School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Liberty High School	33-67207-0140491	May 27, 2025	June 18, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

☒ Schoolwide Program

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

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Plan Description

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

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

☑ Schoolwide Program

This School Plan for Student Achievement (SPSA) is designed to guide Liberty High School's efforts to meet the planning requirements outlined in the Every Student Succeeds Act (ESSA). The plan serves as the school's comprehensive blueprint for improving academic outcomes for all students, with an intentional focus on addressing the needs of historically underserved student groups, including English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, and other identified subgroups.

This plan is aligned with the Perris Union High School District's Local Control and Accountability Plan (LCAP) and is developed in coordination with other federal, state, and local programs to ensure coherence, maximize the use of available resources, and promote educational equity. It reflects a continuous improvement process grounded in analysis of California School Dashboard data, input from stakeholders, and an assessment of student needs and site priorities.

The SPSA outlines Liberty High School's measurable goals, actions, services, and resource allocations designed to enhance student achievement, close opportunity gaps, and prepare all students for college, career, and civic life.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Liberty High School engaged a broad range of educational partners in the development of the Single Plan for Student Achievement (SPSA) and the Annual Review and Update. Consultation occurred through a variety of structured meetings and engagement opportunities to gather feedback, review student performance data, and collaboratively identify site priorities.

Educational partners were engaged as follows:

- School Site Council (SSC): The SSC met regularly throughout the year to review schoolwide academic performance, approve Title I expenditures, and provide recommendations on interventions and supports. Based on SSC input, additional academic interventions and tutoring supports were prioritized for students not meeting grade-level standards in ELA and mathematics.

- English Learner Advisory Committee (ELAC): ELAC members reviewed ELPAC and English Learner Progress Indicator (ELPI) data and emphasized the need for enhanced designated ELD instruction and integrated supports. As a result, actions were incorporated into the SPSA to expand ELD services and professional development for teachers on supporting English Learners.

- African American Parent Advisory Committee (AAPAC): AAPAC discussions highlighted the importance of culturally responsive instruction, mentoring, and engagement activities for African American students. The SPSA reflects this input by including actions aimed at promoting equity, access to college readiness programs, and student mentorship initiatives.

- Parent Engagement Leadership Institute (PELI): PELI parent leaders shared feedback regarding barriers to parent involvement and access to school resources. In response, the SPSA includes strategies to increase family engagement opportunities, improve communication, and support parent education workshops.

- Coffee with the Administrator: Monthly meetings provided informal but valuable feedback about the need for stronger Tier 1 classroom instruction, expanded wellness services, and continued use of restorative practices.

These discussions influenced the SPSA goals around school climate, student wellness supports, and professional development for staff.

Impact of Educational Partner Input on the SPSA:

The feedback provided by educational partners directly shaped the development of SPSA goals, measurable outcomes, and site actions. Their input ensured that planned interventions are aligned with student needs, that resources are directed toward underserved student groups, and that strategies are designed to enhance both academic achievement and student wellness. Educational partners' engagement reinforced the school's commitment to a shared vision of equity, achievement, and continuous improvement.

Resource Inequities

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

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

Not Applicable

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The following no State Indicators on the CA Dashboard for which there are Red or Orange "overall performance" categories.

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

Referring to the California School Dashboard, the following indicators were identified as areas in need of significant improvement, as they fall within the "Red" or "Orange" performance levels:

English Learner Progress Indicator (ELPI):
Performance Level: Red

Progress: Only 26.6% of English Learners made progress toward English language proficiency, a decline of 36.9% from the prior year.

Long-Term English Learners (LTELs): Also in Red, with 25.8% making progress (same -36.9% decline).

Mathematics:
All Students: Yellow – 95.7 points below standard (Improved by +9 points)

Student groups performing at the Orange level include:

Students with Disabilities: 196.9 points below standard (Improved by +6.9 points)

Socioeconomically Disadvantaged: 112.7 points below standard (Maintained -1.5 points)

Two or More Races: 98.6 points below standard (Declined -20 points)

Steps Taken to Address Identified Needs:

Expanded targeted math intervention programs for students below grade level.

Increased professional development on Integrated and Designated ELD strategies to improve ELPI outcomes.

Introduced formative assessment systems in math to better differentiate instruction.

Strengthened MTSS Tier 2 supports for students with disabilities and SED students, including co-teaching models and scaffolded instruction.

Other Needs

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

2023-24 CA Dashboard:
ELA:
SWD: 124.6 points below standard (-31.9 points)
Performance Level: Red

Math:
SWD: 196.9 points below standard (+6.9 points)
Performance Level: Orange

Math:
SED: 112.7 points below standard (-1.5 points)
Performance Level: Orange

Math
Two or More Races: 98.6 points below standard (-20 points)
Performance Level: Orange

Comprehensive Needs Assessment:

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

As part of the SPSA planning process, Liberty High School conducted a comprehensive review of student performance using the California School Dashboard, local assessment data, and input from educational partners. This needs assessment focused on identifying areas of significant academic need, performance gaps among student groups, and actions needed to support student success.

Areas Needing Significant Improvement:

English Language Arts (ELA):
Several student groups are performing below the overall student population in ELA. Students with Disabilities performed in the “Red”, and Socioeconomically Disadvantaged students performed in the "Yellow" performance level, while All Students performed at a higher "Green" level. This indicates persistent gaps in literacy achievement requiring targeted instructional support.

