4 points</p> <p>236 Students</p>	<p>English Learners</p> <p>187.8 points below standard Decreased Significantly -20.5 points</p> <p>46 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>172.8 points below standard Decreased Significantly -80.3 points</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>144.3 points below standard Decreased Significantly -27.8 points</p> <p>98 Students</p>	<p>Students with Disabilities</p> <p>197.6 points below standard Increased +9.6 points</p> <p>39 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 145.2 points below standard Decreased Significantly - 38.4 points 150 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students	 Orange 63.1 points below standard Decreased -9.8 points 65 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
208.6 points below standard Decreased Significantly -50.8 points 35 Students	140.5 points below standard 12 Students	99.6 points below standard Decreased Significantly -40 points 133 Students

Conclusions based on this data:

1. Math performance is below standard for all students and among every student group.
2. Students identified with disabilities are the only student group that increased their point score compared to 2022; nonetheless, they remain the student group with the lowest performance.
3. The discrepancy between students identified as White and identified as Hispanic is 82.1 points; both are below standard.

School and Student Performance Data

Academic Performance English Learner Progress

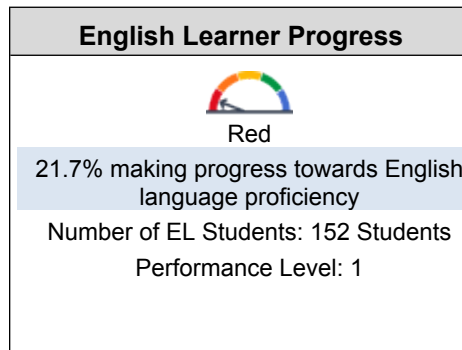
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 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
70	48	7	25

Conclusions based on this data:

1. 70% of students identified as English learners reverted on the assessment and their proficiency.
2. 25% of students identified as English learners progressed at least one or more ELPI levels.
3. 55% of students identified as English learners maintained their language skill level but did not progress.

School and Student Performance Data

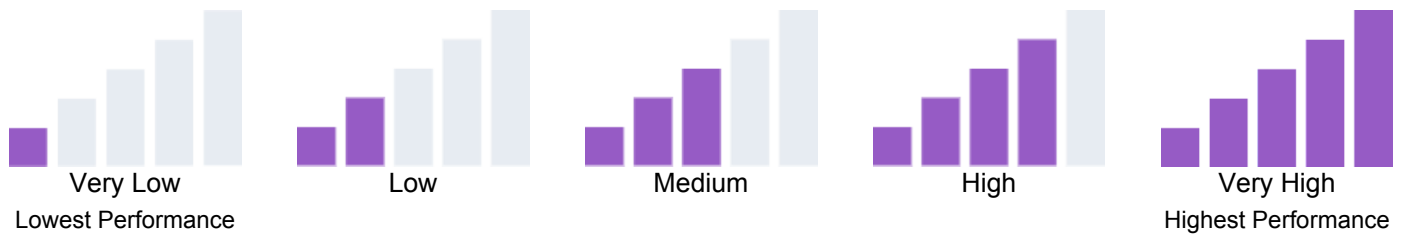
Academic Performance College/Career Report

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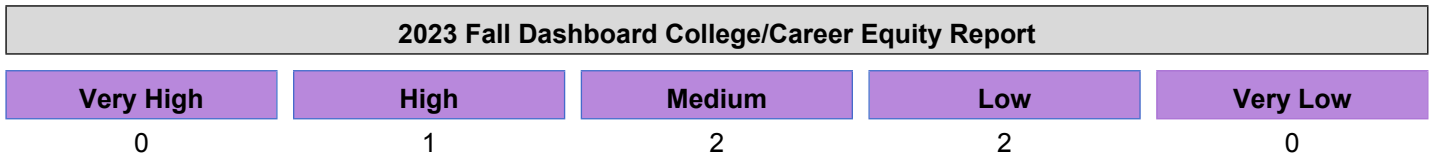
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

