

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	07617210733980	10/31/25	

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
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

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
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

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

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

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

Resource Inequities

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

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

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

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.

English Learner Progress (Red) Mathematics (Orange)

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.

Special Education (English Language Arts, Suspension Rate) African American (Graduation Rate, Suspension Rate) , Homeless (Suspension Rate)

Other Needs

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

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.79%	0.61%	0.53%	22	17	15
African American	6.86%	7.75%	7.79%	191	215	221
Asian	4.06%	4.15%	4.20%	113	115	119
Filipino	4.63%	5.16%	5.54%	129	143	157
Hispanic/Latino	37.62%	36.46%	35.79%	1048	1011	1015
Pacific Islander	0.61%	0.65%	0.81%	17	18	23
White	39.45%	39.31%	39.21%	1099	1090	1112
Two or More Races	4.7%	4.47%	6.06%	131	124	172
Not Reported	1.29%	1.44%	0.07%	36	40	2
Total Enrollment				2786	2773	2836

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	723	711	766
Grade 10	699	715	709
Grade 11	645	660	678
Grade 12	719	687	683
Total Enrollment	2,786	2,773	2,836

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	239	221	183	8.6%	8.0%	6.5%
Fluent English Proficient (FEP)	390	358	381	14.0%	12.9%	13.4%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	627	627	647	596	599	633	596	599	633	95.1	95.5	97.8
All Grades	627	627	647	596	599	633	596	599	633	95.1	95.5	97.8

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2613.	2609.	2611.	29.53	27.21	31.12	35.23	36.56	30.81	20.13	20.20	20.22	15.10	16.03	17.85
All Grades	N/A	N/A	N/A	29.53	27.21	31.12	35.23	36.56	30.81	20.13	20.20	20.22	15.10	16.03	17.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	29.87	24.71	30.65	55.87	60.27	55.61	14.26	15.03	13.74
All Grades	29.87	24.71	30.65	55.87	60.27	55.61	14.26	15.03	13.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	30.54	33.22	28.64	52.85	48.91	51.27	16.61	17.86	20.09
All Grades	30.54	33.22	28.64	52.85	48.91	51.27	16.61	17.86	20.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.60	16.36	16.43	74.66	73.62	73.62	9.73	10.02	9.95
All Grades	15.60	16.36	16.43	74.66	73.62	73.62	9.73	10.02	9.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	25.50	24.87	28.12	63.42	65.94	60.19	11.07	9.18	11.69
All Grades	25.50	24.87	28.12	63.42	65.94	60.19	11.07	9.18	11.69

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	630	627	646	600	602	627	600	602	627	95.2	96	97.1
All Grades	630	627	646	600	602	627	600	602	627	95.2	96	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2560.	2553.	2560.	8.00	5.65	9.73	18.50	21.76	17.22	30.83	27.57	30.14	42.67	45.02	42.90
All Grades	N/A	N/A	N/A	8.00	5.65	9.73	18.50	21.76	17.22	30.83	27.57	30.14	42.67	45.02	42.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.50	8.97	11.00	46.00	46.68	44.66	43.50	44.35	44.34
All Grades	10.50	8.97	11.00	46.00	46.68	44.66	43.50	44.35	44.34

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	11.17	9.80	11.00	68.83	69.10	62.68	20.00	21.10	26.32
All Grades	11.17	9.80	11.00	68.83	69.10	62.68	20.00	21.10	26.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.17	7.81	8.93	64.67	66.78	67.78	25.17	25.42	23.29
All Grades	10.17	7.81	8.93	64.67	66.78	67.78	25.17	25.42	23.29

Conclusions based on this data:

1. No data for 19-20 due to pandemic
2. SBAC data from the 2018-2019 year shows the Black/African American subgroup has increased with their success rate in meeting or exceeding standards in math from 7.14% to 14.28%.
3. SBAC data from 2018-2019 year shows the SPED and EL population subgroups both decreased in their success rate in meeting or exceeding standards in math.

School and Student Performance Data

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1532.4	1514.7	1525.3	1535.0	1501.7	1527.1	1529.4	1527.2	1523.0	57	59	34
10	1563.8	1535.3	1569.4	1569.1	1527.6	1573.4	1558.1	1542.5	1564.8	63	48	56
11	1563.8	1546.8	1573.4	1560.5	1541.4	1570.2	1566.5	1551.6	1576.0	44	45	29
12	1535.7	1522.9	1582.8	1535.0	1509.1	1593.4	1536.0	1536.3	1571.7	45	36	39
All Grades										209	188	158

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	14.04	6.78	8.82	22.81	30.51	35.29	40.35	33.90	35.29	22.81	28.81	20.59	57	59	34
10	33.33	12.50	28.57	23.81	29.17	28.57	26.98	41.67	25.00	15.87	16.67	17.86	63	48	56
11	18.18	11.11	34.48	36.36	35.56	17.24	20.45	22.22	34.48	25.00	31.11	13.79	44	45	29
12	11.11	8.33	38.46	26.67	22.22	17.95	31.11	27.78	20.51	31.11	41.67	23.08	45	36	39
All Grades	20.10	9.57	27.85	26.79	29.79	25.32	30.14	31.91	27.85	22.97	28.72	18.99	209	188	158

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	29.82	15.25	23.53	29.82	38.98	47.06	19.30	23.73	14.71	21.05	22.03	14.71	57	59	34
10	46.03	16.67	41.07	26.98	45.83	28.57	15.87	25.00	12.50	11.11	12.50	17.86	63	48	56
11	36.36	24.44	44.83	29.55	35.56	17.24	13.64	15.56	27.59	20.45	24.44	10.34	44	45	29
12	24.44	19.44	46.15	33.33	27.78	28.21	20.00	19.44	17.95	22.22	33.33	7.69	45	36	39
All Grades	34.93	18.62	39.24	29.67	37.77	30.38	17.22	21.28	17.09	18.18	22.34	13.29	209	188	158