Mathematics:
Mathematics achievement is an identified area of significant need. Students with Disabilities performed in the “Orange”, and Socioeconomically Disadvantaged students performed at the "Orange" level, while All Students performed at "Yellow." Targeted interventions and improved access to rigorous math instruction are necessary to close these achievement gaps.

English Learner Progress (ELPI):
English Learners performed at the "Red" level on the English Learner Progress Indicator, signaling a need to strengthen English Language Development (ELD) instruction and provide additional support to increase reclassification rates.

College and Career Indicator (CCI):
Our data is not yet available.

Steps Taken to Address Areas of Need:
Expanded tutoring options before school.

Implementation of targeted designated and integrated English Language Development (ELD) supports for English Learners.

Increased access to differentiated instructional practices and co-teaching models to better serve Students with Disabilities, including Colleague Classroom Walkthroughs where SPED teachers model instruction, including whole-staff PD on strategies for teaching students with disabilities.

The expansion of college and career readiness is embedded in the CTE classes, including CTE pathway completion, increased opportunities for dual enrollment, and A-G support.

Strengthened monitoring of subgroup progress through sharing of 6-week data, administrative walkthroughs, ongoing professional development via New Teacher Academy, course team collaboration days, Mondays dept PLT, dept lead meetings, and stakeholder feedback mechanisms.

Enhanced parent engagement through ELAC, AAPAC, SSC, PELI, and Coffee with the Administrator to ensure parent perspectives inform school improvement efforts.

Liberty High School remains committed to addressing these identified needs and performance gaps through a continuous cycle of improvement, strategic use of Title I and other resources, and sustained engagement with all educational partners.

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

In reviewing the California School Dashboard data, Liberty High School identified the following student groups whose performance was two or more performance levels below the "All Students" group:

English Learners:

In ELA, English Learners performed at "Red" while All Students performed at "Green," a 3-level difference.

In Mathematics, English Learners performed at "___" while All Students performed at "Yellow," also a one-level difference.

Students with Disabilities:

In ELA and Mathematics, Students with Disabilities were in "Orange," for math and “Red” for ELA while All Students were at "Green " for ELA and “Yellow” for math, a one-level difference.

Foster Youth:

Performance level comparisons were limited due to small sample size.

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

Locally Collected Data (LEA Measures) Identifying Additional Needs:

In addition to the Dashboard, Liberty High School reviewed local performance indicators and site-level data, including:

Local Assessments and Grade Data (ELA and Math Growth Assessments):

Data revealed that a significant percentage of English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students scored below grade level standards in reading comprehension and mathematics problem solving.

Intervention Participation Rates:
Site monitoring indicated lower participation rates among high-needs students (particularly English Learners and Foster Youth) in academic interventions offered before and during Saturday school, highlighting the need for more embedded Tier 1 supports during the instructional day.

Attendance and Chronic Absenteeism Monitoring:
Local attendance records showed patterns of chronic absenteeism among Foster Youth, Homeless Youth, and Students with Disabilities, despite improvements in the overall Dashboard indicator.

A-G Completion Monitoring:
Data is not yet available.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.06%	0.16%		1	4
African American	%	9.36%	8.84%		164	216
Asian	%	2.11%	2.33%		37	57
Filipino	%	6.39%	6.46%		112	158
Hispanic/Latino	%	46.78%	46.97%		820	1148
Pacific Islander	%	0.17%	0.37%		3	9
White	%	26.35%	25.53%		462	624
Two or More Races	%	8.61%	8.96%		151	219
Not Reported	%	0.17%	0.37%		3	
			Total Enrollment		1753	2444

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9		672	680
Grade 10		634	667
Grade 11		447	647
Grade 12			450
Total Enrollment		1,753	2,444

Conclusions based on this data:

1. The Hispanic/Latino student population remains the largest subgroup, showing consistent growth.
In 2022–23, Hispanic/Latino students comprised 46.78% of the student body (820 students), increasing slightly to 46.97% (1,148 students) in 2023–24. This group consistently represents nearly half of the total enrollment, indicating the need for culturally responsive curriculum and targeted support services.

2. Enrollment across nearly all racial and ethnic subgroups increased significantly from 2022–23 to 2023–24.
The overall student population grew from 1,753 to 2,444 students (a 39% increase). Notably, African American enrollment rose from 164 to 216 students (8.84% in 2023–24), and Filipino students increased from 112 to 158.

This broad-based growth may require the school to reassess staffing, resources, and classroom space to accommodate a more diverse and larger student body.

3. White student enrollment continues to represent the second-largest group but has declined proportionally. Although the number of White students increased from 462 to 624, their percentage of the total enrollment dropped from 26.35% to 25.53%. This indicates slower growth compared to other groups and suggests shifting demographics that may influence instructional and community engagement strategies.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners		59	73		3.4%	3.0%
Fluent English Proficient (FEP)		243	349		13.9%	14.3%

Conclusions based on this data:

1. The proportion of English Learners has slightly decreased despite an increase in the actual number of students. From 2022–23 to 2023–24, the number of English Learners grew from 59 to 73 students, yet their percentage of the total population declined from 3.4% to 3.0%. This suggests that while the EL population is growing numerically, it is not keeping pace with the overall enrollment increase, which may influence how targeted EL support is prioritized.

2. The Fluent English Proficient (FEP) student population has grown significantly.
FEP students increased from 243 to 349, making up 14.3% of the total student body in 2023–24—up from 13.9% the previous year. This growth indicates a large segment of students who are multilingual and may benefit from enriched academic opportunities that leverage their language skills, such as dual-language programs or advanced coursework.