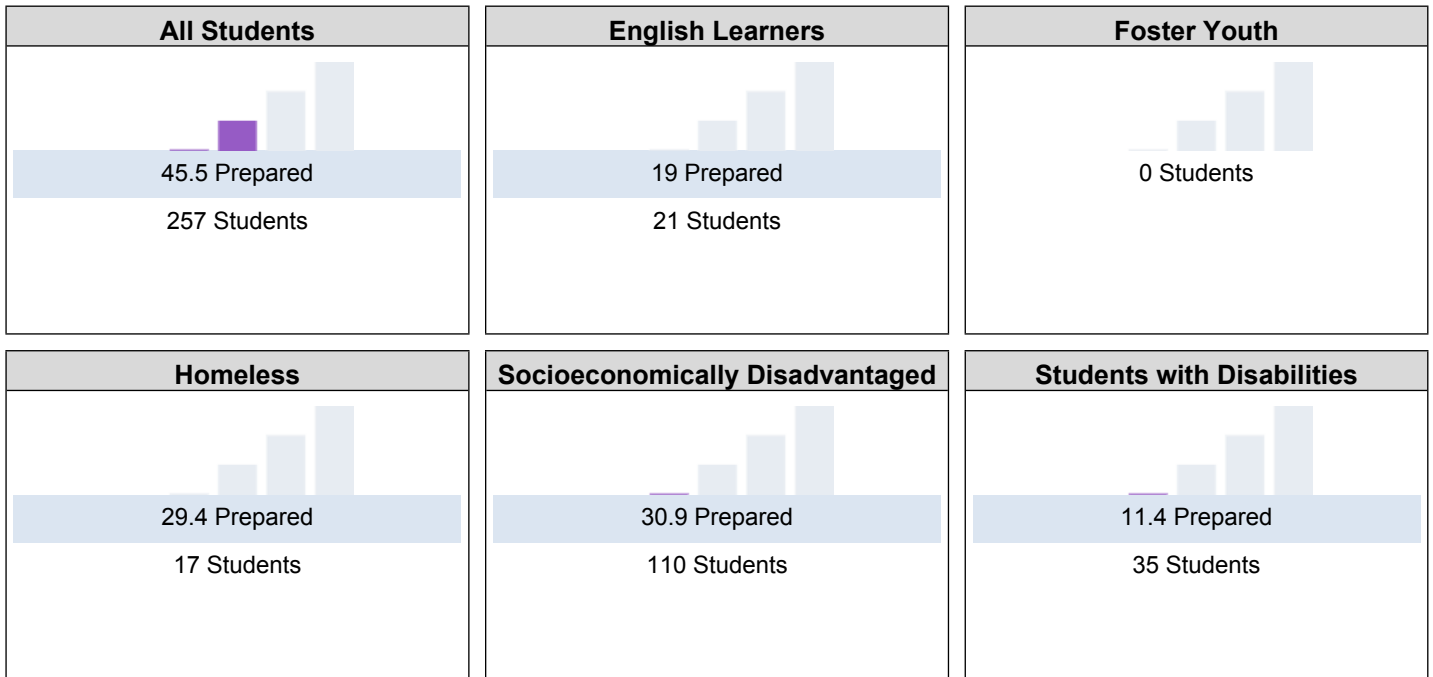


This section provides number of student groups in each level.

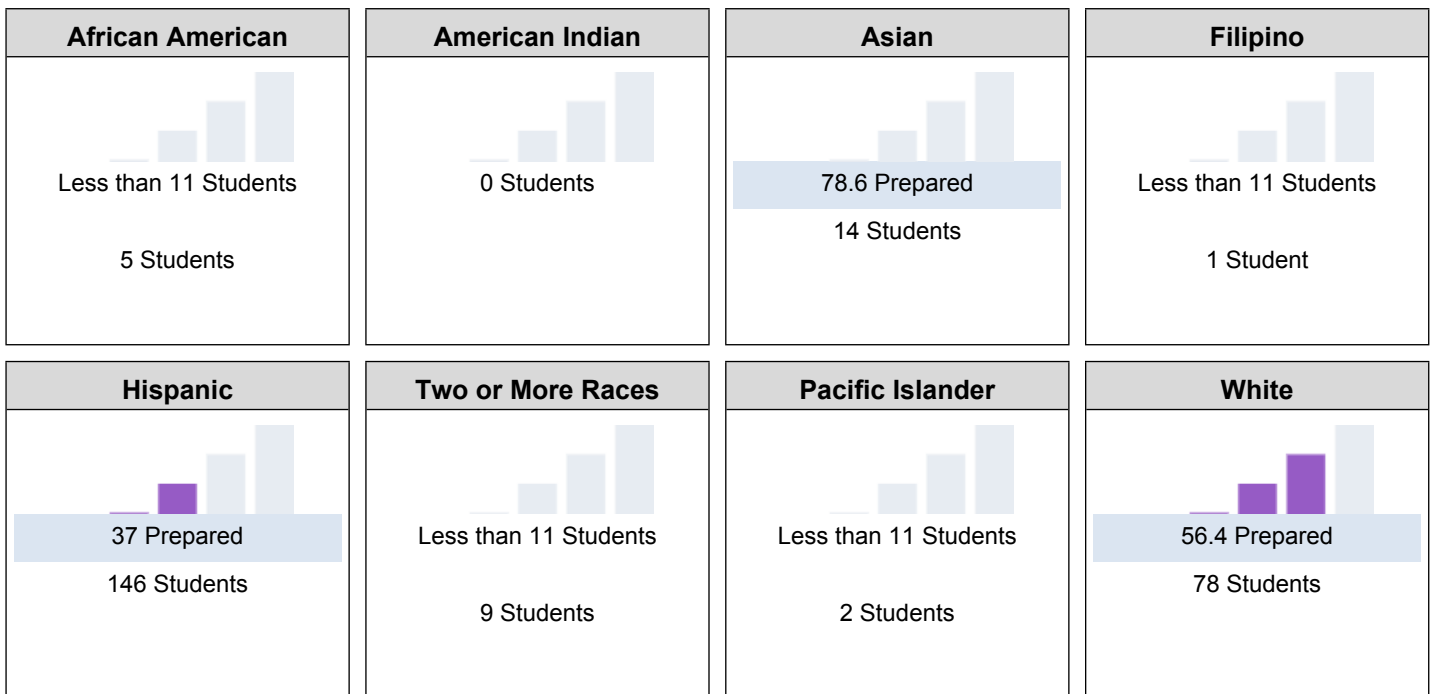


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- Overall, 45.5% of graduates graduate college/career prepared.
- There is a 19.4% discrepancy between the college/career preparedness of students identified as White and those identified as Hispanic. Students identified as White are the only student group with a high level of preparedness.
- Two student groups scoring at the low level for college/career preparedness are students identified as socioeconomically disadvantaged and students with disabilities. These are two of the student groups identified for additional targeted support and improvement.

