

School Year: 2024-25



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the School Plan for Student Achievement (SPSA), as well as the planning requirements for a school identified for Additional Targeted Support and Improvement or Comprehensive Support and Improvement, may be found in the SPSA Template Instructions.

This school plan, developed by the La Puente High School School Site Council, describes the strategies for improving student academic achievement.

For additional information regarding the school’s programs and how you may become involved locally, please contact:

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
La Puente High School	19734451934801	4/23/2024	June 27, 2024

Plan Description

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

Schoolwide Program

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements, including for ATSI or CSI as identified, in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

La Puente High School utilizes data analysis of federal, state, local and district assessments to develop our School Plan for Student Achievement. This school site plan addresses our significant student groups, identifies the goals, develops the action plans and determines the budget expenditures that support the planning, implementation and evaluation of the site plan. The annual cycle of review with input from all of our stakeholders (listed above) allows our alignment to be ongoing and current. The School Plan for Student Achievement meets the requirements for SWP and exited ATSI effectively meeting the Every Student Succeed Act requirements.

School Profile

La Puente High School is situated in the San Gabriel Valley, approximately 20 miles east of downtown Los Angeles. According to the Census Day data released in October 2023, there were 865 students enrolled at the school. The Western Association of Schools and Colleges visited La Puente High School at the end of April and will notify the school of its accreditation timeline in June. La Puente High School offers diverse student activities with over 40 chartered active clubs, such as HOSA, California Scholarship Federation, Science Olympiad, Academic Decathlon, and Associated Student Body. The school encourages students to engage in extracurricular activities, offering a comprehensive interscholastic athletic program with opportunities in 15 different sports. Additionally, the school provides various Visual and Performing Art groups, including the first CTE Dance pathway in the district.

Currently, the school is a Title 1 Schoolwide program and successfully exited Additional Targeted Support and Improvement (ATSI) status in the 2023-24 school year. Based on the 2023-24 CA School Dashboard data, La Puente student groups English Learners and Students with Disabilities (SWD) academic achievement in ELA and Math increased. However, the English Learners student group also shows higher suspension rates than all students. La Puente High School is working to improve academic achievement for all students, with a particular focus on these student groups. The school is committed to providing a safe and inclusive learning environment for all students and is actively working to address these student groups' challenges.

La Puente High School acknowledges the need to utilize state and district assessment data to inform lesson design and support for all students, particularly English Learners, Students with Disabilities, and homeless students. The school will implement evidence-based interventions and strategies to improve student achievement and performance. Furthermore, La Puente High School recognizes the importance of creating a safe and inclusive learning environment that supports all students' academic and personal growth. The school will prioritize efforts to address the achievement gap and high suspension rates among these student groups to ensure that every student has an equitable opportunity to succeed.

LPHS utilizes various funds to support all students. In preparation for the annual School Plan for Student Achievement, education partners have the opportunity to provide input for goals and services for students through staff, department, leadership, professional learning community and shared decision-making meetings. In addition, LPHS' English Learner Advisory Committee also has input into the Student Plan for Academic Achievement during their ELAC meetings. The purpose of the plan is to evaluate and set goals for the school, addressing academic progress in English Language Arts and Math, English Learner proficiency as well as climate goals for graduation rate, suspension rate, and attendance. The school identifies student groups who need additional support meeting content and ELD standards and works with the school staff and community to address critical areas of need.

In addition to the academic and school climate goals, LPHS offers students a variety of on-campus resources to further support students' social and emotional needs such as the guidance office calming room, offering students a safe and calm place to turn to when they are feeling anxious or overwhelmed; the Dream Center a resource center where students can receive academic and social/emotional support; the Department of Mental Health also is an on-site mental health support at all times during the school day. In addition to addressing the needs of the community, LPHS continues to open the LP Closet, a place where families can obtain basic needs items. These resources will continue during 2024-2025.

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District Adopted Core Curriculum 2024-25

District Adopted Core Curriculum 2024-25

Curricular Area	Publisher	Grade Level
<u>Language Arts/Literacy</u>	McGraw Hill Education, <i>Wonders</i>	K-5
	McGraw Hill Education, <i>Study Sync</i>	6-12
	ERWC	12
<u>English Language Development</u>	McGraw Hill Education, <i>Wonders ELD</i>	K-5
	McGraw Hill Education, <i>Study Sync with Designated ELD</i>	6-12
<u>Supplementary</u>	National Geographic, <i>Inside</i>	6-8
	National Geographic, <i>Edge</i>	9-12
<u>Mathematics</u>	Houghton Mifflin Harcourt, <i>Go Math!</i>	K-8
	Houghton Mifflin Harcourt, <i>Integrated 1,2,3</i>	9-12
	McDougal Littell, <i>Algebra 2</i>	
	Larson/Hostetler/Edwards, <i>Precalculus with Limits</i>	
	Larson/Hostetler/Edwards - <i>Calculus</i>	
<u>History/Social Science</u>	McGraw Hill Education, <i>IMPACT</i>	K-8
	Pearson, <i>World History-The Modern World</i>	10-12
	Pearson, <i>US History-The 20th Century</i>	
	Pearson, <i>American Government</i>	
	Pearson, <i>Economics Principles in Action</i>	
<u>Science</u>	Twig Education, <i>Twig Science</i>	TK-5
	Discovery Education, <i>Discovery Science</i>	6-8
	Savvas Learning, <i>Savvas Science</i>	9-12

School and Student Performance Data

Student Enrollment Enrollment By Student Race/Ethnicity

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	%	0.1%	0.23%		1	2
African American	0.40%	0.73%	0.58%	4	7	5
Asian	2.10%	2.08%	2.89%	21	20	25
Filipino	0.80%	0.52%	0.81%	8	5	7
Hispanic/Latino	95.51%	95.1%	94.57%	957	913	818
Pacific Islander	0.20%	0.42%	0.23%	2	4	2
White	0.80%	0.73%	0.23%	8	7	2
Multiple/No Response	%	0%	%		0	
	Total Enrollment			1002	960	865

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	241	244	214
Grade 10	249	231	230
Grade 11	276	241	211
Grade 12	236	244	210
Total Enrollment	1,002	960	865

Conclusions based on this data:

1. There a continue decrease in enrollment In 22-23 LPHS declined and overall of 42 students
2. The grade level with the most lowest enrollment was grade 11.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	147	178	153	12.20%	14.7%	17.7%
Fluent English Proficient (FEP)	458	405	369	49.30%	45.7%	42.7%
Reclassified Fluent English Proficient (RFEP)	7	28		0.8%	4.50%	

Student Enrollment “At-Risk” and Long Term English Learner (LTEL) Enrollment

2020-21

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	3	3	35	0	41	103	144
10	4	1	25	0	30	121	151
11	5	2	31	0	38	103	141
12	8	2	11	0	21	117	138

2021-22

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	6	0	31	0	37	89	126
10	3	3	32	0	38	99	137
11	14	1	21	0	36	116	152
12	8	2	26	0	36	93	129

2022-23

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	5	0	20	43	68	75	143
10	4	2	20	4	30	87	117
11	6	1	25	13	45	92	137
12	10	3	18	4	35	106	141

Conclusions based on this data:

1. English Learner Enrollment increased by 3.8% in 2023. However, there was also an increase of reclassified students of 11.2%.
2. There is a decrease of LTEL 6+ in 2023 in all grade levels except grade 11.
3. There is a higher number of English Learners in grade 9.

School and Student Performance Data

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
960	89.2	18.5	0.9
Total Number of Students enrolled in La Puente 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	178	18.5
Foster Youth	9	0.9
Homeless	49	5.1
Socioeconomically Disadvantaged	856	89.2
Students with Disabilities	145	15.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.7
American Indian	1	0.1
Asian	20	2.1
Filipino	5	0.5
Hispanic	913	95.1
Pacific Islander	4	0.4
White	7	0.7

Conclusions based on this data:

1. Student demographics are similar to 2022, with a slight increase SED % of students.

2. English Learner and Students with Disabilities student groups increased, English Learners increased by 4% and SWD by 1%.
3. Latino students make up 95% of LPHS student demographics.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In Fall of 2019, the overall academic performance in ELA & Math show that students are below the standards
2. In the Fall of 2019, the standards were met for College and Career
3. Graduation Rate in the Fall of 2019 was exceeding the standard

School and Student Performance Data

Academic Performance English Language Arts

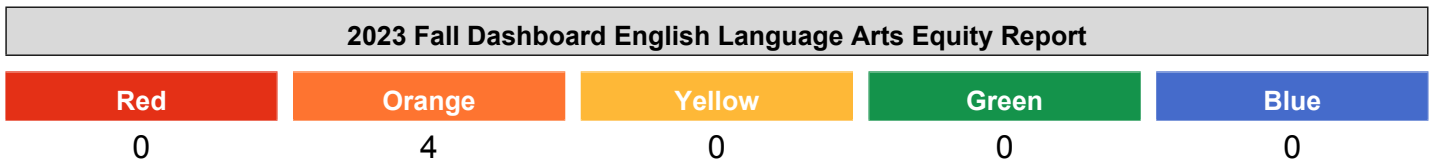
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This section provides number of student groups in each level.



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		
All Students Orange 30.7 points below standard Decreased Significantly -18.6 points 205 Students	English Learners Orange 85.8 points below standard Increased +5.2 points 41 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged Orange 36.4 points below standard Decreased Significantly -23.8 points 191 Students	Students with Disabilities Orange 138.3 points below standard Increased +6 points 35 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.4 points below standard Decreased Significantly - 21.7 points 192 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 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
92.3 points below standard Increased Significantly +26.7 points 31 Students	Less than 11 Students 10 Students	34 points below standard Decreased -6.8 points 78 Students

Conclusions based on this data:

- Overall, students in ELA, LPHS placed in the orange level, demonstrating a decrease in meeting/exceeding standards by 18.6 points.
- English Learners., Hispanics, and SWD increased in meeting/exceeding ELA standards. English Learners increased by 5.2 points and SWD by 6 points.
- SED and Latino students demonstrated a decrease in meeting/exceeding ELA standards. SED students decreased by 23.8 points and Latino students by 21.7 points.

School and Student Performance Data

Academic Performance Mathematics

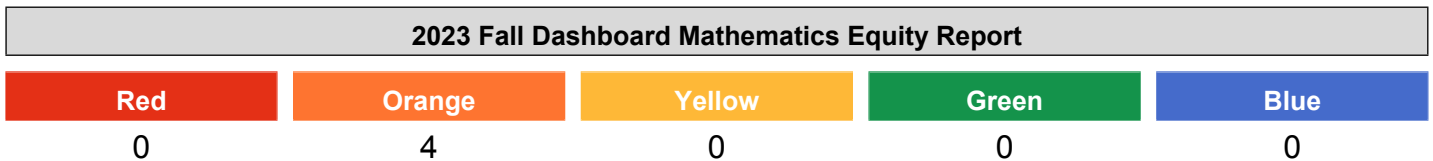
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This section provides number of student groups in each level.



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>Yellow</p> <p>114.7 points below standard</p> <p>Increased +8.9 points</p> <p>204 Students</p>	<p>English Learners</p> <p>Orange</p> <p>174.1 points below standard</p> <p>Increased +9.8 points</p> <p>41 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>119.3 points below standard</p> <p>Increased +4.6 points</p> <p>190 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>173.9 points below standard</p> <p>Increased Significantly +43.9 points</p> <p>35 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 120.2 points below standard Increased +6 points 191 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 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
188.2 points below standard Increased +5 points 31 Students	Less than 11 Students 10 Students	132.8 points below standard Increased +12.4 points 78 Students

Conclusions based on this data:

1. Overall in Math there was an increase in students meeting/exceeding math standards, placing scores in the yellow level.
2. English Learners, Hispanics, and SWD groups increased in meeting/exceeding the math standards ,ELs by 9.8 points and SWD by 43.9 points
3. SED students increased in meeting/exceeding math standards by 4.6 points.

School and Student Performance Data

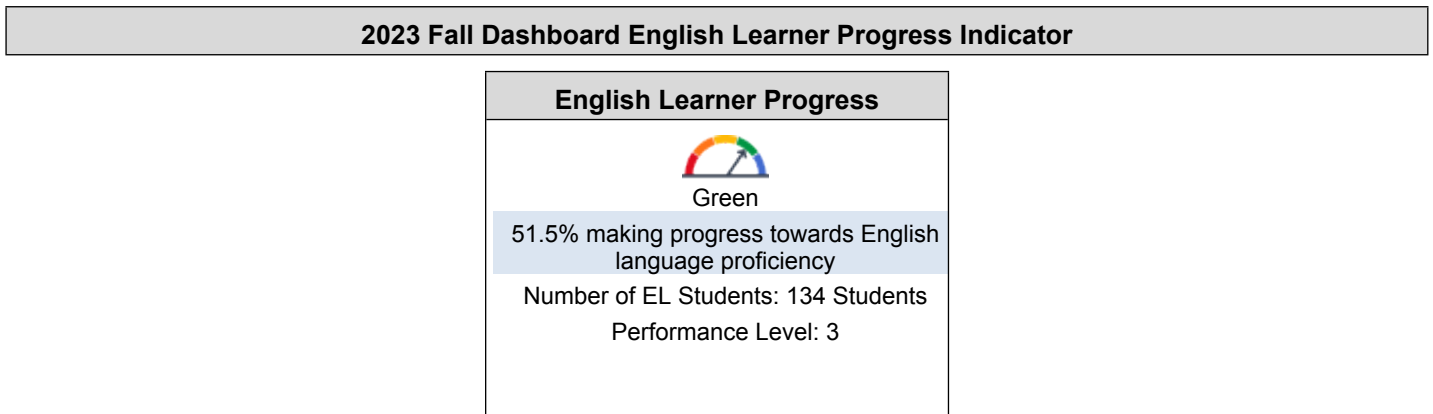
Academic Performance English Learner Progress

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.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



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

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
31		5	64

Conclusions based on this data:

1. 134 English Learners demonstrated progress for the 2023 and placed in the level green.
2. English Learners made progress and demonstrated 51.5 points above standard.
3. 31% of English Learners decreased one ELPI Level.

School and Student Performance Data

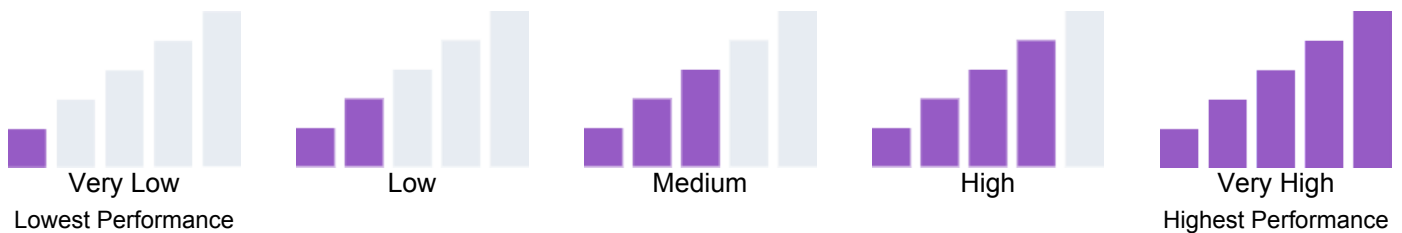
Academic Performance College/Career Report

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.

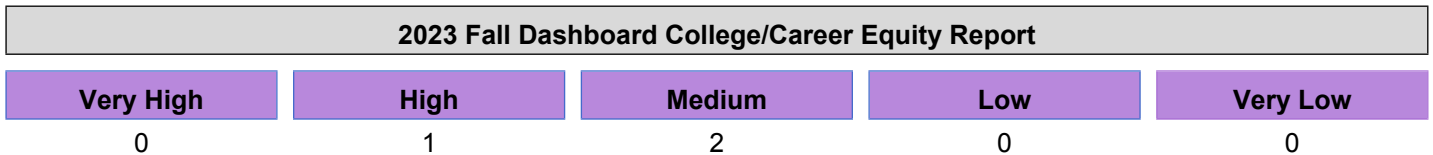
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

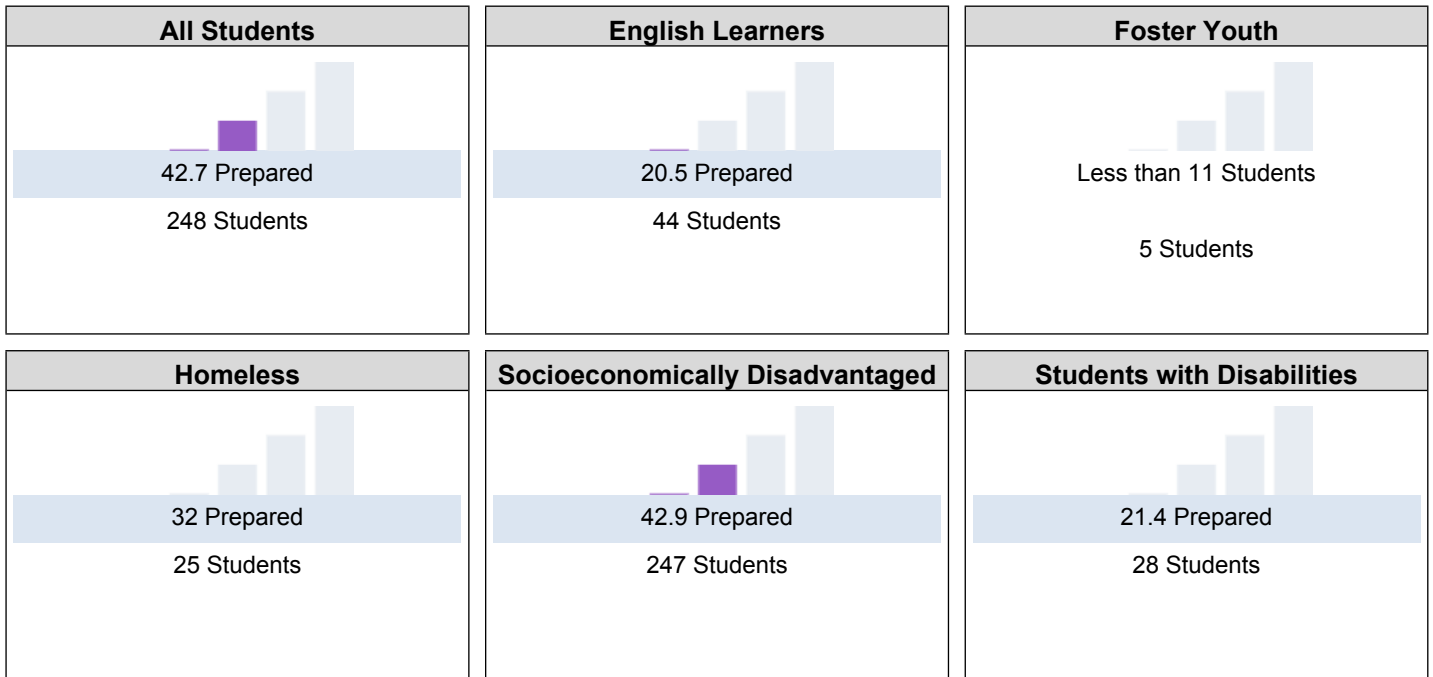


This section provides number of student groups in each level.

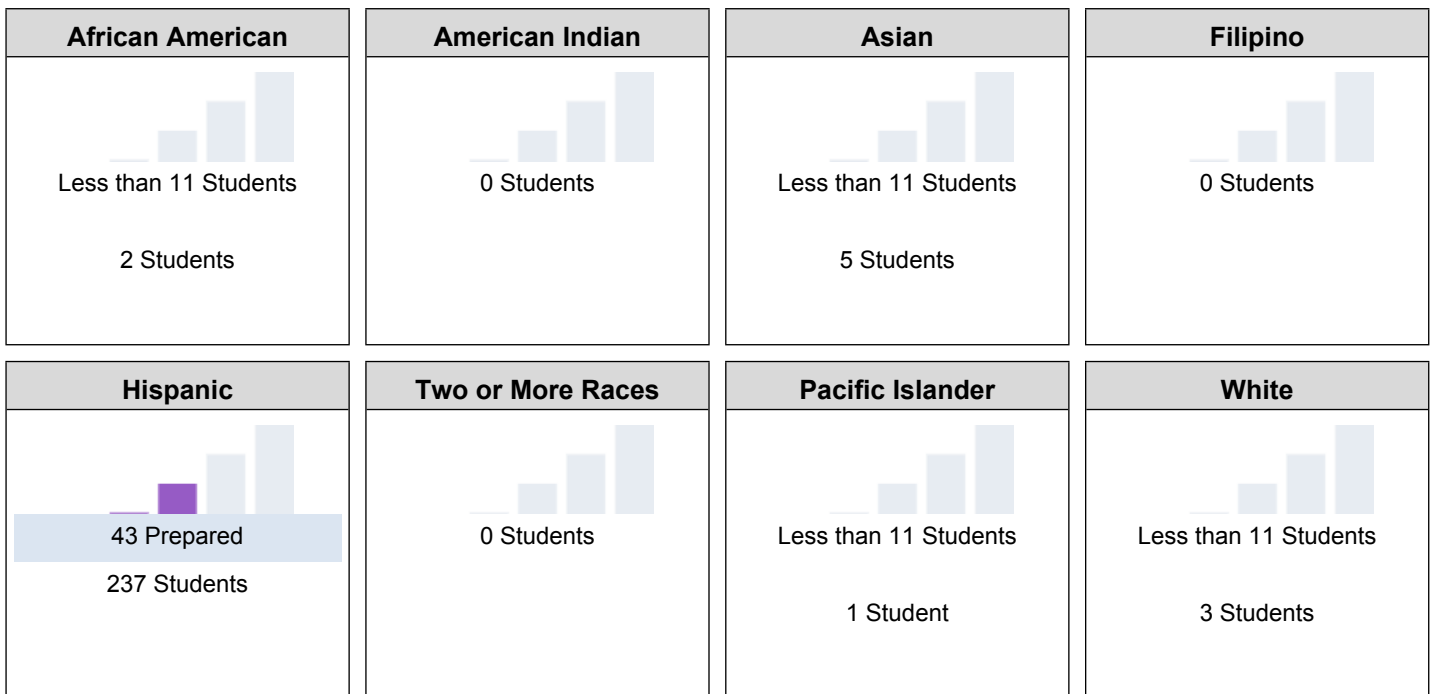


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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:

1. For the College and Career Indicator, LPHS placed at the medium level, indicating that 42.7% of students are prepared for college and career. This also includes SED and Latino students.
2. English Learners placed at the low level, indicating that 20.5% of ELs are college and career ready.
3. SED students placed in the low level, indicating that 42.9% of SED students are college and career ready.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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.

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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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Although, LPHS is not evaluated for Chronic Absenteeism, there is a need to increase student attendance. We consistently average at 92% attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

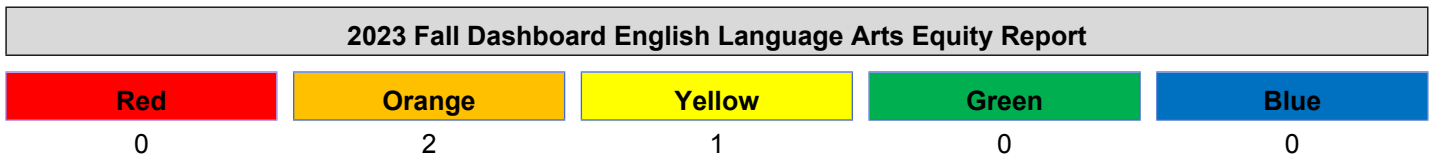
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This section provides number of student groups in each level.



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 Orange 94% graduated Decreased Significantly -5.2 248 Students	English Learners Orange 79.5% graduated Decreased Significantly -14.6 44 Students	Foster Youth Less than 11 Students 5 Students
Homeless 92% graduated Decreased Significantly -8 25 Students	Socioeconomically Disadvantaged Orange 93.9% graduated Decreased Significantly -5.2 247 Students	Students with Disabilities 96.4% graduated Maintained 0 28 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">5 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">94.9% graduated</p> <p align="center">Decreased -4.1</p> <p align="center">237 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>

Conclusions based on this data:

1. LPHS graduation rate decreased 5% from 2022, placing us in the orange level with an overall graduation rate of 94%.
2. Latino student graduation rate was a slight higher at 94.9%, placing them in the yellow level.
3. English Learners and SED graduation rate decreased placing them in the orange indicator, ELs graduation rate was at 79.5% a decreased of 14.6 points and SED graduation rate was at 93.9% a decrease of 5.2 points.
4. SWD maintained their graduation rate at 96.4%.