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1.75	1.69	0.00	15.79	15.25	14.71	45.61	42.37	44.12	36.84	40.68	41.18	57	59	34
10	7.94	8.33	12.50	33.33	12.50	23.21	28.57	45.83	42.86	30.16	33.33	21.43	63	48	56
11	9.09	8.89	20.69	13.64	13.33	17.24	45.45	37.78	31.03	31.82	40.00	31.03	44	45	29
12	0.00	0.00	15.38	17.78	16.67	28.21	35.56	38.89	20.51	46.67	44.44	35.90	45	36	39
All Grades	4.78	4.79	12.03	21.05	14.36	21.52	38.28	41.49	35.44	35.89	39.36	31.01	209	188	158

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	15.79	6.78	5.88	68.42	64.41	67.65	15.79	28.81	26.47	57	59	34
10	26.98	6.25	21.43	53.97	68.75	48.21	19.05	25.00	30.36	63	48	56
11	13.64	6.67	10.34	59.09	57.78	51.72	27.27	35.56	37.93	44	45	29
12	8.89	5.56	15.38	53.33	61.11	48.72	37.78	33.33	35.90	45	36	39
All Grades	17.22	6.38	14.56	58.85	63.30	53.16	23.92	30.32	32.28	209	188	158

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	58.93	48.28	64.71	19.64	29.31	26.47	21.43	22.41	8.82	56	58	34
10	83.87	52.08	67.86	4.84	39.58	25.00	11.29	8.33	7.14	62	48	56
11	65.91	51.11	75.86	15.91	22.22	20.69	18.18	26.67	3.45	44	45	29
12	66.67	38.89	89.74	15.56	19.44	5.13	17.78	41.67	5.13	45	36	39
All Grades	69.57	48.13	74.05	13.53	28.34	19.62	16.91	23.53	6.33	207	187	158

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	8.77	5.08	0.00	50.88	44.07	44.12	40.35	50.85	55.88	57	59	34
10	17.46	10.42	19.64	47.62	43.75	46.43	34.92	45.83	33.93	63	48	56
11	15.91	15.56	20.69	45.45	37.78	34.48	38.64	46.67	44.83	44	45	29
12	4.44	8.33	15.38	37.78	36.11	35.90	57.78	55.56	48.72	45	36	39
All Grades	11.96	9.57	14.56	45.93	40.96	41.14	42.11	49.47	44.30	209	188	158

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	1.69	0.00	73.68	74.58	82.35	26.32	23.73	17.65	57	59	34
10	3.17	0.00	5.36	80.95	83.33	83.93	15.87	16.67	10.71	63	48	56
11	11.36	6.67	10.34	68.18	73.33	86.21	20.45	20.00	3.45	44	45	29
12	2.22	5.56	12.82	73.33	55.56	79.49	24.44	38.89	7.69	45	36	39
All Grades	3.83	3.19	6.96	74.64	72.87	82.91	21.53	23.94	10.13	209	188	158

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2836	36.6%	6.5%	0.2%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	183	6.5%
Foster Youth	7	0.2%
Homeless	75	2.6%
Socioeconomically Disadvantaged	1039	36.6%
Students with Disabilities	509	17.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	221	7.8%
American Indian	15	0.5%
Asian	119	4.2%
Filipino	157	5.5%
Hispanic	1015	35.8%
Two or More Races	172	6.1%
Pacific Islander	23	0.8%
White	1112	39.2%

Conclusions based on this data:

1. Total enrollment is above previous projections.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Blue		
College/Career  Green		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

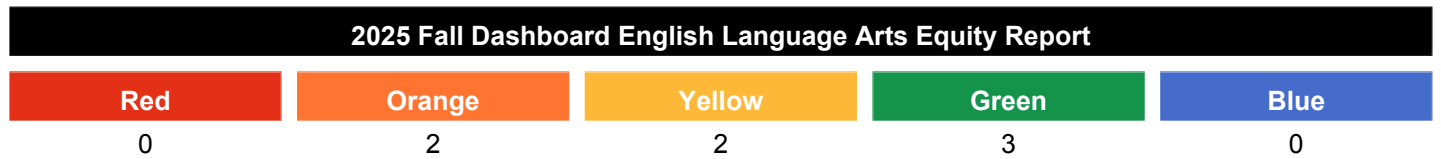
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 29.5 points above standard Maintained 1.6 points 630 Students	English Learners  Yellow 44.1 points below standard Increased 25.4 points 54 Students	Long-Term English Learners  No Performance Color 86.9 points below standard Declined 8.9 points 24 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 35.8 points below standard Increased 3.1 points 19 Students	Socioeconomically Disadvantaged  Yellow 4.5 points above standard Maintained 2 points 234 Students

Students with Disabilities  Orange 83.3 points below standard Increased 12.4 points 113 Students	African American  Orange 18.8 points below standard Maintained 2.9 points 59 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 75.3 points above standard Increased 44.2 points 29 Students	Filipino  Green 41.3 points above standard Declined 29.6 points 37 Students	Hispanic  Green 21.7 points above standard Increased 3.9 points 212 Students
Two or More Races  No Performance Color 53.9 points above standard Increased 15.3 points 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Green 37.4 points above standard Maintained 0.5 points 266 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

