

School Year: **2025-26**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date
Laguna Beach High School	30-66555-3033206	5/20/25

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School Vision and Mission

Our mission is to maximize learning for every student in a supportive and caring environment to ensure that upon graduation, all students are ready for college, career, and global citizenship.

School Profile

Laguna Beach High School is part of the Laguna Beach community. Sloping down the coastal hills to the edge of the Pacific Ocean, Laguna Beach is known for its dramatic contrast of mountains and beaches. A center for fine arts, Laguna Beach's culture is as unique as its landscape.

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates toward its students. The Laguna Beach Education Foundation (SchoolPower) was created by the community to provide additional funds to the District to support school programs and activities. Laguna Beach High School serves students in grades nine through twelve on a traditional school calendar.

The mission of Laguna Beach High School is to maximize learning for every student in a supportive and caring environment to ensure that, upon graduation, all students are ready for college, career, and global citizenship. Our school has been recognized at the state and federal levels as a California Distinguished School and a National Blue Ribbon School.

In 2024-2025, 815 students were enrolled at the school. The student population consisted of 17% socioeconomically disadvantaged, 2% English learners, and 9% students with disabilities. LBHS student population is 12% Hispanic, 5% Asian, 73% white, 9% two or more races, and 2% other races. The LBHS team of educators aims to provide relevant learning experiences to all students during their time here.

Evaluation and Impact of Previous Year's SPSA

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement.

Performance Goal #1: Use relevant topics by grade level to engage, prepare, and connect students to post secondary opportunities.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes - 84% of students report on 24/25 LCAP Survey relevant and engaging learning activities (4% growth over previous (23/24))

student engagement and preparation were increased in the 24-25 school year over prior years. Increased communication for post-secondary exposure through ParentSquare by both our LBHS Counseling Instagram account and College & Career Center ParentSquare opportunities all contributed to meeting the goal. We were able to increase our student participation in our career pathway programs (40% of students) and maintain our pathway completion numbers with overall declining enrollment; roughly 15% of our senior class has completed at least 1 career pathway program. 100% of the teaching staff participated in teacher led reflective learning walks focused on student engagement. In addition, during the spring professional development day, the entire teaching staff and instructional support staff participated in a unit redesign. District-wide efforts that focused on the Portrait of a Graduate and more individualized learning experiences for students.

Performance Goal #2: Implement systems of support for student wellness. Including access to supports and services provided on the LBHS campus.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes -

the 24-25 school year began with a counseling needs assessment given to all students with an 86% response rate. This helped guide the counseling staff in their work for the year targeting executive functioning, the inclusion of all learners, and support for marginalized and underrepresented student groups through Tier 1 and Tier 2 efforts. In addition, we continued working with the district consultant, hosting a focus group in the spring to gather student voices from many of our underrepresented student populations as well as some community partners (LGBTQ Center of OC) to provide additional training to our staff to support students who may present with needs to any staff on campus. With regular and ongoing needs assessments provided to students, the counseling team, including the student support staff will continue to reflect and refine the services and supports provided to students. This will include exploring additional ways to maximize individual and group student contact as well as enhance the current wellness facilities. We continue to see an increase in counseling contacts (???? total contacts vs 5153 in 23/24) and are making intentional outreach to students and families regarding academic planning. Counselors met together with each student, once each semester leading to 100% of our students with a 4-yr academic plan in place during registration.

Performance Goal #3: Strengthening school-wide Multi-Tiered System of Supports (MTSS) practices by building a common understanding, assessing current practices, identifying areas of growth, and developing collective actions to improve our framework.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Yes -

In the 24-25 school year, significant improvements were made through the assignment of MTSS TOSA periods, covering attendance, ELA, Math, tutorial, and academic support, in addition to an increased teacher engagement and participation in the utilization of the multiple assessment measures to collect and analyze student progress monitoring data multiple times throughout the year, provided individualized lessons targeting areas of need, and monitoring growth for our at-risk students. Improved and refined our MTSS Systems through collaboration with all staff, district staff to classroom instruction and teachers, focusing on all 3 tiers of support in academics, attendance, and student wellness/behavior. Continued to partner with the district staff to utilize and improve the data repository systems.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Discussed school goals with district leadership in the fall and spring. Department chairs, whole staff, School Site Council were also consulted and contributed throughout the school. The School Site Council met on May 20, 2025 to help analyze student outcomes and review the SPSA. In addition, on-going and regular reviews will occur as appropriate, with various stakeholder groups.