3. Reclassification data is missing and should be prioritized for tracking and analysis.
No data is provided for Reclassified Fluent English Proficient (RFEP) students across the years, making it difficult to assess the success of EL programs in transitioning students to full proficiency. Accurate tracking of RFEP rates is essential to evaluate instructional effectiveness and inform supports for recently reclassified students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		428	620		418	601		418	601		97.7	96.9
All Grades		428	620		418	601		418	601		97.7	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		2564.	2586.		15.07	25.12		30.62	30.78		26.56	22.80		27.75	21.30
All Grades	N/A	N/A	N/A		15.07	25.12		30.62	30.78		26.56	22.80		27.75	21.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		20.10	27.29		59.09	54.08		20.81	18.64
All Grades		20.10	27.29		59.09	54.08		20.81	18.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		17.46	25.12		49.28	46.76		33.25	28.12
All Grades		17.46	25.12		49.28	46.76		33.25	28.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		12.92	15.97		71.29	71.38		15.79	12.65
All Grades		12.92	15.97		71.29	71.38		15.79	12.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		14.11	22.46		67.46	63.06		18.42	14.48
All Grades		14.11	22.46		67.46	63.06		18.42	14.48

Conclusions based on this data:

1. Overall student performance in ELA improved significantly, but achievement gaps persist across subgroups.
While the school overall moved into the Green performance band with an increase of 23.2 points, several student groups remain in the Yellow or Red zones, indicating inequitable outcomes. This highlights the need for targeted supports and differentiated instruction for underperforming groups.

2. Students with Disabilities are the lowest performing subgroup and need urgent academic intervention.
This group scored 124.6 points below standard and declined by 31.9 points, placing them in the Red category. Despite overall school growth, outcomes for Students with Disabilities worsened, indicating a critical area for focused instructional support, professional development, and inclusive practices.

3. Hispanic and Socioeconomically Disadvantaged students made strong gains but still perform below standard.
Hispanic students improved by 28.6 points and Socioeconomically Disadvantaged students by 18.1 points, yet both remain in the Yellow band—6.7 and 11 points below standard, respectively. Continued support for these groups is essential to close achievement gaps and sustain progress.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		428	620		418	603		418	603		97.7	97.3
All Grades		428	620		418	603		418	603		97.7	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		2522.	2530.		3.11	2.99		13.64	16.92		27.75	26.37		55.50	53.73
All Grades	N/A	N/A	N/A		3.11	2.99		13.64	16.92		27.75	26.37		55.50	53.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		6.22	4.98		38.04	42.12		55.74	52.90
All Grades		6.22	4.98		38.04	42.12		55.74	52.90

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		5.98	6.80		63.40	66.33		30.62	26.87
All Grades		5.98	6.80		63.40	66.33		30.62	26.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		4.31	4.98		67.46	66.17		28.23	28.86
All Grades		4.31	4.98		67.46	66.17		28.23	28.86

Conclusions based on this data:

1. Overall student performance in Math improved by 9 points, several student groups remain in the Orange zones, indicating inequitable outcomes. This highlights the need for targeted supports and differentiated instruction for underperforming groups.

2. Students with Disabilities are the lowest performing subgroup and need urgent academic intervention.
This group scored 124.6 points below standard and declined by 31.9 points, placing them in the Red category.
Despite overall school growth, outcomes for Students with Disabilities worsened, indicating a critical area for focused instructional support, professional development, and inclusive practices.

3. Students w/ disabilities, Socioeconomically Disadvantaged students, and students of 2 or more races perform below standard. Continued support for these groups is essential to close achievement gaps and sustain progress.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1567.7	1591.4	1538.4	1569.6	1613.1	1534.0	1565.4	1569.3	1542.1	14	31	22
10	*	1573.1	1573.5	*	1576.7	1569.1	*	1569.0	1577.4	9	13	23
11		*	1533.9		*	1521.6		*	1545.5		7	11
All Grades										23	51	66

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	35.71	25.81	9.09	21.43	54.84	40.91	35.71	16.13	27.27	7.14	3.23	22.73	14	31	22
10	*	30.77	17.39	*	38.46	47.83	*	15.38	30.43	*	15.38	4.35	*	13	23
11		*	18.18		*	18.18		*	27.27		*	36.36		*	11
All Grades	34.78	23.53	13.64	21.74	54.90	40.91	34.78	15.69	28.79	8.70	5.88	16.67	23	51	66

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	35.71	54.84	18.18	42.86	29.03	50.00	14.29	16.13	27.27	7.14	0.00	4.55	14	31	22
10	*	38.46	34.78	*	38.46	47.83	*	15.38	13.04	*	7.69	4.35	*	13	23
11		*	27.27		*	27.27		*	18.18		*	27.27		*	11
All Grades	43.48	50.98	31.82	34.78	33.33	39.39	17.39	13.73	19.70	4.35	1.96	9.09	23	51	66

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	6.45	0.00	35.71	29.03	22.73	50.00	51.61	54.55	14.29	12.90	22.73	14	31	22
10	*	15.38	17.39	*	30.77	34.78	*	23.08	34.78	*	30.77	13.04	*	13	23
11		*	9.09		*	9.09		*	36.36		*	45.45		*	11
All Grades	4.35	7.84	7.58	34.78	27.45	21.21	43.48	49.02	46.97	17.39	15.69	24.24	23	51	66