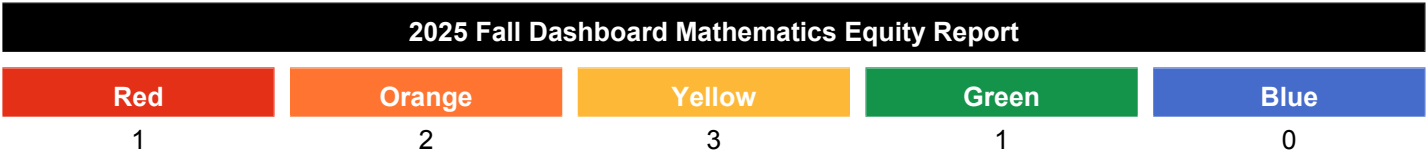
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 66.5 points below standard Increased 5.9 points 625 Students	English Learners  Orange 135.4 points below standard Increased 16.1 points 55 Students	Long-Term English Learners  No Performance Color 173.1 points below standard Maintained 2.4 points 24 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 145.1 points below standard Declined 4.6 points 19 Students	Socioeconomically Disadvantaged  Yellow 94.4 points below standard Increased 3.2 points 230 Students

Students with Disabilities  Red 176.8 points below standard Maintained -2.4 points 113 Students	African American  Yellow 106.1 points below standard Increased 13.9 points 59 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 19.5 points below standard Increased 63.7 points 30 Students	Filipino  Yellow 41.9 points below standard Declined 31.7 points 37 Students	Hispanic  Orange 82.7 points below standard Maintained 1.4 points 208 Students
Two or More Races  No Performance Color 61 points below standard Declined 19.6 points 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Green 54.5 points below standard Increased 11.9 points 264 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Science

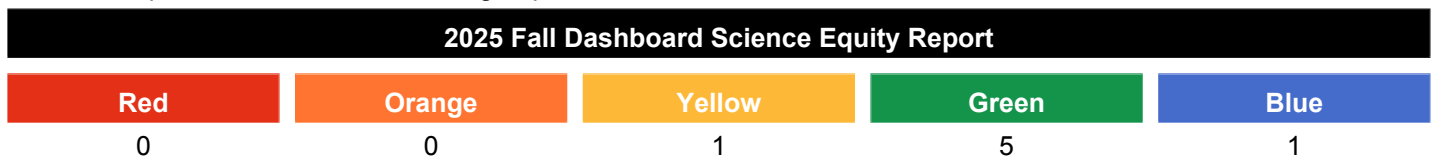
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Blue 55.8 science points Increased 5.4 points 644 Students	English Learners Green 45.5 science points Increased 9.9 points 60 Students	Long-Term English Learners No Performance Color 38.4 science points Increased 5.2 points 24 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color 38.1 science points Increased 3.4 points 22 Students	Socioeconomically Disadvantaged Green 51.4 science points Increased 4.8 points 244 Students

Students with Disabilities  Yellow 38.7 science points Increased 2.8 points 119 Students	African American  Green 47.5 science points Increased 4.8 points 63 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 62.1 science points Increased 11.4 points 32 Students	Filipino  Green 60.7 science points Maintained -0.6 points 38 Students	Hispanic  Green 54.7 science points Increased 6.2 points 216 Students
Two or More Races  No Performance Color 51.7 science points Declined 4 points 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Blue 57.1 science points Increased 6.9 points 268 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Blue
60.7 making progress.	61.1 making progress.
Number Students: 150 Students	Number Students: 108 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.

2025 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
8.9%	29.5%	2.1%	59.6%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

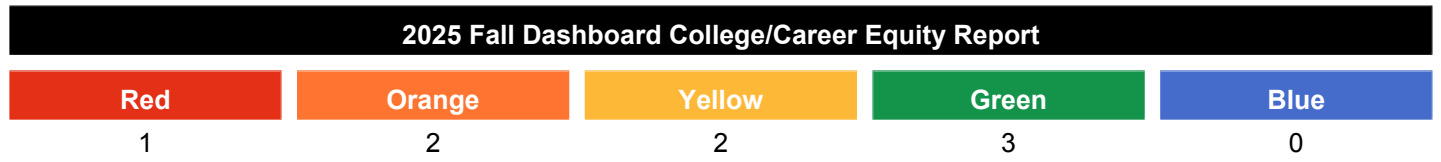
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Green Prepared 58.8% Maintained -0.2% 624 Students	English Learners  Yellow Prepared 23.5% Increased 8.3% 68 Students	Long-Term English Learners  Orange Prepared 18.8% Maintained 0.6% 48 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Prepared 33.3% Increased 17.3% 33 Students	Socioeconomically Disadvantaged  Green Prepared 50.7% Increased 3.7% 290 Students

Students with Disabilities  Orange Prepared 17.4% Maintained -0.8% 115 Students	African American  Orange Prepared 33.3% Declined 20.2% 39 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Prepared 53.8% Declined 7.4% 26 Students	Filipino  Blue Prepared 73.5% Maintained -1.5% 34 Students	Hispanic  Green Prepared 55.5% Increased 6.4% 227 Students
Two or More Races  No Performance Color Prepared 69.4% Increased 29.4% 49 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow Prepared 62.7% Declined 5.8% 241 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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. No data in this area.