School and Student Performance Data

Student Enrollment 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	0.30%	0.22%	0.23%	3	2	2
African American	0.79%	0.97%	0.79%	8	9	7
Asian	5.82%	5.7%	5.32%	59	53	47
Filipino	1.09%	1.29%	1.25%	11	12	11
Hispanic/Latino	12.44%	13.44%	12.00%	126	125	106
Pacific Islander	0.10%	0%	%	1	0	
White	71.77%	70.54%	71.69%	727	656	633
Multiple/No Response	6.42%	6.88%	7.70%	65	64	68
	Total Enrollment			1,013	930	883

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	201	205	219
Grade 10	269	201	208
Grade 11	287	250	204
Grade 12	256	274	252
Total Enrollment	1,013	930	883

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	10	11	12	1.4%	1.0%	1.4%
Fluent English Proficient (FEP)	83	77	82	6.7%	8.2%	9.3%
Reclassified Fluent English Proficient (RFEP)				26.7%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	267	246	196	245	229	192	245	229	192	91.8	93.1	98
All Grades	267	246	196	245	229	192	245	229	192	91.8	93.1	98

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	2640.	2672.	2683.	36.73	49.34	52.60	34.69	34.93	34.90	20.00	9.61	11.46	8.57	6.11	1.04
All Grades	N/A	N/A	N/A	36.73	49.34	52.60	34.69	34.93	34.90	20.00	9.61	11.46	8.57	6.11	1.04

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	37.55	46.29	51.04	53.88	45.85	43.75	8.57	7.86	5.21
All Grades	37.55	46.29	51.04	53.88	45.85	43.75	8.57	7.86	5.21

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	39.59	47.60	55.21	47.76	44.98	41.67	12.65	7.42	3.13
All Grades	39.59	47.60	55.21	47.76	44.98	41.67	12.65	7.42	3.13

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	24.90	22.71	20.83	68.98	72.49	77.08	6.12	4.80	2.08
All Grades	24.90	22.71	20.83	68.98	72.49	77.08	6.12	4.80	2.08

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	28.57	43.23	39.58	63.67	52.40	57.29	7.76	4.37	3.13
All Grades	28.57	43.23	39.58	63.67	52.40	57.29	7.76	4.37	3.13

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	267	246	196	248	235	186	247	235	186	92.9	95.5	94.9
All Grades	267	246	196	248	235	186	247	235	186	92.9	95.5	94.9

* 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	2625.	2637.	2675.	23.48	30.21	39.78	27.94	19.57	26.88	26.72	28.51	19.89	21.86	21.70	13.44
All Grades	N/A	N/A	N/A	23.48	30.21	39.78	27.94	19.57	26.88	26.72	28.51	19.89	21.86	21.70	13.44

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	26.72	31.06	43.55	61.13	55.32	48.39	12.15	13.62	8.06
All Grades	26.72	31.06	43.55	61.13	55.32	48.39	12.15	13.62	8.06

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	19.03	27.66	34.95	69.23	60.00	55.91	11.74	12.34	9.14
All Grades	19.03	27.66	34.95	69.23	60.00	55.91	11.74	12.34	9.14

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	*	*	*	*	*	*	*	*	*	*	5
10	*	*	*	*	*	*	*	*	*	*	*	6
11	*	*	*	*	*	*	*	*	*	4	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										8	9	13

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	53.85	*	*	30.77	*	*	0.00	*	*	15.38	*	*	13

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	76.92	*	*	7.69	*	*	0.00	*	*	15.38	*	*	13

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	30.77	*	*	38.46	*	*	15.38	*	*	15.38	*	*	13

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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	30.77	*	*	53.85	*	*	15.38	*	*	13

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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	84.62	*	*	0.00	*	*	15.38	*	*	13

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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	38.46	*	*	38.46	*	*	23.08	*	*	13

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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	15.38	*	*	69.23	*	*	15.38	*	*	13

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
930	20.3	1.2	0.2
Total Number of Students enrolled in Laguna Beach High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	1.2
Foster Youth	2	0.2
Homeless	2	0.2
Socioeconomically Disadvantaged	189	20.3
Students with Disabilities	89	9.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1
American Indian	2	0.2
Asian	53	5.7
Filipino	12	1.3
Hispanic	125	13.4
Two or More Races	64	6.9
White	656	70.5

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance






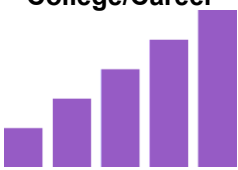
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Blue	Chronic Absenteeism  No Performance Color	
College/Career  Very High		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

