

Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Liberty Continuation High School	39685853934767	May 12th, 2026	6/16/2026

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 Continuation High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Liberty High School's schoolwide plan to meet the requirements of the Every Student Succeeds Act (ESSA) is intentionally aligned with Liberty Unified School District's Local Control and Accountability Plan (LCAP) Goals #1, #2, and #3. This integrated approach ensures that federal, state, and local resources are coordinated to support equitable access, improved student outcomes, and a positive school climate. Building on this foundation, Liberty has strengthened its approach this year through engagement in the WestEd Comprehensive Needs Assessment (CNA) and Root Cause Analysis (RCA) process, aligning improvement efforts to the Four Domains of Rapid School Improvement.

Aligned to LCAP Goal #1, Liberty High School continues to prioritize access to standards-based curriculum, high-quality instruction, and supportive learning environments. Through ongoing collaboration with WestEd and participation in instructional rounds and coaching cycles, the school has focused on strengthening instructional clarity, consistency, and alignment across classrooms. Professional learning, including Corwin's Visible Learning, supports teachers in refining instructional practices, clarifying learning intentions, and improving feedback to students. These efforts ensure that all students have access to rigorous, relevant instruction delivered in a safe and well-maintained environment.

Aligned to LCAP Goal #2, Liberty High School emphasizes student growth in English Language Arts and mathematics, as well as progress toward English language proficiency for English learners. The school utilizes data-driven practices to monitor student progress, including local assessment tools such as i-Ready, credit accumulation tracking, and ongoing progress monitoring. Through the CNA process, Liberty identified the need to strengthen clarity around student goals and increase consistency in instructional supports, leading to a more focused approach to differentiated instruction and targeted intervention. English learners are supported through designated and integrated English Language Development (ELD), with ongoing monitoring of progress toward reclassification.

Aligned to LCAP Goal #3, Liberty High School continues to build a safe, supportive, and connected school environment that fosters student engagement and belonging. Strong relational practices remain a foundation of the school's work, supported by partnerships with Project 180 and counseling services to address student mental health and social-emotional needs. The school uses attendance, behavior, and perception data to inform responsive supports and strengthen engagement strategies. Student voice, gathered through surveys and ongoing check-ins, plays a critical role in shaping school practices, including efforts to increase clarity, consistency, and meaningful connections to learning. Family engagement is supported through ongoing communication, flexible outreach, and opportunities for involvement in student progress and postsecondary planning.

Aligned to LCAP Goal #4, Liberty High School will strengthen college and career readiness by increasing student ownership of postsecondary goals, expanding access to aligned academic and career pathways, and ensuring consistent systems that support students in understanding and progressing toward graduation and postsecondary success. The school strives to increase the percentage of students who meet the California Department of Education's criteria for College and Career Preparedness by expanding access to rigorous coursework, supporting completion of A-G requirements, increasing CTE pathway completion, and providing students with the skills, experiences, and supports necessary to succeed in postsecondary education and the workforce.

By aligning its schoolwide plan with LCAP goals and integrating findings from the CNA and RCA process, Liberty High School ensures a cohesive and data-informed approach to meeting ESSA requirements. The plan emphasizes strengthening instructional coherence, increasing student ownership of learning, and maintaining a safe and inclusive environment, ensuring that all students are supported to persist, graduate, and successfully transition to college, career, and life.

Educational Partner Involvement

How, when, and with whom did your Liberty Continuation 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

Overview

Liberty Continuation High School recognizes that meaningful collaboration with educational partners is essential to developing a responsive and effective School Plan for Student Achievement (SPSA). Given the unique context of a

continuation high school—including credit deficiencies, higher levels of trauma, inconsistent attendance, and student transiency—Liberty’s engagement process is intentionally flexible, proactive, and student-centered.

As part of the planning and annual review process, Liberty engaged in multiple collaborative partnerships to ensure that data analysis, root cause identification, and action planning were grounded in research-based practices. Through its partnership with WestEd, the school engaged in a Comprehensive Needs Assessment (CNA) and Root Cause Analysis (RCA) using the Four Domains of Rapid School Improvement framework. This process included instructional rounds, leadership coaching cycles, staff focus groups, and analysis of Dashboard and local data to identify strengths and priority areas for growth. In addition, professional learning through Corwin’s Visible Learning supported staff in strengthening instructional clarity, feedback, and student ownership of learning. Ongoing collaboration with the San Joaquin County Office of Education (SJCOE) provided technical assistance in using disaggregated data, identifying targeted interventions for students most at risk of not graduating, and aligning SPSA goals with LCAP priorities and program requirements. Partnerships with Project 180 and counseling supports further informed planning by addressing student engagement, behavior, and mental health needs.

