School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
LIBERTY HIGH SCHOOL	07617210733980	10/19/23	11/8/2023

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

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

The California Department of Education creates a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). Liberty Union High School School District in turn creates the LCAP to address how the students served in our district will meet the requirements defined in the ESSA State Plan. Liberty High School's SPSA is developed to align with LCAP goals to meet the needs of Liberty's student population and increase achieve across all areas of the CDE Dashboard performance indicators.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The California Healthy Kids Survey (CHKS) was used to determine our areas of need related to student engagement, school connectedness, safety, and mental health. This survey, annually administered to students in grades 9 and 11, indicated needs in each of these areas.

Classroom Observations

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

Administration conducts formal evaluations for permanent certificated staff every other year. Probationary and temporary certificated staff are evaluated each school year. Informal observations (walk throughs) are conducted throughout the year for all teachers
and programs. Walkthroughs align with the district foci on learning targets, success criteria, and research-based best instructional practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Many departments use common formative and/or summative assessments to analyze the effectiveness of their instruction and monitor student achievement. The English and Math departments administer common assessments that allow staff to compare student data across grade levels on essential Common Core State Standards.

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

The English and Math department administers common assessments on identified essential standards and then uses PD time to compare student data. Teachers whose students effectively mastered these standards are invited to share lesson plans and instructional strategies through PD time as a department. The entire department participates in collaborative inquiry around student subgroups, areas of success, and learning challenges. Grade levels plan their follow-up instruction accordingly, teach a common lesson, and re-assess students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Liberty High School meet state credentialing requirements.

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

All teachers at Liberty High School are appropriately credentialed. New and updated instructional materials adoptions are adopted through curriculum council and approved by the SBE. Departments are encouraged to review current materials and courses, and submit changes through the curriculum council for SBE approval.

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

Three Content Coaches in math, science, and English collaborate with the district office and work with the Principal and department chairs to determine professional development needs on campus and provide site-wide professional development throughout the year. In addition, there is one 1 FTE Teacher on Special Assignment (TOSA) that supports the ELD teachers and EL students.

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

The District provides induction coaches for new teachers. Content Coaches work with teachers on California Standards for the Teaching Profession, providing site-wide professional development and push-in peer observations and coaching in math, science, and English departments. Professional Development is held through the district and throughout the year on site, including through weekly Wednesday professional development day (PDD) time.

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

Teachers collaborate by department and course-alike teams during the 23 professional development days (PDD) over the course of the school year. Special education teachers also meet with general education teachers in Excel meetings throughout the year. The English Learner Development (ELD) teachers meet monthly. Advanced Placement (AP) teachers meet in the fall and spring to collaborate on AP exams.

Teaching and Learning

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

All English and Math teachers have implemented Common Core State Standards in all classes as well as Next Generation Science Standards in science courses. Departments have 23 professional development days to address Standards Based Assessments and Common Core Standards.

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

NA

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

There are 6 sections of Algebra Support, 2 sections of SPED Algebra Support, 1 section of EL Algebra Support, 7 sections of Geometry Support, 1 section of EL Geometry Support, 4 sections of Algebra 2 Support, 5 sections of English Fundamentals , and 4 sections of General Education Tutorial Support and 26 sections of Special Education Tutorial Support classes.

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

Standards-based instructional materials are provided to all student groups in all subject areas.

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

All courses at Liberty High School use SBE-adopted and standards-aligned instructional materials and core courses, including intervention classes.

Opportunity and Equal Educational Access

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

The Master Schedule at Liberty High School includes SDAIE (Specially Designed Academic Instruction in English)-designated courses for underperforming English Language Learners. It also provides a sheltered class for newcomers. Intervention courses are also provided in Math, English. and Tutorial Support for students who need additional support in these areas.

Evidence-based educational practices to raise student achievement

Small group instruction
Modelling and scaffolded instruction
Differentiated instruction
Exposure to grade level standards for all students
Lower class sizes

Parental Engagement

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

Parent University meetings are held multiple times a year targeting specific grade level needs for student and parent supports. 2 Spanish-speaking parent liaisons provide support to EL families to help them navigate school and assist students academically. After school help in math and general homework help are staffed with certificated teachers.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All parents/guardians are invited to SST, 504, and IEP meetings. Quarterly report cards and semester grades are distributed to parents. A weekly newsletter is sent to parents highlighting events, supports, and other opportunities for parents and students.

Funding

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

Provide laptops and wifi hotspots to provide technology access to Title 1 students.

Fiscal support (EPC)

Liberty Union High School District distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in each school's Single Plan for Student Achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was reviewed with School Site Council, all staff, and the English Learner Advisory Committee. It was revised based on feedback and brought back to the SSC for review and approval.