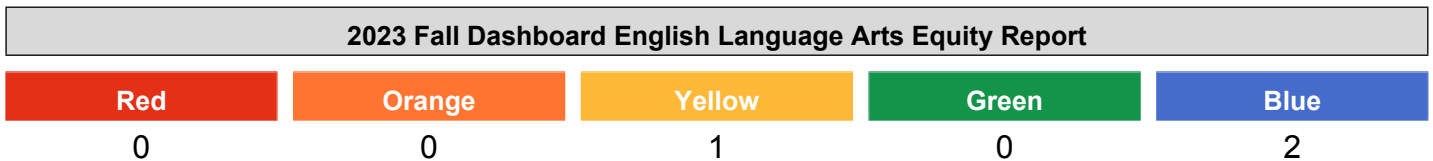
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 84.7 points above standard Increased Significantly +36.6 points 230 Students	English Learners Less than 11 Students 4 Students	Foster Youth Less than 11 Students 1 Student
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 12.8 points above standard Maintained -2.6 points 52 Students	Students with Disabilities 87.5 points below standard Decreased Significantly -18.3 points 21 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 2 Students	99.1 points above standard Decreased -4.1 points 14 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 65.9 points above standard Increased Significantly +77.9 points 31 Students	79.1 points above standard Decreased -13.6 points 17 Students	 No Performance Color 0 Students	 Blue 84.2 points above standard Increased Significantly +36 points 158 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students 4 Students	84.6 points above standard Increased Significantly +28.8 points 206 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

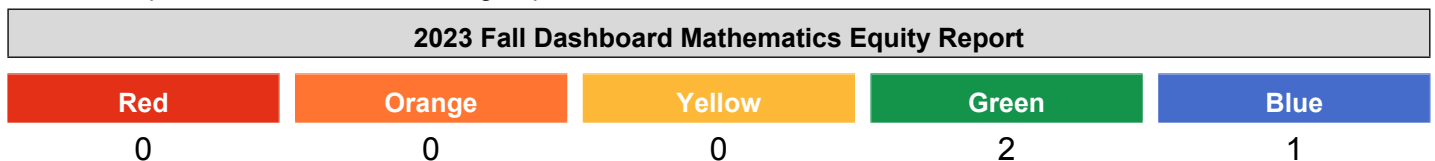
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 11.1 points above standard Increased Significantly +19.9 points 232 Students	English Learners Less than 11 Students 4 Students	Foster Youth Less than 11 Students 1 Student
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Green 32.7 points below standard Increased +11 points 52 Students	Students with Disabilities 142.8 points below standard Increased Significantly +16.4 points 21 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 2 Students	24.7 points above standard Decreased Significantly - 79.5 points 14 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.9 points below standard Increased Significantly +64.7 points 31 Students	38.8 points above standard Increased +11.2 points 17 Students	 No Performance Color 0 Students	 Blue 11.6 points above standard Increased Significantly +20.6 points 160 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 0 Students	Less than 11 Students 4 Students	14.6 points above standard Increased +11.8 points 207 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 5 Students Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1.

School and Student Performance Data

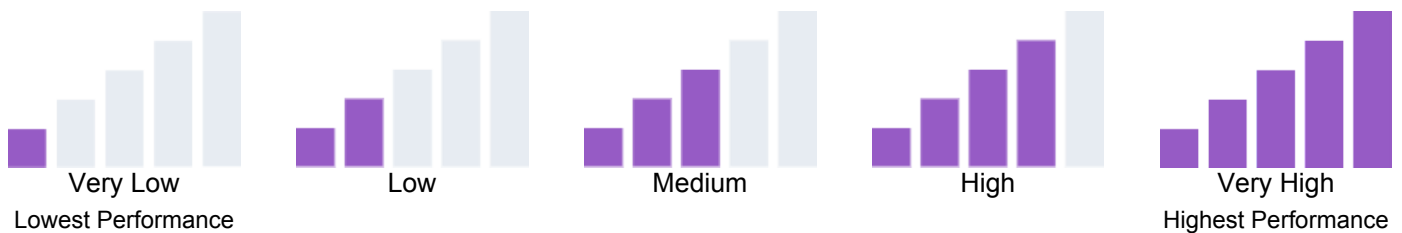
Academic Performance College/Career Report

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

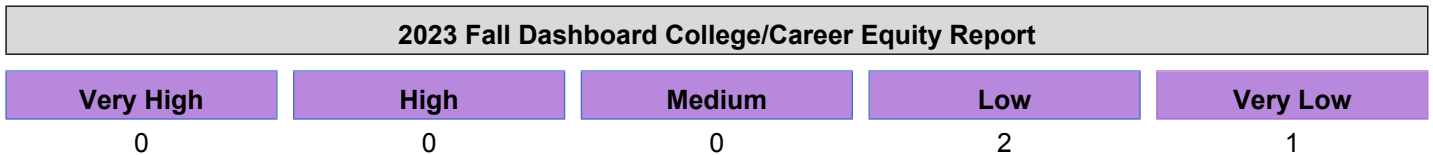
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