School and Student Performance Data

Academic Engagement Graduation Rate

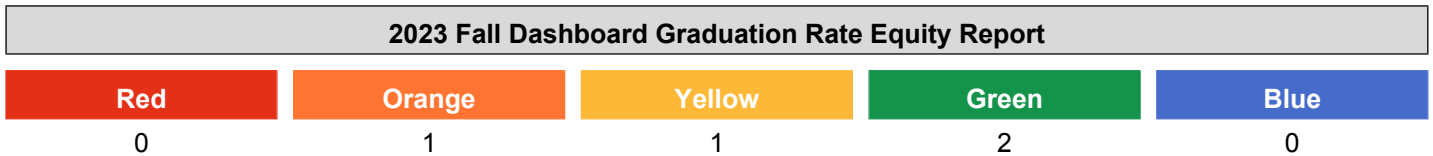
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 94.6% graduated Increased 2.4 258 Students	English Learners 86.4% graduated Increased Significantly 10.5 22 Students	Foster Youth  No Performance Color 0 Students
Homeless 94.4% graduated Increased Significantly 13.7 18 Students	Socioeconomically Disadvantaged  Green 91.9% graduated Increased Significantly 5.8 111 Students	Students with Disabilities  Orange 75% graduated Decreased Significantly -7.9 36 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	100% graduated Increased Significantly 7.7 14 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 94.6% graduated Increased 3.9 147 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students	 Yellow 92.3% graduated Decreased -3.5 78 Students

Conclusions based on this data:

1. Live Oak's graduation rate of 94.6% reflected an increase among all students and some major student groups: students identified as socioeconomically disadvantaged and identified as Hispanic.
2. Two student groups had a decrease in graduation rate: students identified as White and students with disabilities (this group graduated at the lowest rate, 75%).
3. Students identified as Hispanic graduated at a higher rate than students identified as White, 2.3% higher rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

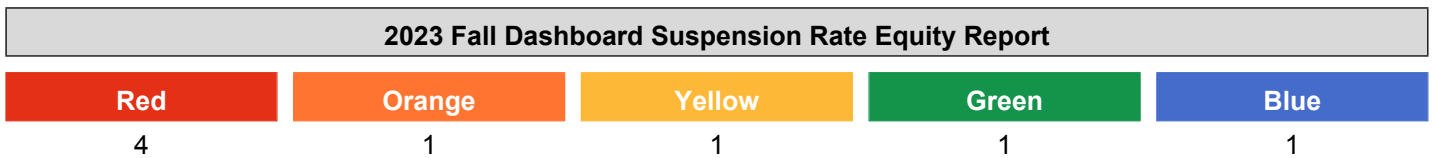
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.4% suspended at least one day</td> </tr> <tr> <td>Declined -0.5 1214 Students</td> </tr> </tbody> </table>	All Students	 Yellow	8.4% suspended at least one day	Declined -0.5 1214 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">20.1% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 3.9 194 Students</td> </tr> </tbody> </table>	English Learners	 Red	20.1% suspended at least one day	Increased Significantly 3.9 194 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 2 Students		
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Declined -2.1 46 Students	0% suspended at least one day 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.7% suspended at least one day Maintained -0.1 786 Students	 Green 2% suspended at least one day Declined -8.2 49 Students	Less than 11 Students 9 Students	 Yellow 4.7% suspended at least one day Maintained 0.2 299 Students

Conclusions based on this data:

- Students identified as Asian are suspended at the lowest rate, 0% suspended at least one day. This student group represents the lowest enrollment number of those with reported data out of 46 students.
- The student groups that have the highest suspension rates are: students identified as English learners, students with disabilities, students socioeconomically disadvantaged, and students identified as Hispanic. These are four of the five student groups with the largest population of students.
- Several student groups saw their suspension rates decline compared to the previous year: all students, students identified as unhoused, students identified as Asian, and students identified by two or more races. This last student group saw their suspension rate decline the most, 8.2%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness

By June 2025, the percentage of high school graduates at the "Prepared" level on the College/Career Indicator will increase by 5% for all students and students identified as socioeconomically disadvantaged, with disabilities, Hispanic, Unhoused, or English Learners.

By June 2025, the percentage of students who score at or above standard on the SBAC in ELA and Math will increase by at least 5% for all students and students identified as Hispanic, English Learners, socioeconomically disadvantaged, students with disabilities, and unhoused students.

By June 2025, the percentage of students identified as English learners who have progressed at least one English Language Progress Indicator level will increase by at least 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Through equitable, inclusive access, advance college, career, and civic readiness for all students implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2023, 45.5% of all students graduated "Prepared" on the College/Career Indicator: 30.9% of SED, 11.4% of SWD, 37.0% of Hispanic, 19.0% of EL, and 29.4% students identified as unhoused.

In 2023, on the SBAC in ELA, the following scored at or above standard: 47.5% of all students, 6.67% SWD, 8.33% EL, 35.43% SED, 38.56% students identified as Hispanic, and 33.34% students identified as unhoused.

In 2023, on the SBAC in Math, the following scored at or above standard: 16.25% all students, 0.00% SWD, 2.78% EL, 7.37% SED, 8.50% students identified as Hispanic, and 6.67% students identified as unhoused

In 2023, 16.7% of students identified as English learners progressed at least one ELPI level.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rates	<p>2022 Rate---Change---Status</p> <ul style="list-style-type: none"> • -All 92.2% +1.6% • -SED 86.0% -1.2% • -SWD 82.9% +20.5% • -White 95.8% +3.6% • -Hispanic 90.8% +2.5% • -EL 75.9% +7.5% <p>2023 Rate---Change---Status</p> <ul style="list-style-type: none"> • -All 94.6% +2.4% • -SED 91.9% +5.8% • -SWD 75.0% -7.9% • -White 92.3% -3.5% • -Hispanic 94.6% +3.9% • -EL 86.4% +10.5% 	<p>By June 2025, the graduation rate for all students will increase by 2%. The graduation rate will increase by 3% for socioeconomically disadvantaged students, students identified as Hispanic, students with disabilities, and students identified as English Learners.</p>
College/Career Indicator "Prepared" Level	<p>2023 serves as baseline data, no data 2022 available</p> <p>2023</p> <ul style="list-style-type: none"> • -All 45.5% • -SED 30.9% • -SWD 11.4% • -Hispanic 37.0% • -EL 19.0% • -Unhoused 29.4% 	<p>By June 2025, the percentage of high school graduates at the "Prepared" level on the College/Career Indicator will increase by 5% for all students and students identified as socioeconomically disadvantaged, with disabilities, Hispanic, Unhoused, or English Learners.</p> <p>The indicator encompasses numerous measures. An increase/improvement in the following, applicable to Live Oak, will reflect an increase in the College/Career Indicator: Advanced Placement Exams, A-G completion, Career Technical Education Pathway Completion, College Credit Courses, SBAC results, and State Seal of Biliteracy.</p>
Advanced Placement	<p>2022</p> <ul style="list-style-type: none"> • -190 student test takers • -322 exams taken • -average score 2.4 • -43% exams 3+ score <p>2023</p> <ul style="list-style-type: none"> • -276 student test takers • -532 exams taken • -average score 2.4 • -47% exams 3+ score 	<p>By June 2025, the percentage of Advanced Placement exams with scores of 3 or higher will increase by 5%.</p> <p>An increase in this indicator would also reflect an increase in the College/Career Indicator.</p>
Graduates meeting UC/CSU requirements	<p>2022</p> <ul style="list-style-type: none"> • -All 51.6% • -SED 36.9% • -SWD 3.2% • -Hispanic 41.9% • -EL 11.1% 	<p>By June 2025, the percentage of graduates meeting UC/CSU requirements will increase by 5% among all students.</p>