Resource Inequities

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

Access to instructional technology in classrooms and for Title 1 students was an issue that is being addressed with the purchase of one laptop cart for the classroom and 40 individual laptops for students to use at home. For teachers that share classrooms, laptops were purchased to address the inequities in access to technology and work space.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	0.97%	0.79%	27	27	22
African American	5.7%	5.97%	6.86%	156	166	191
Asian	3.5%	3.67%	4.06%	96	102	113
Filipino	3.4%	4.25%	4.63%	93	118	129
Hispanic/Latino	37.1%	37.60%	37.62%	1,017	1045	1048
Pacific Islander	0.6%	0.58%	0.61%	16	16	17
White	42.3%	40.70%	39.45%	1,160	1131	1099
Multiple/No Response	5.5%	5.04%	4.7%	150	140	131
			Total Enrollment	2,742	2779	2786

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	680	699	723
Grade 10	719	681	699
Grade 11	685	693	645
Grade 12	658	706	719
Total Enrollment	2,742	2,779	2,786

Conclusions based on this data:

1. Liberty has a racially/ethnically diverse student body.
2. Total enrollment has remained consistent over the past three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	215	260	239	7.80%	9.4%	8.6%
Fluent English Proficient (FEP)	414	387	390	15.10%	13.9%	14.0%
Reclassified Fluent English Proficient (RFEP)	22			10.2%		

Conclusions based on this data:

1. Liberty HS continues to serve as the district site for newcomer EL students and has increased the total number of EL students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	639	663	627	0	580	596	0	579	596	0.0	87.5	95.1
All Grades	639	663	627	0	580	596	0	579	596	0.0	87.5	95.1

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		2609.	2613.		28.32	29.53		34.37	35.23		20.73	20.13		16.58	15.10
All Grades	N/A	N/A	N/A		28.32	29.53		34.37	35.23		20.73	20.13		16.58	15.10

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		29.19	29.87		54.58	55.87		16.23	14.26
All Grades		29.19	29.87		54.58	55.87		16.23	14.26

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		29.53	30.54		50.09	52.85		20.38	16.61
All Grades		29.53	30.54		50.09	52.85		20.38	16.61

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		19.34	15.60		68.05	74.66		12.61	9.73
All Grades		19.34	15.60		68.05	74.66		12.61	9.73

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		26.60	25.50		59.76	63.42		13.64	11.07
All Grades		26.60	25.50		59.76	63.42		13.64	11.07

Conclusions based on this data:

1. No data for 19-20 due to pandemic
2. SBAC data from the 2018-2019 year shows the Black/African American subgroup has increased with their success rate in meeting or exceeding standards in ELA from 39.29% to 53.85%.
3. SBAC data from 2018-2019 year shows the SPED and EL population subgroups both increased in their success rate in meeting or exceeding standards in ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	639	663	630	0	596	600	0	595	600	0.0	89.9	95.2
All Grades	639	663	630	0	596	600	0	595	600	0.0	89.9	95.2

* 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		2552.	2560.		6.22	8.00		20.00	18.50		29.08	30.83		44.71	42.67
All Grades	N/A	N/A	N/A		6.22	8.00		20.00	18.50		29.08	30.83		44.71	42.67

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		7.73	10.50		49.75	46.00		42.52	43.50
All Grades		7.73	10.50		49.75	46.00		42.52	43.50

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		12.94	11.17		63.70	68.83		23.36	20.00
All Grades		12.94	11.17		63.70	68.83		23.36	20.00

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		7.23	10.17		71.60	64.67		21.18	25.17
All Grades		7.23	10.17		71.60	64.67		21.18	25.17

Conclusions based on this data:

1. No data for 19-20 due to pandemic

2. SBAC data from the 2018-2019 year shows the Black/African American subgroup has increased with their success rate in meeting or exceeding standards in math from 7.14% to 14.28%.

3. SBAC data from 2018-2019 year shows the SPED and EL population subgroups both decreased in their success rate in meeting or exceeding standards in math.