School and Student Performance Data

Academic Engagement Graduation Rate

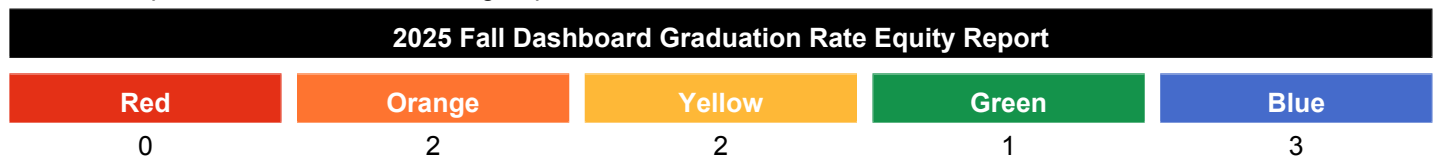
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 95.4% graduated Declined 1% 630 Students	English Learners Green 90.1% graduated Increased 2% 71 Students	Long-Term English Learners Yellow 91.7% graduated Declined 1.5% 48 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 91.4% graduated Maintained -0.6% 35 Students	Socioeconomically Disadvantaged Yellow 93.6% graduated Declined 1.3% 296 Students

Students with Disabilities  Orange 81.2% graduated Declined 9.9% 117 Students	African American  Orange 87.2% graduated Declined 1.2% 39 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 89.3% graduated Increased 5.4% 28 Students	Filipino  Blue 100% graduated Maintained 0% 34 Students	Hispanic  Blue 95.2% graduated Declined 3.1% 228 Students
Two or More Races  No Performance Color 98% graduated Increased 3% 49 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Blue 96.7% graduated Maintained -0.4% 244 Students

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

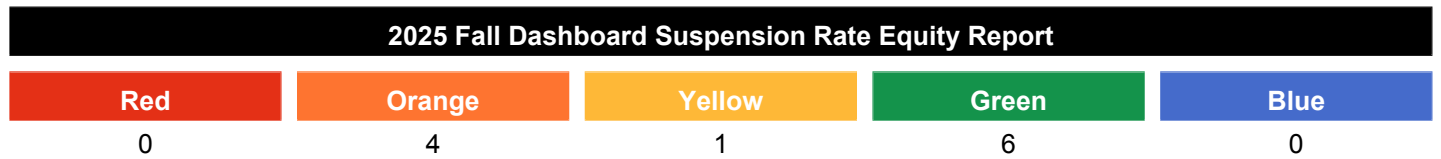
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 3.9% suspended at least one day Declined 1.8% 2951 Students	English Learners  Green 2.4% suspended at least one day Declined 3.6% 208 Students	Long-Term English Learners  Green 1.4% suspended at least one day Declined 4.4% 148 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless  Orange 9.3% suspended at least one day Maintained -0.2% 86 Students	Socioeconomically Disadvantaged  Green 5% suspended at least one day Declined 2.8% 1168 Students

Students with Disabilities  Yellow 7% suspended at least one day Declined 3.7% 556 Students	African American  Orange 10.5% suspended at least one day Declined 0.7% 238 Students	American Indian  No Performance Color 13.3% suspended at least one day Increased 2.2% 15 Students
Asian  Orange 3.9% suspended at least one day Increased 0.6% 128 Students	Filipino  Orange 1.9% suspended at least one day Increased 0.5% 158 Students	Hispanic  Green 4% suspended at least one day Declined 2.5% 1066 Students
Two or More Races  Green 2.8% suspended at least one day Declined 1.9% 179 Students	Pacific Islander  No Performance Color 4.3% suspended at least one day Declined 5.7% 23 Students	White  Green 2.8% suspended at least one day Declined 1.9% 1144 Students

Conclusions based on this data:

1. Suspension rate decreased from 2018 to 2019.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase College and Career Readiness for All Student Subgroups

Objective: Boost the number of students prepared for postsecondary pathways through expanded access to CTE, AP, dual enrollment, and A-G completion.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:

- A. Meeting state and federal accountability measures.
- B. Demonstrating student proficiency in all content standards.
- C. Increasing percentage of students who are college ready and UC/CSU eligible.
- D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities

Goal 3: The Liberty Union High School District recognizes the need for stakeholder involvement by:

- A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.
- B. Expanding family engagement.
- C. Increasing communication and collaboration with our business and community organizations.

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.

This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data:

D, F data by semester and subgroup
UC/CSU "a-g" course completion
AP exam scores
State Seal of Biliteracy
CAASPP data
California School Dashboard

Annual Measurable Outcomes

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

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

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	- Four-Year Academic Plans: Implement and monitor individualized four-year plans for all students, focusing on high school graduation and postsecondary preparation, with particular attention to English Learners and students with disabilities. - Increased Dual Enrollment and CTE Pathways: Promote additional dual enrollment opportunities in partnership with Los Medanos College and expand access to CTE pathways in fields such as Health Careers, Agriculture, and Technology. - Senior Exit Survey and Alumni Tracking: Use the Senior Exit Survey to gather data on post-graduation plans and establish a system to track alumni progress, which will inform future program improvements.	All students	8,146 LCFF 36,311 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.

Implementation of strategies to improve college and career readiness has been effective in establishing stronger academic planning systems, expanding dual enrollment and CTE opportunities, and aligning instructional support to increase A–G completion and postsecondary readiness for all students.

Four-Year Academic Plans:

All students now maintain a four-year academic plan, developed and reviewed annually by counselors. These plans have strengthened course alignment to graduation and A–G requirements and improved early identification of students needing credit recovery or intervention. Counselors collaborated closely with the English Learner (EL) and Special Education departments to ensure equitable access to advanced coursework.

Dual Enrollment and CTE Pathways:

Partnerships with Los Medanos College (LMC) and district-level CTE coordinators have expanded opportunities for students to earn transferable college credit and complete career pathways. Enrollment increased in Health Careers, Agriculture, and Technology pathways, and a growing number of students participated in LMC's College Connect dual enrollment program. This expansion contributed to upward movement in the College/Career Indicator (CCI), where Liberty maintained a High rating (59.9%) on the 2024 Dashboard.