	<ul style="list-style-type: none"> -Unhoused 20.0% <p>2023</p> <ul style="list-style-type: none"> -All 47.7% -SED 28.7% -SWD 19.2% -Hispanic 39.9% -EL 16.7% -Unhoused 25.0% 	An increase in this indicator would also reflect an increase in the College/Career Indicator.
State Seal of Biliteracy	<p>2022</p> <ul style="list-style-type: none"> -Earn Seal of Biliteracy: 33 <p>2023</p> <ul style="list-style-type: none"> -Earn Seal of Biliteracy: 0 reported CALPADS 	<p>By 2025, the number of graduates earning the State Seal of Biliteracy will increase by 10% of the 2022 baseline data.</p> <p>Site staff was recently trained in proper identification and submission procedures for 2024 graduates.</p> <p>An increase in this indicator would also reflect an increase in the College/Career Indicator.</p>
Career Technical Education	<p>2022</p> <ul style="list-style-type: none"> - 25 sections with 900 enrollments -number concentrators: 200 -pathway completers: <p>2023</p> <ul style="list-style-type: none"> - 28 sections with 928 enrollments -number concentrators: 223 -pathway completers 108 	By June 2025, the number of pathway completers will increase by at least 5%.
College Credit Courses	<p>2022</p> <p>The 2022-2023 school year was a planning year to identify courses that align between Live Oak and Gavilan Community College to offer as dual enrollment. Data from 2023-2024 will serve as baseline data.</p> <p>College Credit Courses 2023</p> <ul style="list-style-type: none"> -1 course offering each semester -27 students enrolled (3%) -27 students with a grade of C or better 	<p>In 2023-2024, additional courses were identified to offer for college credit in 2024-2025.</p> <p>By June 2025, the percentage of students enrolled in college credit courses will increase by 10%.</p>
SBAC Grade 11	<p>2022</p> <p>ELA status: Meet or Exceed Standards</p> <ul style="list-style-type: none"> -All students 50.40% -Hispanic 42.86% -EL 13.64% -SED 39.08% -SWD 8.00% -Unhoused 50.00% 	By June 2025, the percentage of students who score at or above standard on the SBAC in ELA and Math will increase by at least 5% for all students and students identified as Hispanic, English Learners, socioeconomically disadvantaged, students with disabilities, and unhoused students.

	<p>Math status: Meet or Exceed Standards</p> <ul style="list-style-type: none"> -All students 25.40% -Hispanic 14.76% -EL 8.33% -SED 15.91% -SWD 0.00% -Unhoused 25.00% <p>2023</p> <p>ELA status: Meet or Exceed Standards and change</p> <ul style="list-style-type: none"> -All students 47.50% -2.90% -Hispanic 38.56% -4.30% -EL 8.33% -5.31% -SED 35.43% -3.65% -SWD 6.67% -1.33% -Unhoused 33.34% -16.66% <p>Math status: Meet or Exceed Standards and change</p> <ul style="list-style-type: none"> -All students 16.25% -9.15% -Hispanic 8.50% -6.26% -EL 2.78% -5.55% -SED 7.37% -8.54% -SWD 0.00% +/-0% -Unhoused 6.67% -18.33% 	
<p>English Learner Progress Indicator</p>	<p>2022</p> <ul style="list-style-type: none"> -Number of EL students: 142 -47.2% making progress towards proficiency -23.2% EL students decreased at least one ELPI level -29.6% EL students maintained level of 1, 2, or 3 -10.6% EL students maintained level 4 -36.6% EL students progressed at least one ELPI level <p>2023</p> <ul style="list-style-type: none"> -Number of EL students: 152 -21.7% making progress towards proficiency -25.5% -46.7% EL students decreased at least one ELPI level +23.5% -32.0% EL students maintained level of 1, 2, or 3 +2.4% -4.7% EL students maintained level 4 -5.9% -16.7% EL students progressed at least one ELPI level -19.9% 	<p>By June 2025, the percentage of students identified as English learners who have progressed at least one English Language Progress Indicator level will increase by at least 5%.</p>