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	1593.2	1565.3	1532.4	1603.0	1576.1	1535.0	1582.9	1554.0	1529.4	34	61	57
10	1557.9	1565.8	1563.8	1557.6	1577.4	1569.1	1557.8	1553.8	1558.1	53	63	63
11	1556.5	1566.7	1563.8	1548.7	1571.2	1560.5	1563.9	1561.6	1566.5	23	70	44
12	1562.8	1559.6	1535.7	1549.9	1565.6	1535.0	1575.1	1553.2	1536.0	17	47	45
All Grades										127	241	209

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	41.18	30.00	14.04	41.18	30.00	22.81	14.71	21.67	40.35	2.94	18.33	22.81	34	60	57
10	23.53	26.98	33.33	37.25	31.75	23.81	21.57	26.98	26.98	17.65	14.29	15.87	51	63	63
11	13.04	34.78	18.18	43.48	17.39	36.36	26.09	24.64	20.45	17.39	23.19	25.00	23	69	44
12	23.53	21.28	11.11	35.29	29.79	26.67	23.53	29.79	31.11	17.65	19.15	31.11	17	47	45
All Grades	26.40	28.87	20.10	39.20	26.78	26.79	20.80	25.52	30.14	13.60	18.83	22.97	125	239	209

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	58.82	36.67	29.82	29.41	41.67	29.82	8.82	15.00	19.30	2.94	6.67	21.05	34	60	57
10	39.22	42.86	46.03	31.37	38.10	26.98	13.73	6.35	15.87	15.69	12.70	11.11	51	63	63
11	30.43	44.93	36.36	39.13	18.84	29.55	17.39	13.04	13.64	13.04	23.19	20.45	23	69	44
12	35.29	38.30	24.44	35.29	31.91	33.33	11.76	21.28	20.00	17.65	8.51	22.22	17	47	45
All Grades	42.40	41.00	34.93	32.80	32.22	29.67	12.80	13.39	17.22	12.00	13.39	18.18	125	239	209

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	14.71	10.00	1.75	41.18	20.00	15.79	38.24	45.00	45.61	5.88	25.00	36.84	34	60	57
10	9.80	7.94	7.94	33.33	25.40	33.33	29.41	42.86	28.57	27.45	23.81	30.16	51	63	63
11	0.00	11.59	9.09	30.43	24.64	13.64	39.13	31.88	45.45	30.43	31.88	31.82	23	69	44
12	11.76	6.38	0.00	29.41	27.66	17.78	41.18	36.17	35.56	17.65	29.79	46.67	17	47	45
All Grades	9.60	9.21	4.78	34.40	24.27	21.05	35.20	38.91	38.28	20.80	27.62	35.89	125	239	209

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	20.59	13.33	15.79	73.53	73.33	68.42	5.88	13.33	15.79	34	60	57
10	9.80	9.52	26.98	70.59	71.43	53.97	19.61	19.05	19.05	51	63	63
11	0.00	26.09	13.64	65.22	39.13	59.09	34.78	34.78	27.27	23	69	44
12	5.88	10.64	8.89	70.59	59.57	53.33	23.53	29.79	37.78	17	47	45
All Grades	10.40	15.48	17.22	70.40	60.25	58.85	19.20	24.27	23.92	125	239	209

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	93.10	72.41	58.93	3.45	20.69	19.64	3.45	6.90	21.43	29	58	56
10	66.67	75.41	83.87	14.29	9.84	4.84	19.05	14.75	11.29	42	61	62
11	80.95	58.82	65.91	9.52	22.06	15.91	9.52	19.12	18.18	21	68	44
12	70.59	69.57	66.67	11.76	19.57	15.56	17.65	10.87	17.78	17	46	45
All Grades	77.06	68.67	69.57	10.09	18.03	13.53	12.84	13.30	16.91	109	233	207

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	26.47	25.00	8.77	58.82	40.00	50.88	14.71	35.00	40.35	34	60	57
10	13.73	15.87	17.46	54.90	47.62	47.62	31.37	36.51	34.92	51	63	63
11	13.64	19.12	15.91	54.55	42.65	45.45	31.82	38.24	38.64	22	68	44
12	20.00	10.64	4.44	53.33	48.94	37.78	26.67	40.43	57.78	15	47	45
All Grades	18.03	18.07	11.96	55.74	44.54	45.93	26.23	37.39	42.11	122	238	209

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	5.88	1.67	0.00	85.29	80.00	73.68	8.82	18.33	26.32	34	60	57
10	5.88	3.17	3.17	72.55	76.19	80.95	21.57	20.63	15.87	51	63	63
11	4.35	8.70	11.36	73.91	68.12	68.18	21.74	23.19	20.45	23	69	44
12	29.41	12.77	2.22	52.94	61.70	73.33	17.65	25.53	24.44	17	47	45
All Grades	8.80	6.28	3.83	73.60	71.97	74.64	17.60	21.76	21.53	125	239	209

Conclusions based on this data:

1. Students perform relatively well on speaking (77% well developed in 2021) but relatively weak in writing (8% well-developed in 2021) and listening (10% well-developed in 2021).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,779	24.9	9.4	0.3
Total Number of Students enrolled in LIBERTY 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	260	9.4
Foster Youth	7	0.3
Homeless	36	1.3
Socioeconomically Disadvantaged	691	24.9
Students with Disabilities	445	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	166	6.0
American Indian	27	1.0
Asian	102	3.7
Filipino	118	4.2
Hispanic	1,045	37.6
Two or More Races	140	5.0
Pacific Islander	16	0.6
White	1,131	40.7