Academic Support and Intervention:

Credit Recovery through Edgenuity was embedded into the master schedule, allowing 52 students to make up credits during the instructional day. This adjustment improved accessibility and reduced the number of students with D/F grades in core courses. Ongoing data review by quarter helped staff provide timely interventions and supports, particularly for ELs and Students with Disabilities.

Professional Learning and Instructional Alignment:

Content coaches, department chairs, and site administrators collaborated to align professional development (PD) on Research-Based Best Practices (RSBPs) across content areas. Peer walkthroughs and coaching cycles focused on instructional clarity, learning targets, and success criteria, helping strengthen academic rigor and engagement across departments.

Postsecondary Tracking and Alumni Feedback:

The Senior Exit Survey was administered to gather post-graduation plans and feedback on college/career preparation. Early alumni tracking identified trends in local college attendance and workforce participation, helping inform counseling priorities and program adjustments for the upcoming year.

Overall Effectiveness:

Overall, these strategies have been moderately to highly effective, as evidenced by strong graduation rates (95.2%), stable High CCI performance, and increased student participation in advanced learning opportunities. Areas for continued improvement include raising A–G completion rates and ensuring equitable representation of EL and SWD students in dual enrollment and CTE pathways.

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

None at this time.

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.

Following the analysis of 2024 California School Dashboard outcomes and local data, several refinements will be made to deepen alignment between academic planning, instructional support, and college- and career-readiness outcomes. The adjustments emphasize equity, measurable progress monitoring, and cross-department collaboration.

Four-Year Academic Plans and Counseling Support:

While all students have established academic plans, monitoring and follow-through will be strengthened through an annual spring review cycle. Counselors will document plan completion, A–G progress, and CTE pathway status in Aeries, with targeted outreach for English Learners (ELs) and Students with Disabilities (SWDs). New quarterly data dashboards will allow grade-level teams to identify students off track for graduation or A–G completion earlier.

Dual Enrollment and CTE Pathway Expansion:

Building on the success of current partnerships, the school will increase the number of dual enrollment courses offered through Los Medanos College and add new CTE pathways aligned with local labor market demand, including Business and Computer Science. Participation and completion data will be disaggregated by subgroup to ensure equitable

access. Students completing a CTE pathway will be tracked through both the College/Career Indicator (CCI) and Senior Exit Survey to measure program impact.

Credit Recovery and Academic Intervention:

Edgenuity sections will continue within the master schedule, but enrollment criteria will shift from counselor recommendation only to data-driven placement based on D/F analysis. Progress will be monitored monthly, and re-entry to standard courses will be tracked to measure recovery effectiveness.

Professional Learning and Instructional Alignment:

Professional development will expand to include cross-department collaboration between academic and CTE teachers to strengthen project-based learning and industry alignment. Site-level PD will continue focusing on research-based best practices, but now with an added emphasis on grading for equity and assessment calibration across departments.

Postsecondary Tracking and Data Feedback:

The Senior Exit Survey will be redesigned to capture students' completion of A–G, CTE, and dual enrollment experiences, with alumni follow-up surveys at 6 and 12 months after graduation. This data will be incorporated into annual SPSA reviews to assess how well Liberty graduates are transitioning to postsecondary success.

Metrics and Expected Outcomes Adjusted for 2025-26:

Increase A–G completion from 54 % ? 60 %

Raise College/Career Indicator from 59.9 % ? 65 %

Reduce D/F rates in core courses by 5 % overall

Increase dual enrollment participation by 10 %, with proportional representation of ELs and SWDs

Increase CTE pathway completion by 5 %

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.

Enhance Academic Literacy and Communication Skills Across All Subject Areas

Improve students' ability to communicate reasoning effectively in both writing and speaking, aligning with schoolwide learner outcomes focused on academic rigor.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:

- A. Meeting state and federal accountability measures.
- B. Demonstrating student proficiency in all content standards.
- C. Increasing percentage of students who are college ready and UC/CSU eligible.
- D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities

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.

This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data overall and by student subgroups:

D, F data by semester
F data by semester
UC/CSU "a-g" course completion
SAT, ACT test results
Attendance data
CAASPP data
ELPAC data
Department common assessments

Annual Measurable Outcomes

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
Cross-curricular staff collaboration	Content coaches, department chairs, and site admin collaborate to align the site PD calendar to provide support to all teachers in RSBPs to support students' academic success. PD Team established and first draft implementation plan in 2018-2019 school year. Informal peer classroom visits began in 2018-19 and are ongoing with content coach and department chair support. Teacher cohorts are participating in the district-sponsored grading for equity professional development series to experiment with assessments and grading practices. Cohort participants share their findings with their departments. English content coach provides support to English department teachers to establish and implement learning targets and success criteria across all courses. Course-alike common prep periods for teachers to collaborate on pacing, instruction, standards, and student achievement. Excel time to pair general education teachers with special education teachers to discuss and support SPED student success across their academic courses.	Site-wide alignment on use of learning targets and success criteria and increased use of common assessments and grading practices
Educational technology to support students to access course content and school information	Laptops and wifi hot spots for Title I students Translation software for math department to experiment with translating academic vocabulary and instructions	Title I and EL students will have greater access to understand course content and school information
Excel Meetings with SPED case managers and teachers	Case managers meet with gen ed teachers in all subject areas to identify areas of need and support for SPED students	Increased support for SPED students and more targeted support.
ELPAC scores and reclassification rates	Provide site-wide professional development in strategies to support EL students. ELD team meets monthly with teachers, counselors, site admin, and TOSA to support EL students.	Increased % of students scoring Level 4 on ELPAC Increased reclassification for EL students to be fluent English Proficient (RFEP)
Learning Targets and Success Criteria	English content coach provides support to English department teachers to establish and implement	Decrease in D/Fs in English courses Increase in UC/CSU a-g completion