English Language Proficiency based on ELPAC	<p>2022 Percent of students within each proficiency level</p> <ul style="list-style-type: none"> -19.08% Level 4 Well Developed -42.76% Level 3 Moderately Developed -23.03% Level 2 Somewhat Developed -15.15% Level 1 Beginning to Develop <p>2023 Percent of students within each proficiency level and change</p> <ul style="list-style-type: none"> -10.26% Level 4 Well Developed -8.82% -32.69% Level 3 Moderately Developed -10.07% -32.05% Level 2 Somewhat Developed +9.02% -25.00% Level 1 Beginning to Develop +9.85% 	By June 2025, the percentage of students who score at the well developed proficiency level will increase by at least 5% .
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional development, release time, stipends, extra hours, and materials related to curriculum, instruction, and assessment, including but not limited to: <ol style="list-style-type: none"> 1. Alignment and Curriculum PD 2. Collaboration/PLT Time 3. Instructional Rounds 4. Website/Online Programs/Technology Coordinators 5. Additional Librarian services 6. Materials/Books/Digital Tools/References 	All Students	8000 Title I Alignment and Curriculum PD, Collaboration/PLT Time, Instructional Rounds, Materials/Books/Digital Tools/References 6000 LCFF Alignment and Curriculum PD, Collaboration/PLT Time, Instructional Rounds 15000 Restricted State Lottery Alignment and Curriculum PD, Collaboration/PLT Time, Instructional Rounds, Technology Coordinator
1.2	Professional development, release time, stipends, extra hours, and materials related to curriculum, instruction, and assessment, including but not limited to: <ol style="list-style-type: none"> 1. ELD and SWD differentiation and instructional professional development 	Underperforming students, including those identified as Unhoused, Socioeconomically disadvantaged, English	2500 Title I Tutoring staff to support students identified as Migrant

	<p>2. Release period for focused instructional leads: instructional coaching, Universal Design Learning and equity leads.</p> <p>3. Credit recovery options within the school day</p> <p>4. Rosetta Stone licenses for newcomer English Learners</p> <p>5. Bilingual instructional aide</p> <p>6. SBAC and ELPAC Interim Assessments</p> <p>7. Tutoring staff to support students</p>	Learners, and Students with Disabilities	<p>and English learner in academic achievement 18000 Title I</p> <p>Bilingual Instructional Aide to support newcomer English learners in core content classes to increase academic achievement. 5000 Title I</p> <p>Rosetta Stone licenses</p>
1.3	<p>Professional development, release time, stipends, extra hours, and materials related to curriculum, instruction, and assessment, including but not limited to:</p> <p>1. Conference Expenses - AP, NGSS, CCSS, etc.</p> <p>2. Release Time for program planning: AVID, WASC, AP, EL</p> <p>3. College Visits: Subs/Release Time</p> <p>4. Elective: Bus Transportation</p> <p>5. Dues/Membership/Consulting</p>	All Students	<p>40000 LCFF</p> <p>Conference Expenses, Dues/Memberships, Subscriptions, College Visits, Bus Transportation 20000 Restricted State Lottery</p> <p>Conference Expenses, Dues/Memberships, Subscriptions, Consulting 21000 Extra Curricular</p> <p>Dues/Membership</p>
1.4	<p>Professional development, release time, stipends, extra hours, and materials related to curriculum, instruction, and assessment, including but not limited to:</p> <p>1. Student Chromebooks - maintenance, purchase, and licenses</p> <p>2. Mobile Hotspots (in addition to the district provided)</p> <p>3. Technology Coordinator (2FTE units)</p> <p>4. Textbooks/Supplemental Materials</p> <p>5. Online Program Licenses (PearDeck, Brisk, Quizlet, etc)</p>	All Students	<p>5000 LCFF</p> <p>Student Chromebook, Hotspots, Tech Coordinator, Textbooks/Instructional Materials, Licenses, Technology Coordinator Stipend 40000 Restricted State Lottery</p> <p>Student Chromebook, Hotspots, Tech Coordinator, Textbooks/Instructional Materials, Licenses, Technology Coordinator Stipend 8000 Title I</p> <p>Student Chromebook, Hotspots, Tech Coordinator, Textbooks/Instructional Materials, Licenses, Technology Coordinator Stipend</p>
1.5	<p>Professional development, release time, stipends, extra hours, and materials related to curriculum,</p>	Underperforming or disadvantaged students including Foster,	<p>2119 Title I</p>

	instruction, and assessment, including but not limited to: 1. Summer School Credit Recovery 2. Credit recovery periods within the day 3. Stipend for English Learner Facilitator to provide in-class support	Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	Stipend for English Learner Facilitator to provide in class support
1.6	Professional development, release time, stipends, extra hours, and materials related to curriculum, instruction, and assessment, including but not limited to: 1. AP exam subsidies to make them more affordable to all students, including those that qualify for a fee reduction from the College Board 2. Cost for guest teachers to serve as proctors for College Board assessments (Advanced Placement, PSAT, SAT)	All Students	30000 LCFF AP exam subsidies, Guest Teacher Proctors 5000 Title I AP exam subsidies, Guest Teacher Proctors
1.7	Professional development, release time, stipends, extra hours, and materials related to curriculum, instruction, and assessment, including but not limited to: 1. General operating expenses - paper, office supplies, service contracts, specialized printing, graduation ceremony costs/rentals, additional funds for site-based facility maintenance/cleaning, summer locker cleanout, etc.	All Students	14000 Restricted State Lottery Custodial and Supervision 4700 LCFF Operating Expenses 1900 Title I Operating Expenses

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Live Oak engaged in various strategies aimed at progress toward College and Career Readiness for all students and those of major student groups: students identified as Hispanic, English Learners, socioeconomically disadvantaged, students with disabilities, and unhoused. The articulated goals were developed upon reviewing student data and identifying growth areas. While there are activities specific to major student groups, the data shows room for improvement among all students. School funds were allocated to professional development and release time, academic support, enrichment opportunities, and technology/materials/supplies to support the implementation of the goal leading toward greater College and Career Readiness.

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

In the 23-24 SPSA, funds were budgeted for a bilingual instructional aide to support newcomer students identified as English learners in core content classes to increase academic achievement. This position remained vacant due to a lack of applicants. Funds were also allocated for an English learner scholar support and case management program that was not implemented, partially due to administrative staff turnover. For 24-25, we will continue to post the bilingual instructional aide position, and we may modify the number of work hours, as English learners could benefit from additional support in traditionally difficult core content classes.