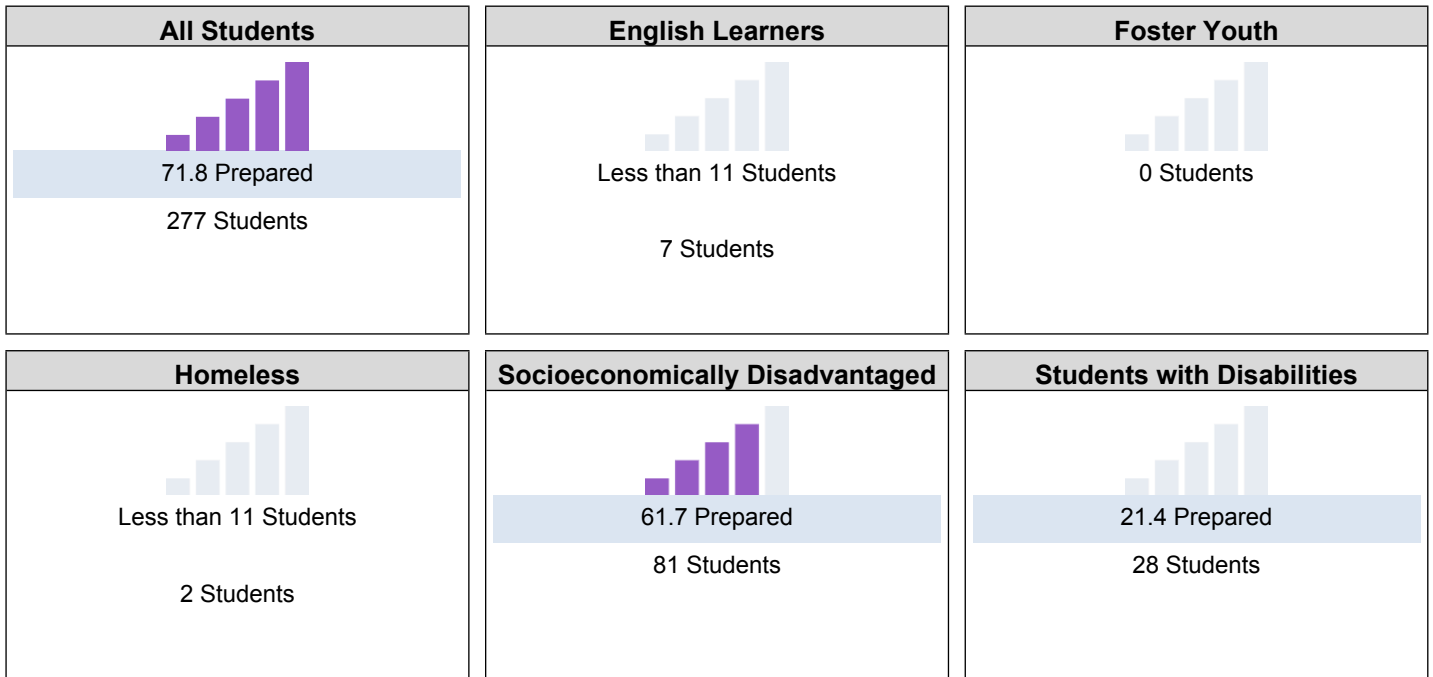


This section provides number of student groups in each level.