School and Student Performance Data

Conditions & Climate Suspension Rate

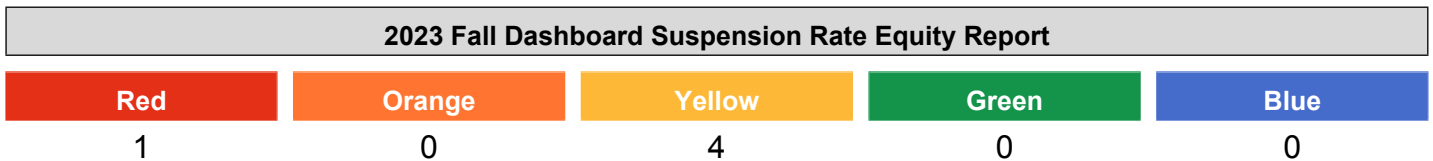
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."




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		
<p>All Students</p> <p>Yellow</p> <p>8.8% suspended at least one day</p> <p>Declined -1 1042 Students</p>	<p>English Learners</p> <p>Red</p> <p>12.9% suspended at least one day</p> <p>Increased 0.8 210 Students</p>	<p>Foster Youth</p> <p>27.3% suspended at least one day</p> <p>Declined -10.2 11 Students</p>
<p>Homeless</p> <p>Yellow</p> <p>8.1% suspended at least one day</p> <p>Declined -6.5 62 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>9% suspended at least one day</p> <p>Declined -1 965 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>13.1% suspended at least one day</p> <p>Declined Significantly -3 160 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 22 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9% suspended at least one day Declined -1.1 989 Students	Less than 11 Students 5 Students	Less than 11 Students 4 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. Although, LPHS suspension rate was at the yellow level, there was an overall decrease in suspension for 2023, including Latino, SED, SWD, and Homeless students
2. Foster at 27.3% and SWD at 13.1%.
3. English Learner student group had the highest number of suspensions, placing them at the red level. There was an increase of 0.8% suspensions for ELs making 12.9% of ELs getting suspended at least once in 2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 11	252	247	223	0	241	211	0	241	211	0.0	97.6	94.6
All Grades	252	247	223	0	241	211	0	241	211	0.0	97.6	94.6

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			% Standard Met			% Standard Nearly			% Standard Not		
	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		2562.	2550.		15.77	12.80		31.54	26.07		26.56	34.12		26.14	27.01
All Grades	N/A	N/A	N/A		15.77	12.80		31.54	26.07		26.56	34.12		26.14	27.01

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		14.52	15.17		62.24	59.24		23.24	25.59
All Grades		14.52	15.17		62.24	59.24		23.24	25.59

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		20.75	18.66		46.89	55.98		32.37	25.36
All Grades		20.75	18.66		46.89	55.98		32.37	25.36

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		8.30	10.43		77.59	67.77		14.11	21.80
All Grades		8.30	10.43		77.59	67.77		14.11	21.80

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		12.03	11.37		71.78	68.72		16.18	19.91
All Grades		12.03	11.37		71.78	68.72		16.18	19.91

Conclusions based on this data:

1. LPHS decreased in students meeting/exceeding ELA standards. For exceeding there was a decrease of 2.97%, for meeting there was a 5.5% decrease and for not met there was a .087% increase. There was a total of 34.12% of students who nearly met the ELA standards, an increase of 7.62%.
2. In Reading there was a % increase of students above standards at 15.17%. There was a decrease of % of students nearly meeting standard at 59.24% and a slight increase % of students below standard at 27.01%.
3. In Writing there was a % decrease of students above standards at 18.66%. There was a increase of % of students nearly meeting standard at 55.98% and a decrease % of students below standard at 25.36%.
4. In Listening there was a % increase of students above standards at 10.43%. There was a decrease of % of students nearly meeting standard at 67.77 % and an increase % of students below standard at 21.80%.
5. In Research & Inquiry there was a % decrease of students above standards at 11.37%. There was a decrease of % of students nearly meeting standard at 68.72% and a slight increase % of students below standard at 19.91%.

School and Student Performance Data

CAASPP Results Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 11	252	247	222	0	239	217	0	239	217	0.0	96.8	97.7
All Grades	252	247	222	0	239	217	0	239	217	0.0	96.8	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2500.	2507.		2.09	3.23		11.30	8.76		20.92	24.42		65.69	63.59
All Grades	N/A	N/A	N/A		2.09	3.23		11.30	8.76		20.92	24.42		65.69	63.59

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		3.35	7.83		35.56	30.88		61.09	61.29
All Grades		3.35	7.83		35.56	30.88		61.09	61.29

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		5.86	5.07		63.18	61.29		30.96	33.64
All Grades		5.86	5.07		63.18	61.29		30.96	33.64

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		2.93	4.15		59.83	60.37		37.24	35.48
All Grades		2.93	4.15		59.83	60.37		37.24	35.48

Conclusions based on this data:

1. LPHS slightly increase in students meeting/exceeding Math standards. For exceeding there was a increase of 1.14%, for meeting there was a 2.54% decrease and for not met there was a decrease of 2.1% students. There was a total of 24.42% of students who nearly met the Math standards, an increase of 3.5%.

2. In Concepts and Procedures there was a % increase of students above standards at 7.83%. There was a decrease of % of students nearly meeting standard at 30.88% and a slight increase % of students below standard at 61.24%.
3. In Problem Solving/Data Analysis there was a % decrease of students above standards at 5.07%. There was a decrease of % of students nearly meeting standard at 61.29% and an increase % of students below standard at 33.64%.
4. In Communicating Reasoning/Supporting Mathematical Conclusions there was a % increase of students above standards at 4.15%. There was an increase of % of students nearly meeting standard at 60.37% and a decrease % of students below standard at 35.34%

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1567.1	1546.1	1549.1	1565.3	1538.7	1539.6	1568.4	1553.1	1558.1	42	35	54
10	1542.9	1584.0	1563.1	1537.8	1586.1	1563.6	1547.5	1581.1	1562.3	34	42	31
11	1559.3	1526.9	1561.0	1555.3	1508.5	1545.5	1562.9	1544.9	1576.0	38	36	40
12	1558.7	1567.2	1562.7	1546.5	1561.0	1560.9	1570.3	1572.9	1564.0	18	32	29
All Grades										132	145	154

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	16.67	8.57	20.37	42.86	45.71	35.19	40.48	31.43	29.63	0.00	14.29	14.81	42	35	54
10	14.71	21.43	16.13	41.18	59.52	48.39	32.35	14.29	22.58	11.76	4.76	12.90	34	42	31
11	21.05	11.11	32.50	31.58	36.11	27.50	31.58	19.44	15.00	15.79	33.33	25.00	38	36	40
12	22.22	34.38	24.14	27.78	31.25	34.48	22.22	15.63	27.59	27.78	18.75	13.79	18	32	29
All Grades	18.18	18.62	23.38	37.12	44.14	35.71	33.33	20.00	24.03	11.36	17.24	16.88	132	145	154

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	33.33	20.00	27.78	54.76	54.29	42.59	11.90	14.29	16.67	0.00	11.43	12.96	42	35	54
10	32.35	54.76	38.71	41.18	28.57	32.26	14.71	11.90	19.35	11.76	4.76	9.68	34	42	31
11	39.47	25.00	32.50	34.21	38.89	40.00	10.53	2.78	2.50	15.79	33.33	25.00	38	36	40
12	38.89	46.88	34.48	27.78	31.25	37.93	11.11	6.25	13.79	22.22	15.63	13.79	18	32	29
All Grades	35.61	37.24	32.47	41.67	37.93	38.96	12.12	8.97	12.99	10.61	15.86	15.58	132	145	154

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	9.52	11.43	3.70	21.43	20.00	20.37	57.14	31.43	61.11	11.90	37.14	14.81	42	35	54
10	2.94	11.90	9.68	29.41	45.24	19.35	47.06	35.71	58.06	20.59	7.14	12.90	34	42	31
11	2.63	2.78	17.50	26.32	27.78	25.00	44.74	27.78	30.00	26.32	41.67	27.50	38	36	40
12	16.67	12.50	6.90	16.67	34.38	20.69	27.78	21.88	51.72	38.89	31.25	20.69	18	32	29
All Grades	6.82	9.66	9.09	24.24	32.41	21.43	46.97	29.66	50.65	21.97	28.28	18.83	132	145	154

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	9.52	2.86	12.96	85.71	80.00	72.22	4.76	17.14	14.81	42	35	54
10	8.82	9.52	22.58	70.59	85.71	67.74	20.59	4.76	9.68	34	42	31
11	5.26	8.33	7.50	60.53	58.33	67.50	34.21	33.33	25.00	38	36	40
12	5.56	6.25	13.79	50.00	75.00	65.52	44.44	18.75	20.69	18	32	29
All Grades	7.58	6.90	13.64	69.70	75.17	68.83	22.73	17.93	17.53	132	145	154

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	80.95	62.86	77.36	19.05	28.57	13.21	0.00	8.57	9.43	42	35	53
10	67.65	85.71	79.31	20.59	9.52	13.79	11.76	4.76	6.90	34	42	29
11	76.32	55.56	52.50	13.16	13.89	22.50	10.53	30.56	25.00	38	36	40
12	66.67	68.75	72.41	16.67	18.75	13.79	16.67	12.50	13.79	18	32	29
All Grades	74.24	68.97	70.20	17.42	17.24	15.89	8.33	13.79	13.91	132	145	151

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	19.05	17.14	14.81	52.38	40.00	55.56	28.57	42.86	29.63	42	35	54
10	17.65	26.19	16.13	41.18	57.14	54.84	41.18	16.67	29.03	34	42	31
11	2.63	8.33	17.50	60.53	47.22	42.50	36.84	44.44	40.00	38	36	40
12	16.67	15.63	6.90	44.44	53.13	48.28	38.89	31.25	44.83	18	32	29
All Grades	13.64	17.24	14.29	50.76	49.66	50.65	35.61	33.10	35.06	132	145	154

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	9.52	0.00	3.70	80.95	82.86	83.33	9.52	17.14	12.96	42	35	54
10	0.00	2.38	0.00	88.24	90.48	93.55	11.76	7.14	6.45	34	42	31
11	23.68	11.11	30.00	55.26	52.78	47.50	21.05	36.11	22.50	38	36	40
12	22.22	31.25	6.90	55.56	46.88	79.31	22.22	21.88	13.79	18	32	29
All Grades	12.88	10.34	10.39	71.97	69.66	75.32	15.15	20.00	14.29	132	145	154

Conclusions based on this data:

1. Overall Language % of students in levels 4 and 2 significantly increased. Additionally, there was a % decrease in levels 2 and 1. Level 4 increased to 23.38%, Level 3 decreased to 35.71%, level 2, increased to 24.03% and level 1 decreased to 16.88%.
2. In Oral Language, there was an increase in level 3 and 2 (level 3 increased to 38.96% & level 2 to 12.99%) There was a slight decrease in level 4 and 1 (level 4 decreased to 32.47% and level 1 to 15.58%)
3. In Written Language, there was a significant increase in level 2 to 50.65%) There was a slight decrease in level 4, 3 and 1 (level 4 decreased to 9.09%, level 3 21.43%, and level 1 to 18.43%)
4. In the domains of listening and speaking students increased in the level of well developed and decreased in the level of somewhat developed and somewhat developed for all grades except grade 11. In the level of Beginning, % of students in all grade levels decreased except grade 11.
5. In the domain of writing students increased in level the of well developed and somewhat developed (well developed increased to 10.39% 7 somewhat developed to 75.32%) Students in the beginning level decreased in all grade levels to a 14.29%

School and Student Performance Data

Reclassification Rate

2021-22

(from Aeries 7/1/2021 - 6/30/2022)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
La Puente HS	5	163	2.98%
HLPUSD	335	3342	9.11%

2022-23

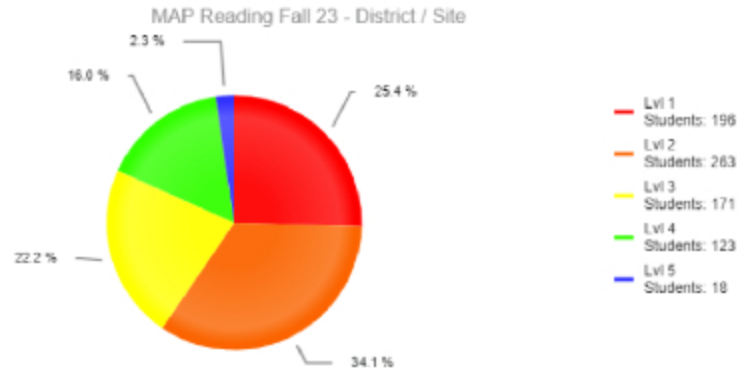
(from Aeries 7/1/2022 - 6/30/2023)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
La Puente HS	28	182	13.33%
HLPUSD	545	3216	14.49%

Conclusions based on this data:

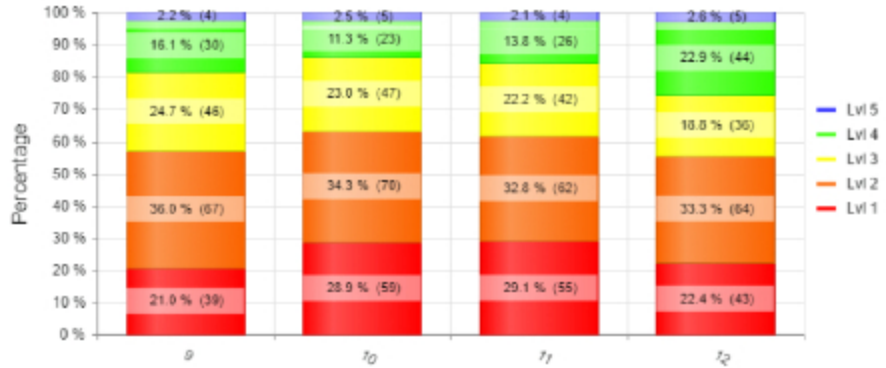
1. LPHS increased its reclassification rate from 2022 to 2023 by 10.35% with a total reclassification rate of 13.33% in 2023
2. LPHS reclassification rate is closed to the district rate with only a 1.57% difference.
3. LPHS reclassified a total of 28 English Learners. A 23 student increase.

K-12 Reading MAP Results for 2023-24

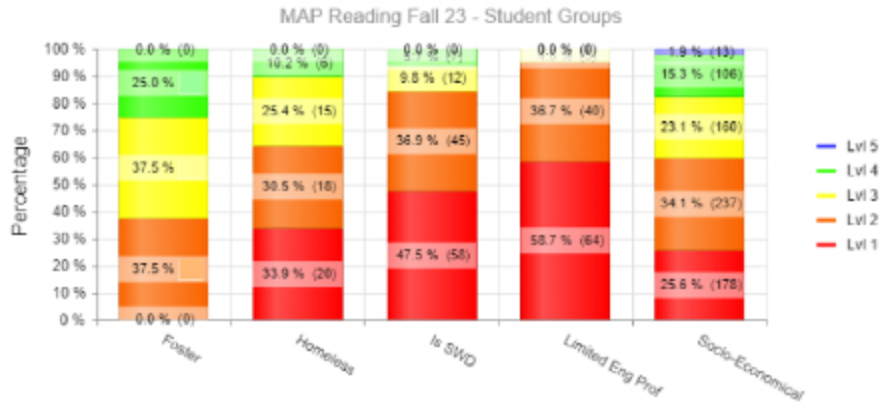


Schools: La Puente HS
 Grades: 9, 10, 11, 12

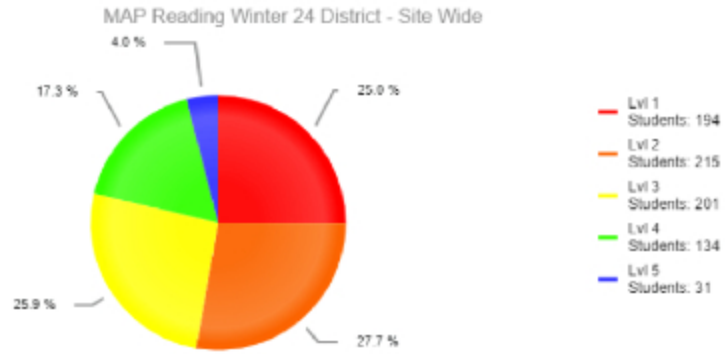
MAP Reading Fall 23 - Grade Level



Schools: La Puente HS

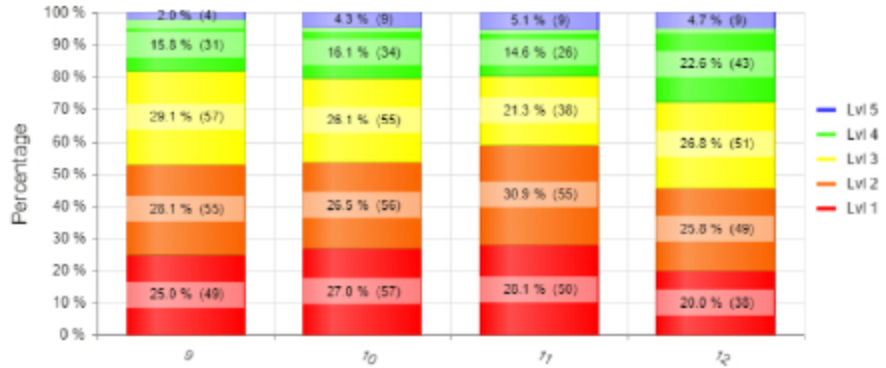


Schools: La Puente HS
 Grades: 9, 10, 11, 12

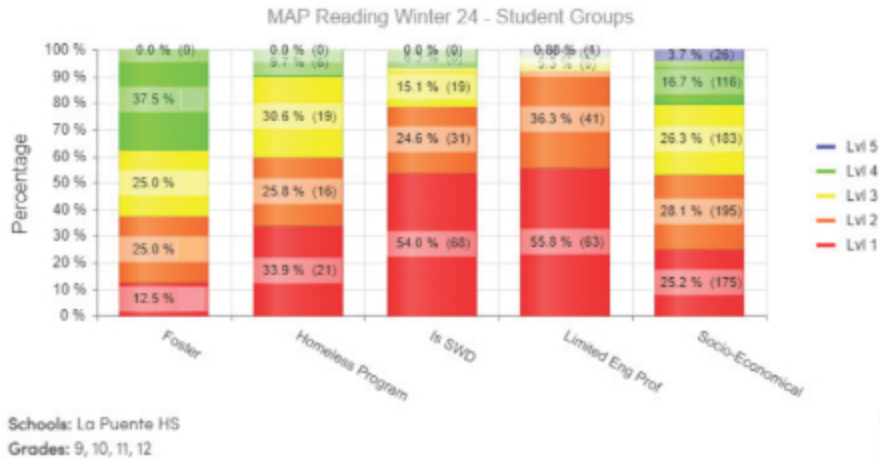


Schools: La Puente HS
 Grades: 9, 10, 11, 12

MAP Reading Winter 24 - Grade Levels



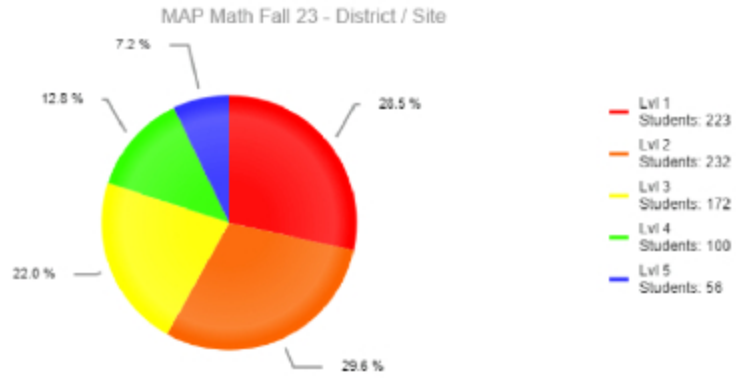
Schools: La Puente HS



Conclusions based on this data:

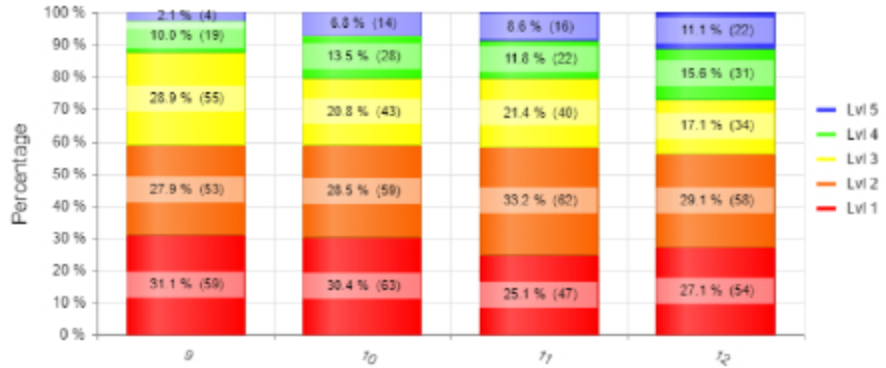
1. Based on the ELA data for MAP #2, out of the 795 students who were tested, 25.0% scored in the low range, 27.9% in the low average range, 25.8% in the middle range, 17.3% in the high average range, and 4.0 % in the high degree.
2. The MAP Student Groups data reveals that 8% of English Learners are performing at a moderate or higher level, 18% are in the low average range, and 74% are in the low range
3. Students with Disabilities (SWD), 8% are performing in the middle or higher degree, 14% are in the low average range, and 78% are in the low range.