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.

The desired results of the goal were updated from last year's SPSA. One desired result carried over was improving SBAC results among all students and major student groups, as the data indicated that there is much room for improvement in this area. Given that Live Oak has a sizable English learner population and their data needed to reflect sufficient progress leading towards English language proficiency, a desired result focuses on them specifically with this goal for 24-25. New strategies/activities were added to align with the desired result, including providing newcomer English learners licenses to Rosetta Stone and a stipend to the English Language Facilitator for in-class support to teachers on making their content delivery more accessible to language learners. Lastly, instead of a desired result solely focused on UC/CSU eligibility, it is now based on the California Dashboard's College/Career Indicator, as this one encompasses several additional factors.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family/Guardian and Community Engagement

By 2025, the percentage of Spanish-speaking families engaged in their student's education will increase by at least 10%, as measured by attendance at ELAC meetings.

By 2025, the percentage of families receiving ParentSquare notifications will increase to 100%.

By 2025, a system will be in place to acquire attendance/participation data at parent engagement events such as Back to School Night and Course Information Night.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Promote family and community engagement and participation in the education process for all students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

School-home partnerships are critical to student success; for this reason, we seek to improve parent engagement through support included in this plan. Although 65% of Live Oak's population is students identified as Hispanic and 16% are English learners, Spanish-speaking families are not proportionately engaged in school events and learning opportunities.

ParentSquare has become the main tool for providing information about upcoming school events, newsletters, etc. All families must sign up to receive these notifications.

While the ultimate goal is to increase families' overall participation in engagement/informational events, we need a modernized system of acquiring this data school-wide. Once this system is developed, we will have baseline data to serve as the basis for future expected outcomes or goals.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC Meeting Participation	See site documentation	By June 2025, increase attendees by at least 10%. ELAC meetings will continue to be offered in a hybrid format (in-person and via Zoom) to provide families with greater options.
ParentSquare Data	Data from July 2023 - April 2024: <ul style="list-style-type: none"> -97% families are contactable 	While the percentage of contactable families is 97%, all families must receive notifications as information

	<ul style="list-style-type: none"> -40 families are non-contactable/no contact info -total 603 posts -243 (40%) school posts -278 (46%) class posts -82 (13%) group posts 	<p>regarding school events and important deadlines are shared through this communication platform.</p> <p>By 2025, the percentage of families receiving ParentSquare notifications will increase to 100%.</p>
Families accessing their students' Aeries information: attendance, grades, credits, etc.	<p>All families must access Aeries at the beginning of each school year to complete/update student contact information and other documentation. Throughout the school year, families can log into Aeries to review their students' attendance, grades, and credits.</p> <p>From September 2023 - April 2024: -714 parent/guardian Aeries logins (note: some students have more than one parent/guardian logging in) -Sept 2023: 35 logins (4.9%) -Oct 2023: 29 logins (4.0%) -Nov 2023: 27 logins (3.8%) -Dec 2023: 28 logins (3.9%) -Jan 2024: 71 logins (10.0%) -Feb 2024: 42 logins (5.9%) -Mar 2024: 118 logins (16.5%) -Apr 2024: 364 logins (51.0%)</p>	<p>By June 2025, increase the number of parent/guardian Aeries logins by 10%. This will result in more families being informed of their students academic progress and attendance.</p>
Attendance at parent engagement events	<p>Need to develop a digital log-in system as sign in sheets are not appropriate for bigger school-wide events. Data acquired 24-25 will serve as baseline data.</p>	<p>By 2025, a system will be in place to acquire attendance/participation data at parent engagement events such as Back to School Night and Course Information Night.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Programs and services funded in this School Plan include:</p> <ol style="list-style-type: none"> 1. Parent engagement events: Back to School Night and Course Information Night 2. Parent requested meetings 3. "Coffee Chats" with administration 4. Communication supplies (printing and postage) to send home communication about important school and community events 	All Students	<p>6500 Title I</p> <p>Communication supplies</p>
2.2	<p>Programs and services funded in this School Plan include:</p> <ol style="list-style-type: none"> 1. Parent Engagement Expenses 2. Increase opportunities and format of parent engagement 3. Translation at parent events 	<p>Underperforming students, including students identified as Foster, Unhoused, Socioeconomically Disadvantaged, English</p>	<p>2500 Title I</p> <p>Parent Engagement Expenses and Translation Services</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parent engagement continues to be an area of growth for Live Oak. Although we have a group of involved parents/families, these tend to be focused on their students' curricular/extra-curricular areas of interest (Booster meetings). Chats with administration meetings were scheduled at differing hours to accommodate families' varying schedules, yet there was no increase in participation. In 2023-2024, we did not have an effective method of obtaining participation data at school-wide engagement events to determine if there was an increase or decrease compared to previous years. Staff members utilized ParentSquare regularly to communicate with families; this system is effective given the instant translation capabilities into Spanish.

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

There were no major differences in the implementation of budget expenditures.

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.

The desired results for this goal were updated, as applicable, for the 24-25 SPSA based on the data available. The desired result of increasing the participation of Spanish-speaking families in ELAC meetings was carried over, given that there is a high population of students identified as Hispanic (65%) and English learners (16%). Even though 97% of families are receiving ParentSquare notifications, a desired result was added to the 24-25 SPSA, given the importance that all families receive information regarding school events and deadlines. Lastly, in the 23-24 SPSA, a desired result was to increase the participation of families at parent engagement events; nonetheless, we did not have a system to record and track that participation. For this reason, the desired result was updated to develop a system to obtain attendance/participation data; data obtained in 24-25 will serve as a baseline for upcoming school years.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement and School Climate

By June 2025, the percentage of chronically absent students will decrease by at least 10% for all students and major student groups: students identified as Hispanic, students identified as White, students with disabilities, students identified as socioeconomically disadvantaged, students identified as English Learners, and students identified as unhoused.