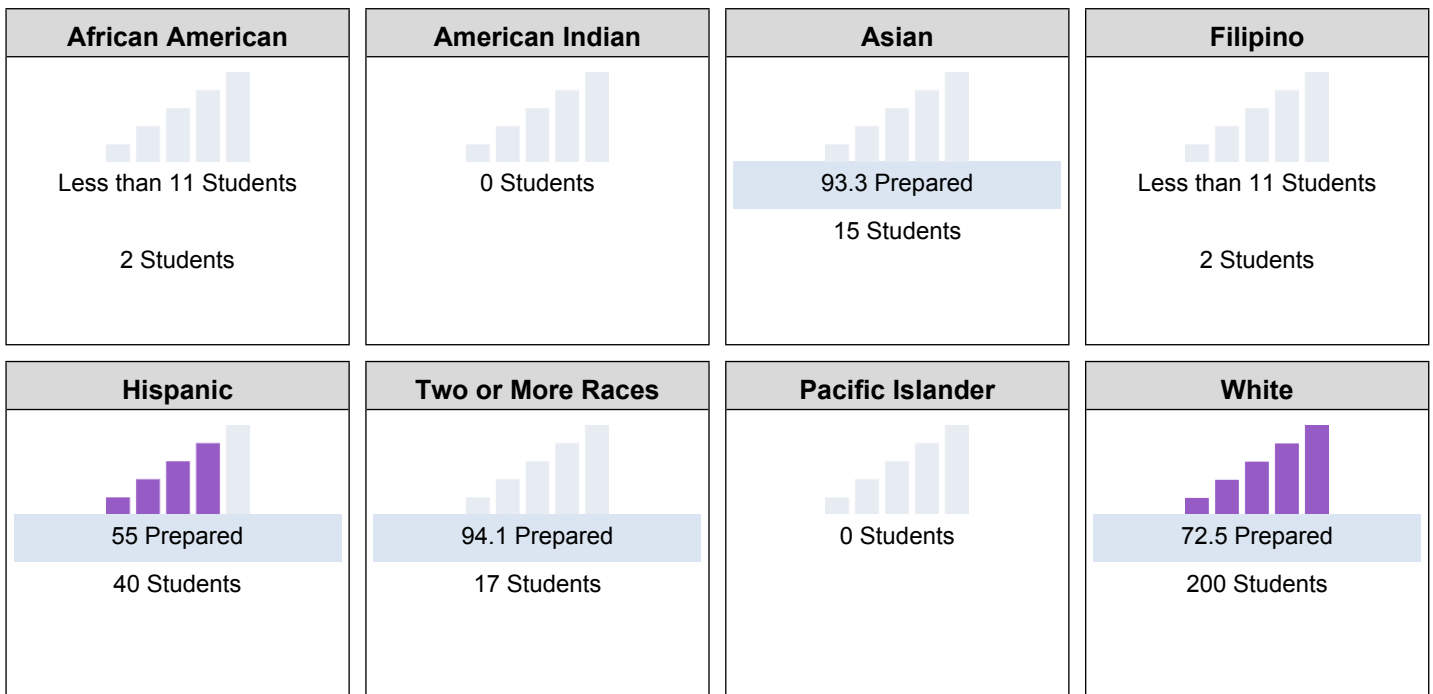


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

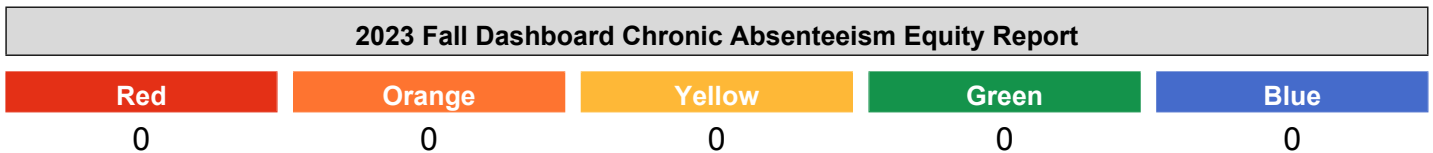
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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











This section provides number of student groups in each level.



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

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

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

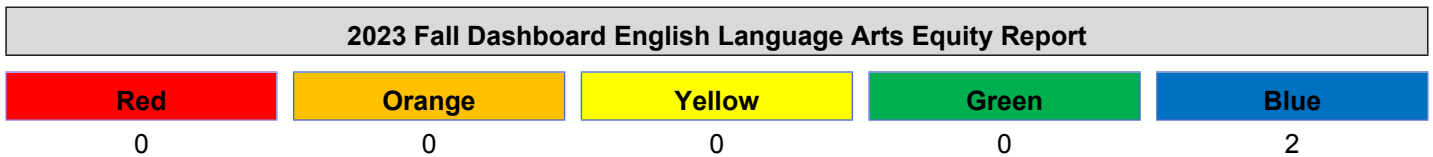
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 97.1% graduated Maintained -0.9 277 Students	English Learners Less than 11 Students 7 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Blue 96.3% graduated Maintained -0.2 81 Students	Students with Disabilities 89.3% graduated Decreased -3.2 28 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">100% graduated</p> <p align="center">Increased Significantly 11.8</p> <p align="center">15 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">92.5% graduated</p> <p align="center">Maintained -0.4</p> <p align="center">40 Students</p>	<p align="center">100% graduated</p> <p align="center">Increased Significantly 9.1</p> <p align="center">17 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Blue</p> <p align="center">97.5% graduated</p> <p align="center">Decreased -2.5</p> <p align="center">200 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