Liberty also engaged a broad range of educational partners in the development of the SPSA. Certificated and classified staff participated in data review sessions, instructional rounds debriefs, and professional learning discussions to analyze trends in graduation, attendance, and student engagement. These collaborative conversations informed the identification of priority needs and the development of aligned actions. Student voice was a central component of the process, with administrators conducting small-group listening sessions, informal surveys, and ongoing check-ins to better understand student experiences. Students shared the importance of clearer academic goals, consistent instructional support across classrooms, increased mental health resources, and more engaging and flexible learning opportunities. Family engagement was conducted through flexible and personalized outreach, including phone calls, individual conferences, and both in-person and virtual meetings. Families provided input on student progress, attendance, credit recovery, and postsecondary planning, with ongoing communication supported through newsletters, ParentSquare, and direct outreach.

To ensure meaningful collaboration and shared ownership, Liberty utilized established structures including School Site Council (SSC) meetings to review student data, provide input on SPSA goals, and approve budget alignment. Staff meetings and professional learning communities (PLCs) supported ongoing data analysis, instructional reflection, and progress monitoring. Instructional rounds and coaching cycles, in partnership with WestEd, provided opportunities to identify patterns in classroom practice and inform continuous improvement. Collaboration with Plaza Robles and county partners allowed for shared learning and refinement of strategies to better serve continuation students. Student voice structures and regular administrative check-ins ensured that student perspectives remained central, while family meetings and outreach opportunities strengthened home-school connections.

Liberty will continue to engage educational partners throughout the year to ensure the SPSA remains a living, responsive document. This includes quarterly SSC meetings to monitor implementation and make adjustments, ongoing coaching and data reflection cycles with WestEd, regular staff collaboration focused on student outcomes, and continued student feedback through surveys and informal check-ins. The school will also maintain partnerships with Project 180 and counseling supports and continue consistent family communication through newsletters, ParentSquare, website updates, and direct outreach. Through these processes, Liberty ensures that the SPSA remains grounded in data, reflective of stakeholder input, and responsive to the evolving needs of its students.

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.

Liberty High School had the College/Career indicator show an overall performance of Red for the performance category.

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.

None

Annual Review

SPSA Year Reviewed: 2025-26

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

Goal 1

Title and Description of School Goal

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

Academic Growth and Achievement – Liberty High School

Our goal is to increase academic growth and achievement for all students by implementing high-impact instructional strategies, using data to inform teaching, and providing targeted interventions and enrichment opportunities—ensuring that every student makes measurable progress toward college and career readiness.

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

Overall, Liberty High School effectively implemented key strategies aligned to increasing academic growth and achievement, with a strong emphasis on access to rigorous curriculum, instructional improvement, and targeted student support.

- **Standards-Aligned Curriculum and Instruction:**

Teachers had consistent access to standards-aligned curriculum and worked to deliver instruction that is rigorous and aligned to college- and career-ready expectations. Instructional practices increasingly reflect differentiation and multiple access points to ensure students can engage with grade-level content.

- **Professional Learning and Instructional Shifts:**

All staff received training in Visible Learning strategies, and implementation has begun across classrooms. Teachers are working toward full implementation, using strategies such as:

Clear learning intentions and success criteria

Increased student engagement and access points

Adjustments to instruction based on student understanding

Professional learning communities (PLCs) are in place and are increasingly focused on student-centered discussions, with staff sharing effective practices and supporting one another.

- **New Curriculum and Program Implementation:**

A new curriculum was implemented this year, requiring ongoing adjustment and support for teachers. In addition, the school introduced a Student Success class, designed to support students in the bottom 50% academically. This class provided targeted intervention and additional instructional support.

- **Intervention and Enrichment Opportunities:**

The school expanded opportunities for:

Targeted intervention (Student Success class, alternative settings)

Acceleration and enrichment for students demonstrating readiness for advanced work

These structures are helping to better match instruction to student need across performance levels.

- **Instructional Engagement Strategies:**

Teachers are increasingly using varied instructional modalities to improve engagement, including:

Movement and active monitoring (teachers circulating)

Peer collaboration and support

Adjustments to instruction based on student response

- **Barriers to Student Learning:**

Despite strong implementation, several barriers continue to impact student outcomes:

Limited student attention span and engagement

Gaps in academic stamina and work completion

Student confidence and anxiety impacting performance

These factors indicate a continued need for instructional strategies that build engagement, confidence, and independence.