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	14.29	32.26	4.55	71.43	58.06	77.27	14.29	9.68	18.18	14	31	22
10	*	15.38	13.04	*	69.23	73.91	*	15.38	13.04	*	13	23
11		*	0.00		*	54.55		*	45.45		*	11
All Grades	8.70	23.53	6.06	78.26	66.67	72.73	13.04	9.80	21.21	23	51	66

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	71.43	87.10	63.64	21.43	12.90	31.82	7.14	0.00	4.55	14	31	22
10	*	84.62	73.91	*	7.69	21.74	*	7.69	4.35	*	13	23
11		*	54.55		*	18.18		*	27.27		*	11
All Grades	73.91	88.24	68.18	21.74	9.80	22.73	4.35	1.96	9.09	23	51	66

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	7.14	12.90	9.09	64.29	64.52	63.64	28.57	22.58	27.27	14	31	22
10	*	15.38	17.39	*	53.85	60.87	*	30.77	21.74	*	13	23
11		*	9.09		*	45.45		*	45.45		*	11
All Grades	13.04	11.76	10.61	52.17	62.75	57.58	34.78	25.49	31.82	23	51	66

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	0.00	92.86	96.77	72.73	7.14	3.23	27.27	14	31	22
10	*	0.00	0.00	*	84.62	91.30	*	15.38	8.70	*	13	23
11		*	0.00		*	63.64		*	36.36		*	11
All Grades	0.00	5.88	0.00	95.65	86.27	78.79	4.35	7.84	21.21	23	51	66

Conclusions based on this data:

1. EL progress on Summative ELPAC indicates 36.9 % decline.
2. EL Performance on CAASPP ELA - 90 pts below standard, increased 13.4 pts, total 27 students
3. EL Performance on CAASPP Math - 182 pts below standard, increased 8.6 pts, total 28 students

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,444	**52.2%**	**3%**	**0.7%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	73	3%
Foster Youth	18	0.7%
Homeless	47	1.9%
Socioeconomically Disadvantaged	1,276	52.2%
Students with Disabilities	346	14.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	216	8.8%
American Indian	4	0.2%
Asian	57	2.3%
Filipino	158	6.5%
Hispanic	1,148	47%
Two or More Races	219	9%
Pacific Islander	9	0.4%
White	624	25.5%

Conclusions based on this data:

1. With 52.2% (1,276 students) identified as socioeconomically disadvantaged, Liberty High serves a majority low-income population. This highlights the importance of maintaining equitable access to academic interventions, college and career readiness programs, and wraparound support services to close opportunity gaps.

2. Students with Disabilities make up 14.2% (346 students) of the total enrollment, indicating a substantial need for inclusive instructional practices, co-teaching models, and differentiated supports aligned to IEP goals

3. At 47% (1,148 students), Hispanic students form the largest racial/ethnic group on campus. This emphasizes the need for culturally responsive teaching, bilingual communication with families, and targeted efforts to increase academic achievement and engagement among Latinx students.

School and Student Performance Data

Overall Performance

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** No Performance Color	**Suspension Rate** Blue
Mathematics Yellow		
English Learner Progress Red		
College/Career No Performance Color		

Conclusions based on this data:

1. 2023-24 Baseline Data
2. ELA CAASPP increased 23.3 points, Math increased 9 points.
3. EL performance declined 36.9%.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	4	1	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
5.3 points above standard	90.0 points below standard	Less than 11 Students
Increased 23.2 points	Increased 13.4 points	10 Students
589 Students	27 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	11.0 points below standard
2 Students	10 Students	Increased 18.1 points
		306 Students

Students with Disabilities	African American	American Indian
Red	Yellow	No Performance Color
124.6 points below standard	16.4 points below standard	Less than 11 Students
Declined 31.9 points	Increased 10.2 points	1 Student
84 Students	48 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
53.4 points above standard	115.4 points above standard	6.7 points below standard
15 Students	Increased 79.6 points	Increased 28.6 points
	37 Students	277 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
14.7 points above standard	Less than 11 Students	2.2 points above standard
Declined 12.7 points	1 Student	Increased 19.8 points
53 Students		156 Students

Conclusions based on this data:

1. While All Students scored 5.3 points above standard (Green) with a significant increase of 23.2 points, not all subgroups shared this success. Students with Disabilities scored 124.6 points below standard and declined by 31.9 points, placing them in the Red performance level—highlighting a critical area needing immediate intervention.

2. Socioeconomically Disadvantaged and Hispanic Students Show Improvement, But Remain Below Standard

   Socioeconomically Disadvantaged students scored 11.0 points below standard (Yellow), but increased +18.1 points, reflecting growth yet continuing need.

   Hispanic students improved by +28.6 points, now 6.7 points below standard (Yellow), indicating that targeted strategies are yielding results but achievement gaps still persist.

3. Subgroups such as Filipino students (+115.4 points above standard) and White students (+2.2 points above standard) exceeded or matched the schoolwide benchmark, with strong gains of +79.6 and +19.8 points respectively. These trends suggest that certain supports or instructional strategies may be leveraged more broadly to replicate success across underperforming groups.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
95.7 points below standard	182.0 points below standard	Less than 11 Students
Increased 9.0 points	Increased 8.6 points	10 Students
592 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	112.7 points below standard
2 Students	10 Students	Maintained 1.5 points
		309 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
196.9 points below standard	100.4 points below standard	Less than 11 Students
Increased 6.9 points	Increased 21.9 points	1 Student
84 Students	48 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
87.1 points below standard	8.1 points above standard	114.6 points below standard
15 Students	Increased 41.1 points	Increased 3.6 points
	37 Students	277 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
98.6 points below standard	Less than 11 Students	82.8 points below standard
Declined 20.0 points	1 Student	Increased 24.5 points
54 Students		157 Students

Conclusions based on this data:

1. While Liberty High's "All Students" group is in the Yellow performance band, they are still 95.7 points below standard. Despite a 9-point improvement, the schoolwide data reveals that a majority of students are not yet meeting math proficiency expectations, signaling an ongoing need for Tier 1 math instructional improvement.