K-12 Math MAP Results for 2023-24



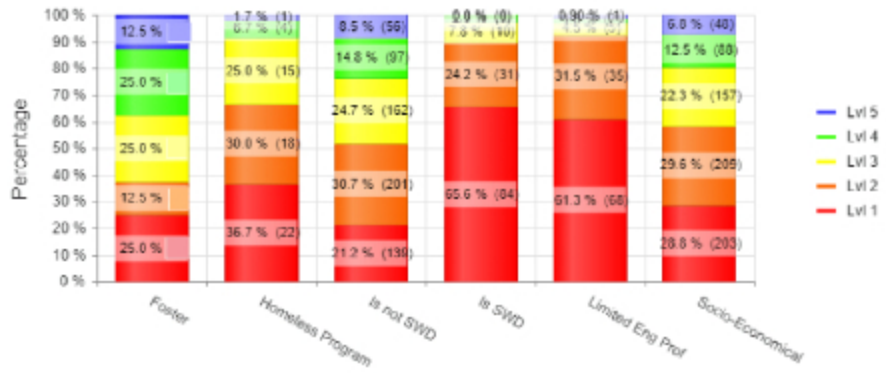
Schools: La Puente HS
 Grades: 9, 10, 11, 12

MAP Math Fall 23- Grade Levels

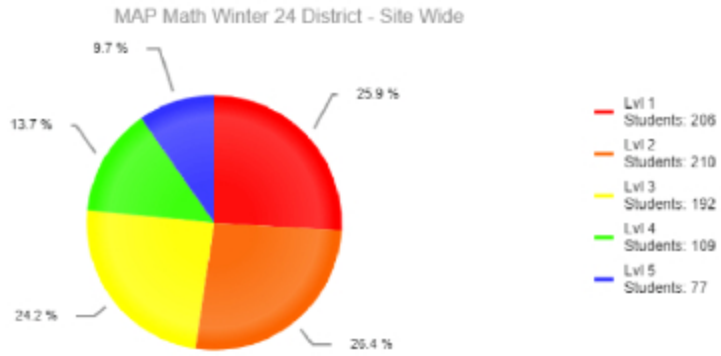


Schools: La Puente HS

MAP Math Fall 23 - Student Groups

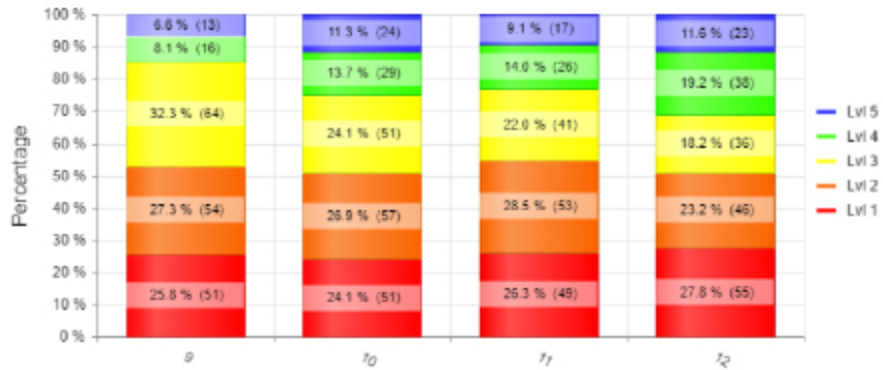


Schools: La Puente HS
 Grades: 9, 10, 11, 12

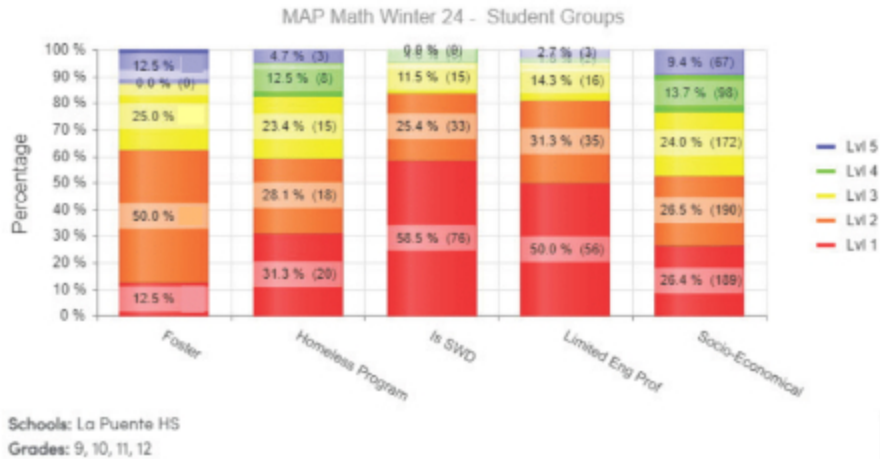


Schools: La Puente HS
 Grades: 9, 10, 11, 12

MAP Math Winter 24 - Grade Level



Schools: La Puente HS



Conclusions based on this data:

1. The math performance data for MAP #2 indicates that out of the 818 students tested, 26% scored in the low range, 27% in the low average range, 24% in the middle range, 14% in the high average range, and 9% in the high degree.
2. The MAP Student Groups data reveals that 23% of English Learners are performing at a moderate or higher level, 16% are in the low average range, and 61% are in the low range.
3. Students with Disabilities (SWD), 15% are performing in the middle or higher degree, 12% are in the low average range, and 73% are in the low range.

RFEP Monitoring Report

School	Grade Level	EL Status	IEP	SBAC ELA Achievement Level	SBAC ELA Test Date	SBAC ELA Achievement Level/Test Date	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade			
La Puente HS	9	RFEP (Monitored)	No	2 - Nearly Met	4/24/2023	2 - Nearly Met 04/24/2023	37 (1/17/2023)	D- [2022/2023 - Semester 2]			
La Puente HS	9	RFEP (Monitored)	No	3 - Met	4/19/2023	3 - Met 04/19/2023	26 (1/26/2023)	F (2022/2023 - Semester 2)			
La Puente HS	9	RFEP (Monitored)	No	2 - Nearly Met	4/19/2023	2 - Nearly Met 04/19/2023	35 (1/18/2023)	F (2022/2023 - Semester 2)			
La Puente HS	9	RFEP (Monitored)	No	1 - Not Met	4/19/2023	1 - Not Met 04/19/2023	13 (1/26/2023)	D+ [2022/2023 - Semester 2]			
La Puente HS	9	RFEP (Monitored)	Yes	1 - Not Met	4/19/2023	1 - Not Met 04/19/2023	11 (1/18/2023)	F (2022/2023 - Semester 2)			
La Puente HS	9	RFEP (Monitored)	Yes	1 - Not Met	4/11/2023	1 - Not Met 04/11/2023	17 (1/9/2023)	F (2023/2024 Semester 1)	C+ (2022/2023 - Semester 2)	C+ (2022/2023 - Semester 1)	
La Puente HS	9	RFEP (Monitored)	Yes	1 - Not Met	4/21/2023	1 - Not Met 04/21/2023	32 (1/17/2023)	F (2023/2024 Semester 1)	C- (2022/2023 - Semester 2)	C- (2022/2023 - Semester 1)	
La Puente HS	9	RFEP (Monitored)	No	1 - Not Met	4/12/2023	1 - Not Met 04/12/2023	30 (1/11/2023)	D+ [2023/2024 - Semester 1]	C+ (2022/2023 - Semester 2)	F (2022/2023 - Semester 1)	
La Puente HS	9	RFEP (Monitored)	Yes	1 - Not Met	4/19/2023	1 - Not Met 04/19/2023	19 (1/18/2023)	B (2023/2024 Semester 1)	C+ (2022/2023 - Semester 2)		
La Puente HS	9	RFEP (Monitored)	No	2 - Nearly Met	4/18/2023	2 - Nearly Met 04/18/2023	39 (1/24/2023)	D (2022/2023 - Semester 2)			

La Puente HS	9	RFEP (Monitored)	Yes	1 - Not Met	4/21/2023	1 - Not Met 04/21/2023	3 (5/10/2023)	D+ [2022/2023 - Semester 2]			
La Puente HS	9	RFEP (Monitored)	No	1 - Not Met	4/19/2023	1 - Not Met 04/19/2023	10 (1/18/2023)	B+ [2023/2024 - Semester 1]	A (2022/2023 - Semester 2)		
La Puente HS	10	RFEP (Monitored)	Yes	2 - Nearly Met	4/19/2022	2 - Nearly Met 04/19/2022	6 (4/18/2023)	D- [2022/2023 - Semester 2]			
La Puente HS	10	RFEP (Monitored)	No	3 - Met	4/20/2022	3 - Met 04/20/2022	3 (4/18/2023)	D+ [2022/2023 - Semester 2]			
La Puente HS	11	RFEP (Monitored)	No				36 (4/18/2023)	D- [2022/2023 - Semester 2]			
La Puente HS	11	RFEP (Monitored)	No	2 - Nearly Met	5/6/2019	2 - Nearly Met 05/06/2019	2 (4/18/2023)	F (2022/2023 - Semester 2)			
La Puente HS	11	RFEP (Monitored)	No	2 - Nearly Met	4/15/2019	2 - Nearly Met 04/15/2019	34 (4/18/2023)	F (2022/2023 - Semester 2)			
La Puente HS	12	RFEP (Monitored)	No	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	27 (1/18/2023)	A (2023/2024 Semester 1)	A (2022/2023 - Semester 2)	A (2022/2023 - Semester 1)	A (2021/2022 - Semester 2)
La Puente HS	12	RFEP (Monitored)	No	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	31 (1/18/2023)	C (2023/2024 Semester 1)	B- (2021/2023 - Semester 2)	B- (2022/2023 - Semester 1)	B- (2021/2022 - Semester 2)
La Puente HS	12	RFEP (Monitored)	Yes	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	8 (1/20/2023)	C (2022/2023 Semester 1)	C (2021/2022 - Semester 2)	C (2021/2022 - Semester 1)	
La Puente HS	12	RFEP (Monitored)	Yes	1 - Not Met	5/2/2023	1 - Not Met 05/02/2023	5 (1/18/2023)	A (2022/2023 Semester 1)	F (2021/2022 - Semester 2)	D (2021/2022 - Semester 2)	F (2021/2022 - Semester 1)
La Puente HS	12	RFEP (Monitored)	No	1 - Not Met	4/18/2023	1 - Not Met 04/18/2023	24 (1/18/2023)	C (2023/2024 Semester 1)	B- (2021/2023 - Semester 2)	B (2022/2023 - Semester 1)	B- (2021/2022 - Semester 2)

La Puente HS	12	RFEP (Monitored)	No	3 - Met	4/18/2023	3 - Met 04/18/2023	14 (1/18/2023)	D (2022/2023 Semester 2)			
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Conclusions based on this data:

1. RFEP students in grades 9-12 are not meeting SBAC ELA achievement and are performing below the 41% achievement level of NWEA MAP reading.
2. RFEP students in grades 9-11 are not meeting a grade of C or higher in ELA making them not eligible for A-G.
3. RFEP students in grade 12 are meeting a grade of C or higher in ELA, making them eligible for A-G.

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.

Please refer to Instructions for additional guidance.

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LPHS completes multiple surveys: Leadership team surveys, Staff Surveys, Parent Surveys in ELAC and SDM for recommendations, surveys generated from our Associated Student Body (ASB) for students on school academic and engagement as well as the California Healthy Kids Survey (CHKS) to all stakeholders annually. Based on our California School Dashboard Accountability reports, our surveys indicate that LPHS Graduation Rate decreased to 94% and for our 79.5% English Learner student group. Our Suspension Rate on the other hand decreased including English Learners, SWD, and homeless. Survey responses from the LCAP and WASC student and parent focus groups indicate a need to provide college information as early as Freshmen year, ASB/Renaissance/Club activities more pathways such as Culinary or Biomedical and an improve communication between school, students and parents. Staff and parent Survey responses from the LCAP activity and WASC focus groups demonstrate a need increase student engagement and student ownership as well as strengthen our VAPA engagement, improve student engagement through updated technology consistent multiple tiers of academic, behavior and social emotional interventions. To increase parent participation, continue with Coffee with the Principal, update school website and weekly Parent Square messages and monthly school bulletin. There is a need to continue to focus on disaggregating English Learners and Students with Disability student group data in order to plan and deliver the best instructional practices and supports for all students.

Classroom Observations

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

Administrators and district personnel conduct walkthroughs at different times throughout the year. These walkthroughs indicate a need to increase structured collaborative group work to deepen students' knowledge and empower students to take ownership of their own learning. There is also a need to increase academic discourse and rigor in our classes and the use of evidenced based instructional strategies to support integrated and designated ELD. Instructional strategies for differentiated learning that are strong in evidence-based research include writing, inquiry, reading and collaboration should be intentionally part of every instructional lesson design to address all students, focusing on our English Learners and Students with Disabilities.

Analysis of Current Instructional Program

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.

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 SWP, ATSI and/or CSI.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement,

specifically related to identified student groups

LPHS teachers review the updated CAASPP, ELPAC, Reclassification Data and Interim Assessment data in English and Math at various points throughout the year: in August when preliminary results are released, in October when official results are available as well as in December and January when the state accountability dashboard is finalized. In March, the staff was informed that we no longer in ATSI.

Findings show that English Learners, Latinos, SED and Students with Disabilities are not meeting performance goals in ELA and Math and in Suspension Rate. Based on the 2023 CAASPP Results, 41 English Learners tested increasing by 5.2 points. 12.50 % of ELs met the ELA standards and 43.75% nearly met the standards in ELA. In Math, 4 English Learners tested and 5.26% of English Learners nearly met the standards in math and 94.74% did not meet the math standards. Based on the 2023 CAASPP Results, 33 Students with Disabilities tested, and 6.06% of Students with Disabilities met the standards in ELA. In Math, 34 Students with Disabilities tested and 11.76% of Students with Disabilities nearly met the standards.

In terms of suspension rate, there was an overall decrease of suspensions from 9.8% in 2022 to 8.8% in 2023. 12.9 % of English Learners were suspended an increase in suspension rate by .05% while Students with Disabilities were suspended 13.1% a decrease of 1.23%. In addition to the subgroup of English Learners and Students with Disabilities, Foster Students suspension increased to 27.3%.

There is a need to utilize the state and district assessment data on an ongoing basis at staff meetings, PLC meetings, and professional development meetings to guide explicit lesson design and intervention support for all students. In PLC teachers will identify students who have met the focus skill and continue to plan to challenge students .

Additionally, teachers will identify students who have not met the focus skill and plan for Tier 2 and Tier 3 interventions. English Learners, SWD, and Foster Youth will continue to be a focus in terms of suspensions

District MAP Assessments continue to be a site challenge with 50% or more of the students not meeting the standards in both ELA and Math in the 2023-24 school year. Winter MAP Reading Data Student Groups data indicates 8% of English Learners are performing in the average range, 18% are at the low average and 74% are at the low range. 8% of SWD are performing in the average range or higher, 14 % are at the low average and 78% are at the low range. 47% of SED students are performing in the average range or higher, 28% are at the low average and 25% are at the low range. The math performance data for MAP #2 indicates that out of the 818 students tested, 26% scored in the low range, 27% in the low average range, 24% in the middle range, 14% in the high average range, and 9% in the high degree. The MAP Student Groups data reveals that 23% of English Learners are performing at a moderate or higher level, 16% are in the low average range, and 61% are in the low range. Among the Students with Disabilities (SWD), 15% are performing in the middle or higher degree, 12% are in the low average range, and 73% are in the low range.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

LPHS teachers meet twice monthly in PLC and separately as a whole department to review student progress. There is a need to train teachers on the PLC process, how to retrieve and analyze MAP assessment results, Achieve 3000 results to monitor student learning and adjust and differentiate instructional plans as a result of data. English Learner and Students with Disabilities performance data is reviewed along with whole school data to ensure differentiated instructional planning is provided.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

La Puente High School needs ongoing professional development to increase student achievement as measured by meeting or exceeding ELA and Math standards, particularly for English Learners, SWD, and SED student groups. As a result, there are ongoing opportunities to attend professional development conferences and workshops. LPHS has identified a need for additional training on the PLC process, MAP Data Analysis by student groups targeted use of Achieve 3000 and Mastery Connect, and how to download and analyze data. Developing consistent PLC systems and structures will allow teachers to identify students meeting and not meeting the focus skills for the quarter and plan how they will support students meeting and not meeting the focus standards. Training will occur during Late Start Mondays and at least Professional Growth days for ELA and Math departments with the support of the ELA, Data, and English Learner TOSAs. To support Tier 1 and Tier 2 instruction, staff will receive training on instructional best practices and trauma-informed practices for all students, in particular SED, English learners, and SWD, to continue to scaffold and support all students to meet their content standards. Student & Family TOSAs will also provide additional support at staff meetings on analyzing the CHKS and Universal Screening data to begin developing the LPHS MTSS framework, focusing on identifying Tier 1 - Tier 3 classroom and schoolwide best practices and interventions.

In August, our Leadership Team reviewed the preliminary CAASPP & ELPAC results, AP Test Results, and Map Assessment Data. This will include Achieving 3000 Lexile growth data to determine department plans for professional development. The district instructional division hosts numerous professional development opportunities for staff on an ongoing basis. AVID teachers will attend AVID conferences and coordinate schoolwide training for staff on selected WICOR strategies. In addition, content-specific professional development (i.e., CMC Math, BERS literacy conferences, etc.) and Advanced Placement teachers may attend Summer Institute or local conferences to receive ongoing training. Guidance counselors will attend UC-CSU workshops, AERIES training, Hatching Results, and career technical education conferences. Our Athletic Director, ASB Director, and coaches may also attend State Conferences, CADA, and sport-specific conferences to stay abreast of current rules and activity guidelines. Administrators will also attend conferences on instructional programs and strategies for MTSS, Universal Screening, and PBIS programs. Opportunities to attend conferences to support our special student populations, English Learners, and Students with Disabilities are available annually.

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

Based on our professional development needs described in the prior section, LPHS will schedule 3 professional development dates for ELA and Math with TOSAs in the Multilingual, Data, ELA, and Math to increase the number of students meeting/exceeding ELA and Math standards in particular, EL, SWD, and SED student groups. Student and Family Services TOSAs will facilitate schoolwide training on Monday Late start staff meetings to continue to reduce suspensions and chronic absenteeism. Our AVID Site Team and site-funded professional development trainings with the support of district TOSAs from Multilingual, Data, Technology and ELA departments to support teachers continuously throughout the school year. Funds are allocated annually for content-specific professional development for teachers and staff to provide the appropriate support for SED, English Learners and Students with Disabilities to increase meeting/exceeding E

The District Instructional Division at the District Office has offered many optional professional development opportunities in recent years to assist staff with training; the LPHS English and Math Department are requesting more training in Mastery Connect to develop common assessments for the 2024-2025 school year.

Teacher collaboration by grade level (K–8) and department (grades 9-12)

Teachers have a monthly department meeting and 2 monthly PLC meetings to collaborate within their department. Additionally, during monthly staff meetings, there is often collaboration time. Through site-specific committees (i.e., AVID Site Team, Safety Committee, etc.), Teachers disaggregate data, assess English Learners and Students with Disabilities data, and plan instruction for all students. This existing collaboration will serve as a strong foundation for our future efforts.

Collaboration across content areas and grade-level meetings are needed to share best practices and student interventions across departments and grade levels.

LPHS staff would like to do more cross-curricular or specific cohort collaboration (i.e. AP teachers) during 2024-2025.

Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

ELA, Math teachers, and counselors will begin to collaborate in department meetings with feeder middle school teachers and counselors. The Special Education department chair and Assistant Principal participate annually in all special education transition meetings for schedule development and strategies to help students transition to high school. Teachers also participate in transition meetings for our Students with Disabilities before transitioning to high school. English Learners and Students with Disabilities performance data from middle school is reviewed during PLCs at the first PLC meeting of the year.

Collaboration between the LPHS AVID coordinator and feeder middle schools will continue next year to begin aligning AVID with the middle schools' AVID program.

There is an urgent need to provide more ongoing vertical articulation with grade 9 ELA and Math teachers and our feeder school ELA and Math teachers throughout the year. This is a task of utmost importance that requires our collective attention and effort.

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified.

LPHS utilizes evidence based strategies to implement designated and integrated ELD. LPHS has committed to improving instruction for all English Learners and has dedicated a full-time teacher to designated ELD. Students making insufficient progress are monitored throughout the year by their counselor and English teacher providing the most support throughout their school day in both designated and integrated ELD and outside of class. The data demonstrates a need to implement evidence based strategies in content courses, focusing on the listening and writing domains in all content areas and continue to develop their academic discourse through the pairing of cross-level students to increase the learning of academic English.

Based on our site data, there is a need to continue to increase reclassification rates. LPHS needs to address English Learner performance on the NWEA Map Assessments for ELA and Math and meeting ELA standards on the CAASPP spring assessment. This is the greatest area of need for all students including English Learner students who are not meeting reclassification requirements.

There is also a need to review updated ELA and Math data disaggregated by student groups to best address our English Learner needs and to provide and monitor intervention supports for English Learners and RFEP students maintaining progress in CAASPP. MAP and ELA grades.

Extended learning activities

To build a positive school climate, LPHS provides numerous opportunities for students, including English Learners and Students with Disabilities, to become involved. LPHS offers 14 Varsity sports for the Interscholastic Athletic Program, an Award Winning Dance Program, Instrumental and Choral Music Program, ASB Leadership and Renaissance Classes, Junior Army Reserve Officer Training (JROTC) Program, 4 CTE Pathways in Public Safety, Automotive Technology Engineering, Graphic Production, and Professional Dance. LPHS will expand its Visual and Performing Arts for the 2024-2025 school year by adding Jazz and a choir teacher to the master schedule. LPHS students also have access to dual enrollment courses through Mt. San Antonio College, which will be embedded into the master schedule in 2024-25 and students will also have opportunities to take classes at Mt. San Antonio College through the Upward Bound program. In addition, LPHS provides a number of student clubs, such as HOSA, Science Club, LP Runs, and MECHA, and continues to develop new clubs, such as the Feminista Club and Gaming Club, designed to help Students with Disabilities develop and maintain positive relationships with their peers. This year, LPHS also opened the College Center as a space for all students on campus to have access to college and university presentations as well as career presentations by experts in their respective fields. Additionally, it serves as a resource center where students can receive academic, college and career guidance and support.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards

LPHS utilizes Achieve 3000 to support increased literacy for ninth-grade students and English Learners in the Designated ELD classes. We also provide AVID college tutors, support English Learners with 2 site-funded Bilingual Aides in Spanish and Mandarin, and have access to 1 site interventionist. All students can access the afterschool Academic Outreach tutoring program to assist them with instructional support. As a result of parent surveys, a need to hire another Bilingual Aide to support English Learners in Math and Science courses was highlighted. English Learners and Students with Disabilities need assistance in core classes in reading and writing development, and there has been an identified need, particularly in Math. As a result, for the 2023-24 school year, the Math department will identify an intervention program to support all students in Math 1 courses, including self-contained Math courses for Students with Disabilities. In planning for the 2024-2025 school year, LPHS will continue to allocate funds for 1 Interventionist to support students, including English Learners and Students with Disabilities. In addition to the interventionist, LPHS will allocate funds for 2 bilingual aides and 2 special education aids to support English Learners in Math and Science courses specifically.

Evidence-based educational practices to raise student achievement of identified student groups

Implementing a core set of evidence-based strategies, such as the AVID learning support structure known as WICOR, incorporates teaching/learning strategies in the areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that educators can use to guide English Learners and Students with Disabilities in comprehending concepts and articulating ideas at increasingly complex levels. WICOR strategies will be utilized across the curriculum to achieve performance on standards to increase student achievement as well as evidence-based strategies to help all students, including our English Learners, Students with disabilities, Socioeconomically Disadvantaged, and Latino students. In addition, the Development of academic vocabulary for all students, including English Learners, the use of GLAD strategies, non-verbal cues, and explicit instruction will continue to help raise student achievement.

LPHS needs to continue to develop more evidence-based educational practices and expand current methodologies that will enhance student mastery of the content standards and performance.

Parental Engagement

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

Parents can access their student's grades and assignments through the AERIES parent portal and Canvas. Our parents also participate in monthly Coffee with the Principal meetings, ELAC, Title 1, and SSC meetings. Parents are also allowed to attend the CABE conference and will have access to provide parent workshops on campus for parents to assist them with how to support the academic success of their children. LPHS Guidance counselors host an annual LPHS Bridge to Success event providing parents and students with workshops on FASFA, Dual Enrollment, UC and CSU Admission Process, Willow Adult School and Counselor session on Tips for Success. In addition, they host the 8th Grade Parent Night Meetings and are available for individual parent conferences. Parents can access teachers at 2 parent conference nights and back-to-school nights. English Learner parents as well as our parents of Students with Disabilities, attend meetings and provide input regularly at LPHS. Materials are translated and presented in home languages, and parents may provide input on additional needs during our ELAC and SSC meetings. Recommendations are made to SSC during our regularly scheduled meetings. Parents may also contact the school at any time to request resource assistance.

Parents continue to request Coffee with the Principal and CABE Parent Education classes and more opportunities to obtain training at various levels of understanding.

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of categorical programs

At LPHS, educational partners have multiple opportunities to become involved in the planning, implementation, and evaluation of the categorical programs. LPHS hosts multiple meetings: the English Learner Advisory Committee, Title 1 Parents, School Site Council Meetings, Coffee with the Principal, and Community School Advisory Committee, where members review our progress data at each meeting, including our CAASPP data, needs assessments, and site budgets. They use this data to help modify and make recommendations for our School Plan so that we provide resources to support our underperforming low-income students (Title I) and evaluate the plan's effectiveness. This would include identifying resources for all students, including our English Learners and Students with Disabilities.

Funding

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

LPHS site funds 2 Bilingual Aides, a Bilingual clerical, 2 AVID tutors, and 1 Interventionist, along with extra hours for staff to support underperforming students, including English Learners and Students with Disabilities. LPHS also utilizes categorical funds to purchase additional programs, materials, and supplies to assist students with meeting standards and improving their academic performance. For the 2024-2025 school year, LPHS has allocated funds for an additional Mandarin bilingual aide to provide resources for English Learners needing additional targeted support.

