

School Year: 2023-2024

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
La Paloma High School	07 61721 0733998	10/20/2023	11/8/2023

Purpose and Description

Briefly describe the purpose of this plan.

The purpose of this plan is to improve the educational practices, increase students' learning and prepare them for their post-high school endeavors. In striving for these goals, we will also attempt to meet five goals: 1) increasing students' preparation for post-secondary education and/or endeavors(s) through rigorous curriculum and standards-based learning 2) Increase the academic performance of all students in SBAC testing as well as in the classroom 3) increase the use of qualitative and quantitative data to drive instruction for student learning 4) develop and support Individualized Learning Plans (ILP's) to aide in student success and engagement 5) increase the graduation rate.

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

The goals for this plan were initially developed using available information from the California School Dashboard (CSD) as well as feedback from our WASC visit, school site needs based off of school site council (SSC) discourse, CARE Team meetings with staff, and guidance from the Contra Costa County Office of Education based off of being in Comprehensive Support and Improvement (CSI) for graduation rate. Per the 2022 CSD, La Paloma High School is low in English Learner Progress, ELA and Math scores, and Graduation Rate. The suspensions are in the high category. In addition, most students at La Paloma historically have struggled with attendance, obtaining credits, and engagement in the classroom. For the 2023-2024 school year, the five goals for La Paloma High School, in alignment with our district's Local Control Accountability Plan (LCAP), include:

- **Increasing students' preparation for post-secondary education and/or endeavors through rigorous curriculum and standards-based learning.**

- **Increase the academic performance of all students in SBAC testing as well as in the classroom.**
- **Increase the use of qualitative and quantitative data to drive instruction for student learning.**
- **Develop and support Individualized Learning Plans (ILPs) to aide in student success and engagement.**
- **Increase the graduation rate by at least 2%.**

The LUHSD LCAP has identified the need to increase the graduation rate. It has also identified improvement areas such as academic, attendance, transportation, and SEL supports. Using state adopted materials and the monitoring of instruction and student progress, La Paloma will continually monitor the ESSA requirements. We will continue to collaborate on site as well as with outside parties (including, but not limited to McREL International) to improve our educational program and to meet students' needs.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

La Paloma staff members were made aware of the SPSA goals and were given the opportunity to share their input at a staff meeting. Staff members who serve on School Site Council (SSC) were also involved in the review, development, and approval of the SPSA. The working plan was shared with staff via email and then discussed further at both a staff meeting as well as at a SSC meeting. During the SSC meeting, all members of the SSC had the opportunity to provide feedback, offer suggestions, and/or seek clarification on the plan. A draft of the plan was sent to members of the SSC in advance of the October 20th, 2023 SSC meeting.

Resource Inequities

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

Based on a needs assessment feedback from the La Paloma SSC (October 23, 2022), one identified resource inequity may be the lack of counseling and mentorship opportunities for students. In addition, in CARE Team meetings (whole staff meetings where we focus on student centered discussions and/or concerns) in the 22-23 school year discussed the need to have positive behavioral interventions and interventions to suspensions for minor infractions. In CARE Team meetings we discussed the value of Successful Purpose, but the need for a male mentor from the company, not just a female mentor. We also identified that we need to delineate what our site MTSS looks like as we are a continuation site. In SSC meetings at the beginning of the 23-24 school year in discussions around Title I funding the team shared a need for attendance incentives and seconded the need for positive behavior interventions. For the 2023-

2024 school year, our school psychologist/counselor is on site three days a week. We have increased the days that Successful Purpose is on campus to three days a week and added a male mentor from this program--this is an outside contracted company who assist in restorative justice, mediation, social-emotional support, and college and career preparedness to fulfill the feedback from SSC and assist our students. For MTSS we have implemented using our Tier 1 strategies of teachers contacting home and logging into pre-referral interventions, the addition of the BASE software which we are looking at implementing Semester 2, using our counselor to host SST meetings, and the addition of new electives to best support student success. The LUHSD LCAP has identified the resource inequities around staffing (male mentorship) and strategies to increase the graduation rate due the CSI status of graduation rate for both alternative education schools in the district.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

- **Increase students’ preparation for post-secondary education and/or endeavors through rigorous curriculum and standards-based learning.**
2023-2024 LCAP Goal 2: The Liberty Union High School District (LUHSD) will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:
 - 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 – We strive to prepare students for their post-high school endeavors as students who graduate from La Paloma are not UC/CSU eligible. Post high school endeavors may include, but are not limited to: career(s), community college, military, trades, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of state standards for board adopted academic content, CCSS/ELD, and NGSS programs and services. (2D)	All content area state standard adoptions and programs are in place.	For the 2023-2024 school year, ongoing use of board-adopted academic content, CCSS/ELD, and NGSS content.

Requirement of core classes to have a pacing guide that follows the district provided guide with essential standards. (2B)	Teachers spent PD prior to the start of the school year to pace Q1 using both their knowledge of content, district provided materials to plan their Q1 content of learning goals and success criteria for Q1.	Pacing guides with essential standards will ensure that teachers are aligned with the district curriculum and preparing students for postsecondary education. Students will know what and why they are learning an essential standard and they will know when they have had success in a particular standard.
Interim Assessment Data (2A)	Course classes will be required to give Interim Assessments (Math, ELA, Science, and Social Science). Data from these will be compared to the comprehensive sites as well as for the coming years per quarter to see how our students are performing. It is most important to compare to ourselves and we will be comparing the Q1 data from last year (22-23) to this year (23-24) and so forth.	We know that our students perform lower on average than the comprehensive sites. We need to assess our own trends in a three-year span with the goal of student scores on common assessments increasing by 2% each year in all core content areas.