2. Significant Gaps for Students with Disabilities and SED Students

   Students with Disabilities scored 196.9 points below standard and are in the Orange performance level, despite a +6.9 point increase.

   Socioeconomically Disadvantaged (SED) students also performed at the Orange level with 112.7 points below standard, showing no significant change. These results highlight the importance of sustained academic interventions and targeted supports for high-need groups.

3. Marked Disparities Exist Between Subgroups

   While Filipino students outperformed peers with scores 8.1 points above standard (an increase of +41.1 points), English Learners lagged 182 points below standard (despite a +8.6 point gain).

This vast disparity demonstrates the urgent need to intensify supports for English Learners and expand access to differentiated math instruction aligned with language development.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	Red
26.6% making progress.	25.8% making progress.
Number Students: 64 Students	Number Students: 62 Students

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.

2024 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**
32.8%	31.3%	0%	25%

Conclusions based on this data:

1. Only 26.6% of English Learners made progress toward English language proficiency, placing the school in the Red performance level and reflecting a decline of 36.9%. Similarly, only 25.8% of Long-Term English Learners made progress, indicating systemic challenges in accelerating language development.

2. According to ELPI breakdowns:

   32.8% of students decreased by at least one ELPI level.

   31.3% maintained at lower levels (Levels 1, 2L, 2H, 3L, or 3H).

   0% maintained at ELPI Level 4.
   These patterns suggest that a majority of ELs are either not progressing or regressing, signaling a critical need for stronger ELD instructional systems.

3. The data highlights the importance of improving Tier 1 instruction for English Learners, including integrated ELD across content areas. Strategic actions such as course team collaboration, language-focused professional development, and monitoring reclassification pathways are essential to reverse declining trends.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
51.2 Prepared	17.6 Prepared	20 Prepared
432 Students	17 Students	15 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	50 Prepared	50.7 Prepared
6 Students	20 Students	359 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
15.3 Prepared	48.2 Prepared	0 Students
72 Students	56 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	74.2 Prepared	43.9 Prepared
10 Students	31 Students	196 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
69.2 Prepared	Less than 11 Students 0	51.5 Prepared
39 Students	1 Student	97 Students

Conclusions based on this data:

1. Liberty High's "All Students" group shows that 51.2% of graduates are classified as "Prepared" on the CCI. While this reflects a solid foundation, it also indicates that nearly half of graduates are not fully prepared for postsecondary opportunities, leaving room for targeted improvements in A-G completion, dual enrollment, and CTE certification access.

2. English Learners and Students with Disabilities Are Significantly Underprepared

   Only 17.6% of English Learners and 15.3% of Students with Disabilities were classified as "Prepared," demonstrating a clear need for more inclusive, scaffolded support for these groups.

   Similarly, Long-Term English Learners (LTELs) show low readiness at 20% Prepared, suggesting a persistent achievement gap.

3. Subgroups Like Filipino and Multi-Racial Students Outperform the School Average

   Filipino students had the highest preparedness rate at 74.2%, followed by Two or More Races at 69.2% and White students at 51.5%—all meeting or exceeding the schoolwide average.

These results can inform best practice sharing across subgroups to improve equity and postsecondary success for underrepresented students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable
2. n/a
3. n/a

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
95.6% graduated	82.4% graduated	93.3% graduated
434 Students	17 Students	15 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	95% graduated	95.3% graduated
6 Students	20 Students	361 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
84.7% graduated	93% graduated	0 Students
72 Students	57 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	100% graduated	95.9% graduated
10 Students	31 Students	196 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
94.9% graduated	Fewer than 11 students - data not displayed for privacy	95.9% graduated
39 Students	1 Student	98 Students

Conclusions based on this data:

1. Liberty High School achieved a 95.6% graduation rate for its first graduating class—an impressive outcome that reflects effective academic support systems and student engagement, especially in a school still building its identity and traditions.

2. While the overall graduation rate was high, English Learners graduated at 82.4% and Students with Disabilities at 84.7%, which are significantly lower than the school average. These figures underscore the need for targeted interventions and enhanced monitoring systems to ensure all student groups reach graduation readiness.

3. Several subgroups exceeded or met the schoolwide average:

   Filipino students had a 100% graduation rate.

   Hispanic and White students both graduated at 95.9%.

   African American students graduated at 93%.
   These outcomes suggest that Liberty's support structures are positively impacting diverse student populations and can be leveraged to address remaining gaps.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	7	4

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Green	Green
1.3% suspended at least one day	3.3% suspended at least one day	3.6% suspended at least one day
Declined 3.2%	Declined 5.6%	Declined 5.8%
2557 Students	92 Students	83 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Green	Green
10.7% suspended at least one day	1.7% suspended at least one day	1.8% suspended at least one day
Increased 6.7%	Declined 4.6%	Declined 3.7%
28 Students	59 Students	1370 Students

Students with Disabilities	African American	American Indian
Green	Green	No Performance Color
3.5% suspended at least one day	1.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 3.8%	Declined 7.7%	6 Students
375 Students	232 Students	

Asian	Filipino	Hispanic
Blue	Blue	Blue
0% suspended at least one day	0% suspended at least one day	1.3% suspended at least one day
Maintained 0%	Declined 1.7%	Declined 2.9%
58 Students	164 Students	1207 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Blue
2.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.2% suspended at least one day
Declined 0.3%	8 Students	Declined 3.8%
238 Students		644 Students

Conclusions based on this data:

1. Liberty High earned a Blue rating for its overall suspension rate, with only 1.3% of students suspended at least once—down 3.2% from the previous year. This demonstrates strong implementation of positive behavior interventions and a proactive schoolwide culture.