By June 2025, the percentage of suspensions will decrease by at least 5% among all students and major student groups: students identified with disabilities, students identified as socioeconomically disadvantaged, students identified as English learners, students identified as White, students identified as Hispanic, students identified as unhoused, and students identified with two or more races.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2022-2023, the overall chronically absent rate was 23.6%, 46.6% for students with disabilities, 30.6% for students socioeconomically disadvantaged, 27.4% for students identified as English learners, 24.5% for students identified as White, 24.7% for students identified as Hispanic, and 30.1% for students identified as unhoused.

In 2022-2023, the overall suspension rate was 8.4%, 14.7% for students with disabilities, 13.3% for students identified as socioeconomically disadvantaged, 20.1% for students identified as English learners, 4.7% for students identified as White, 10.7% of students identified as Hispanic, 13.6% students identified as unhoused, and 2.0% students identified with two or more races.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate:	Attendance Rate: (DataZone) 2022-2023: 93.20% 2034-2024 - up to April 26, 2024: 92.55%	By June 2025, the attendance rate will increase by 2%.
Chronic Absenteeism Rates:	Chronic Absenteeism Rates 21-22 (DataQuest): Overall: 27.7% SWD: 47.9% SED: 36.2% EL: 37.8%	By June 2025, the percentage of chronically absent students will decrease by at least 10% for all students and major student groups: students identified as Hispanic, students identified as White, students

	<p>White: 26.0% Hispanic: 30.6% Unhoused: 44.4%</p> <p>Chronic Absenteeism Rates 22-23: (DataQuest) Overall: 23.6% SWD: 46.6% SED: 30.6% EL: 27.4% White: 24.5% Hispanic: 24.7% Unhoused: 30.1%</p>	<p>with disabilities, students identified as socioeconomically disadvantaged, students identified as English Learners, and students identified as unhoused.</p>
SARB Compliance:	<p>SARB Compliance 2021-2022:</p> <ul style="list-style-type: none"> • -# First Notice: 298 • -# Second Notice: 147 • -# Third Notice: 91 • -#SART Hearings: 32 • -#SARB Hearings: 6 <p>SARB Compliance 2022-2023:</p> <ul style="list-style-type: none"> • -# First Notice: 451 • -# Second Notice: 250 • -# Third Notice: 169 • -#SART Hearings: 20 • -#SARB Hearings: 4 	<p>By June 2025, SART hearings will decrease by 2%. The increased outreach efforts to communicate with families of chronically absent students will decrease the need for SART meetings.</p>
Suspension Data:	<p>Suspension Data 2021-2022 Overall: 8.9% SWD: 14.8% SED: 12.5% EL: 16.2% White: 4.4% Hispanic: 10.8% Unhoused: 16.3% Two/more races: 10.3%</p> <p>Suspension Data 2022-2023 Overall: 8.4% SWD: 14.7% SED: 13.3% EL: 20.1% White: 4.7% Hispanic: 10.7% Unhoused: 13.6% Two/more races: 2.0%</p>	<p>By June 2025, the percentage of suspensions will decrease by at least 5% among all students and major student groups: students identified with disabilities, students identified as socioeconomically disadvantaged, students identified as English learners, students identified as White, students identified as Hispanic, students identified as unhoused, and students identified with two or more races.</p>
Expulsion Rate:	<p>Expulsion Rate 2021-2022 7 students (0.6%)</p> <p>Expulsion Rate 2022-2023 2 students (0.2%)</p>	<p>By June 2025, the number of students expelled will decrease.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Programs and services funded in this School Plan include:</p> <ol style="list-style-type: none"> 1. MINGA student hall pass and engagement monitoring 2. PBIS coordinators 3. StopIt reporting system 4. Envolve leadership curriculum/program 5. Student handbook/agenda 6. Materias/supplies for PBIS student lessons or relationship building activities 	All Students	<p>4238 LCFF</p> <p>PBIS Stipends 10000 LCFF</p> <p>Minga/StopIt/Envolve 4500 Title I</p> <p>Student handbook/agenda</p>
3.2	<p>Programs and services funded in this School Plan include:</p> <ol style="list-style-type: none"> 1. AVID site membership - to support first to college students and college/career readiness of target subgroups. 2. Home visits for students chronically absent and SARB meetings 3. Alternatives to suspension training for administrators 4. Materials/supplies for recognitions for perfect attendance 	Underperforming students including students identified Foster, Unhoused, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	<p>600 LCFF</p> <p>AVID Membership Cost 500 Restricted State Lottery</p> <p>Home visits, Alternatives to suspension training, Materials/supplies</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The MINGA student pass and monitoring program has improved student engagement efforts by identifying the frequency and duration of students being outside of the classroom. This data is useful in support meetings (SSTs, 504s, and IEPs) when identifying areas of need for student support. The staff has also identified other practical uses for the program: sign up for school events, PBIS reward point assignments, and student announcements. The StopIT app was used by a few students in 23-24 to report a concerning student issue. This does not mean that it is not an effective system. We will continue using it in 24-25, with greater concerted efforts to inform students of its purpose and benefits.

In the 23-24 SPSA, staff empathy training was included as an activity to foster student engagement. While training under that specific scope was not offered during the school year, professional development workshops from Equal Opportunity Schools focused on Belonging and Welcoming students were offered to staff.

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

There were no major differences in the implementation of budget expenditures.

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.

To decrease suspensions for all students and among major student groups, administrators are receiving training in restorative practices and other alternatives to suspensions, especially for non-physical student incidents/violations.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Special Education / Diverse Learners

By June 2025, the number of students with disabilities who graduate will increase by at least 3%.