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

Implementation was largely aligned to the plan, with some natural variations due to the complexity of new initiatives:

- Visible Learning Implementation:

While all staff were trained, implementation is not yet fully consistent across classrooms. Teachers are at varying stages of applying Visible Learning strategies with fidelity, and full implementation will require continued support.

- New Curriculum Rollout:

The introduction of new curriculum required significant adjustment time. While implemented, teachers are still building comfort and consistency in its use, which impacted full instructional alignment early in the year.

- Student Success Class Impact:

The Student Success class was implemented as intended; however, refinement is needed to maximize its effectiveness, including clearer alignment to core instruction and targeted skill development.

- PLC Effectiveness:

PLCs are established and functioning, but depth of instructional conversations varies. Some teams are highly student-centered, while others are still developing consistent practices around data use and instructional alignment.

- Instructional Practice Consistency:

While strong practices are evident across classrooms, there is variation in implementation of engagement strategies, differentiation, and use of data to inform instruction.

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 this analysis, the following adjustments will strengthen implementation and outcomes:

Strengthening Instructional Consistency and Rigor

- Continue and expand professional development in Visible Learning, with a focus on:

Consistent use of learning intentions and success criteria

Student ownership of learning

Ongoing formative assessment and instructional adjustment

- Increase classroom monitoring and coaching to ensure consistent implementation across all classrooms

Deepening PLC Effectiveness

- Strengthen PLC structures to ensure:

Consistent use of student data to inform instruction

Alignment of pacing, curriculum, and instructional practices

Increased sharing of effective strategies across teams

Refining Intervention Systems

- Refine the Student Success class to:

Align more closely with core instruction

Target specific skill gaps

Monitor student progress more consistently

- Continue to expand targeted supports for:

English Learners

Students with disabilities

Students experiencing barriers to engagement

Increasing Student Engagement and Academic Behaviors

- Implement strategies to address:

Attention and engagement

Academic stamina and work completion

Student confidence and anxiety

- Increase use of:

Active classroom strategies (teacher movement, peer collaboration)

Structured engagement routines

Opportunities for student voice and participation

Expanding Access and Differentiation

- Continue to provide:

Intervention for students needing support

Acceleration opportunities for students ready for advanced work

- Strengthen differentiation practices to ensure all students can access grade-level content

Goal 2

Title and Description of School Goal

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

Social-Emotional Learning & Behavioral Supports – Liberty High School

Liberty High School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

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

Overall, Liberty High School has made meaningful progress in strengthening a positive school culture and building systems to support students' social-emotional and behavioral needs. Implementation reflects a growing, tiered system of support with an emphasis on student voice, staff capacity, and recognition of positive behaviors.

- **Positive School Culture and Environment:**

Teachers consistently work to create safe, supportive, and engaging classroom environments, which contributes to students feeling connected and increases their desire to attend school regularly. Staff efforts to build relationships and maintain high expectations are a clear strength across the site.

- **Student Voice and Leadership Opportunities:**

The school has expanded opportunities for student leadership and engagement, including:

Student-led announcements (twice weekly)

Active participation through government classes

Student input on school celebrations and initiatives

These structures have increased student ownership, voice, and connection to the school community.

- **Recognition Systems and Positive Reinforcement:**

The school has implemented consistent systems for recognizing student success, including:

Biweekly "Student of the Week" recognition, nominated by teachers

Ongoing celebration of student growth, behavior, and improvement

These practices reinforce positive behaviors and contribute to a supportive school climate.

- **Collaboration and Monitoring of Student Needs:**

Staff engage in monthly schoolwide discussions focused on both academic and social-emotional progress. These meetings support:

Identification of student needs

Coordination of supports

Shared ownership of student outcomes

- **PBIS and Tiered Support Development:**

The school is actively working to strengthen its PBIS framework and tiered supports. Existing systems are being leveraged and refined to improve consistency and effectiveness in addressing student behavior and social-emotional needs.

- **Staff Capacity and Professional Learning:**

Teachers have received training in trauma-informed practices, and there is strong interest among staff in continuing to build their capacity in this area. This reflects a commitment to understanding and responding to student needs through an SEL-informed lens.

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

While implementation was largely aligned with the intended goal, several areas of growth and refinement were identified:

- **PBIS System Consistency:**

While elements of PBIS are in place (recognition systems, positive culture, student engagement), the system is still developing in terms of full alignment and consistency across the site, particularly at Tier 2 and Tier 3 levels.

- **Tiered Intervention Clarity:**

Systems for identifying, monitoring, and supporting students requiring Tier 2 and Tier 3 interventions are emerging but not yet fully systematized. Greater clarity and structure are needed to ensure timely and targeted support.