Conclusions based on this data:

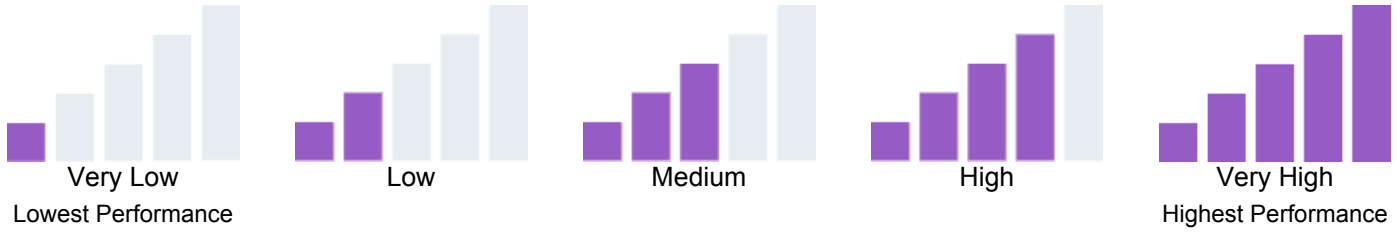
1. Total enrollment is above previous projections.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Graduation Rate** High	**Suspension Rate** Medium
Mathematics Low		
English Learner Progress High		
College/Career Not Reported in 2022		

Conclusions based on this data:

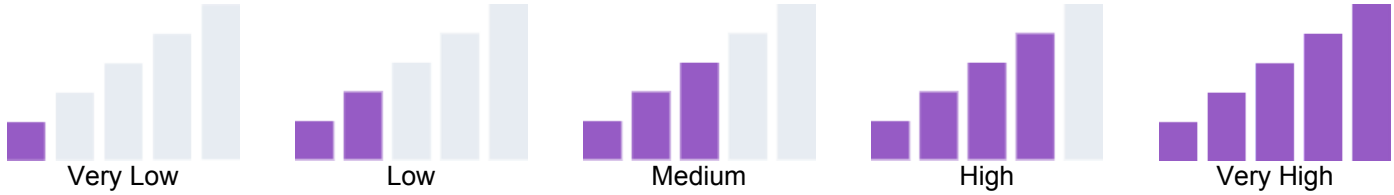
1. In the area of College and Career, it shows a need to increase CTE completion pathways and a-g completion, specifically in identified subgroups.
2. In the area of Suspension Rate, it shows a need for restorative processes and alternatives to suspension.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	1	3	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
4.6 points above standard	92.7 points below standard	1 Student
610 Students	84 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
57.1 points below standard	43.5 points below standard	99.3 points below standard
11 Students	146 Students	94 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 40.8 points below standard 29 Students	No Performance Level 5 Students	No Performance Level 12.3 points below standard 24 Students	No Performance Level 58.0 points above standard 22 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 0.4 points above standard 247 Students	Medium 9.9 points above standard 46 Students	No Performance Level 4 Students	Medium 14.6 points above standard 228 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
130.5 points below standard 62 Students	14.0 points above standard 22 Students	11.4 points above standard 460 Students

Conclusions based on this data:

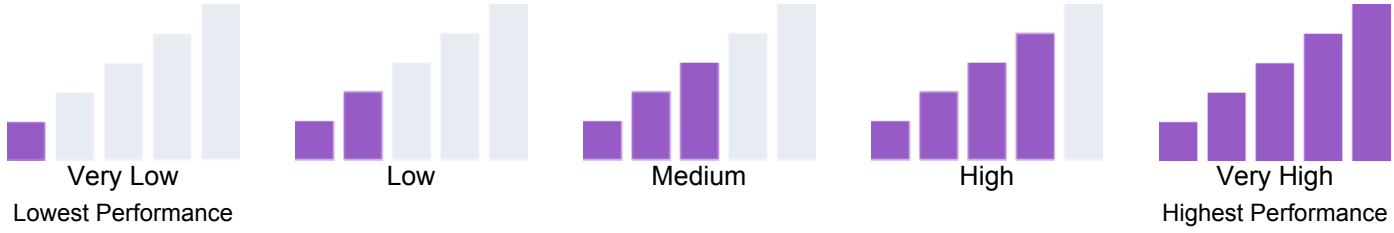
1. All significant subgroups, increased significantly however EL and SPED students still show a significant need.
2. All groups that were scored in the Racial/Ethnic area also increased in their scores aside from the African American subgroup.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
3	3	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
82.1 points below standard	181.2 points below standard	1 Student
609 Students	83 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
121.2 points below standard	131.7 points below standard	178.0 points below standard
11 Students	146 Students	94 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 132.5 points below standard 29 Students	No Performance Level 5 Students	No Performance Level 98.0 points below standard 25 Students	No Performance Level 39.0 points below standard 22 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 99.7 points below standard 247 Students	Low 66.0 points below standard 46 Students	No Performance Level 4 Students	Low 60.1 points below standard 227 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
203.5 points below standard 61 Students	119.3 points below standard 22 Students	70.9 points below standard 459 Students