2. Seven student groups—including English Learners (3.3%), Long-Term English Learners (3.6%), African American students (1.7%), and Socioeconomically Disadvantaged students (1.8%)—performed in the Green band, showing a consistent and equitable approach to discipline across diverse populations.

3. Foster Youth had a 10.7% suspension rate, with a notable increase of 6.7%. This is the only group without a performance color and a rising suspension trend, indicating an urgent need for targeted behavioral supports and trauma-informed practices for this vulnerable subgroup.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Proficiency
By June 2026, Liberty High School will increase the number of students meeting grade level standards on the Mathematics and ELA assessment as measured by CA Dashboard, as per the metrics below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will attain proficiency in ELA and Math.

Identified Need

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

Based on a review of data, Liberty High School has identified significant areas for improvement. In English Language Arts (ELA), there's a considerable gap from the standard, especially among English Learners and Students with Disabilities. In Mathematics, overall performance falls well below expectations, with African American, English Learner, Hispanic, Socioeconomically Disadvantaged, SWD, and White student groups all scoring low. To address these issues, we've implemented targeted interventions like specialized programs, additional support services, and professional development for teachers. Our approach is data-driven, collaborative, and aimed at narrowing performance gaps and improving proficiency levels for all students in ELA and Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator: ELA	2023 - 2024 CA Dashboard: ELA: Overall Students: +23.2 Subgroups: -African American: +10.2 -English Learner: -Hispanic: +28.6 -Socioeconomically Disadvantaged (SED): +18.1 -Students with Disabilities (SWD): -31.9 -White: +19.8	Data pending 2024-2025 CAASPP testing results. 2024-2025 CA Dashboard: ELA: Overall Students: Subgroups: -African American: -English Learner: -Hispanic: -Socioeconomically Disadvantaged (SED): -Students with Disabilities (SWD): -White:
Academic Indicator: Math	2023 - 2024 CA Dashboard: Math: Overall Students: +9 Subgroups: -African American: +21.9 -English Learner: -Hispanic: +3.6	Data pending 2024-2025 CAASPP testing results. 2024 - 2025 CA Dashboard: Math: Overall Students:

	-Socioeconomically Disadvantaged (SED): -1.5 -Students with Disabilities (SWD): +6.9 -White: +24.5 -Filipino: not significant subgroup -Two or more races: -20	Subgroups: -African American: -English Learner: -Hispanic: -Socioeconomically Disadvantaged (SED): -Students with Disabilities (SWD): -White: -Filipino: not significant subgroup -Two or more races: -
English Learner Progress Indicator (ELPI)	2023 - 2024 CA Dashboard: ELPI: Overall: 26.6% making progress towards English Proficiency (-36.9%) LTEL Overall: 25.8% making progress (-36.9%)	Data pending 2024-2025 CAASPP testing results. 2024 - 2025 CA Dashboard: ELPI: Overall: making progress towards English Proficiency () LTEL Overall: making progress ()
EL Reclassification Rate	2023 - 2024 Local Indicator: 26%	Data pending 2024-2025 CAASPP testing results. 2024 - 2025 Local Indicator:

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Activities/Strategies: Professional development is provided to improve teacher competency in PLC process, which includes identification of course team essential standards, common assessments, data gathering, data analysis or proficiency rates and student work samples, identify problems of practice, share-out of instructional practices and strategies, teachers try new instructional strategies and assessment tools, interventions, and technology integration to improve student learning results via Tier 1 instruction.	All Students	35000 Title I 1000-1999: Certificated Personnel Salaries 2 Period Release for Professional Development 17665 Title I 1000-1999: Certificated Personnel Salaries Release Time, Sub Cost for PD, Teacher Extra Duty tutoring 12,625 Title I 3000-3999: Employee Benefits Benefits: Health & Welfare for Obj. 1000s

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	Continue developing and refining common assessments, pacing guides, grading practices, and rubrics across all departments and subject areas to ensure consistency, provide timely feedback to students, and enhance student learning during course team collaboration/pull out days.		13164 Title I

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

94% effectiveness based on staff feedback on site-wide professional development systems implemented during 24-25 including: course team collaboration days, colleague classroom walkthroughs, new teacher academy, dept lead training with Connect Ed rep, dept lead training.

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

Intended implementation exceeded budgeted expenditures for course team collaboration days.

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

Changes that will be made to this goal will be found in SPSA Goal 1. Strategies to achieve this goal include ongoing course team collaboration days with colleague classroom walkthroughs (lesson study) embedded. During collaboration days, the metrics used to determine teacher effectiveness include identifying essential standards, creating and administering common assessments, sharing proficiency rate data, analyzing student work samples, identifying problems of practice, course teams testing new instructional strategies, and analyzing ongoing common assessments.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

College & Career Readiness
By June 2026, Liberty High School aims to enhance college and career readiness by increasing participation in college-preparatory programs like AVID, improving overall completion rates for A-G requirements, boosting graduation rates, and elevating indicators of post-secondary readiness for all students. This goal reflects our commitment to equipping students with the skills and resources necessary for success in higher education and the workforce, as reflected by the metrics listed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will graduate from high school prepared for post-secondary and career options.