- **Professional Learning Depth:**

Although trauma-informed training has been provided, staff continue to express a need for more ongoing, applied professional development to effectively implement strategies in real-time classroom settings.

- **Student Engagement Structures:**

While student voice opportunities have increased, there is an opportunity to expand and formalize these structures to ensure broader and more consistent student participation across the school.

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 this analysis, the following refinements will strengthen SEL and behavioral systems:

Strengthening PBIS and Tiered Systems

- Develop a more coherent and fully implemented PBIS framework, including:

Clear Tier 1 expectations and consistent reinforcement

Defined Tier 2 and Tier 3 intervention systems

Improved processes for identifying and monitoring students needing additional support

Expanding Trauma-Informed and SEL Practices

- Continue and expand professional development in trauma-informed practices, with a focus on:

Practical classroom strategies

De-escalation and relationship-building techniques

Supporting student confidence and emotional regulation

Enhancing Student Voice and Leadership

- Expand opportunities for student leadership and input, including:

Strengthening student government roles

Increasing student involvement and input in schoolwide decision-making

Continue student-led announcements and recognition systems

Strengthening Recognition and School Culture

- Maintain and expand systems that celebrate student success, including:

Continued implementation of Student of the Week

Increased recognition of growth, effort, and improvement

Improving Data Use and Collaboration

- Strengthen use of data in monthly and ongoing meetings to:

Identify trends in behavior and SEL needs

Monitor effectiveness of interventions

Ensure alignment between academic and behavioral supports

Increasing Student Engagement and Connection

- Continue to build strategies that increase:

Student connection to school

Sense of belonging

Active participation in learning and school activities

Goal 3

Title and Description of School Goal

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

Parent Involvement – Liberty High School

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

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

Overall, Liberty High School has made progress in strengthening communication systems and creating opportunities for parent involvement, particularly through structured communication and individualized student support processes. While participation in events remains a challenge, systems for communication and connection are improving.

- Communication Systems and Outreach:

The school has strengthened its communication efforts through:

A schoolwide newsletter, with readership increasing from approximately 75 to 125 families

Ongoing communication through Google Classroom, allowing teachers to connect directly with students and families regarding assignments, expectations, and progress

These systems have improved access to information and increased parent awareness of school activities and student learning.

- Parent Meetings and Individualized Support:

Liberty High School has implemented multiple structures to support parent engagement at the individual student level, including:

Parent-student orientations for all incoming students

Individual parent meetings to address academic and social-emotional needs

Quarterly meetings with administration to review student progress

These efforts ensure that families are informed and involved in supporting student success, particularly for students requiring additional support.

- Opportunities for Parent Engagement:

The principal has worked to create opportunities for parent involvement through events such as Coffee with the Principal and other parent meetings. A functioning School Site Council is also in place, providing a structure for parent input and participation in decision-making processes.

- Alignment to School Climate Goals:

These efforts contribute to the broader goal of ensuring that students and families feel safe, connected, and supported, particularly through consistent communication and individualized outreach.

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

While communication systems have improved, there are notable differences between intended and actual levels of parent participation:

- Event Attendance vs. Communication Reach:

Although communication has increased (as evidenced by newsletter readership growth), attendance at in-person events remains low, including events such as Coffee with the Principal. This indicates that increased communication does not yet translate into consistent physical participation.

- Engagement Preferences:

Current engagement structures are more successful in one-on-one or student-specific contexts (e.g., conferences, progress meetings) than in larger, general parent events. This suggests that parents may be more responsive to targeted, relevant engagement opportunities rather than broad invitations.

- Barriers to Participation:

Barriers impacting parent involvement may include:

Scheduling conflicts

Competing responsibilities

Uncertainty about the purpose or value of events

These factors indicate a need to better align engagement opportunities with family needs and preferences.

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 this analysis, the following adjustments will strengthen parent involvement:

Increasing Participation Through Targeted Engagement

- Shift from primarily general events to more targeted, purpose-driven engagement opportunities
- Continue and expand individualized parent meetings, which have shown higher effectiveness
- Increase clarity of purpose and outcomes for parent events to improve participation

Strengthening Communication and Outreach

- Continue to expand use of the school newsletter, with a focus on:

Clear, concise messaging

Highlighting student success and opportunities for involvement

- Continue leveraging Google Classroom for real-time communication between teachers, students, and families

Improving Event Design and Accessibility

- Collect and utilize parent feedback to determine:

Preferred times and formats for engagement

Topics of interest and relevance

- Adjust event structures to better align with family needs, including:

Flexible scheduling options

Smaller, more focused gatherings

Expanding Parent Voice and Input

- Continue to strengthen the role of the School Site Council
- Increase opportunities for parents to provide input on:

School initiatives

Student support strategies

Engagement opportunities

Maintaining Focus on Student-Centered Engagement

- Continue prioritizing student-centered meetings (e.g., progress reviews, intervention meetings), which have demonstrated higher engagement
- Ensure parents remain informed and involved in both academic and social-emotional supports for their students

Goal 4

Title and Description of School Goal

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

College and Career Readiness – Liberty High School

Our goal is to increase the percentage of students who meet the California Department of Education's criteria for College and Career Preparedness by expanding access to rigorous coursework, supporting completion of A–G requirements, increasing CTE pathway completion, and providing students with the skills, experiences, and supports necessary to succeed in postsecondary education and the workforce.

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

Overall, Liberty High School has made meaningful progress in increasing student awareness, access, and preparation for college and career pathways. Implementation has focused on building student plans, increasing exposure to postsecondary opportunities, and supporting students in developing the skills necessary for success beyond high school.

- Student Goal Setting and Planning:

Teachers and staff regularly engage students in goal-setting conversations and support them in developing individualized plans toward graduation, A–G completion, and postsecondary pathways. These conversations help students better understand expectations and next steps.

- Access to College and Career Exposure:

The school has continued to provide college and career field trips to local community colleges and four-year institutions. These experiences:

Increase student awareness of postsecondary options

Build motivation and future orientation

Expose students to both academic and career technical pathways

- A–G and Academic Monitoring:

Staff are working to ensure students remain on track with A–G requirements, using ongoing monitoring and support. Efforts are made to connect daily academic work to long-term goals, reinforcing the importance of course completion and academic progress.

- Development of Career and Life Skills:

The school is placing increased emphasis on executive functioning skills, including:

Organization

Time management

Task completion

These skills are essential for both college success and workforce readiness.

- Workforce Connections and Career Readiness:

Efforts are underway to expand employment connections within the community and provide students with opportunities to build job-related skills. This includes a focus on:

Career exposure

Job readiness skills

Exploration of employment pathways

- Student Engagement Efforts:

The school continues to prioritize student engagement in daily academics, recognizing that consistent participation is critical to college and career readiness.

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

While implementation aligned with the overall goal, several challenges impacted full effectiveness:

- Attendance and Consistency:

Student attendance and consistency remain significant barriers, directly impacting students' ability to:

Stay on track with A–G requirements

Fully engage in college and career preparation activities

- Student Motivation and Engagement:

Some students demonstrate limited motivation or difficulty connecting current academic work to future goals, which affects persistence and completion of required coursework.

- Work-Based Learning Opportunities:

While efforts have been made to increase employment connections, structured and consistent work-based learning opportunities are still developing and not yet fully systematized.

- Alignment of Systems:

Existing efforts (goal setting, field trips, academic monitoring) are strong but would benefit from greater alignment into a cohesive college and career readiness system, including clearer pathways and tracking mechanisms.

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 this analysis, the following refinements will strengthen college and career readiness outcomes:

Strengthening A–G Completion and Academic Monitoring

- Continue and expand systems to monitor student progress toward A–G completion

* Increasing the number of EL students monitoring A-G completion with college and career staff

- Increase targeted supports for students who are off track
- Strengthen connections between daily instruction and long-term academic goals

Increasing Student Engagement and Motivation

- Implement strategies to:

Increase student motivation and goal orientation

Help students make stronger connections between school and future opportunities

- Continue use of individualized student meetings to reinforce expectations and progress

Expanding Career Pathways and Workforce Connections

- Increase partnerships with local businesses and community organizations
- Expand opportunities for:

Job skill development

Career exploration

Work-based learning experiences

Enhancing College and Career Exposure

- Continue and expand college and career field trips
- Provide more structured opportunities for students to:

Explore postsecondary options

Understand requirements for different pathways

Developing Executive Function and Readiness Skills

- Continue focus on executive functioning skills as part of instruction and intervention
- Integrate these skills more explicitly into classroom practice and student support systems

Addressing Attendance as a Critical Lever

- Continue parent-student meetings focused on improving attendance
- Strengthen interventions that connect attendance to:

Academic success

College and career readiness outcomes

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Growth and Achievement

Our goal is to increase academic growth and achievement for all students by implementing high-impact instructional strategies, using data to inform teaching, and providing targeted interventions and enrichment opportunities—ensuring that every student makes measurable progress toward college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
2. All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

Based on a review of the California Dashboard and local data, several areas of significant need have been identified despite the absence of color-coded performance indicators due to low student counts (fewer than 11 students in student groups). While performance colors were not provided, the available scale score data indicates substantial academic challenges across subject areas.