Educational Partners' Involvement

Comprehensive Needs Assessment Process

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

1. Date that the activity occurred
2. Group(s) involved (e.g., SSC, ELAC, Leadership Team, teachers, grade-level teams, parents, vertical teams, departments, etc.)
3. Activities related to the collection and analysis of data (e.g., SBAC results, student group results, discussing grade-level assessment reports, charting areas of strength and areas for growth on SMAP or common assessments, using an analysis protocol to analyze academic performance data, organizing district benchmark assessment data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)

1. Date	2. Group(s)	3. Description of Activities Related to Collection and Analysis of Data
August 7, 2023	Whole Staff Meeting	School Data Review- DIA, DFI, AP Test Data
August 23, 2023	Title 1 Meeting	School Data Review, School Involvement Opportunities, UCP Procedures
July 19, 2023	Leadership Meeting	Review CAASP ELA & Math Data, Attendance & Discipline
September 14, 2023	English Learner Advisory	CAASPP ELA & Math Data; Summative ELPAC Data; Reclassification and Seal OF Biliteracy Data
September 19, 2023	School Site Council	CAASPP ELA & Math Data; Summative ELPAC Data; ELA & Math DIA #1 & 2
October 19, 2023	English Learner Advisory	Student Group Data (English Learners, RFEP, SWD) CAASPP ELA & Math Data; Summative ELPAC Data; Reclassification and Seal OF Biliteracy Data
October 24, 2023	School Site Council	Annual Evaluation
November 7, 2023	Leadership Meeting	Tardy Policy, Attendance and Discipline
January 25, 2024	English Learner Advisory	Reclassification Process, Importance of Attendance & Impact on Learning
January 30, 2024	School Site Council	Explain CA Dashboard Indicators and Review Data for Academic Performance, Academic Engagement, Conditions & Climate
March 14, 2024	English Learner Advisory	Share and discuss ATSI identification & Data (ATSI PPT) & DIA # 1 ELA & Math
March 19, 2024	School Site Council	Share and discuss ATSI identification & Data (ATSI PPT) & DIA # 1 ELA & Math
March 26, 2024	Leadership Team	SPSA Goals & Budget Review
April 23, 2024	School Site Council	School Safety Plan, Alignment of SPSA and Educational Partners Identified LCAP Priorities
May 6, 2024	English Learner Advisory	English Learner Needs Assessment, SPSA Goals, Budget, Parent Engagement Policy, School Parent Compact, LCAP
April 8, 2024	Staff Meeting	Review LCAP Survey and Identified Priorities by Educational Partners
May 6, 2024	School Site Council	SPSA Approval, Parent Engagement Policy, School Parent Compact

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

SPSA Timeline	
Timeline	SPSA Life Cycle
January/ February 2024	<ul style="list-style-type: none"> Review current status of 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Conduct 2024-25 Needs Assessment & summarize conclusions for all students & student groups Based on needs, develop priorities and goals, aligned to Title I, LCFF/LCAP, & WASC for HS Budget development for 2024-25 SPSA (preliminary budget estimates) Engage educational partners in the process – SSC, ELAC, staff, LT, PLCs, students, community
March	<ul style="list-style-type: none"> Continue to review 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Alignment of 2024-25 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development Align 2024-25 Title I and LCFF S&C fiscal resources to address priorities, goals and actions Develop 2024-25 SPSA Planned Improvements/Goals to address identified needs with evidence-based actions/strategies ELAC advisement to SSC regarding development of the EL Plan in 2024-25 SPSA
April	<ul style="list-style-type: none"> Continue to review 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Continue March activities to write/update 2024-25 SPSA to ensure educational partners' engagement and legal SSC approval SSC to approve 2024-25 SPSA 2024-25 SPSA completed in DTS and SPSA Synopsis emailed to MESBP by Friday, April 26, 2024
May	<ul style="list-style-type: none"> MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	<ul style="list-style-type: none"> Recommend 2024-25 SPSAs for Board of Education Approval – June 13, 2024
August/ Sept	<ul style="list-style-type: none"> Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting Implement and monitor 2024-25 SPSA
October	<ul style="list-style-type: none"> Conduct 2023-24 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2024 CAASPP, Summative ELPAC and MAP results Complete 2023-24 Annual Evaluation in DTS with SSC Based on 2023-24 Annual Evaluation, revise 2024-25 SPSA actions/expenditures in DTS as needed to reach goals for student achievement, using September revised Title I funding allocation Revise 2024-25 SPSA Title I allocation in DTS Email MESBP when DTS revision is completed – by October 25, 2024
November/ December	<ul style="list-style-type: none"> Continue 2024-25 SPSA implementation – Title I program & LCFF/LCAP aligned actions & strategies Use formative and interim assessments & performance tasks to monitor all students & student groups' progress

Annual Evaluation

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal.

ANALYSIS

Please add a new row for each Metric Indicator and Expected Outcome.

English Language Arts

School Goal

All students particularly English Learners and Students with Disabilities, will increase their student achievement in English Language Arts as measured by the DASHBOARD, CAASPP, and NWEA MAP Reading Scores.

Metric Indicator and Expected Outcome	Data Results & Analysis
1a School Dashboard ELA- All Students increase by 5 points or more 1b School Dashboard ELA- English Learner increase by 5 points or more 1c School Dashboard ELA- SWD increase by 5 points or more	CA Dashboard results released December 1, 2024
2a CAASPP SBAC ELA- All Students: increase by 3% or more in meeting or exceeding ELA standards 2c CAASPP SBAC ELA- English Learner: increase by 4% or more in meeting or exceeding ELA standards 2f CAASPP SBAC ELA- SWD: increase by 3% or more in meeting or exceeding ELA standards	<p>The 2024 CAASPP scores for SBAC ELA for all students increased from 38% to 43%, a 5% overall increase in students meeting/exceeding ELA standards.</p> <p>English Learners' 2024 CAASPP score for meeting/exceeding ELA standards decreased from 12.5% to 10%, a 2.5% decrease from 2023.</p> <p>SWD 2024 CAASPP score for meeting/exceeding ELA standards increased from 6.06 % to 13.8%, an increase of 7.74% from 2023.</p>
3a Gr. 9-12 MAP Reading- All Students increase by 4% in the 61st percentile or higher 3c Gr. 9-12 MAP Reading- English Learner increase by 4% in the 61st percentile or higher 3d Gr. 9-12 MAP Reading- SWD increase by 4% in the 61st percentile or higher	<p>In the 2024 Winter MAP Reading scores for all students, 21.3% of students scored in the 61st or higher achievement percentile a 1.2% decrease from Winter 2023. While we did not meet the expected outcome, the Winter achievement presented below represents a comparison of Winter 24 and 23 Achievements by grade level</p> <p>Winter 2024 Grade 9: 18.1% at 61st percentile or higher Winter 23: Grade 9 - 21.2% at 61st percentile or higher Winter 2024 Grade 10: 20% at 61st percentile or higher Winter 23 Grade 10 - 22.1% at 61st percentile or higher Winter 2024 Grade 11: 19.8% at 61st percentile or higher Winter 23 Grae 11 24.2% at 61st percentile or higher Winter 2024 Grade 12: 27.3% at 61st percentile or higher Winter 23 Grade 12 - 22.6% at 61st percentile or higher</p>

For English Learners in the 2024 Winter Reading Map scores, 2.7% of students scored in the 61st or higher achievement percentile, an increase of 0.1% from Winter 2023.

SWD in 2024 Winter Map scores, 6.1%, scored in the 61st or higher achievement percentile, an increase of 3.6% from Winter 2023.

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

The overall CAASPP ELA scores increased by 4%, from 38% to 42%, showing progress in students meeting/exceeding standards. SWD experienced an 8.1% increase in CAASPP ELA scores, from 6.06% to 13.8%, indicating effective support from targeted interventions in English 1-3 Team Taught classes. However, English Learners' CAASPP ELA scores dropped from 12.9% to 10%, a 2.9% decrease, indicating a need for targeted strategies. General Winter MAP scores decreased by 1.2%, and Grade 12 Winter MAP Reading scores rose from 22.6% to 27.3% in the 61st percentile or higher, demonstrating strong academic growth in the final year. English Learners showed a slight 0.1% increase in Winter MAP scores, suggesting ongoing support strategies helped in the gradual increase in reading and language skills. Monthly PLC meetings and two professional development release days enabled teachers to analyze CAASPP and MAP data and develop a scope and sequence for reading and writing. Extra hours for the Academic Outreach Program provided students with additional content support in all subject areas including ELA.

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

For the 2023-24 school year, funds were allocated to hire two part-time interventionists to support Tier 2 interventions. However, due to budget cuts, LPHS only hired 1 interventionist or fully implemented Tier 2 interventions for student support. English teachers received two days, instead of the planned three, of professional development in the fall and winter to analyze SBAC, MAP Reading/Language, and ELPAC data and identify essential skills for creating a scope and sequence for quarters 2-4. ELA teachers used these focus skills to plan intentional units of studies and revise the extended writing project prompts. Additional training included follow-up sessions on Achieve 3000, using Mastery Connect for common assessments and MAP data retrieval, and best instructional strategies to enhance student engagement and ownership. ELA teachers agreed to consistently use Achieve 3000 with all English Learners in Emerging and Expanding courses, as well as in grade 9 ELA courses. There is a need to continue reviewing and analyzing MAP and Achieve 3000 data by student groups, including English Learners, LTELs, and SWD, along with common assessment data to identify students showing growth and those needing extra support. Additionally, aligning the Academic Outreach Program with Tier 2 supports, including structured student support, program time, and clear exit criteria, is essential.

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

For 2024-25, there is a continued need to review and analyze CAASPP, ELPAC, MAP, and Achieve 3000 data by student groups, including English Learners, LTELs, and SWD, along with common assessment data to identify students showing growth and those needing additional support. All staff will receive PLC training to systematically use data to identify students meeting or not meeting skills/standards, emphasizing effective, differentiated instructional practices. Staff will also be trained to use Ellevation to identify English Learners and create class profiles to monitor English Learner progress and provide differentiated instructional practices. A part-time interventionist was hired to meet with Tier 2 students, monitor progress, and communicate with teachers and counselors. They will use data to create MTSS interventions for Tier 2 students, including English Learners and SWD not meeting reading and writing standards, ensuring targeted support. The interventionist will collaborate with teachers to monitor progress and provide differentiated support. Achieve 3000 will remain an intervention tool for grade 9 students and English Learners in Emerging and Expanding ELD courses, supporting reading, language development, and content learning. The English PLC will use this data to track progress and provide additional support. One professional development day will be scheduled to help the English Department use SBAC Writing and MAP Reading data to identify key standards for Quarter 1 and complete the scope and sequence, including extended writing prompts. The department will also receive training on Mastery Connect to develop common assessments. District MTSS TOSA, Tech TOSAs, and MESBP English Learner TOSA will continue working with the English department and staff to support their professional growth to support identified targeted student groups for Tier 1 and Tier 2 levels in the classroom (planned improvement Goal Strategies 1,2,3, 4,5,8)

Math

School Goal

All students, particularly English Learners and Students with Disabilities, will increase their student achievement in Math as measured by the DASHBOARD, CAASPP, and NWEA MAP Math Scores.

Metric Indicator and Expected Outcome	Data Results & Analysis
1a School Dashboard Math- All Students increase by 10 points or more 1c School Dashboard Math- English Learner increase by 10 points or more 1e School Dashboard Math- SWD increase by 10 points or more	CA Dashboard results released December 1, 2024
2a CAASPP SBAC Math- All Students increase by 4% or more in meeting or exceeding Math standards 2c CAASPP SBAC Math- English Learners increase by 4% or more in meeting or exceeding Math standards 2f CAASPP SBAC Math- SWD increase by 4% or more in meeting or exceeding Math standards	The 2024 CAASPP scores for SBAC Math for all students increased from 11% to 13%, a 2% overall increase in students meeting/exceeding Math standards. English Learners' CAASPP score for meeting/exceeding Math standards decreased from 5.26% in 2023 to 4.2% in 2024, a decrease of 1.06% from 2023. SWD 2024 CAASPP score for meeting/exceeding Math standards was 4.2%, a decrease of 11.76% from 2023.

<p>Metric/Indicator (Winter 2024)</p> <p>3a MAP Math- All Students increase by 4% in the 61st percentile or higher</p> <p>3c MAP Math- English Learner increase by 4% in the 61st percentile or higher</p> <p>3e MAP Math- SWD increase by 4% in the 61st percentile or higher</p>	<p>In the 2024 Winter MAP Math scores for all students, 23.4% of students scored in the 61st or higher achievement percentile a 4.7% increase from Winter 2023.</p> <p>Winter 2024 Grade 9: 14.8% scored at the 61st or higher achievement percentile Winter 2023: Grade 9 - 15.0% at 61st percentile or higher</p> <p>Winter 2024 Grade 10: 24.3% scored at the 61st or higher achievement percentile Winter 2023: Grade 10 - 17.7% at 61st percentile or higher</p> <p>Winter 2024 Grade 11; 23.3% scored at the 61st or higher achievement percentile Winter 2023: Grade 11 - 19.9% at 61st percentile or higher</p> <p>Winter 2024 Grade 12: 30.8% scored in the 61st or higher achievement percentile Winter 2023; Grade 12 - 22.2% at 61st or higher achievement percentile</p> <p>English Learners in 2024, scored 4.5% in the 61st or higher achievement percentile, an increase of 2.3% from Winter 2023.</p> <p>SWD students in 2024 scored 2% in the 61st or higher achievement percentile or higher in achievement, an increase of 0.3% from Winter 2023.</p>
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Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall 2024 CAASPP Math scores increased from 11% to 13%, showing a 2% improvement in students meeting or exceeding standards. However, English Learners' scores dropped from 5.26% to 4.2% (a 1.06% decrease), and SWD scores fell to 0% from 11.76% in 2023, indicating the need for targeted support for ELs, LTELs, and SWD. Winter 2024 MAP Math scores improved, with 23.4% of students scoring in the 61st percentile or higher, a 4.7% increase from Winter 2023. Grades 10, 11, and 12 showed significant growth: Grade 10 increased from 17.7% to 24.3%, Grade 11 from 19.9% to 23.3%, and Grade 12 from 22.2% to 30.8%. English Learners improved in Winter MAP Math, with 4.5% scoring in the 61st percentile or higher, a 2.3% increase. SWD saw a slight 0.3% gain but remained below the expected performance. The math department reviewed SBAC and MAP data to strengthen Tier 1 support and interventions. Regular department meetings enable teachers to collaborate on key skills in concepts and procedures, problem-solving and modeling, data analysis, and logical reasoning. Additional hours for the Academic Outreach Program provide students with content support in math and other subjects.

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

For the 2023-24 school year, funds were allocated to hire two part-time interventionists for Tier 2 interventions. Due to budget cuts, LPHS was only able to hire one interventionist and could not fully implement Tier 2 supports. Math teachers received two PLC support days with a Math TOSA in the fall and winter to analyze SBAC and MAP Math data, identifying essential skills in concepts and procedures, problem-solving and modeling, data analysis, and logical reasoning to strengthen Tier 1 support and interventions. Math teachers also agreed to use MAP student profiles to help students identify strengths and set goals. There is a need to continue reviewing MAP data by student groups, including English Learners, LTELs, and SWD, alongside teacher assessments to identify students

showing growth and those needing more support. Aligning the Academic Outreach Program with Tier 2 supports, including structured student support, program time, and clear exit criteria is essential.

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

For 2024-25, there is a continued focus on reviewing and analyzing math CAASPP, ELPAC, MAP math, and teacher assessments by student groups, including English Learners, LTELs, and SWD, to identify students showing growth and those needing additional support. All staff will receive PLC training to use data systematically to identify whether students are meeting or not. Based on the data analysis, 3 professional development will be targeted to support using SBAC and MAP Math data to identify essential grade-level focus standards and develop a scope and sequence for Math 1, Math 2, Math 3, and CSTEM Math courses. Additionally, the Math department will receive additional Mastery Connect training to develop common assessments and receive PLC training to systematically use the data to determine which students are meeting the math standards and not meeting the math standards and identify the instructional best practices that need to be adjusted or integrated to provide differentiated support at the student's instructional levels. PLCs will continue to collaborate on explicit grade-level lesson planning using the scope and sequence and consistent use of site data (by grade level and student groups) to modify instruction continuously throughout the year. District Math TOSA, Tech TOSAs, and MESBP English Learner TOSA will continue working with the Math department and staff to support their professional growth to support identified targeted student groups for Tier 1 and Tier 2 levels in the classroom (planned improvement Goal Strategies 1,2,3, 4,5,8)

English Learner

School Goal

English Learners will increase or maintain their English Language proficiency level as measured by the ELPAC. English Learners, including Reclassified students, will also demonstrate an increase in English Language Arts (ELA) as measured by CAASPP and MAP Reading. By English Learners demonstrating an increased level of English Language proficiency and ELA, there will be an increase in reclassifications and a decrease in LTEL students.

Metric Indicator and Expected Outcome	Data Results & Analysis
Metric/Indicator (2023 Dashboard) 1a English Learner Progress Indicator	CA Dashboard results released December 1, 2024
2024 Summative ELPAC All Grade Levels 2a. ELPAC Overall Language Performance Level - Increase level 4 by 4 % or more, decrease level 3 by 4% or more, decrease level 2 by 3% or more, decrease level 1 by 3% or more	2a. ELPAC - 2024 Overall Language Performance Level - Level 4 was 11.02 %, a decrease of 12.36% from 2023; Level 3 was 30.71% a decrease of 5% from 2023; Level 2 was 28.35% an increase of 4.33% from 2023; and Level 1 - was 29.1% an increase of 13.04% from 2023 2b. ELPAC - Oral Language (Listening & Speaking) Performance Level

<p>2b. ELPAC Oral Language Performance Level (Listening & Speaking) - Increase level 4 by 4 % or more, decrease level 3 by 4% or more, decrease level 2 by 3% or more, decrease level 1 by 2% or more</p> <p>2c. ELPAC Written Language Performance Level (Reading & Writing) - Increase level 4 by 4 % or more, decrease level 3 by 4% or more, decrease level 2 by 3% or more, decrease level 1 by 3% or more</p>	<p>Level 4 was 25.98%, a 6.49% decrease from 2023: Level 3 was 25.98%, a decrease of 12.98% from 2023: Level 2 was 18.90% an increase of 5.91% from 2023, and Level 1 was 29.13%, a an increase of 13.55%</p> <p>2c. ELPAC - Written Language (Reading & Writing) Performance Level Level 4 was 3.94%, a 5.15% decrease from 2023: Level 3 was 22.83%, an increase of 1.4% from 2023: Level 2 was 36.22% a decrease of 14.43% from 2023, and Level 1 was 37.01%, a an increase of 18.18%</p>
<p>3a. Student Performance Data: Student Enrollment "At Risk" Total = 5 students (Decrease # by 15 or more)</p> <p>3b. Student Performance Data: Student Enrollment Long Term English Learner (LTEL) Total = 110 students - Decrease # by 15 or more</p>	<p>3a. Student Performance Data: 2024 Student Enrollment "At Risk" Total = 4 students, a decrease of one student</p> <p>3b. Student Performance Data: Student Enrollment Long Term English Learner (LTEL) Total = 77 students, a decrease of 6 students</p>
<p>4a. Reclassification Rate - Increase # of new RFEP by 15 or more</p>	<p>4a. Reclassification Rate - Total # students for 2024 is 27students or 17.53% an increase of 23 new RFEP students</p>
<p>5. CAASPP SBAC ELA - English Learners (Increase by 4% or more)</p>	<p>English Learners' 2024 CAASPP score for meeting/exceeding ELA standards decreased from 12.9% to 10%, a decrease of 2.9% from 2023.</p>
<p>6. NWEA MAP Reading - English Learner increase by 4% in the 61st percentile or higher</p>	<p>For English Learners in the 2024 Winter Reading Map scores, 2.7% of students scored in the 61st or higher achievement percentile, an increase of 0.1% from Winter 2023.</p>

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

For 2023-24, LPHS English Learners still need to meet their annual English Language proficiency progress. The percentage of students at Level 4 decreased by 12.36%, and Level 3 saw a 5% decline. Conversely, there were increases in Level 2 (4.33%) and Level 1 (13.04%), indicating that more students are struggling with language proficiency and are moving to lower performance levels. In Written Language performance, the percentage of students at Level 4 decreased by 5.15%, and Level 2 saw a significant 14.43% decrease, while Level 1 increased by 18.18%. This suggests that many students perform at the lowest level in reading and writing, emphasizing the need for targeted instruction to build literacy skills. Similar to Oral Language performance, A decrease in students at Level 4 (6.49%) and Level 3 (12.98%) was observed, while Levels 2 and 1 saw increases of 5.91% and 13.55%, respectively. This shift indicates that more students need support in written language development (reading & writing) to reach higher performance levels. In 2024, 27 English Learners, or 17.53%, were reclassified, an increase of 4.2%, indicating ongoing progress in students achieving English proficiency. Additionally, the number of at-risk students and LTELs decreased, suggesting improvements in interventions and support strategies for these student groups. 2024 Winter MAP reading scores also demonstrate a slight increase; 2.7% of ELs scored at the 61st percentile or

higher, an increase of 0.1 from 2023. Monthly PLC and staff meetings allowed teachers to analyze CAASPP, ELPAC, and MAP data to identify and implement schoolwide strategies to support literacy skills. Maintaining a schoolwide testing schedule for MAP and ELPAC ensured consistent administration during all three testing windows. English teachers were given a whole day to review ELPAC and MAP data and refine the administration of the group and speaking domain tests. Adjusting the bilingual aide's start time to later in the day provided students with additional targeted support in content areas such as Math, Social Science, and Science.

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

For the 2023-24 school year, funds were allocated to hire a simplified Chinese bilingual aide to support ELs in content classes; we could not hire a second bilingual aide to support our English Learners due to the limited availability of qualified candidates. The gap in staffing impacted our ability to provide additional academic and language support to ELs. Additionally, while the goal was to dedicate staff meetings to analyzing data, identifying student groups that were not making progress, and implementing best practices for supporting English learners' language and literacy development, more time was spent on WASC meetings. This shift in focus reduced the opportunity to address the needs of ELs and develop targeted instructional strategies. There is a need to strengthen ongoing monitoring and data analysis to identify and support students not meeting performance standards, including additional reading and writing interventions.

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

For 2024-25, Tier 1 & 2 supports are included in the SPSA and are already being implemented. A second simplified Chinese bilingual aide will also support newcomers in content classes (social science, science, math). Based on the data analysis, professional development will be targeted to support all staff using Ellavation to identify English learners and monitor their progress. Additionally, all teachers will receive professional development on implementing Focused Notes, a WICOR strategy, and the four testing domains of the ELPAC to help them understand EL language proficiency levels and evidence-based practices to support their written language (reading & writing needs). The ELA department will also receive MAP data disaggregated by EL student groups and Achieve 3000 professional development to continue to provide differentiated literacy support at the student's instructional reading level. PLCs will continue to collaborate using ELD standards to differentiate grade-level lesson planning for targeted standards and consistently use site data (by grade level and student groups) to modify instruction continuously throughout the year. School counselors will use Ellavation during individual conferences and integrate Data Chats for ELs and LTELs. District MTSS, Math, Tech, and EL TOSA will continue to support the LPHS teachers and PLCs to grow their professional practice and to support identifying targeted standards to be implemented in the classroom (planned improvement Goal Strategies 1,2,3,4,5,8)

School Climate

School Goal

All students, particularly English Learners, Students with Disabilities (SWD), and Homeless students, will increase their positive engagement in school and learning by increasing the graduation rate and college and career readiness and decreasing the number of suspensions and expulsions.