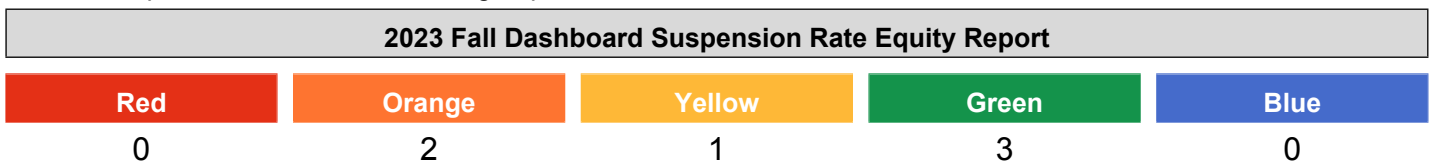
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 2.4% suspended at least one day Maintained -0.2 946 Students	English Learners 0% suspended at least one day Maintained 0 11 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Green 2.5% suspended at least one day Declined Significantly -2.3 203 Students	Students with Disabilities Yellow 7.1% suspended at least one day Declined -1.6 99 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.9 54 Students</p>	<p>0% suspended at least one day</p> <p>Declined -9.1 12 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>3.2% suspended at least one day</p> <p>Declined -1.5 126 Students</p>	<p align="center"> Green</p> <p>1.4% suspended at least one day</p> <p>Declined -5.1 74 Students</p>	<p align="center"> No Performance Color</p> <p>0 Students</p>	<p align="center"> Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 0.5 669 Students</p>

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1 - Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

School Goal 1

Use relevant topics by grade level to continue to engage, prepare, and connect students to post secondary opportunities.

Identified Need

Students need support in researching and navigating college and career opportunities. They will also need support in navigating cost analysis and scholarship opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student attendance to College and Career Center presentations and events	714 individual student meetings in 24/25 (2% increase)	5% increase in student participation through ongoing events
CTE course enrollment	428 (49%) Students enrolled in CTE courses in 23/24 24/25 427 students (52.3%, 3% increase)	5% increase in enrollment
CTE pathway completion	CTE pathway completions (64 completers in 23/24) 24/25 - 76 pathway completers (19% increase)	5% increase in pathway completion
Individual and or group counselor/student meetings to complete 4-year plan.	4 year plan completion in Aeries Academic Plan -100% completion rate	100% student 4 year plan completion
Students in agreement that they participate in relevant & challenging learning activities	81.1% of total students agree 24/25	maintain 80%+ student agreement in annual surveys
Students meet UC/CSU A-G eligibility requirements	Overall 80% meet requirements 24/25 87% of students met A-G requirements	Maintain overall eligibility but improve subgroup (referenced in Goal 3)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students complete at least one indicator for College & Career	Dashboard reflects 75.4% overall, socioeconomically disadvantaged (60.5%, decrease of 1%) and Hispanic/Latino (71%, increase of 16%).	Improve socioeconomically disadvantaged subgroup data by 5%
Increase student achievement to the Standards Met or Standards Exceeded level on the CAASPP math assessment.	60% of LBHS 11th grade students achieved a score of Standards Met or Exceeded in 24/25	65% of 11th graders will achieve a Standards Met or Standards Exceeded level as measured by the CASSPP math assessment.

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

Action/Service 1

Students to be Served by this Action/Service

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

All Students

Action/Service

Increase counselor/student touchpoints through various group and individual opportunities.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 2

Students to be Served by this Action/Service

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

9th grade students

Action/Service

Counselors present and connect with all freshman students in Health class (grad requirement, a-g requirements, getting involved).

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 3

Students to be Served by this Action/Service

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

10th Grade students

Action/Service

Counselors present and connect with sophomore students to encourage career exploration and academic planning.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 4

Students to be Served by this Action/Service

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

11th grade students

Action/Service

Counselors present and connect with Junior students with an emphasis on linking the career exploration and academic planning to their post-secondary goals.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 5

Students to be Served by this Action/Service

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

12th grade students

Action/Service

Counselors present and connect with senior students to solidify their post-secondary plans and support their self-care strategies in preparation for their future.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 6

Students to be Served by this Action/Service

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

All students

Action/Service

Counselors and Specialists will communicate and promote CCA, CTE, & Dual Enrollment opportunities through course registration.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2 - Foster SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY through student agency, engagement, resiliency, and positive relationships.

School Goal 2

Use relevant data to implement & monitor systems of support for student wellness. Refine student awareness and access to supports and services provided on the LBHS campus.