In English Language Arts (ELA), all students scored an average of 73.8 points below standard, with a decline of 40.9 points from the previous year. Although only 13 students were tested, the magnitude of the decline indicates a need for intervention in literacy instruction.

In mathematics, students scored 186.9 points below standard. While the school maintained performance levels from the previous year (a change of -0.7 points), the scale score remains significantly below grade-level expectations. No student groups received performance colors due to low subgroup counts.

For English Learner Progress, 38.2% of English learners made progress toward English language proficiency, reflecting an increase of 7.2 percentage points. While this growth is encouraging, the overall percentage remains low, indicating a continued need for targeted language development supports.

In science, the 15 students tested scored 32 points below standard, representing a decline of 7.5 points from the previous year. No performance colors were reported.

To address these areas of need, the school is prioritizing the following actions:

- Strengthening core instruction in ELA and math through data-driven, evidence-based practices.
- Providing targeted small-group and individual academic interventions, especially in early literacy and foundational math skills.
- Implementing integrated English Language Development (ELD) strategies across content areas to accelerate English learner growth.
- Expanding professional development for teachers focused on instructional clarity, formative assessment, and differentiation.
- Increasing the use of common formative assessments and data team meetings to monitor student progress and adjust instruction in real-time.
- These steps are aligned with the school's efforts to improve student outcomes and ensure equitable access to high-quality instruction for all learners, especially in a small-school context where data privacy often limits Dashboard visibility.

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
English Language Arts – California Dashboard Academic Indicator	101.9 points below standard in ELA (2025 Dashboard).	Improve ELA performance by reducing the distance from standard to 90 points below standard or better.
Mathematics – California Dashboard Academic Indicator	205.2 points below standard in Mathematics (2025 Dashboard).	Improve Mathematics performance by reducing the distance from standard to 195 points below standard or better.
English Learner Progress Indicator (ELPI)	60.7% of English Learners making progress toward English proficiency (2025 Dashboard).	Increase the percentage of English Learners making progress toward English proficiency to 65% or higher.
ELA CAASPP – Percentage of Students Meeting or Exceeding Standards	15.38% of students met or exceeded ELA standards on the 2025 CAASPP assessment.	Increase the percentage of students meeting or exceeding ELA standards on the CAASPP assessment to 20% or higher.
Math CAASPP – Percentage of Students Meeting or Exceeding Standards	0% of students met or exceeded Math standards on the 2025 CAASPP assessment.	Increase the percentage of students meeting or exceeding Math standards on the CAASPP assessment to at least 5%.
Math CAASPP – Percentage of Students Standard Nearly Met or Higher	9.62% of students scored at Standard Nearly Met or higher on the 2025 CAASPP assessment.	Increase the percentage of students scoring at Standard Nearly Met or higher to at least 15%.
CAST CAASPP – Percentage of Students Meeting or Exceeding Standards	5.56% of students met or exceeded science standards on the 2025 CAST assessment.	Increase the percentage of students meeting or exceeding science standards to at least 10%.
CAST CAASPP – Percentage of Students Standard Nearly Met or Higher	74.08% of students scored at Standard Nearly Met or higher on the 2025 CAST assessment.	Increase the percentage of students scoring at Standard Nearly Met or higher to at least 80%.

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	After-School ELA and Math Credit Recovery Intervention Description: Implement after-school intervention sessions focused on ELA and math to provide targeted support for students who are credit deficient. These sessions will be led by credentialed teachers and scheduled beyond regular school hours to meet the unique needs of continuation high school students. Timecards will be used to compensate teachers for planning and delivering instruction. The goal is to help students recover missing credits, strengthen foundational skills, and stay on track for graduation.	All Students	

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.

SEL/Behavioral (Social-Emotional Learning/Positive Behavioral Interventions and Supports)

Liberty High School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Liberty High School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

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.

A review of California Dashboard data highlights a need for improvement in the area of school climate, as measured by the suspension rate indicator. The All Student group is currently in the Orange performance level, with 2.9% of students suspended for at least one day, reflecting an increase of 2.4 percentage points from the previous year. This data is based on a total enrollment of 207 students.

Several student groups also fall within the Orange performance level, including Hispanic, Socioeconomically Disadvantaged, and White students. Notably, no student groups were represented in the Green or Yellow performance levels. The only student groups in Blue were English Learners and Long-Term English Learners. All other student groups did not receive a performance color due to low enrollment counts.