Conclusions based on this data:

1. All significant subgroups, increased significantly however EL, Students with Socioeconomically Disadvantaged and SPED students still show a significant need. Although there was an increase across most areas, there is still a discrepancy between the different subgroups in the points below or above standard.
2. In the subgroups of African American and Two or More Races, the data shows a great need in the area of mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
High
56.8 making progress towards English language proficiency
Number of EL Students: 146 Students
Performance Level: 4

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.

2022 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
19.2%	24.0%	12.3%	44.5%

Conclusions based on this data:

1. There is a need for EL students to increase progress in their performance level

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. There was an increase in the number of College/Career Prepared students and a decrease of students Not Prepared.
2. Students with disabilities are the lowest achieving group in the area of College and Career Readiness.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

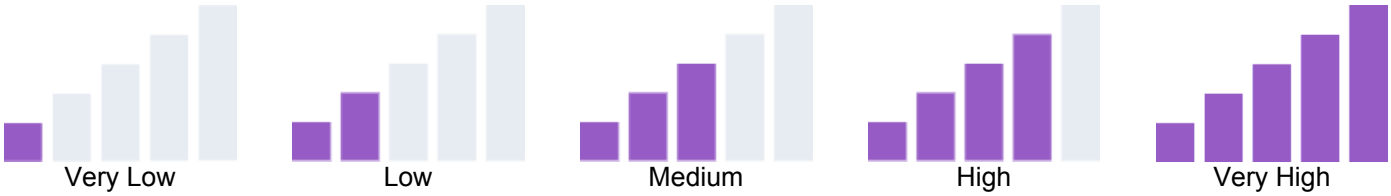
Conclusions based on this data:

1. No data in this area.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	1	2	3	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Medium	No Performance Level
93.4% graduated	90.3% graduated	Less than 11 Students
651 Students	62 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Low
90% graduated	90.8% graduated	77.5% graduated
20 Students	249 Students	120 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Medium	No Performance Level	No Performance Level	No Performance Level
90.2% graduated	Less than 11 Students	96.2% graduated	89.7% graduated
41 Students	10 Students	26 Students	29 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High	No Performance Level	No Performance Level	High
93.2% graduated	95.5% graduated	Less than 11 Students	93.8% graduated
222 Students	22 Students	4 Students	292 Students

Conclusions based on this data:

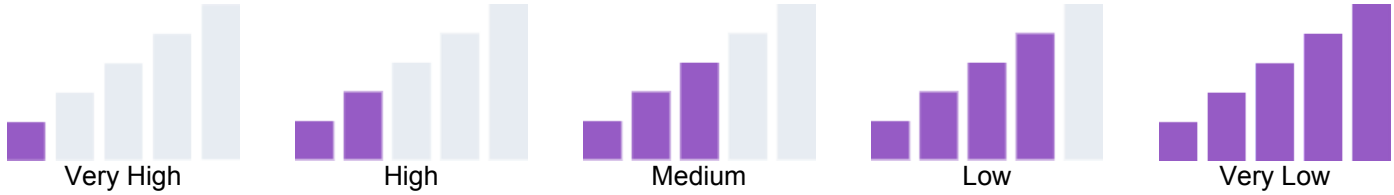
1. Most subgroups maintained or increased in the area of graduation rate, however the African American and Filipino subgroups saw a decline. The African American subgroup saw a 13.3% decrease of the 30 students measured.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Lowest Performance — Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	6	3	1	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
4.9% suspended at least one day	7.5% suspended at least one day	Less than 11 Students
2922 Students	293 Students	8 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	High	High
7.1% suspended at least one day	7.8% suspended at least one day	7.1% suspended at least one day
56 Students	797 Students	477 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High	No Performance Level	Medium	Low
7% suspended at least one day	7.1% suspended at least one day	1.8% suspended at least one day	0.8% suspended at least one day
185 Students	28 Students	110 Students	120 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	High	No Performance Level	Medium
5.1% suspended at least one day	7.1% suspended at least one day	6.3% suspended at least one day	4.6% suspended at least one day
1112 Students	183 Students	16 Students	1168 Students

Conclusions based on this data:

1. Suspension rate decreased from 2018 to 2019.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College/Career Readiness

LEA/LCAP Goal

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:
A. Meeting state and federal accountability measures.
B. Demonstrating student proficiency in all content standards.
C. Increasing percentage of students who are college ready and UC/CSU eligible.
D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities

Goal 3: The Liberty Union High School District recognizes the need for stakeholder involvement by:
A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.
B. Expanding family engagement.
C. Increasing communication and collaboration with our business and community organizations.