Identified Need

Actively monitor how students access supports and what outcomes the services provided.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students accessing supports and students who meet goals/resolve throughout year with individual counselors.	88% of counseling services are direct services. 18% of counseling services are indirect (24/25)	Maintain direct services at 75-85% and indirect services at 15-25%.
Counselors providing services based on student-reported needs	Annual counseling needs assessment completed within the first 6 weeks of school. 24/25 student response rate 88%.	75-80% student response rate
All students met with their counselors at least one time each semester.	All students met with their counselors at least one time each semester.	All students (100%) will meet with their counselor 1:1 minimally once per semester.
Students in agreement that supports are available to address social-emotional needs	88.9% of students agree with this statement (1.2% growth in 24/25)	Maintain through ongoing support via counselors
Students attending executive functioning or self-regulation interventions who improve their grades to C or higher	29 unique students during the 2024/2025 (33% decrease in D/F grades)	50% decrease in D/F grade marks for participating students.
Chronic Absenteeism	Attendance data monitoring (10.5% of students chronically absent in 24/25 - EOY Aeries Analytics)	Decrease rate of chronic absenteeism to under 10% as measured by Aeries Analytics chronic absentee rate.

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

Action/Service 1

Students to be Served by this Action/Service

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

All Students

Action/Service

Provide ongoing communication in regards to the access of services via counseling online scheduling for service requests.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 2

Students to be Served by this Action/Service

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

All Students

Action/Service

School-wide Naviance rollout and implementation for all students in group grade level meetings.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 3

Students to be Served by this Action/Service

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

All Students

Action/Service

Update annually and distribute the counseling needs assessment to better understand student needs.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 4

Students to be Served by this Action/Service

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

All Students

Action/Service

Counselors will meet 1:1 with students each semester.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 5

Students to be Served by this Action/Service

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

All Students

Action/Service

Provide monthly proactive Social-Emotional Learning and Equity lessons to all students through monthly tutorial opportunities.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 6

Students to be Served by this Action/Service

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

Underrepresented student populations & All students

Action/Service

Through continued partnership with our district consultant and community partnerships, build student capacity in allyship and brave conversations and provide drop-in service and support group offerings.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3 - Ensure SAFE, EQUITABLE, and INCLUSIVE SCHOOLS through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

School Goal 3

Strengthening school-wide Multi-Tiered System of Supports (MTSS) practices by building a common understanding, assessing current practices, identifying areas of growth, and developing collective actions to improve our framework around diversity, equity, and inclusion as it relates to student academic, social-emotional, and behavioral needs.

Identified Need

To better support the collective and individual needs of students and provide supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase A-G eligibility of students designated as RFEP or IEP supported.	Total IEP/RFEP = 62% 24/25 EOY (35% IEP/86% RFEP)	At least 50% of student identified as SWD and RFEP meet A-G eligibility requirements
Multiple Measure Assessments	Using multiple measure data for student intervention group placement and targeted academic intervention	25% of students exited from targeted/prescriptive intervention
Tutorial Supports	1x/weekly department-specific prescriptive/priority tutorial support across all subject areas	1x/weekly department specific prescriptive/priority tutorial supports across all subject areas with increased focus on the targeted/prescriptive intervention and support.
MTSS D/F grade monitoring	Grade monitoring at 6-week mark of 24/25 school year (24/25 Fall - 47% Spring - 60%)	50% reduction in D/F marks from week 6 progress to end of semester
Students report feeling connected while at school	92% of students feel safe at school, 84% of students reporting a positive environment, 90% report having at least 1 adult on campus who supports them,	maintain students' feeling of safety at school. ongoing improvement of student's perception for diversity, equity, and inclusion.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	86% of students report staff support diversity, equity, and inclusion	
Department standards-aligned pacing guides	Informal pacing guides	100% departments adopt and implement guides by Spring 2026
Shared instructional strategies including PLC data cycles	Informal implementation	Teachers and PLCs demonstrate consistent use of pacing guides and student data analysis to make data-driven instructional adjustments
Consistent improvement in student-reported engagement as evaluated via LCAP student survey results.	Student LCAP Survey Data - Goal Setting - 67%, Student Choice - 55%, Questioning - 79%, Strengths & Interest - 68%	3% improvement across the engagement metrics

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

Action/Service 1

Students to be Served by this Action/Service

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

All Students

Action/Service

Bi-Weekly MTSS meetings discussing specific students attendance, academic and social emotional needs and identifying interventions to implement to support student success.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 2

Students to be Served by this Action/Service

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

All Students

Action/Service

Using multiple measure to identify targeted intervention and support.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 3

Students to be Served by this Action/Service

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

All Students

Action/Service

Continuing professional development with staff around multiple-measure utilization, ongoing conversations around Learner Profile, classroom interventions, and areas of focus by department and continued opportunities for staff to participate in the lesson redesign process that focuses on diversity, equity, inclusion, and effective classroom strategies to increase student engagement.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 4

Students to be Served by this Action/Service

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

All Students

Action/Service

Administration, Counselors and MTSS TOSAs support in classrooms and department PLC meeting to understand department intervention systems.