Metric Indicator and Expected Outcome	Data Results & Analysis
1a. School Dashboard Graduation Rate- All Students - 99% (maintain or increase 99.1%) 1b. School Dashboard Graduation Rate- English Learners 94.1% (Increase by 1%)	CA Dashboard results released December 1, 2024 1a. School Dashboard Graduation Rate for 2024 was 96.12% a 2.12 % increase from 2023 1b. School Dashboard Graduation Rate- English Learners:
2a. Suspension Rate- All Students (decrease by 2% or more) 2b. Suspension Rate- English Learners (decrease by 2% or more) 2c. Suspension Rate- SWD (decrease by 2% or more) 2d. Suspension Rate- Homeless (decrease by 2% or more)	2a. Suspension Rate: In 2024 there were a total of 43 suspensions and 30 unduplicated suspensions, decreasing the total numbers by 90 total suspensions from 2023 and decreasing the unduplicated total by 61 students from 2023. 2b. The Suspension Rate for English Learners in 2024 was 10 students. There is no previous-year comparison. 2c. The Suspension Rate for SWD in 2024 was 12 students. There is no previous-year comparison. 2d. The Suspension Rate from Homeless on 2024 was 10 students. There is no previous-year comparison.
3a. Attendance Rate- All Students (increase by 4% or more) 3b. Attendance Rate- English Learners (increase by 4% or more) 3c. Attendance Rate- SWD (increase by 4% or more) 3d. Attendance Rate - Homeless (increase by 4% or more)	3a. The Attendance Rate for all students for the 2023-24 school year was 92.27% an increase of 1.12% from the 2023 rate of 91.15% In 2023-24 chronic absenteeism was at 23.8%, a slight increase of .6% from 2023. 3b. The Attendance Rate for English Learners for the 23-24 school year was 35.4% good and 7.9% excellent. 26% of English learners had chronic absenteeism for the 23-24 school year. 3c. The Attendance Rate for SWD for the 23-24 school year was 24.8% good and 3.7% excellent. 33.9% of SWD had chronic absenteeism for the 23-24 school year, a decrease of

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

For 2024, LPHS's graduation rate is estimated to be 96.12%, a 5.1% increase from 2023. The suspension rate has continued to decrease, with 43 total suspensions and 30 unduplicated suspensions, down from 133 total and 91 unduplicated suspensions in 2023. Suspensions for SWD increased, while those for English Learners declined. Chronic absenteeism rose slightly to 23.8%, a 0.6% increase from 2023, while the attendance rate improved to 92.27%, a 1.12% increase from 2023. There is a need to continue refining and implementing a school-wide attendance and discipline support system to meet student needs. School counselor classroom presentations, the LPHS Bridge to Success program, college and career presentations, and individual student conferences continue to support students' academic and social-emotional well-being. Integrating the school interventionist into Tier 2 interventions provides targeted support and consistent progress monitoring. Additionally, school counselors meet individually with all students at least once a year to review academic, college and career, and social-emotional needs and supports.

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

For the 2024 school year, funds were allocated to hire two part-time interventionists for Tier 2 interventions. However, due to budget cuts, LPHS could only hire one interventionist and could only partially implement Tier 2 supports. The Academic Outreach Program provides additional hours for students to recover absences and tardies and receive academic support during two Saturday school sessions per month. While school counselors are meeting with students, there is a need for further training to develop a comprehensive system for holding individual student conferences and monitoring the progress of all students, including ELs, SWD, and homeless students.

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

For 2024-25, Tier 2 supports are part of the SPSA and are being implemented. A part-time interventionist was hired and trained to work with Tier 2 students, consistently monitor their progress, and communicate with teachers and school counselors. The school has launched an attendance campaign and systems to identify and track students at risk of chronic absenteeism. Plans are underway to develop and implement Tier 2 and Tier 3 check-in/check-out systems involving interventionists, school counselors, and school psychologists. Additionally, school counselors created and will implement a Multi-Tiered System of Support to regularly identify students at risk of not meeting A-G or graduation requirements and hold SFT meetings to develop targeted interventions with all education partners.(Strategies 1, 2, 6, 8, 9, 12)

GOALS FOR IMPROVING STUDENT ACHIEVEMENT HLPUSD PLAN ALIGNMENT MATRIX

LCAP Priorities	LCAP Performance Indicators	Types of Actions & Strategies	SPSA Strategies	Board of Education Goals
Conditions of Learning: Basic Services	-Rate of Teacher Misassignment -Access to Standards Aligned Textbooks -Facilities in Good Repair	-High Quality, Credentialed & Assigned Teachers -Standards Aligned Curriculum and Textbooks -Facilities in Good Repair -Safe, Secure, Positive Schools -Core Program & Services, Material, Supplies, Equipment	Strategy 3, 4, 8	Goal 2, 3, 5
Conditions of Learning: Implementation of CA Academic Standards	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Student Groups -Professional Development – Implementation of Standards -PLC Implementation -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
Conditions of Learning: Course Access	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Target Student Groups (EL, SWD, Foster...) -A-G Courses, College & Career, Electives, Signature Programs, AP, IB, CTE, VAPA, STEAM, GATE	Strategy 2, 6, 8, 10, 12	Goal 2
Pupil Outcomes: Student Achievement	-Performance on State Tests (CAASPP/SBAC) -College & Career/UC/CSU Requirements -EL Language Proficiency (ELPAC) -EL Reclassification Rates -AP Pass Rates -Early Assessment Program -District Interim Assessments	- Address the Academic Needs of All Students, Student Groups, Most At-Risk -Use & Analysis of State and Local Assessment Data -Academic Instructional Program Implementation & Supports -Academic MTSS and Tiered Intervention -College and Career Readiness -English Learner Program, Designated & Integrated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of SMAPs, Local Assessments, and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Evidence-Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
Pupil Outcomes: Other Student Outcomes	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Speech and Debate -Physical Fitness Test	Strategy 2, 3, 5, 7, 8, 9, 12	Goal 2
Engagement: Parent Involvement	-Seek Parent Input in Decisions -Promotion of Parent Involvement	-SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
Engagement: Student Engagement	-Attendance Rates -Chronic Absenteeism Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral Rtl & MTSS - Tiered Interventions	Strategy 2, 4, 5, 6,	Goal 2

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
Engagement: School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral Rtl/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment -California Healthy Kids Survey	Strategy 3, 5, 8, 9, 10, 11	Goal 5

SPSA Strategies:

- Strategy 1: Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups
- Strategy 2: Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials
- Strategy 3: Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff
- Strategy 4: Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)
- Strategy 5: Teacher collaboration by grade level (K-8) and department (grades 9-12).
- Strategy 6: Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)
- Strategy 7: Extended learning activities
- Strategy 8: Services provided by the regular/core program that enable underperforming students to meet grade level standards.
- Strategy 9: Evidence-based educational practices to raise achievement of identified student groups
- Strategy 10: Resources available from family, school, district, and community to assist under-achieving students
- Strategy 11: Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs
- Strategy 12: Services provided by categorical funds that enable under-performing student to meet standards



Hacienda La Puente Unified School District
District Goals for Student Achievement
School Plan for Student Achievement (SPSA)
2024-25

ACTION PLAN: ENGLISH LANGUAGE ARTS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
School Dashboard ELA- All Students	4.9 above standard	Increase by 3 pts or more
School Dashboard ELA- Low Income	21.4 below standard	Increase by 3 pts or more
School Dashboard ELA- English Learner	42.4 below standard	Increase by 4 pts or more
School Dashboard ELA- Foster Youth	87.8 below standard	Increase by 4 pts or more
School Dashboard ELA- SWD	99.1 below standard	Increase by 4 pts or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA- All Students	48.37% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- Low Income	42.17% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- English Learner	14.81% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Long Term English Learner	5.45% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Foster Youth	23.91% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- SWD	13.51% Met/Exceeded	Increase by 4% or more

Metric/Indicator (Winter 2023)	Baseline/Actual Outcome	Expected Outcome
Kinder MAP Phonemic Awareness- All Students	68% scored level 2-5	Increase by 3% or more
Kinder MAP Phonics & Word Recognition- All Students	63% scored level 2-5	Increase by 3% or more
Kinder MAP Listening Comprehension- All Students	65% scored Meets/Exceeds (Level 4-5)	Increase by 3% or more
Kinder MAP Picture Vocabulary- All Students	63% scored Meets/Exceeds (Level 4-5)	Increase by 3% or more
Gr. 2-12 MAP Reading- All Students (2024-25 will include Grades 1-12)	31.9% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 2-12 MAP Reading- Low Income (2024-25 will include Grades 1-12)	26.9% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 2-12 MAP Reading- English Learner (2024-25 will include Grades 1-12)	6% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 2-12 MAP Reading- Foster Youth (2024-25 will include Grades 1-12)	16.2% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 2-12 MAP Reading- SWD (2024-25 will include Grades 1-12)	8.8% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: MATHEMATICS

GOAL FOR STUDENT ACHIEVEMENT - MATHEMATICS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
School Dashboard Math- All Students	42.4 below standard	Increase by 3 pts or more
School Dashboard Math- Low Income	60.2 below standard	Increase by 3 pts or more
School Dashboard Math- English Learner	64 below standard	Increase by 3 pts or more
School Dashboard Math- Foster Youth	126.1 below standard	Increase by 4 pts or more
School Dashboard Math- SWD	140 below standard	Increase by 4 pts or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Math- All Students	35.21% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- Low Income	28.59% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- English Learner	14.95% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Long Term English Learner	2.29% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Foster Youth	6.12% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- SWD	7.85% Met/Exceeded	Increase by 4% or more

Metric/Indicator (Winter 2023)	Baseline/Actual Outcome	Expected Outcome
MAP Math- All Students	37.7% scored \geq 61 percentile of peers in national norm reference test	Increase by 3% or more
MAP Math- Low Income	32.7% scored \geq 61 percentile of peers in national norm reference test	Increase by 3% or more
MAP Math- English Learner	21.9% scored \geq 61 percentile of peers in national norm reference test	Increase by 4% or more
MAP Math- Foster Youth	15.7% scored \geq 61 percentile of peers in national norm reference test	Increase by 4% or more
MAP Math- SWD	10.7% scored \geq 61 percentile of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: ENGLISH LEARNERS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LEARNERS: All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	52.6%	Increase by 1% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Level 4	22.8%	Increase by 1% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	14.5%	Increase by 1% or more

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

GOAL FOR SCHOOL CLIMATE: All students, TK to 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
Dashboard Suspension Rate- All Students	3.4%	Decrease by 0.3% or more
Dashboard Suspension Rate- Low Income	3.9%	Decrease by 0.3% or more
Dashboard Suspension Rate-English Learner	3.2%	Decrease by 0.3% or more
Dashboard Suspension Rate- Foster Youth	11.1%	Decrease by 1% or more
Dashboard Suspension Rate- SWD	6.2%	Decrease by 0.5% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
DataQuest Expulsion Rate	0.1%	Decrease by 0.1%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CHKS "Safe or Very Safe" Overall Perception- Grade 5	75%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 7	47%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 9	53%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 11	51%	Increase by 1%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 5	69%	Increase by 1%

CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 7	49%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 9	52%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 11	50%	Increase by 1%

GOAL FOR STUDENT ENGAGEMENT: All students, TK to 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
Dashboard Graduation Rate- All Students	92.6%	Increase by 1% or more
Dashboard Graduation Rate- Low Income	92.2%	Increase by 1% or more
Dashboard Graduation Rate- English Learner	80.6%	Increase by 2% or more
Dashboard Graduation Rate- Foster Youth	81.8%	Increase by 2% or more
Dashboard Graduation Rate- SWD	77%	Increase by 2% or more

Annual Measurable Outcomes

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
DataQuest 4 yr. Adjusted Cohort Dropout Rate- All Students	2.9%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Low Income	3.2%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- English Learner	8.9%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Foster Youth	14.3%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- SWD	5.3%	Decrease by 0.5%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS TK-8 Attendance Rate- All Students	92.9%	Increase by 1%
SIS TK-8 Attendance Rate- Low Income	90.2%	Increase by 1%
SIS TK-8 Attendance Rate- English Learner	91.2%	Increase by 1%
SIS TK-8 Attendance Rate- Foster Youth	86.7%	Increase by 1.5%
SIS TK-8 Attendance Rate- SWD	86.4%	Increase by 1.5%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS 9-12 Attendance Rate- All Students	93.2%	Increase by 1%
SIS 9-12 Attendance Rate- Low Income	91.8%	Increase by 1%
SIS 9-12 Attendance Rate- English Learner	90.7%	Increase by 1%
SIS 9-12 Attendance Rate- Foster Youth	88.7%	Increase by 1%

SIS 9-12 Attendance Rate- SWD	88.1%	Increase by 1%
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Metric/Indicator (2023 Dashboard)	Baseline/ Actual Outcome	Expected Outcome
Dashboard K-8 Chronic Absenteeism Rate- All Students	26%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- Low Income	28.7%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- English Learner	22.6%	Decrease by 3% or more
Dashboard K-8 Chronic Absenteeism Rate- Foster Youth	36%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- SWD	38.7%	Decrease by 4% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS 9-12 Chronic Absenteeism Rate- All Students	22.8%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Low Income	20.7%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- English Learner	22.1%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Foster Youth	14.6%	Decrease by 1% or more
SIS 9-12 Chronic Absenteeism Rate- SWD	28.9%	Decrease by 4% or more

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LANGUAGE ARTS

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, Students with Disabilities, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - ELA

All students, particularly Hispanics, SED, English Learners, and Students with Disabilities, will increase their achievement in English Language Arts as measured by the DASHBOARD, CAASPP, and Reading and Language MAP.

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.

Based on the comprehensive needs assessment all students need to continue to work towards meeting grade-level ELA standards. Hispanics, SED, English Learners (ELs) and Students with Disabilities (SWD) demonstrate a significant achievement gap compared to all students in terms of meeting grade-level ELA standards. As a result, there is a consistent need to provide ongoing support in demonstrating an understanding of literary and nonfiction text and producing clear and purposeful writing, use of common assessments, timely and meaningful feedback, and evidence-based interventions to increase EL and SWD achievement. Additionally, there is a need to provide professional development to general education teachers in applying SWD accommodations to provide access to reading and writing standards in general ELA classrooms. Also, there is a need for Professional Development to review with ELA teachers best practices to differentiate Designated ELD to support Expanding and Bridging ELs, including At-Risk LTELs, LTELs, and RFEP students. Other content teachers need PD on evidence-based strategies such as the AVID learning support structure WICOR which incorporates teaching strategies in the areas of Writing and Reading to Learn. WICOR will provide a learning model to guide English Learners and Students with Disabilities in comprehending concepts and articulating ideas in writing/verbally at increasingly complex levels. The Development of academic vocabulary for English Learners within all core content areas outside of English will continue to be a focus through the use of WICOR. Finally, there is a need to reduce the number of students earning Fs in the final grading period and needing to retake the course in summer school.

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Metric/Indicator (2023 Dashboard)

1a School Dashboard ELA- All Students

Metric/Indicator (2023 Dashboard)

1a School Dashboard ELA- All Students: 30.7 points below

Metric/Indicator (2024 Dashboard)

1a School Dashboard ELA- All Students increase by 5 points or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1b School Dashboard ELA-SED 1c School Dashboard ELA-English Learner 1d School Dashboard ELA-Foster Youth 1e School Dashboard ELA-SWD	standard (decreased by 18.6 points) 1b School Dashboard ELA-SED: 36.4 points below standard (decreased by 23.8 points) 1c School Dashboard ELA-English Learner: 85.8 points below standards (increased by 5.2 points) 1d School Dashboard ELA-Foster Youth: N/A 1e School Dashboard ELA-SWD: 138.3 points below standard (increased by 6 points)	1b School Dashboard ELA-SED increase by 5 points or more 1c School Dashboard ELA-English Learner increase by 6 points or more 1d School Dashboard ELA-Foster Youth N/A 1e School Dashboard ELA-SWD increase by 6 points or more
Metric/Indicator (2022-23) 2a CAASPP SBAC ELA- All Students 2b CAASPP SBAC ELA- SED 2c CAASPP SBAC ELA-English Learner 2d CAASPP SBAC ELA- Long-Term English Learner 2e CAASPP SBAC ELA-Foster Youth 2f CAASPP SBAC ELA- SWD	Metric/Indicator (2022-23) 2a CAASPP SBAC ELA- All Students: 38.87% met or exceeded ELA standards 2b CAASPP SBAC ELA- SED: 36.73% met or exceeded ELA standards 2c CAASPP SBAC ELA-English Learner: 12.50% met or exceeded ELA standards 2d CAASPP SBAC ELA- Long-Term English Learner: 8.70% met or exceeded ELA standards 2f CAASPP SBAC ELA- SWD: 6.06% met ELA standards	Metric/Indicator (2024) 2a CAASPP SBAC ELA- All Students: increase by 3% or more in meeting or exceeding ELA standards 2b CAASPP SBAC ELA- SED: increase by 4% or more in meeting or exceeding ELA standards 2c CAASPP SBAC ELA-English Learner: increase by 4% or more in meeting or exceeding ELA standards 2d CAASPP SBAC ELA- Long-Term English Learner: increase by 3% or more in meeting or exceeding ELA standards 2f CAASPP SBAC ELA- SWD: increase by 3% or more in meeting or exceeding ELA standards
Metric/Indicator (Winter 2024) 3a Gr. 9-12 MAP Reading- All Students 3b Gr. 9-12 MAP Reading-SED 3c Gr. 9-12 MAP Reading-English Learner 3d Gr. 9-12 MAP Reading-Foster Youth	Metric/Indicator (Winter 2024) 3a Gr. 9-12 MAP Reading- All Students: 21.3% of students scored in the 61st or higher achievement percentile 3b Gr. 9-12 MAP Reading-SED: 20% of students scored in the 61st or higher achievement percentile	Metric/Indicator (Winter 2024) 3a Gr. 9-12 MAP Reading- All Students increase by 4% in the 61st percentile or higher 3b Gr. 9-12 MAP Reading-SED increase by 4% in the 61st percentile or higher 3c Gr. 9-12 MAP Reading-English Learner increase by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3e Gr. 9-12 MAP Reading-SWD	3c Gr. 9-12 MAP Reading-English Learner: 2.7% of students scored in the 61st or higher achievement percentile 3d Gr. 9-12 MAP Reading-Foster Youth: 42.9% of students scored in the 61st or higher achievement percentile 3e Gr. 9-12 MAP Reading-SWD: 6.1% of students scored in the 61st or higher achievement percentile	4% in the 61st percentile or higher 3d Gr. 9-12 MAP Reading-Foster Youth increase by 4% in the 61st percentile or higher 3e Gr. 9-12 MAP Reading-SWD increase by 4% in the 61st percentile or higher

Strategies/Activities

Complete a Strategy/Activity table for each of the school’s strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

LPHS Staff, Counselors, and Interventionists will participate in reviewing CAASPP data at the beginning of the school year and analyze MAP ELA data on an ongoing basis throughout the year to monitor student achievement and identify students needing additional support, specifically English Learners and SWD.

1.1 LPHS Staff Will review MAP ELA Assessments, CAASPP, and ELPAC Performance, identifying students not meeting the ELA standards, including English Learners and SWD to determine focus skills/standards in Reading and Writing, modifying pacing and lesson plans during PLCs, grade level and whole staff meetings. Additionally, staff will be trained on using Ellevation to identify their English Learners and identify their overall language level.

1.2 Counselors and teachers will work collaboratively to support graduation and post-graduation planning during classroom presentations to complete/revise students’ 4-year plans and provide after-school workshops regarding college, scholarships, and career planning. Counselors will also meet with all students for individual conferences to provide ongoing academic, college and career, and social-emotional support

1.3 Hiring of 1 Interventionist. The Interventionists will use assessment data and placement criteria to develop MTSS interventions for identified Tier 2 and Tier 3 students, including English Learners and SWD not meeting Reading and Writing standards to provide targeted instruction and support. Interventionists will collaborate with ELA teachers to review multiple measures to monitor student progress and differentiated support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 1.1- No cost
0	District Funded 1.2- No Cost
25,888	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 1.3- Hiring 1 Interventionists

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

LPHS ELA teachers will begin to develop common lessons and regularly review student data to measure progress (common assignments, student work samples, MAP, grades, etc.) and develop interventions and lessons using the Study Sync supplemental curriculum, Achieve 3000 and other instructional materials will be incorporated. Staff meets during bi-monthly PLC meetings, department meetings, and course-like meetings.

2.1 Purchase of instructional materials and supplies to support common assessments and instructional strategies (i.e. ink, paper, LCD bulbs, teacher classroom supplies)

2.2 Printing for supplemental instructional materials to support content delivery and intervention activities for all students, (i.e. documents for annotation, etc.)

2.3 Purchase of Achieve 3000 intervention software aimed at providing grade 9 interventions and English Learners in the Emerging and Expanding ELD courses additional support for reading, language development, and content support for all curricular areas and computer applications. The program aligns with Study Sync and is purchased by the District as an instructional support. Achieve 3000 will be utilized in the English Department to measure student progress and provide grade-level support for the standards.

2.4 The Staff regularly reviews student data to measure student progress, including English Learners and SWD (common assignments, student work samples, DIA, grades, etc.) and develop interventions and lessons for all students, Study Sync online curriculum supplements as well as other instructional materials will be incorporated. Staff reviews will occur during PLC meetings, department meetings, grade-level meetings, and whole staff meetings.

2.5 Develop common lessons and exemplars of instructional strategies aligned to the CCSS and rubrics - collaboratively developed by the English grade level PLC and includes alignment to the assessments for all students. Study Sync online curriculum supplements as well as other instructional materials will be incorporated.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	LCFF General Supplemental Instructional Materials (Including technology devices <\$500 per item) 2.1- Materials & Supplies for Common Assessments and Instructional Strategies
5,000	LCFF Base Non-Capitalized Equipment (\$500-\$4,999 per item) 2.2 Printing for supplemental instructional material
7,922	Title I, Part A Contracted Services 2.3 Achieve 3000
0	
0	

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Staff will attend content and program-specific professional development to assist with standards-based instruction in Reading and Writing, student assessments, and professional growth. In addition, regular staff meetings will be scheduled for the AVID coordinator to train staff in implementing WICOR (reading and writing to learn) AVID strategies

3.1 Professional Development - conferences and workshops to support staff and counselors with instruction, college readiness, accreditation, and assessments (CCSS Seminars, ERWC, WASC, AVID, AP, LACOE, NPD, COACH Foreign Language Project, CABE, CIF, CMC Math Conference, Physical Education, NGSS, UC/CSU, NCAA Workshops, CASBO, AERIES, VAPA, District Trainings, MTSS, PBIS, Universal Screener, Performance and Articulations, etc) - conference fees, lodging, mileage. Staff will be required to share the information obtained with the whole staff during meetings throughout the year.

3.2 One professional development days will be scheduled throughout the 24-25 school year to support the English Department using SBAC and MAP Reading data to identify essential grade-level focus standards for Quarter 1 and finalize the scope and sequence. Additionally, the ELA department will receive additional Mastery Connect professional development to develop common assessments and receive PLC training to systematically use the data to determine which students are meeting the ELA standards and not meeting the ELA standards and identify the instructional best practices that need to be adjusted or integrated to provide differentiated literacy support at the student's instructional levels. Substitutes will also be used for teachers to attend district training and articulation CCSS Seminars, ERWC, WASC, AVID, AP, LACOE, NPD, COACH Foreign Language Project, CABE, CIF Athletic Summit, CIF Council, CMC Math Conference, Physical Education, NGSS, UC/CSU, NCAA Workshops, CASBO, AERIES, VAPA, District Training, Performance and Articulations, day-to-day training, IEP support, etc)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,122

Source(s)

LCFF S&C
Professional Development (Conferences & Workshops)

	3.1 PD for Staff and Counselors
15,000	LCFF S&C Teacher Release Time-Subs (Including benefits) 3.2 - District Training and Articulation

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Hiring various staff positions will provide ongoing instructional assistance and support for teachers.

4.1 Hiring 2 AVID Tutors to support students in the Classroom grades 9-12. AVID Tutors will be available twice a week, 4 hours a day for the school year.

4.2 District High School MESBP TOSA and MTSS TOSA will provide ELA teachers with ongoing, site-specific professional development and whole-staff professional development support.

4.3 Hiring 1 Bilingual aide (Simplified Chinese) for additional Tier 2 Instructional support with core ELA instruction and intervention to support the identified academic needs of English Learners and LTEL students.

4.4 Hiring of a Bilingual Clerical Office Assistant to assist teachers and parents with translation as well as English Learner data entry and cum folder maintenance.

4.5 Hiring 1 Interventionist. Interventionists will use assessment data and placement criteria to develop interventions for identified Tier 2 and Tier 3 students, including English Learners and SWD not meeting Reading and Writing standards to provide targeted instruction and support. Interventionists will collaborate with ELA teachers to review multiple measures to monitor student progress and differentiated support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	LCFF S&C

	Classified Instructional/Support Staff (Including Benefit) 4.1 - Hiring AVID Tutors
0.00	None Specified 4.2 No Cost
44,110	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 4.3 - Hiring one Bilingual Aide
81,767	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 4.4 - Hiring Bilingual Clerical
0	
0	

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

LPHS will participate in professional learning communities and vertical articulation with quad-feeder middle schools.