Goal 1

Increase the number of students who are prepared for college and career (defined by the state College/Career Indicator as A-C grades in UC/CSU a-g courses, completing CTE pathways, passing 2 or more AP exams, taking dual enrollment, and/or earning the state seal of biliteracy).

Identified Need

This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data:
D, F data by semester and subgroup
UC/CSU "a-g" course completion
AP exam scores
State Seal of Biliteracy
CAASPP data
California School Dashboard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F grade review – analysis of class grades and grading practices.	Data analyzed quarterly to determine student subgroup success & level of intervention needs	Decrease in Ds and Fs in core courses
CA Dashboard College/Career Indicator	Work with school counselors, LMC liaisons, CTE department, ELD team, and AP team to increase number of students completing vocational/CTE classes and eligible pathways.	Increase in the number of students college and career ready.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SPSA and WASC process	Staff across campus are continuing to review the SPSA goals to assess for success and identify areas for needed change or improvement.	Use the SPSA goals and site data in the WASC process to inform WASC goals, outcomes, and action plan.
Classroom walkthrough data and site PD led by content coaches, department chairs, and site administration	During the school year, staff will participate in peer walkthroughs and discuss best practices in department PD time to improve instruction site-wide based on district-aligned research based best practices (RSBPs).	Content coaches and site admin will collaborate and align professional development calendar to provide consistent PD on RSBPs that aligns with the district and meets site needs.
Credit recovery	Edgenuity has been given two sections on the master schedule to allow for students to have the ability to access credit recovery during the school day in lieu of an unscheduled period or need for remediation. There are currently 52 students enrolled.	Decrease in Ds and Fs in core courses

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Grades:
Continue to regularly update gradebooks
D/F grade review- Report card analysis
Use the Edgenuity program to allow students to improve D/F grades

Collaboration:
All teachers conduct peer walkthroughs to observe colleagues' instruction and discuss in PD time
Content coaches working site-wide to build alignment across departments
Continue EXCEL model to improve collaboration between SPED and general education teachers.
Support staff collaboration by utilizing substitute teachers for release time

Interventions and Supports:

Paraprofessional for EL Department to increase academic support for ELD students
Continue to explore ways to integrate a school-wide intervention/support program within the bell schedule
Develop and articulate Tier 1 and 2 academic interventions and supports
Math help and homework help after school
Academic support groups and intervention (Counseling groups, SSTs, Parent Meetings)
Continue to increase the use and implementation of technology in the classroom to improve student success

College/career awareness:
PSAT offered on campus for all 11th graders
Continue to promote College and Career Readiness/Awareness through college/career center and activities on campus
Offer ASVAB on campus

Instruction:
Implementation of Research Supported Best Practices to increase successful access to and mastery of course content

Parent engagement:
Increase communication with parents regarding student progress
Provide multiple training opportunities for parent/guardians on the use of Parent Portal & Canvas
Parent University nights distinct by grade level
Paraprofessionals to support EL students and 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.

Amount(s)	Source(s)
8,146	LCFF
36,311	Title I

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Literacy (reading, writing, listening, speaking)

LEA/LCAP Goal

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum
and instructional program by:
A. Meeting state and federal accountability measures.
B. Demonstrating student proficiency in all content standards.
C. Increasing percentage of students who are college ready and UC/CSU eligible.
D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities

Goal 2

Increase student achievement among all subgroups, specifically in the area of academic literacy.

Identified Need

This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data overall and by student subgroups:
D, F data by semester
F data by semester
UC/CSU "a-g" course completion
SAT, ACT test results
Attendance data
CAASPP data
ELPAC data
Department common assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Cross-curricular staff collaboration	Content coaches, department chairs, and site admin collaborate to align the site PD calendar to provide support to all teachers in RSBPs to support students' academic success. PD Team established and first draft implementation plan in 2018-2019 school year. Informal peer classroom visits began in 2018-19 and are	Site-wide alignment on use of learning targets and success criteria and increased use of common assessments and grading practices