Identified Need

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

Based on a review of Dashboard and local data, Liberty High School has identified areas needing significant improvement. The A-G completion rate is 48.12%, higher than the state average of 43.3% and the Perris UHSD average of 38.8%. However, data for graduation rates, College and Career Indicator (CCI), and Career Technical Education (CTE) completers are not yet available, as the first graduating class will be in June 2024. To address potential gaps, Liberty High School is enhancing A-G course support, focusing on the success of the first graduating class, expanding CTE programs, and increasing AVID participation beyond the current 296 students. These steps aim to improve overall student preparedness and success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2024-25 CA Dashboard Graduation Rate: 95.6%	Data pending 2024-2025 CAASPP testing results. 2024-2025 CA Dashboard Graduation Rate:
A-G Completion Rate:	2024-25 A-G Completion Rate: 50%	Data pending 2024-2025 CAASPP testing results. 2024-2025 A-G Completion Rate:
College & Career Indicator (CCI)	2024-25 CA Dashboard CC Indicator: TBD	Data pending 2024-2025 CAASPP testing results. 2024-2025 CA Dashboard CC Indicator: TBD
CTE Completers	2024-25 Data Quest CTE Completers: TBD	Data pending 2024-2025 CAASPP testing results.

		2024-2025 Data Quest CTE Completers: TBD
AVID Participation	2024-25 AVID Participation Male: 117 Female: 215 Total: 332 SED: 143 EL: 2	Data pending 2024-2025 CAASPP testing results. 2024-2025 AVID Participation Male: Female: Total: SED: EL:

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Activities/Strategies: At Liberty High School, we are committed to providing students with opportunities to engage in and complete Career Technical Education (CTE) pathways by expanding access to CTE courses, ensuring adequate resources and materials as well as opportunities for students to participate in work based activities and internships. Additionally, Liberty High School aims to equip students with the skills and knowledge necessary for success in the workforce and beyond.	All Students	2000 Title I 4000-4999: Books And Supplies Materials & supplies that support CTE Pathways: pathway projects
2.2	Activities/Strategies: At Liberty High School, we are committed to further support our students' college and career readiness, we are dedicated to sustaining a comprehensive counseling program. This involves allocating resources, providing training, and offering continuous support to our counselors. Our comprehensive counseling program includes initiatives such as AVID (Advancement Via Individual Determination) participation, field trips to colleges, and exploration of various career options.	All Students	2000 Title I 4000-4999: Books And Supplies Materials & supplies that support social emotional well being of students 5000 Title I 5000-5999: Services And Other Operating Expenditures Conferences, workshops, trainings for counselors or other support staff. Transportation for field trips.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Instructional materials for each department enabled teachers to test instructional strategies to improve Tier 1 instruction. Field trips for various school clubs were purchased to help students experience college and career options.

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

AP trainings for teachers to prepare new AP teachers for 25-26 instruction of new AP courses.

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

Ongoing allocation to Goal 2 to further support our students' college and career readiness

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Creating Safe and Supportive Environments
By June 2026, Liberty High School is committed to cultivating a positive school climate by implementing strategies to reduce suspension rates, enhance outcomes in the CA Healthy Kids Survey, mitigate chronic absenteeism, and improve overall attendance rates. This goal reflects our dedication to fostering an inclusive and supportive environment where every student feels valued and motivated to succeed, as reflected in the metric below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All departments and sites will provide a safe and positive environment for staff and students.

Identified Need

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

Based on a review of Dashboard and local data, Liberty High School needs to improve suspension rates, particularly for English Learners (8.8%), Filipino (1.7%), Hispanic (4.2%), and Socioeconomically Disadvantaged students (5.5%), with an overall rate of 4.5%. Data on chronic absenteeism and attendance rates are not yet available. To address these issues, Liberty High School is implementing behavioral support programs, alternative to suspension program, increasing counseling services, and strengthening family involvement. These efforts aim to create a supportive and inclusive environment, improving student outcomes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates	2022-23 Suspension Rates: CA Dashboard: (suspended at least one day (-.4%)) All Students: 4.5% Performance Level: Orange -EL: 8.8% (+3.7%) -Filipino: 1.7% (+1.7) -Hispanic: 4.2% (+.3%) -SED: 5.5% (.3%) Performance Level: Yellow -African American: 9.4% (-1.5%) -SWD: 7.3% (-1.1%)	Dashboard Data pending for 2024-2025. 2024-25 Suspension Rates: CA Dashboard: All Students: Performance Level: -EL: -Filipino: -Hispanic: -SED: -African American: -SWD:
CA Healthy Kids Survey	2023-24 CHKS Core Module: -9th grade: 555/674 (82%) -11th grade: 507/635 (80%) School Safety & Violence Module: -9th grade: 423/674 (63%)	Dashboard Data pending for 2024-2025. 2024-25 CHKS Core Module: -9th grade:

	-11th grade: 364/635 (57%)	-11th grade: School Safety & Violence Module: -9th grade: -11th grade:
Chronic Absenteeism	2023-24 Chronic Absenteeism: 9th - 12th grade: TBD	2024-25 Chronic Absenteeism: 9th - 12th grade: TBD
Attendance Rate	2023-24 Attendance Rate: TBD	2024-25 Attendance Rate: TBD