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	Academic literacy instruction and assessment: Incorporate writing and reading across the curriculum Continue work to create course-alike and department common assessments, particularly using literacy skills (writing, reading, speaking, listening) Incorporate academic vocabulary practice for each unit Integrate computer skills/literacy throughout the curriculum in mainstream courses Increase the use and implementation of technology in the classroom to improve student success Interventions and supports: Research the implementation of an English and Writing Lab incorporated into the Excel Lab or after school HELP program using peer tutors Para professional for EL Department to increase academic support for English language learning students Collaboration: Increase cross-curricular collaboration Implement Year 1 from Professional Development team. Includes: peer visits, introduction of essential questions/essential standards/learning targets/success criteria Collaborate with district to examine EL reclassification criteria and support students to RFEP.	All students	20,940 LCFF 25,431 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.

Implementation of strategies under this goal has been effective in building a strong foundation for college, career, and academic readiness, with measurable progress reflected in the 2024 California School Dashboard outcomes.

Graduation and College/Career Readiness:

Liberty High maintained a 95.2% graduation rate (Blue – Very High) and a 59.9% College/Career Indicator (High – Maintained). This reflects consistent progress toward postsecondary preparedness through the full implementation of individualized four-year academic plans. All students now have a plan on file, and counselors meet annually with

students to review course alignment with A–G, CTE, and graduation requirements. Targeted interventions for English Learners (ELs) and Students with Disabilities (SWDs) have improved credit completion and on-time graduation.

Dual Enrollment and CTE Pathways:

Partnerships with Los Medanos College expanded dual enrollment opportunities, particularly in Health Careers, Agriculture, and Technology pathways. Enrollment in CTE courses increased, supporting student engagement and labor-market alignment. Early data show that students participating in dual enrollment or CTE are more likely to meet “Prepared” status on the College/Career Indicator.

Academic Literacy and Instructional Alignment:

The school continued to deepen its instructional coherence through Learning Targets and Success Criteria, supported by the English content coach and department chairs. Peer visits, common assessments, and grading-for-equity cohorts promoted more consistent expectations across classrooms. Teachers reported greater clarity around standards-based instruction and grading, contributing to a modest reduction in D/F rates.

Support for English Learners and Students with Disabilities:

Monthly ELD collaboration meetings and integrated ELD PD increased instructional support for ELs, while Excel meetings between special education case managers and general education teachers strengthened individualized support for SWD students. Early data show slight increases in ELPAC Level 4 proficiency and higher participation in mainstream academic courses.

Technology Access and Equity:

All Title I students have access to school-issued laptops and Wi-Fi hotspots, ensuring equitable access to digital learning platforms. Translation software trials in math and science courses helped EL students access academic vocabulary and content more effectively.

Overall Effectiveness:

Collectively, these actions have been moderately to highly effective, as shown by stable high graduation rates, improving CCI results, and reductions in D/F rates in core content areas. Continued attention will be placed on subgroup performance, particularly ELs and SWDs, and on tracking post-graduation outcomes through the Senior Exit Survey and alumni data system.

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

LUHSD has eliminated the TOSA position.

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.

Following the review of 2024 Dashboard data and site-level implementation outcomes, several refinements will be made to enhance clarity, consistency, and measurable impact of this goal.

The four-year academic planning process will be strengthened by establishing an annual review cycle each spring, ensuring all students—especially English Learners (ELs) and Students with Disabilities (SWDs)—have updated, accurate plans aligned with graduation and postsecondary goals. Counselors will track completion rates by subgroup and integrate progress checks during Excel and advisory periods.

To improve performance on the College/Career Indicator, Liberty High will expand dual enrollment opportunities through Los Medanos College and increase CTE pathway completion in high-demand fields such as Health Careers, Agriculture, and Technology. Participation and success data will be disaggregated by subgroup to ensure equitable access.

In academic literacy and instructional alignment, departments will extend the use of Learning Targets, Success Criteria, and common formative assessments. Peer observation cycles will be added to professional development to promote consistency and effective instructional feedback.

For English Learners and SWDs, Liberty will enhance targeted supports through co-teaching models, Excel collaboration meetings, and paraeducator support, aiming to increase ELPAC proficiency and reclassification rates.

Finally, the Senior Exit Survey will be expanded to include detailed post-graduation outcomes, and a digital alumni tracking system will be launched to monitor college, career, and military enrollment six to twelve months after graduation.

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.

Math Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:

- A. Meeting state and federal accountability measures.
- B. Demonstrating student proficiency in all content standards.
- C. Increasing percentage of students who are college ready and UC/CSU eligible.
- D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.

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.

This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data:

D, F data by semester and subgroup
F data by semester and subgroup
UC/CSU "a-g" course completion
SAT and ACT test scores
CAASPP scores
department common assessments

Annual Measurable Outcomes

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

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

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	Math instruction and assessment: Implement learning targets and success criteria across courses Continue work to create and implement course-alike common assessments Incorporate mathematical practices into lessons across all subject areas Smaller class sizes in math Interventions and supports: Math support after school class staffed by certificated math teacher Strive to reduce class size to 28 students per section for math intervention/support courses Collaboration: Increase cross-curricular collaboration Peer walkthroughs with support of content coach and department chair	All students	5573 LCFF 24,556 None Specified 40,689 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.

Implementation of strategies and activities to support math achievement has been consistent and focused on improving instructional alignment, targeted intervention, and access to support for all students. While the overall academic performance in mathematics remains below English Language Arts, evidence from local data and classroom outcomes demonstrates steady improvement and narrowing subgroup gaps.