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ongoing with content coach and department chair support. Teacher cohorts are participating in the district-sponsored grading for equity professional development series to experiment with assessments and grading practices. Cohort participants share their findings with their departments. English content coach provides support to English department teachers to establish and implement learning targets and success criteria across all courses. Course-alike common prep periods for teachers to collaborate on pacing, instruction, standards, and student achievement. Excel time to pair general education teachers with special education teachers to discuss and support SPED student success across their academic courses.	
Educational technology to support students to access course content and school information	Laptops and wifi hot spots for Title I students Translation software for math department to experiment with translating academic vocabulary and instructions	Title I and EL students will have greater access to understand course content and school information
Excel Meetings with SPED case managers and teachers	Case managers meet with gen ed teachers in all subject areas to identify areas of need and support for SPED students	Increased support for SPED students and more targeted support.
ELPAC scores and reclassification rates	Provide site-wide professional development in strategies to support EL students. ELD team meets monthly with teachers,	Increased % of students scoring Level 4 on ELPAC

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	counselors, site admin, and TOSA to support EL students.	Increased reclassification for EL students to be fluent English Proficient (RFEP)
Learning Targets and Success Criteria	English content coach provides support to English department teachers to establish and implement learning targets and success criteria across all courses.	Decrease in D/Fs in English courses Increase in UC/CSU a-g completion

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Academic literacy instruction and assessment:
Incorporate writing and reading across the curriculum
Continue work to create course-alike and department common assessments, particularly using literacy skills (writing, reading, speaking, listening)
Incorporate academic vocabulary practice for each unit
Integrate computer skills/literacy throughout the curriculum in mainstream courses
Increase the use and implementation of technology in the classroom to improve student success

Interventions and supports:
Research the implementation of an English and Writing Lab incorporated into the Excel Lab or after school HELP program using peer tutors
Para professional for EL Department to increase academic support for English language learning students

Collaboration:
Increase cross-curricular collaboration
Implement Year 1 from Professional Development team. Includes: peer visits, introduction of essential questions/essential standards/learning targets/success criteria
Collaborate with district to examine EL reclassification criteria and support students to RFEP.

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.

Amount(s)	Source(s)
20,940	LCFF
25,431	Title I

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math Achievement

LEA/LCAP Goal

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum
and instructional program by:
A. Meeting state and federal accountability measures.
B. Demonstrating student proficiency in all content standards.
C. Increasing percentage of students who are college ready and UC/CSU eligible.
D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.

Goal 3

Increase student achievement among all subgroups, specifically in the area of math.

Identified Need

This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data:
D, F data by semester and subgroup
F data by semester and subgroup
UC/CSU "a-g" course completion
SAT and ACT test scores
CAASPP scores
department common assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math support classes	Math support classes in algebra and geometry created to allow for smaller class sizes and more targeted support.	Decrease in D/Fs in core math courses
Staff collaboration Learning Targets and Success Criteria	Math content coach provides support to math department teachers to establish and implement learning targets and success criteria across all courses. Course-alike common prep periods for teachers to collaborate on pacing,	Use of learning targets and success criteria in all math department courses. Increased alignment in instruction and assessment in math department courses. Increased passing grades in general education math courses for sped students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	instruction, standards, and student achievement. Excel time to pair sped teachers with math teachers to discuss and support students in math.	
Math support	Math lab after school help staffed with certificated math teacher.	Increased student access to help in math. Decrease in D/Fs in core math courses Increase enrollment in higher levels of math courses Increase UC/CSU a-g completers

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Math instruction and assessment:
Implement learning targets and success criteria across courses
Continue work to create and implement course-alike common assessments
Incorporate mathematical practices into lessons across all subject areas
Smaller class sizes in math

Interventions and supports:
Math support after school class staffed by certificated math teacher
Strive to reduce class size to 28 students per section for math intervention/support courses

Collaboration:
Increase cross-curricular collaboration
Peer walkthroughs with support of content coach and department chair

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.

Amount(s)	Source(s)
5573	LCFF
24,556	None Specified
40,689	Title I

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Emotional and Physical Safety

LEA/LCAP Goal

Goal 1: The Liberty Union High School District (LUHSD) will provide a physically and emotionally supportive school environment which
supports student learning by:
A. Providing a safe, secure, updated, clean environment,
B. Creating opportunities to incorporate best practices and program successes,
C. Fostering an atmosphere of respect and civility among all students, and
D. Aligning operating budget to the LUHSD Strategic Plan and the goals outlined in the LCAP.

Goal 4

Liberty High School will provide a physically and emotionally supportive school environment for students.