By June 2025, the number of students with disabilities who score at or above standard on the SBAC in ELA and Math will increase by at least 5% (as presented in Goal 1).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1.5 - Improve equity, access, and outcomes for diverse student learners by increasing opportunities for student learning in the least restrictive environment (LRE).

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2023, students with disabilities had the lowest graduation rate of all major student groups, 75%, with a decline of 7.9%. In 2022, students with disabilities did not have the lowest graduation rate; they were the student group with the second lowest graduation rate (82.9% compared to 75.9% among students identified as English Learners).

In 2023, on the SBAC, 6.67% of students with disabilities met or exceeded standards in ELA, and 0.00% met or exceeded standards in math. They are the student group with the lowest percentage of meeting or exceeding standards.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rates:	<p>Graduation Rates: 2022 Rate---Change---Status</p> <ul style="list-style-type: none"> • -All 92.2% +1.6% • -SED 86.0% -1.2% • -SWD 82.9% +20.5% • -White 95.8% +3.6% • -Hispanic 90.8% +2.5% • -EL 75.9% +7.5% <p>Grad Rates: 2023 Rate---Change---Status</p> <ul style="list-style-type: none"> • -All 94.6% +2.4% • -SED 91.9% +5.8% • -SWD 75.0% -7.9% • -White 92.3% -3.5% • -Hispanic 94.6% +3.9% • -EL 86.4% +10.5% 	The goal is for students with disabilities to increase their graduation rate by 3% by June 2025.
SBAC Grade 11:	<p>SBAC Grade 11 -- 2022 ELA status: Meet or Exceed Standards</p> <ul style="list-style-type: none"> • -All students 50.40% • -Hispanic 42.86% • -EL 13.64% • -SED 39.08% • -SWD 8.00% • -Unhoused 50.00% <p>Math status: Meet or Exceed Standards</p> <ul style="list-style-type: none"> • -All students 25.40% • -Hispanic 14.76% • -EL 8.33% • -SED 15.91% • -SWD 0.00% • -Unhoused 25.00% <p>SBAC Grade 11 -- 2023 ELA status: Meet or Exceed Standards and change</p> <ul style="list-style-type: none"> • -All students 47.50% -2.90% • -Hispanic 38.56% -4.30% • -EL 8.33% -5.31% • -SED 35.43% -3.65% • -SWD 6.67% -1.33% • -Unhoused 33.34% -16.66% <p>Math status: Meet or Exceed Standards and change</p> <ul style="list-style-type: none"> • -All students 16.25% -9.15% • -Hispanic 8.50% -6.26% • -EL 2.78% -5.55% • -SED 7.37% -8.54% • -SWD 0.00% +/-0% • -Unhoused 6.67% -18.33% 	By June 2025, the number of students with disabilities who score at or above standard on the SBAC in ELA and Math will increase by at least 5%.

Inclusion offerings:	<p>Inclusion offerings 2022: English 9 CP: 2 sections English 10 CP: 1 section English 11 CP: 1 section Integrated Math 1: 4 sections Integrated Math 2: 1 section Agricultural Biology: 2 sections Total 11 sections</p> <p>Inclusion offerings 2023: English 9 CP: 2 sections English 10 CP: 2 sections Integrated Math 1: 3 sections Integrated Math 2: 1 section Agricultural Biology: 2 sections Total 10 sections</p>	<p>Per each individual student's IEP, the goal is to place them in the Least Restrictive Environment (LRE). We offer inclusion courses based on student requests determined by the IEP team.</p> <p>The goal is to increase inclusion offerings in additional courses as required by students' IEPs.</p>
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Site Level Discussed in this Plan: 1. Inclusion classes 2. Collaboration releases to focus on UDL 3. Inclusion special assignment lead 4. SEAC	Students with Disabilities	5000 LCFF Collaboration releases, Inclusion special assignment lead

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Live Oak saw an increase in students with disabilities' participation in athletics and extracurricular activities. Based on their individual needs and support plan, students with disabilities are scheduled in as many general education classes as possible, including inclusion core classes, physical education, Career Technical Education courses, and visual and performing arts classes. A variety of specialized academic instruction courses in core curricular areas are also available as needed. The focus has to be on improving their academic achievement.

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

There were no major differences.

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.

The goal was updated for 2024-2025 to focus on two aspects in which students with disabilities demonstrate the greatest need for academic support: SBAC testing and graduation rate. The SBAC goal carried over from 2023-2024, as no improvement was made on this indicator.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$280,057.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$64,019.00

Subtotal of additional federal funds included for this school: \$64,019.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Extra Curricular	\$21,000.00
LCFF	\$105,538.00
Restricted State Lottery	\$89,500.00

Subtotal of state or local funds included for this school: \$216,038.00

Total of federal, state, and/or local funds for this school: \$280,057.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Extra Curricular	21,000.00
LCFF	105,538.00
Restricted State Lottery	89,500.00
Title I	64,019.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extra Curricular	21,000.00
	LCFF	105,538.00
	Restricted State Lottery	89,500.00
	Title I	64,019.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	246,219.00
Goal 2	9,000.00
Goal 3	19,838.00
Goal 4	5,000.00

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

Name of Members	Role
Veronica Diaz	Principal
Fernando Camargo	Other School Staff
Michael Marius	Other School Staff
Jennifer Uyeda Allen	Parent or Community Member
Aimee Ledwith	Parent or Community Member
Gloria Murray	Parent or Community Member
Victoria Enos	Parent or Community Member
Betsy Figueroa	Classroom Teacher
Courtney Schmidt	Classroom Teacher
Amy Hagopian	Parent or Community Member
Allie Murray	Secondary Student
Nathaniel Newberg	Secondary Student
Brooke Ledwith	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/24/2024.

Attested:



Principal, Veronica Diaz on 5/24/2024



SSC Chairperson, Gloria Murray on 5/24/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023