5.1 Per WASC recommendation, provide staff training on PLC processes and structures to build vertical and horizontal alignment within the departments. PLC time is designated twice monthly for departments to collaborate on student progress and one department meeting time per month. Teachers will regularly review student data to measure student progress including English Learners and SWD (common assignments, student work samples, DIA, grades etc.) to develop interventions and lessons for all students, Study Sync online curriculum supplements as well as other instructional materials will be incorporated.

5.2 Departments collaborate on lesson design, writing & speaking rubrics, student data, student achievement, and common assessments. This includes strategies for all students. Sync online curriculum supplements as well as other instructional materials will be incorporated.

5.3 Vertical Articulation within content courses during PLC meetings and grade level during staff meetings to share student achievement data and strategies for improvement. Also to discuss reading and writing standards-based instructional supports for all students, including English Learners and SWD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 5.1 - No Cost
0	None Specified 5.2 - No Cost
0	None Specified 5.3- no cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Vertical articulation and guidance presentations to help in transition planning and interventions.

6.1 Guidance counselor presentations to the feeder middle schools will occur annually as part of the registration process including an 8th Grade Parent Night meeting to provide parents an overview on how LPHS will prepare their student for College and Career.

6.2 Vertical Articulation with feeder middle school teachers during PLC time to share student achievement data and strategies for improvement. Also to discuss reading and writing standards-based instructional supports for all students, including English Learners and SWD.

6.3 Articulation between Special Education Teachers and ELA teachers to review the progress of SWD and review the implementation of SWD accommodations in IEP transition meetings for incoming 8tg grade students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 6.1 - No Cost
0	None Specified 6.2 - No Cost
0	None Specified 6.3 - No Cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Extended ELA learning activities for instructional and intervention support as well as academic events and competitions that enhance experiences for all students.

7.1 Use of Evidence-Based Intervention Strategies - WICOR a core set of evidence-based learning support structures that incorporates teaching/learning strategies in the areas of Writing and Reading to Learn. WICOR will provide a learning model to guide all students, especially English Learners and SWD in comprehending concepts and articulating ideas at increasingly complex levels.

7.2 Provide training of Kagan strategies to support English Learners and SWD collaborate and use academic vocabulary in meaningful classroom settings

7.3 Use of Achieve 3000 intervention software in English classes which is aimed at providing intervention support for reading, language development, and content support in other content areas such as Biology. The program will assist all students particularly grade 9 students not meeting reading and writing standards.

Sync.

7.4 Participation in Academic Events, curriculum-supported exhibitions such as AVID, HOSA, JROTC, Academic Decathlon, Science Olympiad, CTE Pathways, Band, Choir, FCADA Girls Got Game, Miramonte League Symposium, Dance, Cheer and Choir (entry fees, lodging, parking transportation, meals, and mileage).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 7.1 No Cost
0	None Specified 7.2 - No Cost
0	Title I, Part A Contracted Services 7.3 - See ELA Strategy 2.3
2,096	LCFF S&C Contracted Services 7.4 Participations of Academic Events for AVID, HOSA JROTC, Academic Decathlon

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Academic intervention strategies, strategic Master Schedule development, and additional teacher hours to support the regular core program and assist students, including English Learners and SWD in meeting grade-level ELA standards.

8.1 LPHS will develop three sections of English Team classes in the Master Schedule to assist identified SWD who need extra support in general education English classes.

8.2 There will be an emphasis on developing Academic Language and Vocabulary using Kegan collaborative structures in the classroom. Teachers will intentionally identify the targeted cooperative learning structure and academic language for designated lessons.

8.3 The special education department chair provides support to teachers and staff on how to assist special education students in meeting standards and utilizing accommodations and modifications in all classes for all students.

8.4 Development of the two-hour block ELD courses with 2 identified English teachers to plan and deliver designated ELD.

8.5 Hiring 1 Interventionists. Interventionists will use assessment data and placement criteria to develop interventions for identified Tier 2 and Tier 3 students, including English Learners and SWD not meeting Reading and Writing standards to provide targeted instruction and support. Interventionists will collaborate with ELA teachers to review multiple measures to monitor student progress and differentiated support.

8.6 Utilization of the SFT referral process for students who need additional academic or social/emotional support and development of student success plans. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

8.7 Teacher extra hours will be available to staff the Academic Outreach Program which enables all students to receive additional content support in all subject areas including ELA. Students will be identified during the PLC process using assessment data and placement criteria to develop interventions for students not meeting Reading and Writing standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 8.1- No Cost
0	None Specified 8.2 - No Cost
0	None Specified 8.3 - No Cost
0	None Specified 8.4 - No Cost

0	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 8.5 - See ELA Strategy 1.3
0	None Specified 8.6 - No Cost
10,000	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 8.7 -Teacher extra hours for Academic Outreach Program

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Academic instructional strategies and practices as well as intervention tools and processes to assist all students, including English Learners and SWD meet Reading and Writing standards.

9.1 Use of WICOR (reading and writing to learn) strategies, graphic organizers, focused note-taking, intentionally front-loading academic vocabulary, and scaffolding instruction to assist in reading and writing across all content areas.

9.2 Develop and Implement an MTSS academic framework. Teachers will identify Tier 1, Tier 2, and Tier 3 strategies and students based on a variety of assessments, including class student engagement, and SMAP assessment data. 2 interventionists will provide targeted intervention and support in ELA to the lowest achieving students (Tier 2) students in grades 9 & 10.

9.3 Implementation and monitoring of the SFT referral process for students in Tier 2 and the development of student success plans. For SWD, plan and schedule an Addendum IEP meeting to monitor student progress. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

9.4 English teachers will utilize Achieve 3000 intervention software aimed at providing intervention support for reading, language development, and content support for all curricular areas and computer applications. The program will assist all students in grade 9 and aligns to Study Sync .

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 9.1 - No Cost
0	None Specified 9.2 - No Cost
0	None Specified 9.3 - No Cost
0	District Funded Contracted Services 9.4 - No Cost
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 9.5 See ELA Strategy 2.3

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Hardware, software, supplemental instructional support, and wellness checks are provided for all students, including English Learners and SWD, to assist them with meeting ELA standards.

10.1 Per WASC recommendation, Establish and train an MTSS team to develop a consistent framework for academic and behavioral supports, strengthen Tier 1 strategies within the classroom, and implement effective Tier 2 and Tier 3 interventions. Training includes release time during the school day to develop and plan LPHS MTSS framework and pay to attend MTSS training.

10.2 Laptops should be provided to all students, including all students, to enable access to the curriculum and intervention supports.

10.3 Achieve 3000 intervention software aimed at providing intervention support for reading, language development, and content support for all curricular areas and computer applications. The program will assist all students in grade 9 and aligns to Study Sync - See ELA Strategy 2.4

10.4 Additional Book Replacements including AP Books \$20,000- Instructional Materials Realignment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,308	Title I, Part A Professional Development (Conferences & Workshops) 10.1 - MTSS Training and Teacher Release Time
0	None Specified 10.2 - No Cost
0	Title I, Part A 10.3 -See ELA Strategy 2.3
0	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 10.4 - See ELA Strategy 8.8
0	District Funded Books (Excluding core textbooks) 10.5- Additional Book Replacements, including AP Books (Instructional Material Realignment Funds)
0	
0	

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Parent meetings, opportunities for parent involvement, and input into the SPSA. Parents and all educational partners have input into the needs assessment, goals, budget, and assessments of our site plan.

11.1 School Site Council Meetings - members have input into the needs assessment, goals, budget, and assessments of the LPHS School Plan.

11.2 Provide parent resource material, handouts, and information documents focused on parent and family engagement, especially best practices for increasing the engagement for all parents, including parents English Learners, long-term English Learners (LTELs) and SWD.

11.3 Conduct parent Meetings to share expectations, college, and career information, and program supports (i.e. grade level, AVID, Title 1, Cash for College, LPHS Bridge to Success etc.)

11.4 Host WASC Parent/Student Meetings and Coffee with the Principal Meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 11.1 - No Cost
500	Title I Parent Involvement Supplemental Supplies 11.2 - Parent Resource Materials
0	None Specified 11.3 - No Cost
0	None Specified 11.4 - No Cost
0	None Specified

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanics, SED, English Learners and Students with Disabilities (SWD)

Activity

Hiring of additional classified staff to support underperforming students and their families.

12.1 Bilingual Aides in Simplified Chinese for Instructional Support to assist content teacher instruction and intervention support for identified EL students.

12.2 Bilingual Clerical Support to assist teachers and parents with translation support as well as English Learner data entry and cum folder maintenance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I, Part A
Classified Instructional/Support Staff (Including Benefit)
12.1 - See ELA Strategy 4.3

0

LCFF S&C
Classified Instructional/Support Staff (Including Benefit)
12.2 - See ELA Strategy 4.4

Goals, Strategies, & Proposed Expenditures

Goal Subject

MATH

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - Math

All students in particularly Hispanic, SED, English Learners and Students with Disabilities will increase their student achievement in Math as measured by the DASHBOARD, CAASPP, and Math MAP.

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.

Based on the comprehensive needs assessment, all students must continue working towards meeting grade-level Math standards. Hispanic, SED, English Learners (ELs), and Students with Disabilities (SWD) demonstrate a significant achievement gap compared to all students in terms of meeting grade-level Math standards. As a result, there is a consistent need to provide ongoing support in demonstrating an understanding to apply mathematical concepts and procedures, demonstrating the ability to support mathematical conclusions, using D common assessments, timely and meaningful feedback, and evidence-based interventions to increase EL and SWD achievement. Additionally, general education teachers need professional development in applying SWD accommodations to provide access to Math concepts and procedures and communicating reasoning in general Math classrooms. Also, there is a need for Professional Development to review with Math teachers best practices to differentiate Integrated ELD to support Expanding and Bridging ELs, including At-Risk LTELS, LTELS, and RFEP students. There is a need for PD on evidence-based strategies such as the AVID learning support structure WICOR, which incorporates teaching strategies in the areas of Writing and Reading to Learn. WICOR will provide a learning model to guide English Learners and Students with Disabilities in comprehending concepts and articulating ideas in writing/verbally at increasingly complex levels. The development of academic vocabulary for English learners will continue to be a focus of WICOR. Finally, there is a need to reduce the number of students earning Fs in the final grading period and needing to retake the course in summer school.

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Metric/Indicator (2023 Dashboard)

1a School Dashboard Math- All Students

Metric/Indicator (2023 Dashboard)

1a School Dashboard Math- All Students: 114.7 points below

Metric/Indicator (2024 Dashboard)

1a School Dashboard Math- All Students increase by 10 points or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1b School Dashboard Math- SED 1c School Dashboard Math- English Learner 1d School Dashboard Math- Foster Youth 1e School Dashboard Math- SWD	standard, an increase of 8.9 points 1b School Dashboard Math- SED: 119.3 points below standard, an increase of 4.6 points 1c School Dashboard Math- English Learner: 174.1 points below standard, an increase of 9.8 points 1d School Dashboard Math- Foster Youth N/A 1e School Dashboard Math- SWD: 173.9 points below standard, an increase of 43.9 points	1b School Dashboard Math- SED students increase by 5 points or more 1c School Dashboard Math- English Learner increase by 10 points or more 1d School Dashboard Math- Foster Youth N/A 1e School Dashboard Math- SWD increase by 10 points or more
Metric/Indicator (2023) 2a CAASPP SBAC Math- All Students 2b CAASPP SBAC Math- SED 2c CAASPP SBAC Math- English Learner 2d CAASPP SBAC Math- Long Term English Learner 2e CAASPP SBAC Math- Foster Youth 2f CAASPP SBAC Math- SWD	Metric/Indicator (2023) 2a CAASPP SBAC Math- All Students: 11.99 % met or exceeded math standards 2b CAASPP SBAC Math- SED: 11.50% met or exceeded math standards 2c CAASPP SBAC Math- English Learner: 5.26% nearly met the math standards 2d CAASPP SBAC Math- Long-Term English Learner: 100% did not meet math standards 2e CAASPP SBAC Math- Foster Youth: N/A 2f CAASPP SBAC Math- SWD: 11.76% nearly met math standards	Metric/Indicator (2024) 2a CAASPP SBAC Math- All Students: increase by 3% or more in meeting or exceeding math standards 2b CAASPP SBAC Math- SED: increase by 3% or more in meeting or exceeding math standards 2c CAASPP SBAC Math- English Learner: 3% or higher will meet or exceed math standards 2d CAASPP SBAC Math- Long Term English Learner: 3% or higher will nearly meet, meet or exceed math standards 2e CAASPP SBAC Math- Foster Youth N/A 2f CAASPP SBAC Math- SWD: 3% or higher will nearly meet, meet or exceed math standards
Metric/Indicator (Winter 2024) 3a MAP Math- All Students 3b MAP Math- SED 3c MAP Math- English Learner 3d MAP Math- Foster Youth 3e MAP Math- SWD	Metric/Indicator (Winter 2024) 3a MAP Math- All Students: 23% of students scored in the 61st or higher achievement percentile	Metric/Indicator (Winter 2025) 3a MAP Math- All Students: All Students increase by 4% in the 61st percentile or higher 3b MAP Math- SED: increase by 4% in the 61st percentile or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3b MAP Math- SED: 24% of students scored in the 61st or higher achievement percentile 3c MAP Math- English Learner: 10% of students scored in the 61st or higher achievement percentile 3d MAP Math- Foster Youth: 20% of students scored in the 61st or higher achievement percentile 3e MAP Math- SWD: 4% of students scored in the 41st or higher achievement percentile	3c MAP Math- English Learner increase by 4% in the 61st percentile or higher 3d MAP Math- Foster Youth increase by 4% in the 61st percentile or higher 3e MAP Math- SWD increase to 3% in the 61st percentile or higher

Strategies/Activities

Complete a Strategy/Activity table for each of the school’s strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

LPHS Staff, Counselors, and Interventionists will participate in reviewing CAASPP data at the beginning of the school year and analyze MAP Math data on an ongoing basis throughout the year to monitor student achievement and identify students needing additional support, specifically English Learners and SWD.

1.1 LPHS Staff Will review MAP Math Assessments, CAASPP, and ELPAC Performance, identifying students not meeting the Math standards, including English Learners and SWD to determine focus skills/standards in Reading and Writing, modifying pacing and lesson plans during PLCs, grade level and whole staff meetings.

1.2 Counselors and teachers will work collaboratively to support graduation and post-graduation planning during classroom presentations to complete/revise students' 4-year plans and provide after-school workshops regarding college, scholarships, and career planning. Counselors will also

meet with all students for individual conferences to provide ongoing academic, college and career, and social-emotional support

1.3 Hiring of 1 Interventionist. The Interventionists will use assessment data and placement criteria to develop interventions for identified Tier 2 and Tier 3 students, including English Learners and SWD not meeting math standards to provide targeted instruction and support. Interventionists will collaborate with ELA teachers to review multiple measures to monitor student progress and differentiated support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified Certificated Staff (Including benefits) 1.1 - No Cost
0.00	None Specified 1.2 - No Cost
0.00	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 1.3 - See ELA Strategy 1.3

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

LPHS Math teachers will begin to develop common lessons and regularly review student data to measure progress (common assignments, student work samples, MAP, grades etc.) and develop interventions and lessons using the HMH Math curriculum, Renaissance Math and other instructional materials will be incorporated. Staff meets during bi-monthly PLC meetings, department meetings, and course-like meetings.

2.1 Purchase of instructional materials and supplies to support common assessments and instructional strategies (i.e. ink, paper, graphing calculators, science specimens, LCD bulbs, teacher classroom supplies, etc)

2.2 Printing for supplemental instructional materials specifically for our ELD students to support content delivery and intervention activities.

2.3 Instructional materials to support content delivery and intervention activities for all students, Supplies per teacher - \$20,000 - Departments) - Materials to enhance hands-on learning and address various learning styles. (i.e. manipulatives, etc.)

2.4 The Staff regularly reviews student data to measure student progress, including English Learners and SWD (common assignments, student work samples, DIA, grades etc.) and develop interventions and lessons for all students, HMH curriculum supplements as well as other instructional materials will be incorporated. Staff reviews will occur during PLC meetings, department meetings, grade-level meetings, and whole staff meetings

2.5 Develop common lessons and exemplars of instructional strategies aligned to the MAP Math and Math CAASPP Concepts & Procedures and Communicating Reasoning - collaboratively developed by the Math PLCs and includes alignment to the assessments. HMH curriculum supplements and other instructional materials will be incorporated

2.6 Renaissance Math computer adaptive intervention program aims to provide math practice at the students' level to increase all students' math skills, particularly English Learners and SWD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	LCFF General Supplemental Instructional Materials (Including technology devices <\$500 per item) 2.1 - See ELA Strategy 2.1
0.00	LCFF Base Supplemental Instructional Materials (Including technology devices <\$500 per item) 2.2 - See ELA Strategy 2.2
0.00	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 2.3 - See ELA Strategy 2.3
0.00	None Specified 2.4 - No Cost
0.00	None Specified

	2.5- No Cost
0.00	District Funded Contracted Services 2.6 No Cost

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Staff will attend content and program-specific professional development to assist with standards-based instruction, student assessments, and professional growth.

3.1 Professional Development - conferences and workshops to support staff and counselors with instruction, college readiness, accreditation, and assessments (CCSS Seminars, ERWC, WASC, AVID, AP, LACOE, NPD, COACH Foreign Language Project, CAFE, CIF, CMC Math Conference, Physical Education, NGSS, UC/CSU, NCAA Workshops, CASBO, AERIES, VAPA, District Trainings, MTSS, PBIS, Universal Screener, Performance and Articulations, etc.) - conference fees, lodging, mileage. Staff will be required to share the information obtained with the whole staff during meetings throughout the year.

3.2 Three Professional development for the Math department will support teachers using SBAC and MAP Math data to identify essential grade-level focus standards and develop a scope and sequence for Math 1, Math 2, Math 3, and CSTEM Math courses. Additionally, the Math department will receive Mastery Connect professional development to begin to develop common assessments and receive PLC training to systematically use the data to determine which students are meeting the math standards and not meeting the math standards and identify the instructional best practices that need to be adjusted or integrated to provide differentiated support at the student's instructional levels. Substitutes will also be used for professional development, district training, and articulation CCSS Seminars, WASC, AVID, AP, LACOE, NPD, CAFE, CMC Math Conference, NGSS, UC/CSU, NCAA Workshops, CASBO, District Training, Performance and Articulations, day-to-day training, IEP accommodations support, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

0.00	LCFF S&C Professional Development (Conferences & Workshops) 3.1 - See ELA Strategy 3.1
0.00	LCFF S&C Teacher Release Time-Subs (Including benefits) 3.2 - See ELA Strategy 3.2

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

The hiring of various staff positions will provide ongoing instructional assistance and support for teachers.

4.1 Hiring of 2 AVID Tutors to support students in the Classroom grades 9-12. AVID Tutors will be available twice a week, 4 hours a day for the school year.

4.2 Hiring of 2 Bilingual Aides (Spanish & Mandarin) for additional Tier 2 Instructional support with core Math instruction and intervention to support the identified academic needs of English Learners and LTEL students.

4.3 Hiring of a Bilingual Clerical Office Assistant to assist teachers and parents with translation as well as English Learner data entry and cum folder maintenance.

4.4 Hiring of 1 Interventionist. Interventionists will use assessment data and placement criteria to develop interventions for identified Tier 2 and Tier 3 students, including English Learners and SWD who do not understand how to apply mathematical concepts and procedures or demonstrate the ability to support mathematical conclusions. Interventionists will collaborate with Math teachers to review multiple measures to monitor student progress and differentiated support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	LCFF S&C

	Classified Instructional/Support Staff (Including Benefit) 4.1 - See ELA Strategy 4.1
0.00	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 4.2 - See ELA Strategy 4.3
0.00	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 4.3 - See ELA Strategy 4.4
0.00	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 4.4 - See ELA Strategy 1.3
0.00	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 4.5 - See ELA Strategy 4.6

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

LPHS will participate in professional learning communities and vertical articulation with quad-feeder middle schools.

5.1 PLC time is designated twice monthly for departments to collaborate on student progress and one department meeting time per month. Teachers will regularly review student data to measure student progress, including Hispanic, SED, English Learners, and SWD (common assignments, student work samples, MAP Data, grades, etc.) to develop interventions and lessons for all students, HH online curriculum supplements as well as other instructional materials will be incorporated.

5.2 Departments collaborate on lesson design, rubrics, student data, student achievement, and common assessments. This includes strategies for all students. HH curriculum supplements, as well as other instructional materials, will be incorporated. See ELA Strategy 5.2

5.3 Vertical Articulation within content courses during PLC meetings and grade level during staff meetings to share student achievement data and strategies for improvement. Also to discuss mathematical rules and ideas (concepts & procedures), how well students show and apply their

problem skills (problem-solving and modeling & data analysis), and how well students think logically and express their thoughts to solve problems (communicating reasoning).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 5.1 - No Cost
0.00	None Specified 5.2 - No Cost
0.00	None Specified 5.3 - No Cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Vertical articulation and guidance presentations to help in transition planning and interventions.

6.1 Guidance counselor presentations to the feeder middle schools will occur annually as part of the registration process including an 8th Grade Parent Night meeting to provide parents an overview of how LPHS will prepare their student for College and Career.

6.2 Vertical Articulation with feeder middle school teachers during PLC time to share student math achievement data and strategies for improvement. Also to discuss Math Concepts & Procedures and Communicating Reasoning standards-based instructional supports for all students, including English Learners and SWD.

6.3 Articulation between Special Education Teachers and Math teachers to review and monitor the progress of SWD and review the implementation of SWD accommodations in IEP transition meetings for incoming 8th-grade students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 6.1 - No Cost
0.00	None Specified 6.2 - No Cost
0.00	None Specified 6.3 - No Cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Extended Math learning activities for instructional and intervention support, as well as academic events and competitions that enhance student experiences.

7.1 Use of Evidence-Based Intervention Strategies—WICOR is a core set of evidence-based learning support structures that incorporate teaching/learning strategies in Math Concepts and procedures and Communicating Reasoning. WICOR will provide a learning model to guide all students, especially English Learners and SWD, in comprehending concepts and articulating ideas at increasingly complex levels.

7.2 Provide training of Kagan strategies to support English Learners and SWD to collaborate and use academic vocabulary in meaningful classroom settings

7.3 The Renaissance Math computer adaptive intervention program will be used in Math 1 classes, aimed at providing intervention support to increase students' Math skills, particularly those of English Learners and SWD. The program will assist all students, particularly grade 9 students who do not meet Math grade-level standards.

Sync.

7.4 Teacher extra hours will be available to staff the Academic Outreach Program, which enables all students to receive additional content support in all subject areas, including Math. Students will

be identified during the PLC process using assessment data and placement criteria to develop interventions for students not meeting Math and Science standards.

7.5 Incorporate 2 sections of APEX into the Master schedule (period 1 and period 6) for students needing making up credits to meet graduation and college and career requirements.

7.6 Participation in Academic Events, curriculum-supported exhibitions such as AVID, HOSA, JROTC, Academic Decathlon, Science Olympiad, CTE Pathways, Band, Choir, FCADA Girls Got Game, Miramonte League Symposium, Dance, Cheer and Choir (entry fees, lodging, parking transportation, meals, and mileage).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 7.1 - No Cost
0.00	None Specified 7.2 - No Cost
0.00	District Funded Contracted Services 7.3
0	None Specified Teacher Workshop/Additional Hrs (Including benefits) 7.4 - se ELA 8.7
0.00	District Funded Certificated Staff (Including benefits) 7.5 No Cost
0	LCFF S&C Contracted Services 7.6 See ELA Strategy 7.4

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Academic intervention strategies, strategic Master Schedule development, and additional teacher hours to support the regular core program and assist students, including English Learners and SWD in meeting grade-level Math standards.

8.1 LPHS will add 5 sections of C-STEM Math classes in the Master Schedule to support students, including English Learners and SWD to meet grade-level Math standards and make connections to careers in mathematics.

8.2 There will be an emphasis on developing Academic Language using Kegan collaborative structures in the classroom. Teachers will intentionally identify the targeted cooperative learning structure and academic language for designated lessons.

8.3 The special education department chair provides support to teachers and staff on how to assist special education students in meeting standards and utilizing accommodations and modifications in all classes for all students.

8.4 Hiring 1 Interventionists. Interventionists will use assessment data and placement criteria to develop interventions for identified Tier 2 and Tier 3 students, including English Learners and SWD who do not understand how to apply mathematical concepts and procedures or demonstrate the ability to support mathematical conclusions. Interventionists will collaborate with Math teachers to review multiple measures to monitor student progress and differentiated support.