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Activities/Strategies: At Liberty High School, we engage students during lunchtime with a variety of activities that foster a positive and inclusive school environment. These activities could include monthly club fairs, Wellness Wednesdays with stress-relief and mindfulness sessions, talent showcases, and game days with board and video games. We will also celebrate diverse cultures through themed events, host trivia competitions, and provide craft stations for creative expression. Additionally, we can organize outdoor sports tournaments, student-teacher mixers, and career and college info booths. These initiatives, led by counselors, ASB, and Link Crew, aim to connect students, promote well-being, and enhance the overall school experience.	All Students	1000 Title I 4000-4999: Books And Supplies Materials and supplies for events and activities supporting student engagement.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

SEL activities planned/hosted by LHS counseling department.

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

n/a

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

More advanced planning with depts is required to provide additional lunchtime activities that foster a positive and inclusive school environment.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Fostering Stronger Home-School-Community Connections
By June 2026, Liberty High School aims to significantly increase opportunities for parent involvement and improve communication between the school and the community, as measured by the metrics below:
Increase Parent Participation by 20% (2,750)
Increase CSPS Respondents by 30% (213)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Secure and strengthen the home- school- community connections and communications.

Identified Need

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

Based on a review of Dashboard and local data, Liberty High School recognizes the need to enhance parent engagement and feedback mechanisms. Despite over 2,293 parents attending various workshops, training sessions, conferences, and school activities in 2023, only 164 out of 1,753 parents responded to a survey. To address this discrepancy, the school will implement strategies such as enhancing communication methods, utilizing multiple platforms to reach parents, and eliciting feedback after parent events. These efforts aim to increase parent survey participation and ensure their valuable feedback is effectively captured for informing school improvements.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation: Workshops/trainings, and conferences	2023-24: Parent Participation: 2,293	2024-25: Parent Participation: 4,083
California School Parent Survey (CSPS)	2023-24: Survey Respondents: 164	2024-25: Survey Respondents:
Parent Square	TBD	TBD

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide trainings and workshops for parents and community members to enhance their capacity and connections. By building skills and fostering connections, this equips parents to play a proactive	All Students	4157 Title I 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	role in their children education, promoting student success through collaborative efforts.		Materials & Supplies: PELI, Parent Appreciation Week, Nation Parent Involvement Day, any workshops/trainings/ conferences.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Supplied for various parent groups provided to enhance involvement and promote community via collaborative efforts.

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

n/a

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

Plan for, in-advance keynote speakers that will help build capacity in parent groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

This Goal pertains to improving the academic and Language Proficiency of English Learners
LHS English Learners will attain language proficiency allowing them to be academically prepared for college and careers. Specifically, LHS will:
-Maintain a rate of English Learners Reclassifying to Fluent English Proficient of 20%.
-Increase the percentage of students making progress on the English Learner Proficiency Indicator (ELPI) by 3% bringing the school to a status of 66.5%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will attain proficiency in English Language Arts and Mathematics.

Identified Need

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

Based on district estimates, LHS had an RFEP Rate of 25%. A 25% RFEP rate is a significant accomplishment and higher than most sites in the district..

2023 ELPI demonstrates the following student performance level breakdown:
-ELs who progressed 1 Level- 64.6%
-ELs who maintained the same Level- 33.1%
-ELs who declined a Level- 2.1%
-Alternate ELPAC ELs who progressed a Level- 50%

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	2023-24 26%	2024-25 %
ELPI Results	2023-24 CA Dashboard: ELPI: Overall: 26.6% making progress towards English Proficiency (-36.9%) LTEL Overall: 25.8% making progress (-36.9%)	2024-25 CA Dashboard: ELPI: Overall: making progress towards English Proficiency () LTEL Overall: making progress ()

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Provide a two period Release for an English Learner Teacher Lead to Design and conduct professional development sessions using effective research-based strategies to support English learners and provide instructional support to teachers in the classroom	English Learners	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Two period Release for an English Learner Teacher Lead to Design and conduct professional development sessions using effective research-based strategies to support English learners and provide instructional support to teachers in the classroom

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

n/a

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

n/a

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$92,611.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$92,611.00

Subtotal of additional federal funds included for this school: $92,611.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $92,611.00

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
Title I	92,611.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	52,665.00
3000-3999: Employee Benefits	12,625.00
4000-4999: Books And Supplies	9,157.00
5000-5999: Services And Other Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	13,164.00
1000-1999: Certificated Personnel Salaries	Title I	52,665.00
3000-3999: Employee Benefits	Title I	12,625.00
4000-4999: Books And Supplies	Title I	9,157.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,454.00
Goal 2	9,000.00
Goal 3	1,000.00
Goal 4	4,157.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dr. Erika Tejeda	Principal
Gina Jahn	Parent or Community Member
Cate Dana	Parent or Community Member
Sally Cervantes	Parent or Community Member
Nevaeh Villalobos	Secondary Student
Gwayne Madrones	Secondary Student
Florencia Murillo	Secondary Student
Emma Bennett	Classroom Teacher
Kari Getchel	Classroom Teacher
Darcy Calas	Classroom Teacher
Gabrielle S. Ladner	Classroom Teacher
Delfina Gomez	Other School Staff

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 May 28, 2024.

Attested:

	Principal, Erika Tejeda on May 28, 2025
	SSC Chairperson, Nevaeh Villalobos on May 28, 2025

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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