Identified Need

California Healthy Kids Survey
Attendance data (tardies, absences, truancy)
Discipline data (disciplinary incidents, suspensions, expulsions)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey data on school connectedness, academic motivation, caring adult, school safety, student mental health	School climate data on school connectedness, academic motivation, and caring adult is below state average on CHKS over the past 5 years. Student-reported chronic sadness and suicidal ideation is at or above state average on CHKS over the past 5 years, particularly for 9th grade students Student-reported school safety is at the state average on CHKS over the past 5 years.	Improvement on school connectedness, academic motivation, caring adult, and school safety on CHKS Improvement of student mental health on CHKS, and specifically for 9th grade students
Attendance data	Period tardies, class cuts, students out of class 30 minutes or more, and	Improvement in attendance (tardies, unexcused absences, truancy).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	unexcused absences are all attendance challenges. Implement site-wide Tier 1 and 2 attendance interventions and supports	Improvement on school connectedness, academic motivation, caring adult, and school safety on CHKS
CA Dashboard metric of Suspension Rate Discipline data	Suspensions and disciplinary incidents are challenges. Implement site-wide Tier 1 and 2 behavior interventions and supports	Reduction in student groups in the red, orange, and yellow rating for suspensions on the CA Dashboard Improvement on school safety on CHKS
HERO app Lion PRIDE bucks	Implement site-wide Tier 1 and 2 behavior interventions and supports Implement HERO and Aeries program integration to assist with positive MTSS strategies, including attendance and positive behavior incentives. Implement Lion PRIDE bucks as positive behavior incentives emphasizing P(presence), R(respect), I(integrity), D(determination), E(equity).	Improvement on school connectedness, academic motivation, caring adult, and school safety on CHKS

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Social-emotional/mental health supports:
Support social and emotional development of students using programs such as Improve Your Tomorrow (IYT), Breaking Down the Walls, etc.
Associated Marriage and Family Therapist (AMFT) interns available to provide short-term counseling to students during school hours
Care Solace connects families to therapists through their private insurance

School connectedness:
Implement student monthly birthday celebrations to help students build relationships with their den staff and connection to the school
Create courses and opportunities for student peer leadership and connection on campus, including Peer Leaders Uniting Students (PLUS), Leadership, Link Crew, etc.
Freshmen Safari and Link Crew to welcome 9th grade students to campus

School culture and campus safety:
Implement site-wide Tier 1 and 2 attendance and behavior interventions and supports
Provide training for campus supervisors and administrative staff related to school safety
Administration and campus supervisor teams focus on active presence throughout campus
Identify areas of need for campus physical security and collaborate with district to address
Week of Welcome at the beginning of the year to set positive school expectations

Attendance, behavior, and discipline:
Implement site-wide Tier 1 and 2 attendance and behavior interventions and supports
Administration and campus supervisor teams focus on active presence throughout campus
Administrative team regularly reviews attendance data and follows district School Attendance Review Board (SARB) processes and site processes for tardies.
Administrative team implements positive behavior interventions and supports (PBIS) and restorative practices (restorative reflection form, apology letters, mediation, student contracts) to support student behavior.
Implement HERO and Aeries program integration to assist with positive MTSS strategies, including attendance and positive behavior incentives.
Implement Lion PRIDE bucks as positive behavior incentives emphasizing P(presence), R(respect), I(integrity), D(determination), E(equity).

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.

Amount(s)	Source(s)
74,022	Title I
21521	LCFF

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$1,536,693
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$257,189.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$176,453.00

Subtotal of additional federal funds included for this school: $176,453.00

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

State or Local Programs	Allocation ($)
LCFF	$56,180.00
None Specified	$24,556.00

Subtotal of state or local funds included for this school: $80,736.00

Total of federal, state, and/or local funds for this school: $257,189.00

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
LCFF	56,180.00
None Specified	24,556.00
Title I	176,453.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	56,180.00
	None Specified	24,556.00
	Title I	176,453.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,457.00
Goal 2	46,371.00
Goal 3	70,818.00
Goal 4	95,543.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

5 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Efa Huckaby	Principal
Shelly Johnson, Assistant Principal	Other School Staff
Sandra Overly	Classroom Teacher
Linda Ghilarducc	Classroom Teacher
Chris Carey	Classroom Teacher
Susan MacDonald	Classroom Teacher
Christianna Quintero	Other School Staff
Lori Freeman	Other School Staff
Alyvia Aiello	Secondary Student
Sarah Duran	Parent or Community Member
Michelle West	Parent or Community Member
Donna Masadas	Other School Staff
Debbi Weil	Other School Staff
Dante Rea	Parent or Community Member
Gabriela Castro	
Alyvia Aiello	Secondary Student
Jenny Briceno	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/20/22.

Attested:

	Principal, Efa Huckaby on 10/20/22
	SSC Chairperson, Clarisse Mesa on 10/20/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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