8.5 Utilization of the SFT referral process for students who need additional academic or social/emotional support and development of student success plans. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

8.6 Teacher extra hours will be available to staff the Academic Outreach Program which enables all students to receive additional content support in all subject areas including Math. Students will be identified during the PLC process using assessment data and placement criteria to develop interventions for students not meeting Math standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

None Specified

8.1 No Cost

0.00

None Specified

8.2 - No Cost

0.00	None Specified 8.3 - No Cost
0.00	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 8.4 - Hiring of 1 Interventionist
0.00	None Specified 8.5 - No Cost
0.00	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 8.6 - See ELA Strategy 8.7

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Academic instructional strategies and practices, as well as intervention tools and processes to assist all students, including Hispanic, SED, English Learners, and SWD, meet Math standards in the areas of Math Concepts & Procedures and Communicating Reasoning.

9.1 Use of WICOR strategies, graphic organizers, thinking maps, focused note-taking, front-loading of vocabulary, and scaffolding instruction to assist in Math Communicating Reasoning. HMH curriculum supplements as well as other instructional materials will be incorporated.

9.2 Develop and Implement an MTSS academic framework. Teachers will identify Tier 1, Tier 2, and Tier 3 strategies and students based on a variety of assessments, including class student engagement and MAP assessment data. One interventionist will provide targeted Tier 2 and Tier 3 intervention and support in Math to the lowest-achieving students in grades 9 and 10.

9.3 Implementation and monitoring of the SFT referral process for students in Tier 3 and the development of student success plans. Plan and schedule an Addendum IEP meeting for SWD to monitor student progress. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

9.4 Math teachers will utilize Renaissance Accelerated Math software to provide intervention support to students in meeting math grade-level standards and content support for all curricular areas and computer applications. The program will assist all students in grade 9 and adapt to the unique levels students need to grow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 9.1 - No Cost
0.00	None Specified 9.2 - No Cost
0.00	None Specified 9.3 - No Cost
0.00	LCFF S&C Contracted Services 9.4
0.00	LCFF S&C Professional Development (Conferences & Workshops) 9.5- No Cost

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Hardware, software, supplemental instructional supports, and wellness checks for all students, including Latino, SED, English Learners, and SWD, to assist them with meeting Math standards.

10.1 Purchase supplemental books and educational resources to support CCSS for all content areas and electives.

10.2 Implement MTSS Tier 1, Tier 2, and Tier 3 Strategies for all students, including the lowest-performing students.

10.3 Laptops will be provided to all students to enable access to the curriculum and intervention supports.

10.4 Renaissance Accelerated Math software aimed at providing intervention support students in meeting math grade level standards and content support for all curricular areas and for computer applications. The program will assist all students in grade 9 and adapts to the unique levels students need to grow.

10.5 Additional Book Replacements or AP Books

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified Supplemental Instructional Materials (Including technology devices <\$500 per item) 10.1 - No Cost
0.00	None Specified 10.2 -. No Cost
0.00	District Funded 10.3 -No Cost
0.00	District Funded Contracted Services 10.4- See Math Strategy 2.6
0.00	District Funded Books (Excluding core textbooks) 10.5 - No Cost

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Parent meetings, opportunities for parent involvement and input into the SPSA. Parents and all educational partners have input into the needs assessment, goals, budget and assessments of our site plan.

11.1 School Site Council Meetings - members have input into the needs assessment, goals, budget and assessments of the LPHS School Plan.

11.2 Provide parent resource material, handouts, and information documents for all parents, including parents English Learners and long-term English Learners (LTELs) in parents primary language.

11.3 Conduct parent Meetings to share expectations, college, and career information, and program supports (i.e. grade level, AVID, Title 1, Cash for College, etc.)

11.4 Host WASC Parent/Student Meetings and Coffee with the Principal Meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 11.1 -No Cost
0.00	Title I Parent Involvement Supplemental Instructional Materials (Including technology devices <\$500 per item) 11.2 - See ELA Strategy 11.2
0.00	None Specified 11.3 - No Cost
0.00	None Specified 11.4 - No Cost
0.00	None Specified 11.5 - No Cost

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including Hispanic SED, English Learners and Students with Disabilities (SWD).

Activity

Hiring of additional classified staff to support underperforming students and their families.

12.1 Bilingual Aides in Spanish and Mandarin for Instructional Support to assist content teacher instruction and intervention support for identified EL students.

12.2 Bilingual Clerical Support to assist teachers and parents with translation support as well as English Learner data entry and cum folder maintenance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 12.1 - See ELA Strategy 4.3
0.00	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 12.2 - See ELA Strategy 4.4

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LEARNERS

LEA/LCAP Goal

All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - English Learners

English Learners will increase or maintain their English Language proficiency level as measured by the ELPAC. English Learners, including Reclassified students, will also demonstrate an increase in English Language Arts (ELA) as measured by CAASPP and S-MAP. By English Learners demonstrating an increased level of English Language proficiency and ELA, there will be an increase in reclassifications and a decrease in LTEL 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.

Based on the comprehensive needs assessment English Learners need to continue to work towards meeting or maintaining English Language proficiency and meeting grade-level ELA standards. English Learners demonstrate a significant achievement gap compared to all students in terms of meeting grade-level ELA standards. As a result, English Learners are not scoring or maintaining at a level 4, demonstrating they do not have well-developed oral (listening and speaking) and written (reading and writing) skills in English. There is a consistent need to provide ongoing support, differentiated instruction, and assessment, timely meaningful feedback, and evidence-based interventions to increase EL achievement and language proficiency. Additionally, there is a need to continue professional development for English teachers to differentiate Designated ELD to continue to develop English Language proficiency of Bridging and Expanding EL to meet reading and writing standards in ELA, including At-Risk LTELS, LTELS, and RFEP students. Other content teachers need PD on evidence-based strategies such as the AVID learning support structure WICOR which incorporates teaching strategies in the areas of Writing and Reading to Learn. WICOR will provide a learning model to guide English Learners and Students with Disabilities in comprehending concepts and articulating ideas in writing/verbally at increasingly complex levels. The Development of academic vocabulary for English Learners within all core content areas outside of English will continue to be a focus through the use of WICOR.

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Metric/Indicator (2023 Dashboard)
1a English Learner Progress Indicator

Metric/Indicator (2023 Dashboard)
1a English Learner Progress Indicator; 51.5% progress towards English language

Metric/Indicator (2024 Dashboard)
1a English Learner Progress Indicator: Increase by 4% or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	proficiency, an increase of 3.5%	
Metric/Indicator 2a Summative ELPAC Level 4 2b. ELPAC Overall Language Performance Level 2c. ELPAC Oral Language Performance Level (Listening & Speaking) 2d. ELPAC Written Language Performance Level (Reading & Writing)	Metric/Indicator 2a Summative ELPAC Level 4: 23.38% of English Learners are at Level 4	Metric/Indicator 2024 2a Summative ELPAC Level 4: Increase by 3% or higher 2b. ELPAC Overall Language Performance Level: Increase by 3% or higher 2c. ELPAC Oral Language Performance Level (Listening & Speaking): Increase by 3% or higher 2d. ELPAC Written Language Performance Level (Reading & Writing): Increase by 3% or higher
Metric/Indicator (2022-23) 3a English Learner Reclassification Rate	Metric/Indicator (2022-23) 3a English Learner Reclassification Rate: Total # students = 28 an Increase of 23 new RFEP students	Metric/Indicator (2024) 3a English Learner Reclassification Rate: 30 or more students reclassified

Strategies/Activities

Complete a Strategy/Activity table for each of the school’s strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

English Learner Planned Improvements must include evidence-based activities to address Designated and Integrated ELD, LTELs, EL and RFEP monitoring and reclassification.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students

Activity

English Learner Advisory Committee and LPHS Staff will review ELPAC Assessments and identify the progress of students in grades 9-12 at the beginning of the school year and analyze MAP ELA data disaggregated 3 times a year to monitor student achievement and identify students needing additional support, including "At Risk", LTEL, and Reclassified Students.

1.1 LPHS Staff will review ELPAC, CAASPP ELA, and MAP ELA data, LTEL data, and grades to identify students not meeting the reclassification process due to ELPAC overall level, CAASPP ELA or MAP not meeting ELA standards or English grades lower than a C. In addition, staff will review CAASPP and MAP ELA data and English grades to ensure reclassified students are making adequate progress. In English PLC meetings, teachers will use the disaggregated English Learner data to determine focus skills/standards in Reading and Writing, modifying pacing and lesson plans.

1.2 All teachers including, ELD teachers, will use ELlevation to create class profiles to monitor English Learner progress and to create differentiated lesson plans and ISPEL forms to differentiate instructional strategies.

1.3 The Interventionists will collaborate with English teachers to determine Tier 2 intervention placement and exit criteria for identified English Learners, including "At Risk", LTEL, and Reclassified Students not meeting Reading and Writing standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 1.1 - No Cost
0.00	None Specified 1.2 No Cost
0.00	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 1.3 - See ELA Strategy 1.3

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students

Activity

LPHS ELA & ELD teachers will begin to develop common lessons and regularly review English Learner data, including "At Risk", LTEL, and Reclassified Students to measure progress (common assignments, student work samples etc.) and develop interventions and lessons using Study Sync supplemental curriculum, Achieve 3000 and other instructional materials will be incorporated. LPHS teachers meet twice a month in PLC meetings, once a month in department meetings, and once a month in staff meetings in course alike and grade-level groups. In addition, all other content teachers will monitor English learner students not meeting progress (ISPEL), reclassified students (RFEP) and long-term English Learners (LTELs) by creating class profiles.

2.1 ELA teachers will review student MAP ELA data disaggregated for English Learners to measure progress and will include common assignments, student work samples, etc., and develop interventions and/or differentiated lessons.

2.2 ELA teachers. EL Program Facilitator and counselors will monitor Reclassified students' progress for four years to develop individualized goal setting for each student (RFEP Monitoring).

2.3 Purchase of instructional materials and supplies to support common assessments and instructional strategies (i.e. ink, paper, science specimens, LCD bulbs, teacher classroom supplies (composition books, whiteboards, etc.)

2.4 English Learner students will meet with counselors and administration to review their progress to become reclassified. Scores and progress monitoring (ISPEL) will be discussed and goal setting with students and counselors once a year. Also, counselors will monitor reclassified students once a semester (RFEP monitoring) and meet with students and their families not making adequate progress.

2.5 ELD teacher utilizes Edge Placement Test and Reading Gains assessments to provide an individualized level of instruction and support. In addition, appropriate language development scaffolding will occur based on the identified student language needs.

2.6 Achieve 3000 intervention software aimed at providing intervention support for reading, language development, and content support for all curricular areas and computer applications. The program will assist all students in grade 9 and English Learners in the Emerging and Expanding ELD courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

None Specified

2.1 NO Cost

0.00

None Specified

	2.2 No Cost
0.00	LCFF General Supplemental Supplies 2.3 - See ELA Strategy 2.3
0.00	None Specified 2.4 No Cost
0.00	None Specified 2.5 No Cost
0.00	Title I, Part A Contracted Services 2.6 - See ELA Strategy 2.3

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Staff will be able to attend ELD professional development to differentiate content giving EL, including "At Risk", LTEL, and Reclassified Students access to rigorous core curriculum and meet academic standards, and use assessments to monitor student progress, and for professional growth.

3.1 Professional Development to address English Learners will occur at staff meetings and department meetings as training sessions by the HLPUSD Multilingual Department and outside conferences and workshops (i.e. LACOE, CABE, etc.)

3.2 Substitutes for professional development, district training, and articulation CCSS Seminars, LACOE, COACH Foreign Language Project, CABE, District Training, day-to-day training, etc)

3.3 Provide parents the opportunity to attend CABE conference or other conference to support English Learner student achievement, skills training, and child advocacy. (i.e. conference fees, parking).

3.4 Professional development opportunities on how to best utilize the Fundamentals and Edge as support to Study Sync will be available.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	LCFF S&C Professional Development (Conferences & Workshops) 3.1 - See ELA Strategy 3.1
0.00	LCFF S&C Teacher Release Time-Subs (Including benefits) 3.2 - See ELA Strategy 3.2
1,749	Title I Parent Involvement Professional Development (Conferences & Workshops) 3.3 Parent Conference to Support Student Achievement
0.00	District Funded 3.4 No Cost

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Hiring various staff positions will provide ongoing instructional assistance and support for teachers as well as scheduling the AVID coordinator to train staff in implementing WICOR (reading and writing to learn) AVID strategies

4.1 Multilingual TOSAs and AVID coordinator meet with the staff to review procedures and instructional strategies to assist EL students in improving their academic progress

4.2 Multilingual Department TOSA supports ELD teachers in planning rigorous, relevant, and engaging lessons with adequate scaffolding and evidence-based instructional strategies

4.3. Hiring of one Bilingual Aide (Simplified Chinese) for additional Tier 2 Instructional support with core ELA instruction and intervention to support the identified academic needs of English Learners and LTEL students.

4.3 Hiring of a Bilingual Clerical Office Assistant to assist teachers and parents with translation as well as English Learner data entry and cum folder maintenance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 4.1 No Cost
0.00	None Specified 4.2 No Cost
0.00	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 4.3 - See ELA Strategy 4.3
0.00	LCFF S&C Classified Instructional/Support Staff (Including Benefit) See ELA Strategy 4.4

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

LPHS will participate in professional learning communities.

5.1 PLC time is designated twice a month for departments to collaborate on English Learner progress in addition to at least one department meeting time per semester. Teachers will regularly review English Learners, including "At Risk", LTEL, and Reclassified Students data to monitor student progress using common assessment assignments, student work samples, MAP, Achieve 3000 grades etc.), develop interventions and differentiated lessons for all students, Study Sync online curriculum supplements, as well as other instructional materials will be incorporated.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 5.1 - No Cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

LPHS will have opportunities for vertical articulations with feeder middle schools and will collaborate with Quad schools.

6.1 Vertical Articulation with feeder middle school teachers during PLC time to share student achievement data and strategies for improvement. Also to discuss reading and writing standards-based instructional supports for English Learners, including "At Risk", LTEL, and Reclassified Students.

6.2 Articulation between middle school ELD/ELA Teachers and high school ELD teachers to review the progress of SWD and review the implementation of English Learners' evidence-based instructional best practices for incoming 8tg grade students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 6.1 No Cost
0.00	LCFF S&C Teacher Release Time-Subs (Including benefits) 6.2 - See ELA Strategy 3.2

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Extended ELD learning activities for instructional and intervention support as well as academic events and competitions that enhance experiences for all students.

7.1 Use of Evidence-Based Instructional Strategies - WICOR is a core set of evidence-based learning support structures that incorporates teaching/learning strategies in the areas of Writing and Reading to Learn. WICOR will provide a learning model to guide English Learners, including "At Risk", LTEL, and Reclassified Students in comprehending concepts and articulating ideas at increasingly complex levels.

7.2 Provide training on Kagan strategies to support English Learners' listening and speaking skills while using academic vocabulary in meaningful classroom settings

7.3 Use of Achieve 3000 intervention software in English classes aimed at providing intervention for reading, and language development. The program will assist all students particularly grade 9 and English Learners in Emerging and Expanding ELD courses not meeting the overall ELPAC level of 4.
Sync.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 7.1 - See ELA Strategy 7.1
0.00	None Specified 7.2 - See ELA Strategy 7.1
0.00	Title I, Part A Contracted Services 7.3 - See ELA Strategy 2.3

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Academic intervention strategies, strategic Master Schedule development, and additional teacher hours to support the regular core program and assist All English Learners, including "At Risk", LTEL, and Reclassified Students in meeting the reclassification criteria and adequate progress.

8.1 Creating the two-hour block for Emerging 1A and 2b parallel courses in the site master schedule adding a second ELD Emerging teacher.

8.2 There will be an emphasis on developing Academic Language and Vocabulary using Kegan collaborative structures in the classroom. Teachers will intentionally identify the targeted cooperative learning structure and academic language for designated lessons.

8.3 The special education department chair will support teachers and staff on how to assist English Learners with disabilities in meeting academic and language standards while utilizing accommodations and modifications in all classes for all students.

8.4 The Interventionist will use assessment data and placement criteria to develop interventions for identified Tier 2 and Tier 3 English Learners including "At Risk", LTEL, and Reclassified Students not meeting the reclassification criteria or making adequate academic progress. Interventionists will collaborate with ELA teachers to review multiple measures to monitor student progress and differentiated support.

8.5 Utilization of the SFT referral process for students who need additional academic or social/emotional support and development of student success plans. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

8.6 Teacher extra hours will be available to staff the Academic Outreach Program which enables all students to receive additional content support for English Learners in all subject areas. English Learners including "At Risk", LTEL, and Reclassified Students will be identified during the PLC process using assessment data and placement criteria to develop interventions for students not meeting the reclassification criteria or making adequate academic progress

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 8.1- No Cost
0.00	None Specified 8.2 - No costs
0.00	None Specified 8.3 - No Cost
0.00	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 8.4 - Interventionist
0.00	None Specified Certificated Staff (Including benefits) 8.5 - No Cost
0.00	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 8.6 - See ELA Strategy 8.7

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Academic instructional strategies and practices as well as intervention tools and processes to assist English Learners including "At Risk", LTEL, and Reclassified Students in meeting the reclassification criteria and adequate progress.

9.1 Use of WICOR (reading and writing to learn) strategies, graphic organizers, focused note-taking, intentionally front-loading academic vocabulary, and scaffolding instruction to assist in reading and writing.

9.2 Develop and Implement an MTSS academic framework. Teachers will identify Tier 1, Tier 2, and Tier 3 strategies and English Learners including "At Risk", LTEL, and Reclassified Students based on a variety of assessments, including class student engagement, and SMAP assessment data. 2 interventionists will provide targeted intervention and support English Learners including "At Risk", LTEL, and Reclassified Students in meeting the reclassification criteria and adequate progress.

9.3 Implementation and monitoring of the SFT referral process for students in Tier 3 and the development of student success plans. For SWD, plan and schedule an Addendum IEP meeting to monitor student progress. Counselors will meet with students and provide ongoing progress monitoring every 6 weeks

9.4 English teachers will utilize Achieve 3000 intervention software aimed at providing intervention support for reading, language development, and content support for all curricular areas and for computer applications. The program will assist all English Learners including "At Risk", LTEL, and Reclassified Students in meeting the reclassification criteria and adequate progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	District Funded 9.1 - No Cost
0.00	None Specified 9.2 - No Cost
0.00	None Specified 9.3 - No Cost
0.00	Title I, Part A Contracted Services 9.4 - See ELA Strategy 2.3

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Hardware, software, supplemental instructional supports, and wellness checks for all students to assist them with closing achievement gaps.

10.1 Implement MTSS Tier 1, Tier 2, and Tier 3 Strategies for English Learners including "At Risk", LTEL, and Reclassified Students.

10.2 Provision of laptops to include all English Learners including "At Risk", LTEL, and Reclassified Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 10.1 - No Cost
0	Contracted Services 10.2- No Cost

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

Parent meetings, opportunities for parent involvement, and input into the SPSA. Parents and all educational partners have input into the needs assessment, goals, budget, and assessments of our site plan.

11.1 English Learner Advisory Council & School Site Council Meetings will allow members to have input into the needs assessment, goals, budget, and assessments of the LPHS School Plan for Student Achievement.

11.2 Provide parent resource material, handouts, and information documents for parents of English Learners, including "At Risk", LTEL, and Reclassified Students.

11.3 Conduct parent Meetings to share expectations, college and career information, and program supports (i.e. grade level, AVID, Title 1, Cash for College, LPHS Bridge to Success etc.) including an 8th Grade Parent Night meeting to provide parents an overview of how LPHS will prepare their student for College and Career.

11.4 Host WASC Parent/Student Meetings and Coffee with the Principal Meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 11.1 - No Cost
0.00	Title I Parent Involvement Supplemental Supplies 11.2 - See ELA Strategy 11.2
0.00	None Specified 11.3 - No Cost
0.00	None Specified 11.4 - No Cost
0.00	

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All English Learners - This includes "At Risk", LTEL, and Reclassified Students.

Activity

The hiring of additional classified staff to support English Learners, including "At Risk," LTEL, and Reclassified Students and their families.

12.1 Bilingual Aides in Simplified Chinese for Instructional Support to assist content teacher instruction and intervention support for identified EL students.

12.2 Bilingual Clerical Support to assist teachers and parents with translation support as well as English Learner data entry and cum folder maintenance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 12.1 - See ELA Strategy 4.3
0.00	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 12.2 - See ELA Strategy 4.4

Goals, Strategies, & Proposed Expenditures

Goal Subject

SCHOOL CLIMATE & ENGAGEMENT

LEA/LCAP Goal

GOAL FOR SCHOOL CLIMATE: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

School Goal - School Climate

All students, particularly SED, English Learners, Students with Disabilities (SWD), and Homeless students will increase students to be positively engaged in school and learning by increasing the graduation rate, college and career readiness, and decreasing the number of suspensions and expulsions.

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.