To address these needs, the school is implementing the following actions:

- Strengthening Tier 1 Positive Behavioral Interventions and Supports (PBIS) to create a consistent and supportive school climate.
- Increasing staff training on restorative practices, trauma-informed care, and de-escalation strategies.
- Enhancing Tier 2 interventions for students with repeated behavior challenges, with a focus on root cause analysis through Behavior Support Team meetings.
- Promoting student connectedness through SEL lessons, relationship-building strategies, and inclusive school wide activities.
- Monitoring behavior data more frequently to identify trends, address disproportionality, and provide targeted supports to affected student groups.
- These actions aim to reduce exclusionary discipline, improve school connectedness, and ensure that all students—especially those in historically underserved groups—experience a safe, inclusive, and supportive learning environment.

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
CA Dashboard - Suspension Rate	2025 CA Dashboard Suspension Indicator: ALL Student Group Blue. Which is an decrease of 2.9 %	2026 CA Dashboard Suspension Indicator: ALL Student Group Blue. Maintain current status with no increase.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 0% Tier 2 TFI Score 0% Tier 3 TFI Score 0% New Metric	2025-2026 Local Data: Tier 1 TFI Score 80% Tier 2 TFI Score 80% Tier 3 TFI Score 80%
PBIS Recognition	0 for the 2024-2025 School Year	Silver for the 2025-2026 School Year
Panorama Survey	Panorama indicates 48 percent of students having the Self Efficacy of all and many strengths combined.	2025-2026 Panorama Survey Self Efficacy of all and many strengths increased by 5%.

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	Project 180: Student Engagement and Mindset Initiative Description: Implement Project 180 to foster a positive learning environment, increase student engagement, and promote a growth mindset among at-risk students. Teachers will integrate Project 180 principles into daily instruction, classroom culture, and student-teacher relationships. Activities may include reflection journals, student-led conferences, consistent feedback cycles, and showcasing student work. Timecards may be used for teacher collaboration, planning, and analysis of student progress aligned with Project 180 goals.	All Students	

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.

Parent Involvement:

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

At the continuation high school level, parent and guardian involvement is often limited due to a variety of barriers, including nontraditional work schedules, past school experiences, and a lack of access to consistent communication. Climate survey results indicate lower levels of parent connectedness and involvement compared to traditional school settings. Additionally, attendance and behavioral data show that many students face challenges that could be better addressed through stronger school-home partnerships. To support students in feeling safe, connected, and successful at school, there is a need to build more inclusive, flexible, and proactive systems that engage families as valued partners in their students' education.

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
School-sponsored parent engagement events will average 8-10 parent participants per event, as documented by sign-in sheets or attendance records.	School-sponsored parent engagement events 3-6 parent participants per event, as documented by sign-in sheets or attendance records.	Increased parent participation in school-sponsored events will strengthen home-school partnerships and support student achievement, with an average of 8-10 parents attending each event.
Parent Participation in School-Sponsored Engagement Events	An average of 3-6 parents participated in school-sponsored parent engagement events, as documented by sign-in sheets and attendance records.	Increase participation to an average of 8-10 parents attending each school-sponsored parent engagement event, as documented by sign-in sheets and attendance records.

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	School-Sponsored Parent Engagement Events	All Students	\$270

	Description: Host a series of school-sponsored events throughout the year to increase parent involvement and build strong home-school connections. Events may include academic workshops, student showcases, cultural nights, and informational sessions focused on supporting student learning and well-being. Each event will include sign-in sheets to track participation, with a goal of averaging 8-10 parent attendees per event. Bilingual support, light refreshments, and communication		Title I: Parent Involvement 4325 Food For Meetings Light Refreshments \$200 Title I: Parent Involvement 4300 Materials Materials for meetings, fasfa completion, and parent orientations.
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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.

College and Career Readiness

Our goal is to increase the percentage of students who meet the California Department of Education's criteria for College and Career Preparedness by expanding access to rigorous coursework, supporting completion of A–G requirements, increasing CTE pathway completion, and providing students with the skills, experiences, and supports necessary to succeed in postsecondary education and the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
2. All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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.

A comprehensive review of California Dashboard data highlights several areas of significant need related to college and career readiness, graduation, and school climate.