Instructional Practices and Collaboration:

The Math Department, supported by the content coach and department chair, has implemented Learning Targets and Success Criteria across Algebra I, Geometry, and Algebra II courses. Teachers are meeting during course-alike common prep periods to align pacing guides, develop common assessments, and analyze student work. This collaboration has resulted in more consistent grading practices and improved instructional coherence across sections.

Peer walkthroughs facilitated by the department chair and content coach have supported the use of mathematical practices and formative assessment strategies.

Targeted Interventions and Supports:

The creation of math support classes in Algebra I and Geometry, with smaller class sizes, has provided more individualized attention for students needing additional help. Additionally, the after-school Math Lab staffed by certificated teachers continues to provide tutoring and homework support for all grade levels. Students with disabilities and English Learners have benefited from increased collaboration between general education and special education teachers through Excel meetings and shared intervention time.

Student Outcomes:

Semester grade data show a reduction in D/F rates in core math courses, particularly for students participating in support classes or after-school intervention. Preliminary CAASPP data reflect modest gains in math performance, moving from the Orange to the Yellow performance level for some subgroups. Course enrollment patterns also show a gradual increase in students advancing to higher-level math courses, contributing to growth in A–G completion rates.

Overall Effectiveness:

The overall effectiveness of these strategies is rated as moderate to high. The structures for collaboration, instructional alignment, and intervention are well established, and early data indicate positive trends in student achievement and engagement. Continued focus will be placed on improving math proficiency among English Learners and Students with Disabilities, and on using common assessment data to guide targeted re-teaching and intervention cycles.

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

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.

Based on the analysis of implementation and outcomes, several refinements will be made to strengthen instructional alignment, data monitoring, and targeted support for students performing below grade level in mathematics.

Instructional Alignment and Collaboration:

The Math Department will expand the use of common formative assessments across Algebra I, Geometry, and Algebra II to improve instructional consistency and provide earlier identification of students needing intervention. Peer walkthroughs will now include a focus on mathematical discourse and student reasoning to enhance depth of understanding. Department collaboration time will also include quarterly data reviews of D/F rates and subgroup progress.

Targeted Intervention and Support:

To better address learning gaps, the Math Lab and support classes will be redesigned with clear entry and exit criteria based on common assessment data. These classes will maintain smaller student-teacher ratios and will emphasize foundational numeracy and problem-solving skills. Additional Excel collaboration between general education and special education teachers will be required to develop individualized math strategies for Students with Disabilities.

Professional Development:

Professional learning will shift toward evidence-based instructional practices in mathematics, including scaffolding for English Learners and the integration of Universal Design for Learning (UDL) strategies. Math teachers will participate in district-led professional development focused on equitable grading and feedback practices.

Metrics and Outcomes:

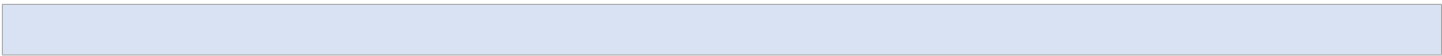
The following expected outcomes and metrics have been adjusted to better reflect growth targets:

Decrease overall D/F rate in math courses by 5% (from 21% to =16%)

Increase CAASPP math proficiency rate by 3 percentage points for all students and by 5 percentage points for EL and SWD subgroups

Increase A–G math course completion from 54% to 60%

Increase student participation in Math Lab and intervention classes by 10%



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.

Develop a Multi-Tiered System of Support (MTSS) for Academic and Socio-Emotional Success
Create a structured MTSS model to support student attendance, behavior, academics, and wellness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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

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

	Implement site-wide Tier 1 and 2 attendance interventions and supports	caring adult, and school safety on CHKS
CA Dashboard metric of Suspension Rate	Suspensions and disciplinary incidents are challenges.	Reduction in student groups in the red, orange, and yellow rating for suspensions on the CA Dashboard
Discipline data	Implement site-wide Tier 1 and 2 behavior interventions and supports	Improvement on school safety on CHKS
5 Star Data Lion PRIDE bucks	Implement site-wide Tier 1 and 2 behavior interventions and supports Implement 5 Star and Aeries program integration to assist with positive MTSS strategies, including attendance and positive behavior incentives. Implement Lion PRIDE bucks as positive behavior incentives emphasizing P(presence), R(respect), I(integrity), D(determination), E(equity).	Improvement on school connectedness, academic motivation, caring adult, and school safety on CHKS

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	Social-emotional/mental health supports: Support social and emotional development of students using programs such as Improve Your Tomorrow (IYT), Breaking Down the Walls, etc. Associated Marriage and Family Therapist (AMFT) interns available to provide short-term counseling to students during school hours Care Solace connects families to therapists through their private insurance School connectedness: Implement student monthly birthday celebrations to help students build relationships with their den staff and connection to the school Create courses and opportunities for student peer leadership and connection on campus, including Peer Leaders Uniting Students (PLUS), Leadership, Link Crew, etc. Freshmen Safari and Link Crew to welcome 9th grade students to campus School culture and campus safety: Implement site-wide Tier 1 and 2 attendance and behavior interventions and supports Provide training for campus supervisors and administrative staff related to school safety Administration and campus supervisor teams focus on active presence throughout campus Identify areas of need for campus physical security and collaborate with district to address Week of Welcome at the beginning of the year to set positive school expectations	All students	74,022 Title I 21521 LCFF

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

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.

Implementation of strategies to establish a Multi-Tiered System of Support (MTSS) has been effective in creating stronger systems for attendance, behavior, academic, and wellness interventions. The school has made measurable progress toward a more proactive and student-centered approach to supporting the whole child.