Based on the comprehensive needs assessment, all students need to be actively and positively engaged in school to continue to work towards graduating and meeting college and career readiness. English Learners, SWD, and Homeless students demonstrate a significantly higher number of suspensions compared to all students. As a result, there is a consistent need to provide ongoing support, timely feedback, and evidence-based interventions to increase English Learner, SWD, and Homeless student engagement and learning. Additionally, there is a need to provide professional development to general education teachers re-applying behavior accommodations to SWD and monitor implementation in the classroom. Also, there is a need for PD to review with teachers best practices on proactive classroom management strategies and fostering positive relationships with students, specifically with English Learners, SWD, and Homeless students. Finally, there is a need to put interventions in place to improve student engagement by developing and implementing an MTSS Behavior framework. Teachers and counselors will identify Tier 1, Tier 2, and Tier 3 strategies and students based on a variety of measures, including class performance, the California Healthy Kids Survey (CHKS), and the Universal Screener. All teachers will administer a Universal Screener twice a year. The data gathered from these measures will lead to interventions and SFTs

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Metric/Indicator (2023 Dashboard)</p> <p>1a Dashboard Suspension Rate- All Students</p> <p>1b Dashboard Suspension Rate- SED</p> <p>1c Dashboard Suspension Rate-English Learner</p> <p>1d Dashboard Suspension Rate- Foster Youth</p> <p>1e Dashboard Suspension Rate- SWD</p>	<p>Metric/Indicator (2023 Dashboard)</p> <p>1a Dashboard Suspension Rate- All Students: 8.8% suspended at least one day, a decline of 1%</p> <p>1b Dashboard Suspension Rate- SED: 9% suspended at least one day, a decline of 1%</p> <p>1c Dashboard Suspension Rate-English Learner: 12.9%, an increase of 0.8%</p> <p>1d Dashboard Suspension Rate- Foster Youth: N/A</p> <p>1e Dashboard Suspension Rate- SWD: 13.1% suspended at least one day, a decline of 3%</p>	<p>Metric/Indicator (2024 Dashboard)</p> <p>1a Dashboard Suspension Rate- All Students: Decrease by 2% or more</p> <p>1b Dashboard Suspension Rate- SED: Decrease by 2% or more</p> <p>1c Dashboard Suspension Rate-English Learner: Decrease by 3% or more</p> <p>1d Dashboard Suspension Rate- Foster Youth: N/A</p> <p>1e Dashboard Suspension Rate- SWD Decrease by 2% or more</p>
<p>Metric/Indicator (2022-23)</p> <p>2a DataQuest Expulsion Rate</p>	<p>Metric/Indicator (2022-23)</p> <p>2a DataQuest Expulsion Rate: 0.2% or a total of 2 expulsions</p>	<p>Metric/Indicator (2024)</p> <p>2a DataQuest Expulsion Rate; Decrease by 0,1% or 1 less student</p>
<p>Metric/Indicator (2022-23)</p> <p>3a CHKS “Safe or Very Safe” Overall Perception- Grade 9</p> <p>3b CHKS “Safe or Very Safe” Overall Perception- Grade 11</p>	<p>Metric/Indicator (2022-23)</p> <p>3a CHKS “Safe or Very Safe” Overall Perception- Grade 9: 40%</p> <p>3b CHKS “Safe or Very Safe” Overall Perception- Grade 11: 41%</p>	<p>Metric/Indicator (2024)</p> <p>3a CHKS “Safe or Very Safe” Overall Perception- Grade 9: Increase by 5%</p> <p>3b CHKS “Safe or Very Safe” Overall Perception- Grade 11: Increase by 5%</p>
<p>Metric/Indicator (2022-23)</p> <p>4a CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 9</p> <p>4b CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 11</p>	<p>Metric/Indicator (2022-23)</p> <p>4a CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 9: 46%</p> <p>4b CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 11: 43%</p>	<p>Metric/Indicator (2024)</p> <p>4a CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 9; Increase by 5%</p> <p>4b CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 11: Increase by 5%</p>
<p>Metric/Indicator (2023 Dashboard)</p> <p>5a Dashboard Graduation Rate- All Students</p> <p>5b Dashboard Graduation Rate- SED</p>	<p>Metric/Indicator (2023 Dashboard)</p> <p>5a Dashboard Graduation Rate- All Students: 94% graduated, a 5.2% decline</p>	<p>Metric/Indicator (2024 Dashboard)</p> <p>5a Dashboard Graduation Rate- All Students: Increase by 2% or more</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5c Dashboard Graduation Rate- English Learner 5d Dashboard Graduation Rate- Foster Youth 5e Dashboard Graduation Rate- SWD	5b Dashboard Graduation Rate- SED: 93.9% graduated, a 5.2% decline 5c Dashboard Graduation Rate- English Learner: 79.5% graduated, a 14.6 decline 5d Dashboard Graduation Rate- Foster Youth: N/A 5e Dashboard Graduation Rate- SWD: 96.4% graduated, maintaining their rate	5b Dashboard Graduation Rate- SED Increase by 2% or more 5c Dashboard Graduation Rate- English Learner Increase by 6% or more 5d Dashboard Graduation Rate- Foster Youth 5e Dashboard Graduation Rate- SWD Increase by 2% or more
Metric/Indicator (2022-23) 6a DataQuest 4 yr. Adjusted Cohort Dropout Rate- All Students 6b DataQuest 4 yr. Adjusted Cohort Dropout Rate- SED 6c DataQuest 4 yr. Adjusted Cohort Dropout Rate- English Learner 6d DataQuest 4 yr. Adjusted Cohort Dropout Rate- Foster Youth 6e DataQuest 4 yr. Adjusted Cohort Dropout Rate- SWD	Metric/Indicator (2022-23) 6a DataQuest 4 yr. Adjusted Cohort Dropout Rate- All Students: 11 Students 6b DataQuest 4 yr. Adjusted Cohort Dropout Rate- SED: TBD 6c DataQuest 4 yr. Adjusted Cohort Dropout Rate- English Learner: TBD 6d DataQuest 4 yr. Adjusted Cohort Dropout Rate- Foster Youth: TBD 6e DataQuest 4 yr. Adjusted Cohort Dropout Rate- SWD: TBD	Metric/Indicator (2024) 6a DataQuest 4 yr. Adjusted Cohort Dropout Rate- All Students: Decrease by 5 students 6b DataQuest 4 yr. Adjusted Cohort Dropout Rate- SED: TBD 6c DataQuest 4 yr. Adjusted Cohort Dropout Rate- English Learner: TBD 6d DataQuest 4 yr. Adjusted Cohort Dropout Rate- Foster Youth: TBD 6e DataQuest 4 yr. Adjusted Cohort Dropout Rate- SWD: TBD
Metric/Indicator (2022-23) 7a SIS 9-12 Attendance Rate- All Students 7b SIS 9-12 Attendance Rate- SED 7c SIS 9-12 Attendance Rate- English Learner 7e SIS 9-12 Attendance Rate- Foster Youth 7f SIS 9-12 Attendance Rate- SWD	Metric/Indicator (2022-23) 7a SIS 9-12 Attendance Rate- All Students: 92.22% 7b SIS 9-12 Attendance Rate- SED: TBD 7c SIS 9-12 Attendance Rate- English Learner: TBD 7e SIS 9-12 Attendance Rate- Foster Youth: TBD 7f SIS 9-12 Attendance Rate- SWD: 90.62%	Metric/Indicator (2024) 7a SIS 9-12 Attendance Rate- All Students. Increase by 2% or more 7b SIS 9-12 Attendance Rate- SED: TBD 7c SIS 9-12 Attendance Rate- English Learner: TBD 7e SIS 9-12 Attendance Rate- Foster Youth: TBD 7f SIS 9-12 Attendance Rate- SWD: Increase by 2% or more
Metric/Indicator (2022-23) 8a SIS 9-12 Chronic Absenteeism Rate- All Students	Metric/Indicator (2022-23) 8a SIS 9-12 Chronic Absenteeism Rate- All Students: 23.2 %	Metric/Indicator (2024-25) 8a SIS 9-12 Chronic Absenteeism Rate- All Students: Decrease by 2% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
8b SIS 9-12 Chronic Absenteeism Rate- SED 8c SIS 9-12 Chronic Absenteeism Rate- English Learner 8d SIS 9-12 Chronic Absenteeism Rate- Foster Youth 8e SIS 9-12 Chronic Absenteeism Rate- SWD	8b SIS 9-12 Chronic Absenteeism Rate- SED: 23.8% 8c SIS 9-12 Chronic Absenteeism Rate- English Learner: 24.0% 8d SIS 9-12 Chronic Absenteeism Rate- Foster Youth: 12.5% 8e SIS 9-12 Chronic Absenteeism Rate- SWD: 30.1%	8b SIS 9-12 Chronic Absenteeism Rate- SED Decrease by 2% or more 8c SIS 9-12 Chronic Absenteeism Rate- English Learner Decrease by 2% or more 8d SIS 9-12 Chronic Absenteeism Rate- Foster Youth Decrease by 2% or more 8e SIS 9-12 Chronic Absenteeism Rate- SWD Decrease by 6% or more

Strategies/Activities

Complete a Strategy/Activity table for each of the school’s strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

LPHS staff reviews school climate data and participates in data disaggregation by student groups, including English Learners, SWD, and Homeless students at the beginning and throughout the school year.

1.1 Staff reviews attendance, discipline, and graduation rate data, a-g data, annually during staff meetings to show the progress of students in grades 9-12.

1.2 LPHS Attendance/Discipline Committee reviews tardy and attendance data to amend existing school policy and develop MTSS system levels 1, 2, and 3.

1.3 LPHS reviews the California Healthy Kids Survey (CHKS) at the first staff meeting to increase student engagement and identify students who need additional social-emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 1.1 No Cost
0.00	None Specified 1.2 No Cost
0.00	None Specified 1.3 No Cost

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Counselors will review MAP data, end-of-grading period grades, and A-G data to develop 4-year student plans and annual individual advisement student conference meetings and parent meetings.

2.1 Counselors will review attendance, CHKS, Universal Screener, credit completion, MAP student profile, and A-G data to monitor and support student academic progress and the four-year plan of all students, including English Learners, SWD, and homeless students.

2.2 Use student and parent survey data to monitor student and parent engagement to modify/improve instruction and school culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 2.1 No Cost
0.00	None Specified 2.2. No Cost

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Staff will attend content and program-specific professional development to assist with school climate strategies and programs.

3.1 Staff will receive MTSS training on identifying and creating Academic and Behavior Tier 1 and Tier 2 interventions and training on how to read and use the Universal Screening data.

3.2 Staff will receive training on how to implement restorative practices rooted in equity, justice, and opportunity and how to apply the LPHS Behavior Matrix to create a safe and welcoming learning environment

3.3 Professional Development - Counselor training to provide students with college and career readiness information (UC/CSU, Community College, NCAA, CTE workshops, other career and college guidance conferences, fees, mileage, parking) as well as social-emotional counseling

3.4 Professional Development - conferences and workshops to support staff and counselors with instruction, college readiness, accreditation and assessments (CCSS Seminars, ERWC, WASC, AVID, AP, LACOE, NPDL, COACH Foreign Language Project, CABE, CIF, CTE, CMC Math The conference, Physical Education, NGSS, UC/CSU. NCAA Workshops, CASBO, AERIES, VAPA, District Trainings, Performance and Articulations, etc.) - conference fees, lodging, mileage. Staff will share the information obtained with the whole staff during meetings throughout the year.

Proposed Expenditures for this Strategy/Activity

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

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0.00	None Specified 3.1 - No Cost
0.00	None Specified 3.2 - No Cost
0.00	LCFF S&C Professional Development (Conferences & Workshops) 3.3 - See ELA Strategy 3.1
0.00	LCFF S&C Professional Development (Conferences & Workshops) 3.4 - See ELA Strategy 3.1

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Release time for teachers and school counselors to collaborate for extended periods as a PLC/department

4.1 Substitutes for grade level and vertical articulation and, period substitutes for IEPs in support of the instructional program

4.2 Purchase supplies and printing materials for staff training and implementation of restorative practices to reduce the number of behavior referrals and suspensions, including English Learners, SWD, and homeless students.

4.3 Fingerprinting of Parent Volunteers for low-income families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	LCFF S&C Teacher Release Time-Subs (Including benefits) 4.1 - See ELA Strategy 3.2
8970	LCFF General Supplemental Supplies 4.2 Purchase Supplies and Printing of Materials
500	Title I Parent Involvement Supplemental Supplies 4.3 Fingerprinting Cost for low income families
0.00	
0.00	
0.00	
0.00	

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

LPHS will participate in professional learning communities and vertical articulation with quad-feeder schools.

5.1 PLC time is designated twice a month for departments to collaborate on student academic and behavioral progress in addition to one department meeting time per month. Student progress reviews are for grades 9-12 and include, English learners, SWD, and Homeless students.

5.2 Staff meetings and department meetings will continue to focus on and embed agreed-upon instructional strategies, including the first two staff meetings of the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 5.1 No Cost
0.00	None Specified 5.2 No Cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Vertical articulation and guidance presentations to help in transition planning and interventions.

6.1 Guidance counselor presentations to the feeder middle schools will occur annually as part of the registration process including an 8th Grade Parent Night meeting to provide parents an overview on how LPHS will prepare their student for College and Career.

6.2 Vertical Articulation with feeder middle school teachers will occur twice a year to share student achievement data and strategies for improvement and to discuss standards-based instructional supports for all students.

6.3 Participation of Special Education Teachers and Administrators in IEP transition meetings for students in 8th grade.

Proposed Expenditures for this Strategy/Activity

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

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0.00	None Specified 6.1 - No Cost
0.00	None Specified .2 - No Cost
0.00	None Specified 6.3 - No Cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including SED, English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Supplemental supplies, dues, and security services for extended learning activities for instructional and intervention support, as well as academic events and competitions that enhance experiences for all students.

- 7.1 Science Supplies, Specimens, Microscopes, and other supplies for supplementing instruction - \$5,000 Instructional Materials Realignment
- 7.2 Materials for Project-Based Learning Modules for after-school and Saturday School Intervention programs (construction paper, paint, handouts, printing, color ink.)
- 7.3 General Office Supplies, Diplomas, Awards, Athletics, Renaissance, VAPA, ASB, Student Agendas
- 7.4 Reconditioning National Rule for Jersey per national federation of high school of Football, Baseball, and Softball Helmets & Copiers (LCFF Base)
- 7.5 Printing and supplies for participation in curriculum supports such as AVID>
- 7.6 Additional hours for AVID teachers to plan for the 2024 school year and host a half-day summer bridge day for incoming AVID students.
- 7.7 Printing Awards, Promotional Material, General Printing, Summer Mailer (LCFF General) \$5,000

7.8 Additional materials and supplies to support extended learning - \$16,032 Lottery

7.9 Professional Dues - WASC, AVID, College Board, CIF State & Section Dues

7.10 Security - Additional services to assist after-hour activities

7.11 Medical/Athletic Trainer Supplies for athletics and the nurse's office

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	District Funded Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.1 Science Supplies, Specimens, Microscopes and other supplies
13,900	Title I, Part A Supplemental Supplies 7.2 Materials for Project Based Learning Modules (construction paper, paint, handouts, printing, student agendas)
6,000	LCFF S&C Supplemental Supplies 7.3 Awards, Diplomas, Renaissance, VAPA, ASB Supplies
14,000	LCFF Base Supplemental Supplies 7.4 Printing and Supplies for AVID, English Learner Program
0.00	LCFF S&C Supplemental Supplies 7.5 - See ELA 7.4
1,000	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 7.6 AVID Teacher Planning
5,000	LCFF Base Supplemental Supplies 7.7 General Printing
0.00	District Funded

	Supplemental Instructional Materials (Including technology devices <\$500 per item) 7.8 Support for Extended Learning After School
9,000	LCFF General Contracted Services 7.9 Professional Dues such as WASC
681	LCFF General Classified Instructional/Support Staff (Including Benefit) 7.10- Additional Security Hours
3,000	LCFF General Supplemental Supplies 7.11 Medical/Athletic Trainer Supplies for athletics and the nurse's office

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Support services and curricular access to ensure students are meeting a-g, graduation requirements, and access to CTE Pathways.

8.1 Counselors conduct yearly individual student conferences with all students to review A-G, credit checks, college/career planning, and revision of the 4-year academic planner to ensure students have post-secondary success and are meeting graduation requirements.

8.2 Articulation between LPHS and Valley Alternative High School to provide a systematic transition between the schools to assist credit-deficient students with meeting graduation requirements and credit recovery. This includes the alignment of course offerings in both master schedules.

8.3 Marketing of VAPA and CTE full-sequenced programs to motivate students in a career field and added life-long experiences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 8.1 No cost
0.00	None Specified 8.2 No Cost
0.00	None Specified 8.3 No Cost

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Academic instructional strategies and practices as well as intervention tools and processes to assist all students.

9.1 Develop and implement MTSS Tier 1, Tier 2, and Tier 3 Strategies schoolwide using the Universal Screening and CHKS data, attendance data, behavior data, grades, and MAP data.

9.2 Consistent Implementation of the SFT referral process for students, including English Learners, SWD, and Homeless students, and monitoring the student success plans every 3 to 6 weeks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 9.1 - No Costs
0.00	None Specified

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Instructional support, refinement of attendance and discipline plans, and committee participation to assist in developing support for all students to help close achievement gaps and promote student success.

10.1 Refinement of a school-wide attendance plan outlining steps for intervention and remediation steps for students which may include SART, SARB, and DA Mediation for MTSS Tier 1, Tier 2 and Tier 3 support

10.2 Refinement of a school-wide discipline plan outlining steps for intervention and remediation steps for intervention for all students including English Learners, SWD, and Homeless students for MTSS Tier 1, Tier 2, Tier 3 support

10.3 Safety Committee to assess the school climate and school site needs.

10.4 HDMI Cables, Keyboard, Powercords, Technology under \$500 and Furniture items

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	None Specified 10.1 No Cost
0.00	None Specified 10.2 No Cost
0.00	None Specified 10.3 No Cost

2,000

LCFF Base
Supplemental Supplies
10.4 Computer Equipment

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

Parent meetings, opportunities for parent involvement and input into the SPSA. Parents and all educational partners have input into the needs assessment, goals, budget, and assessments of our site plan.

11.1 School Site Council Meetings - members have input into the needs assessment, goals, budget, and assessments of the LPHS School Plan.

11.2 Provide parent resource material, handouts, and information documents for parents, including parents of English Learners, long-term English Learners (LTELs), SWD, and Homeless students.

11.3 Host a variety of parent Meetings to share expectations, college, and career information, and program supports (i.e. grade level, AVID, Title 1, Cash for College, etc.)

11.4 Host WASC Parent/Student Meetings

11.5 Host Coffee with the Principal Meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

None Specified
11.1 - No Cost

0.00

None Specified

	11.2 - No Cost
0.00	None Specified
	11.3 - No Cost
0.00	None Specified
	11.4 - No Cost
0.00	None Specified
	11.5 - No Cost

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including English Learners, Students with Disabilities (SWD) and Homeless students.

Activity

The hiring of additional classified staff to support underperforming students and their families.

12.1 Hiring of 2 Bilingual Aides (Spanish & Mandarin) for additional Tier 2 Instructional support with core ELA instruction and intervention to support the identified academic needs of English Learners and LTEL students.

12.2 Hiring of a Bilingual Clerical Office Assistant to assist teachers and parents with translation as well as English Learner data entry and cum folder maintenance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 12.1 - See ELA Strategy 4.3.

0.00

LCFF S&C
Classified Instructional/Support Staff (Including
Benefit)
12.2 -. See ELA Strategy 4.4

Budget Summary

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

Budget Summary Table

Description	Amount
Total Title I Funds Provided to the School Through the ConApp (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$
Total Title I Funds Budgeted for strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$
Total CSI Funds Provided to the School from the LEA	\$
Total CSI Funds Budgeted for strategies to meet the goals in the SPSA	\$

Federal, State, and Local Funds

Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$2,749.00
Title I, Part A	\$74,240.00

Subtotal of federal funds included for this school: **\$76,989.00**

State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF Base	\$26,000.00
LCFF General	\$41,651.00
LCFF S&C	\$168,873.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: **\$236,524.00**

Total of federal, state, and/or local funds for this school: **\$313,513.00**

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF Base	26,000.00
LCFF General	41,651.00
LCFF S&C	168,873.00
None Specified	0.00
Title I Parent Involvement	2,749.00
Title I, Part A	74,240.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Books (Excluding core textbooks)	0.00
Certificated Staff (Including benefits)	0.00
Classified Instructional/Support Staff (Including Benefit)	172,446.00
Contracted Services	19,018.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	5,000.00
Professional Development (Conferences & Workshops)	17,179.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	20,000.00
Supplemental Supplies	53,870.00
Teacher Release Time-Subs (Including benefits)	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
Contracted Services		0.00
	District Funded	0.00
Books (Excluding core textbooks)	District Funded	0.00
Certificated Staff (Including benefits)	District Funded	0.00
Contracted Services	District Funded	0.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	District Funded	0.00
Non-Capitalized Equipment (\$500- \$4,999 per item)	LCFF Base	5,000.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF Base	0.00
Supplemental Supplies	LCFF Base	21,000.00
Classified Instructional/Support Staff (Including Benefit)	LCFF General	681.00
Contracted Services	LCFF General	9,000.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF General	20,000.00
Supplemental Supplies	LCFF General	11,970.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	127,655.00
Contracted Services	LCFF S&C	2,096.00
Professional Development (Conferences & Workshops)	LCFF S&C	7,122.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF S&C	0.00
Supplemental Supplies	LCFF S&C	6,000.00
Teacher Release Time-Subs (Including benefits)	LCFF S&C	15,000.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	11,000.00

	None Specified	0.00
Certificated Staff (Including benefits)	None Specified	0.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	None Specified	0.00
Teacher Workshop/Additional Hrs (Including benefits)	None Specified	0.00
Professional Development (Conferences & Workshops)	Title I Parent Involvement	1,749.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	Title I Parent Involvement	0.00
Supplemental Supplies	Title I Parent Involvement	1,000.00
	Title I, Part A	0.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	44,110.00
Contracted Services	Title I, Part A	7,922.00
Professional Development (Conferences & Workshops)	Title I, Part A	8,308.00
Supplemental Supplies	Title I, Part A	13,900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	247,713.00
Goal 2 - Math	0.00
Goal 3 - English Learner	1,749.00
Goal 4 - School Climate	64,051.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement Job Title: Employee Name:	
Funding Resource: Title I Percent FTE:	Funding Resource: Percent FTE:

2023-2024 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student- first name
Melissa Avalos		X			
Robert Marshall		X			
Michelle Riggs		X			
Christopher Valin		X			
Melissa Bravata			X		
Dr. Lisa Lopez	X				
Norma Perez				X	
Anna Carrillo				X	
Alma Robles				X	
Ethan M.					X
Julieta H.					X
Rosehelen E.					X
Numbers of members of each category:	1	4	1	3	3

Elementary SSC Composition: 10 member minimum. Half the members are the principal, 3 classroom teachers, 1 classified staff. Half the members are 5 parents or other community members.

Secondary SSC Composition: 12 member minimum. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

2023-2024 English Learner Advisory Committee (ELAC)

California Education Code describes the requirement that each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee, and each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Margarita Colunga				X
Lizeth Rivera			X	
Violeta Villanueva			X	
Jose Castellanos			X	
Sofia Rivera			X	
Jan Hopp	X			
Sandra Tenorio		X		
Numbers of members of each category:				

ELAC Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

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 school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students.

The SSC sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

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: May 06, 2024

Attested:



Principal, Lisa Lopez on 5/6/24



SSC Chairperson, Robert Marshall on 5/6/24

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, specifically addressing CSI and ATSI identification as applicable.

School and Student Performance Data

Review the given or requested data with Educational Partners. Document 3-5 conclusions about the data, highlighting schoolwide and student group(s) strengths and area(s) of need. If a school is identified as CSI or ATSI, specifically analyze data that contributed to school's eligibility.

Resource Inequities

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

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

Comprehensive Needs Assessment

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided. Highlight successes and gaps/needs reflected in the data in the Conclusion of each data section.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s). Surveys in this section are defined as an

investigation of the opinions or experiences of a group of people, based on a series of questions. These can be completed in large or small groups (schoolwide, advisory meetings, staff meeting) through a written or oral collection of responses.

Classroom Observations

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

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups. Describe how data was shared and what groups it was shared with. Describe what strategies are in place to facilitate the use of state and local assessments to modify instruction and improve student achievement.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials. Describe how data was used by Leadership, grade levels, PLC's etc. to monitor student progress and modify instructions.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Based on needs reflected in the analysis of data and the current instructional program, to what level is professional development (LSF, Site PD days, Staff meetings, etc.) aligned to this need. *Not Aligned, Mostly Aligned, Always Aligned.*

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) Description of support and training provided by district personnel (Teacher Specialists in Math, ELA, ELD, etc.) and site personnel (TTL, Literacy Coaches, etc.)

Teacher collaboration by grade level (K-8) and department (grades 9-12) Description of how often teacher collaboration takes place in order to address needs and plan instruction based on ongoing data analysis? *Always, Sometimes, Never*

Teacher collaboration in transition planning (Pre-K – TK – Kindergarten; Elementary – Middle; Middle – High)

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified

Extended learning activities

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards. Describe to what level differentiated instruction and small group instruction is evident in classrooms. *Not Evident, Mostly Evident, Always Evident.*

Evidence-based educational practices to raise student achievement of identified student groups. Using the What Works Clearinghouse link, <https://ies.ed.gov/ncee/wwc/> describe what evidence based interventions are being implemented to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students. Describe the level of availability of resources (books, technology, tutoring, etc.) from the above groups. *Always Available, Occasionally Available, Never Available*

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of Title I programs. Description of the process and procedures followed to ensure SSC member active participation in categorical programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

Funding

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

Educational Partner's Involvement

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

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

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

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

Annual Evaluation

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

Analysis

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

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

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

Goals, Strategies, & Proposed 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.

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies and Activities

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

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

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

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

Students to be Served by this Strategy

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Budget Summary

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

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

Budget Summary

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

- Total Title I Funds Provided to the School Through the Consolidated Application: This amount is the total amount of Title I 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. This amount is manually inputted.
- Total Title I Funds Budgeted for SPSA Actions and Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all Title I 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. This amount is manually inputted.

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

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

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

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Categorical & Supplemental Funding

Federal Funding Program	Purpose
Title I Part A	<p>Title I, Part A: A federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.</p> <p>Schoolwide (SWP) Program: To fund a comprehensive school plan to upgrade all the instruction in a high-poverty school. Supplemental funds to help meet the needs of low-achieving students in the highest-poverty schools.</p>
State Funding/ Local Control Funding Formula	Purpose
LCFF – Supplemental & Concentration	<p>LCFF Supplemental & Concentration Funds: Calculated on the basis of the number and concentration of unduplicated low income, foster youth, and English learner pupils. The purpose is to ensure increased or improved services for the unduplicated pupils, above and beyond the regular program, with the intent to improve outcomes for the unduplicated pupils. Funds must target the unduplicated student groups, but may be used to increase or improve services schoolwide if 40% or more pupils in a school are unduplicated.</p>

Appendix D: School Parent Involvement Requirements

Each school served with Title I, Part A funds shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. Provide parents of participating children:
 - A. Timely information about programs under Title I, Part A;
 - B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - C. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible;
5. If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

Appendix E: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019