Proposed Expenditures for this Action/Service

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

Amount(s)

Source(s)

Action/Service 5

Students to be Served by this Action/Service

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

All Students

Action/Service

Core departments develop and implement pacing guides aligned to CA content/literacy standards and Learner Profile outcomes.

Proposed Expenditures for this Action/Service

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

Amount(s) Source(s)

Action/Service 6

Students to be Served by this Action/Service

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

All Students

Action/Service

Implement agreed-upon instructional strategies schoolwide (e.g., random calling, checks for understanding, collaborative discourse).

Proposed Expenditures for this Action/Service

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

Amount(s) Source(s)

Action/Service 7

Students to be Served by this Action/Service

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

All Students, especially subgroups including SWD, EL, SED

Action/Service

Train PLC leads and TOSAs to facilitate data cycles; departments analyze D/F lists, formative data, and student work samples

Proposed Expenditures for this Action/Service

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

Amount(s) Source(s)

Action/Service 8

Students to be Served by this Action/Service

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

Students with D/F grades in core classes

Action/Service

Adjust tutorial and in-class interventions based on data (not just assigned tutorial), using multiple metrics and teacher-developed assessments

Proposed Expenditures for this Action/Service

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

Amount(s) Source(s)

Action/Service 9

Students to be Served by this Action/Service

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

All Students, especially subgroups including SWD, EL, SED

Action/Service

All staff will participate in 1 school-wide learning walk focused on student engagement in the classroom

Proposed Expenditures for this Action/Service

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

District Goal 1

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

Identified Need

Students who are at-risk of performing below grade level need additional support. [The following actions and related expenditures support this district and school goals will be performed as a centralized service to schools and is in alignment with the Consolidated Application.]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP/i-Ready ELA & Math Proficiency Outcomes</p>	<p>Districtwide CAASPP ELA: All students: 78.7% met/exceeded standard EL: 31.82% met/exceeded standard SWD: 46.72% met/exceeded standard SED: 73.55% met/exceeded standard RFEP: 76.93% met/exceeded standard (2023-2024)</p> <p>Districtwide: CAASPP Math: All students: 70.48% met/exceeded standard EL: 45.45% met/exceeded standard SWD: 42.62% met/exceeded standard SED: 60.06% met/exceeded standard RFEP: 66.67% met/exceeded standard (2023-2024)</p> <p>i-Ready End of Year Reading Diagnostic: 78% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 41% EL: 36% SED: 65%</p>	<p>Lower percentage of students not achieving at grade level based on the CAASPP and iReady Assessment. Decrease in the achievement gap between English learners, students with disabilities, and districtwide average.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(2023-24) i-Ready End of Year Math Diagnostic: 78% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 41% EL: 36% SED: 65% (2023-24) *Homeless, FY, student groups are not large enough to include as a significant student group	

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

Action/Service 1

Students to be Served by this Action/Service

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

English learners

Action/Service

Provide centralized ELD program coordination.

Proposed Expenditures for this Action/Service

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

Amount(s)

205,824

Source(s)

Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 2

Students to be Served by this Action/Service

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

At-risk students

Action/Service

Provide target interventions, including summer and after-school support.

Proposed Expenditures for this Action/Service

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

Amount(s)

50,524

Source(s)

Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 3

Students to be Served by this Action/Service

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

At-risk students

Action/Service

Parent engagement, staff development, direct or indirect services to foster and homeless children.

Proposed Expenditures for this Action/Service

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

Amount(s)

10,165

Source(s)

Categorical (Federal) - Title I (At-Risk/Low Income)

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

Expenditures by Funding Source

Funding Source

Amount

Categorical (Federal) - Title I (At-Risk/Low Income)

266,513.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 6

266,513.00

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
Jason Allemann, Ed. D.	Principal
Lara Greco	Classroom Teacher
Moya Mitchell	Classroom Teacher
Brooke Sargent	Classroom Teacher
Shelley Juhl-O'Brien	Classroom Teacher
April Keller	Other School Staff
Carter McKinzie	Secondary Student
Kenneth Lopez	Secondary Student
Sydney Peterson	Secondary Student
Sarah Williams	Parent or Community Member
Emily Rolfing	Parent or Community Member
Jimmy Azadian	Parent or Community Member

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/25.

Attested:



Principal, Jason Allemann, Ed.D. on 5/20/25



SSC Chairperson, James Azadian on 5/20/25