The College/Career Indicator (CCI) shows that the All Student group is in the Red performance level, with only 1.1% of students identified as "Prepared". This represents a performance status of maintaining, with a slight change of -0.8 percentage points from the prior year. Subgroups also in the Red include Hispanic and Socioeconomically Disadvantaged students. There are no student groups performing in the Orange, Yellow, Green, or Blue levels. All other student groups lack performance color designations due to low enrollment numbers. This data reveals a gap in access to or completion of pathways that qualify students as college or career ready (e.g., A–G completion, CTE pathway completion, dual enrollment, AP/IB exams, etc.).

In addition, the graduation rate for the All Student group is currently in the Yellow performance level at 75.4%, showing a 9.4 percentage point increase from the previous year. While this improvement is promising, the overall rate remains below the state's desired target. Subgroups in Yellow include Hispanic and Socioeconomically Disadvantaged. No student groups were in the Green or Blue levels.

School climate data further supports the need for improvement. The Suspension Rate for the All Student group is in the Orange level at 2.9%, an increase of 2.4 percentage points. Student groups in the Orange include Hispanic, Socioeconomically Disadvantaged, and White students. No student groups were in the Yellow or Green, while English Learners and Long-Term English Learners were in Blue. All other student groups did not receive performance colors due to low counts.

The combination of low CCI preparedness, moderate graduation rates, and high suspension rates among overlapping student groups indicates the need for a multi-pronged approach that improves access to rigorous academic and career pathways, increases student engagement, and addresses behavioral and social-emotional needs.

To address these areas of need, the school is taking the following steps:

Expanding access to A–G aligned coursework, dual enrollment, CTE pathways, and work-based learning opportunities to improve College/Career Indicator outcomes.

Strengthening early identification and academic counseling systems to support students at risk of not graduating or not completing college/career readiness pathways.

Providing targeted support for historically underserved student groups, particularly Hispanic and Socioeconomically Disadvantaged students, through academic intervention, mentoring, and engagement programs.

Enhancing Tier 1 PBIS systems and staff capacity for restorative practices to reduce exclusionary discipline and improve school connectedness.

Monitoring student progress regularly using disaggregated data to ensure equity in access and outcomes, and to make timely adjustments to support services.

This goal is based on disaggregated data from the following sources:

- 2024 Graduation Rate
- 2024 a-g Requirements Met
- 2024 College & Career Readiness-CA Dashboard
- 2024 Suspension Rate

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
CA Dashboard- College/Career	2025 CA Dashboard College/Career Indicator: ALL Student Group Red 0 % Prepared Which is a decrease of 1.1 %	2026 CA Dashboard College/Career Indicator: ALL Student Group Orange 5 % Prepared A increase of 6.1 %
CA Dashboard- Graduation Rate	2025 CA Dashboard Graduation Indicator: ALL Student Group Green Which is an increase of 6.6 %	2026 CA Dashboard Graduation Indicator: ALL Student Group Blue A increase of 8 %

CA Dashboard - Suspension Rate	2025 CA Dashboard Suspension Indicator: ALL Student Group Blue Which is an decrease of 2.9 %	2026 CA Dashboard Suspension Indicator: ALL Student Group Blue . A decrease of 2.9 percent.
A-G Completion Rate	2025 District Data Indicator: 73 students met all A-G Requirements	2026 District Data Indicator: Increase of 5 percent

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	College and Career Readiness Field Trips Description: Organize field trips to local colleges, vocational training programs, career expos, and industry sites to expose students to postsecondary opportunities and career pathways. These experiences are designed to motivate students, especially those at risk of not graduating, by connecting academic learning to real-world goals. The trips will include pre- and post-trip reflection activities and align with college and career readiness standards.	All Students	\$6,327 Title I 5872 Field Trips Entrance Fees and Charter Buses

Goals, Strategies, & Proposed Expenditures

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

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	\$6,797.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$6,797.00
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	\$6,327.00
Title I: Parent Involvement	\$470.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$6,797.00

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$6,797.00

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
Title I	6,327.00
Title I: Parent Involvement	470.00

Expenditures by Budget Reference

Budget Reference	Amount
4300 Materials	200.00
4325 Food For Meetings	270.00
5872 Field Trips	6,327.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5872 Field Trips	Title I	6,327.00
4300 Materials	Title I: Parent Involvement	200.00
4325 Food For Meetings	Title I: Parent Involvement	270.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	470.00
Goal 4	6,327.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Eugene Christmas	Principal
David Johnson	Classroom Teacher
Alyson Gregg	Other School Staff
Joy Smart	Parent or Community Member
Courtney Gerona	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

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

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

This SPSA was adopted by the SSC at a public meeting on 5-12-2026.

Attested:



Principal, Eugene Christmas on 5-12-2026



SSC Chairperson, David Johnson on 5-12-2026