School Climate and Connectedness:

Through the adoption of Tier 1 and Tier 2 systems, Liberty High has improved school connectedness and belonging. Programs such as Breaking Down the Walls, Link Crew, and Improve Your Tomorrow (IYT) have provided students with structured opportunities to build positive relationships and strengthen their sense of community. Monthly student birthday recognitions, peer leadership programs such as PLUS, and the Week of Welcome all contributed to improved student-reported school connectedness on the California Healthy Kids Survey (CHKS). Students increasingly report having a caring adult on campus and feeling more connected to peers and staff.

Attendance and Behavior Interventions:

The implementation of Tier 1 and Tier 2 attendance supports, including consistent monitoring through Aeries and positive reinforcement using 5-Star and Lion PRIDE Bucks, has led to gradual improvement in attendance rates and reductions in tardies and class cuts. Administrative teams meet regularly to review data and apply the School Attendance Review Team (SART) and School Attendance Review Board (SARB) processes with fidelity. Positive Behavior Interventions and Supports (PBIS) and restorative practices (reflection forms, apology letters, peer mediation) have replaced punitive approaches, resulting in fewer repeated disciplinary incidents.

Suspension and Discipline Data:

According to the 2024 California School Dashboard, Liberty High's suspension rate indicator improved from Orange to Yellow, reflecting progress in reducing suspensions among multiple student groups. The shift toward restorative

practices and structured interventions has been particularly effective in decreasing disproportionality among African American, Latino, and Students with Disabilities subgroups.

Mental Health and Wellness Supports:

Liberty expanded access to on-campus counseling through Associate Marriage and Family Therapist (AMFT) interns, and Care Solace has effectively connected families with external providers. Increased availability of mental health supports, along with staff training in trauma-informed practices, has led to improvement on CHKS measures related to student mental health and perceived safety.

Campus Culture and Safety:

Active supervision by administration and campus supervisors, along with district collaboration on facility improvements, has enhanced the overall sense of safety. Student perception data on school safety remains at or above the state average, demonstrating sustained progress in creating a secure and welcoming campus.

Overall Effectiveness:

Collectively, the implementation of MTSS has been moderately to highly effective, with visible gains in attendance, discipline, and school climate data. Continued refinement is needed to strengthen Tier 2 and Tier 3 coordination, ensure consistent progress monitoring across departments, and expand access to wellness supports for at-risk students—particularly 9th graders and Students with Disabilities.

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

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.

Following a review of California School Dashboard data, California Healthy Kids Survey (CHKS) results, and local attendance and behavior trends, several refinements will be made to strengthen the implementation and monitoring of Liberty High's Multi-Tiered System of Support (MTSS). These adjustments focus on enhancing Tier 1 and Tier 2 interventions, data consistency, and equity of access across student groups.

Attendance and Engagement Supports:

While overall attendance has improved, chronic absenteeism remains above pre-pandemic levels for some subgroups. Beginning in 2025–26, the site will implement a tiered attendance protocol that integrates Aeries and 5-Star data dashboards for real-time monitoring of tardies, truancy, and class cuts. Attendance teams will meet biweekly to review data and implement early outreach strategies before SARB referrals are required.

Positive Behavior and Climate Systems:

The Lion PRIDE Bucks incentive system and 5-Star integration will be expanded to include classroom-based recognitions and monthly data reports shared with staff. Teachers will receive additional professional development on Tier 1 positive classroom management and restorative communication techniques to reinforce consistent expectations across all settings. The goal is to further reduce suspension rates and move all student groups to Green or Blue on the California Dashboard within two years.

Mental Health and Wellness Services:

The current counseling model will be enhanced through expanded AMFT intern hours and collaboration with Care Solace to reduce student wait times for support. The school will pilot a Wellness Room check-in system to track the frequency and purpose of student visits, allowing the Counseling Department to identify patterns and plan Tier 2 interventions more efficiently.

School Connectedness and Safety:

Programs such as Link Crew, PLUS, and Breaking Down the Walls will continue but will now include structured follow-up activities and student leadership reflection sessions. A student advisory survey will be added each semester to collect direct feedback on school climate and connection, aligning local data with CHKS measures.

Metrics and Outcomes:

To better measure progress, the following updates will be reflected in annual outcomes:

Reduce overall suspension rate by 2 percentage points and eliminate all subgroups rated in Orange or Red.

Improve CHKS measures of school connectedness, caring adult, and school safety by 5 %.

Reduce chronic absenteeism by 3 %.

Increase student participation in Tier 1 positive recognition programs by 10 %.

Track Tier 2 counseling and wellness interventions using the new digital system.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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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.

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

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.

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	\$1,536,693
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$257,189.00
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	\$176,453.00

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

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

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

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

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

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

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

Expenditures by Goal

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

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 3 Other School Staff
- 4 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Efa Huckaby	Principal
Shelly Johnson, Assistant Principal	Other School Staff
Sarah Ceja	Classroom Teacher
Linda Ghilarducc	Classroom Teacher
Dominic Adams	Classroom Teacher
Nathan Vasarhley	Classroom Teacher
Kristina Hawkins	Other School Staff
Jennifer Buop	Other School Staff
Dante Ross	Parent or Community Member
Sarah Duran	Parent or Community Member
Michelle West	Parent or Community Member
Kymberly Fisher	Other School Staff Parent or Community Member
Elliot Healy	Secondary Student
James Jones	Secondary Student
Chiamaka Onyeayana	Secondary Student
PromiseofGod Odulukwe	Secondary Student
Micah Williams	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

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

Attested:



Principal, Efa Huckaby on 11/3/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023