Strategy/Activity 1

Students to be served by this Strategy/Activity -

All La Paloma students.

Strategy/Activity -

We will continue to inform, prepare, and connect our students to post-secondary education as most students at La Paloma are bound for community college, a branch of the military, vocational school/training, or the work force. The goal of our program is to ensure that students have viable options for future success and independence through post-secondary preparation. Through rigorous curriculum, sound instructional practices, and the aligning of courses to state and federal standards, students are afforded the

opportunity to learn at a level that allows access to and success in post-secondary education.

Teachers use the district courses of study as a guideline in planning and teaching. These courses of study include which standards should be taught and at what time for optimal success in learning. Teachers at the site have tailored the pacing guide to reflect what they want students to learn (learning targets) and how students will know when they have learned (success criteria). Our teachers also participated in a lesson planning PD aligned with using the courses of study and standards mapping. All teachers will be using the all staff work day to continue the planning for quarters 2-4.

From fieldtrips to Career Day as well as collaboration with the military and our local community college, the La Paloma program provides opportunities for students to become informed about college and career options. All staff members, including our intervention teacher and our counselor, are available to help students monitor their progress in earning credits and developing post high school plans. We have an Advisory program through which each teacher has a caseload of students whom they monitor and assist with their educational paths. In Advisory the focus is on the Individual Learning Plans (ILPs) which assess student progress in classes via credits and post-secondary goals.

The counselor has communicated with our local community college, Los Medanos College (LMC), to have students register for LMC as well as to explore a summer bridge program to support our graduates who choose to pursue education after graduation. We hope that a summer bridge program will provide students with a variety of resources designed to ease their transition from high school to college and thus support their success in higher education. Last school year our students attended field trips to LMC and trade schools and all military branches came for a visit to our seniors. This is the first time La Paloma has had fieldtrips since before COVID. We will be continuing this practice to help students explore post-secondary opportunities. By helping students develop individual plans and supporting with exploration, we hope that they will maintain adequate attendance and make more consistent progress in classes. We also assist students and their families with the application for financial aid (FAFSA). We will be holding a FAFSA night for parents and students.

The LUHSD holds a College and Career Night in which all schools within the district are a part of and able to attend. This year will be held at Freedom HS and many of our senior students are looking forward to attending and exploring post-secondary options.

Awards ceremonies, guest speakers and other activities (Leadership spirit weeks, positivity challenge, and others) deliver positive messages which help foster students' perseverance and sense of self-worth. We had the EUREKA! platform to explore postsecondary interests and opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Certificated salaries ~\$1,558,015	District LCFF funds
\$ 3,000.00 busses for field trips	District LCFF funds
\$ 3,000.00 substitutes	District LCFF funds

Annual Review

SPSA Year Reviewed: 2023-24

ANALYSIS

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

Overall, this goal went fairly well. We are continuing the goal with changes to be made to assist in more postsecondary preparation and interest for our students. We were unable to facilitate the Career Day last year and will be doing it this year. We did hold a FAFSA night in which we were able to register students, or have them sign the opt-form that was newly required. Students loved the fieldtrip that was taken to LMC and the UTI fieldtrip so much that we have increased for the following school year to do each trip twice to accommodate the number of sign ups and need. We had military (marines, army, etc.) come and do presentations in our senior English classes. This went well and we had two students sign up. We will continue the presentations.

We did not have any students that wanted to attend the district put on career night even though we did advertise the event.

We will be continuing advisory which works on both the academic portion and the postsecondary discussions for students at least twice per quarter.

We did decide not to renew the EUREKA! offer because we had a test run of 10 students do the quizzes and set up from the system last year. The results varied from giving students postsecondary goals such as clown, or maintenance worker. There were not any schools listed for students to then look into after the quiz on the platform. It also had some licensing issues in which it could only serve half our population for what we were purchasing it for so instead we are using some advisory time and conversations with our counselor to supplement.

The additional 7th period option went so well to have students be more successful in obtaining credits. We have kept this for the following year and have added more options for 7th period.

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

One expenditure budgeted was the EUREKA! platform which we have decided not to continue with this school year as it did not have the benefits we were hoping for. The newly added changes in strategies are also not monetary as teachers still have two

prep periods per day, they are just spaced out to not have the common seventh period prep.

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.

As a site prior to the first day with students of the 23-24 school year all teachers created Quarter 1 pacing guides in alignment with the district guides, lesson planned for the first quarter, and used McREL strategies of success criteria and learning targets to plan all of first quarter.

We will be having an “On a Roll” assembly in which students will receive certificates and rewards for credits earned and above 80% attendance.

We are now incorporated ELAC meetings at the site to better get an idea on how to serve our EL population in postsecondary endeavors. We hope to learn from parents and students interests in life after high school, supports needed, and what we as a school can improve upon for our EL population.

There has been a district push, which is seen in the LCAP, to better support foster/homeless youth as well. We have a high population of foster/homeless youth at the site and we now have our own McKinney-Vento Liaison at our site funded by the district. One of the things that she is responsible for is assisting in postsecondary discussions and planning for this population.

We also have two career days planned in which prior La Paloma students, trades, LMC, and others will come set up booths. We will continue to support our population with this task as the cost of higher education is a barrier to postsecondary success for many students, most especially those from socioeconomically disadvantaged families (57% of our families in the 22-23 school year).

These changes will become part of our activities/strategies to add on to for Goal 1.

Goal 2

Increase the academic performance of all students in SBAC testing as well as in the classroom. *2022-2023 LCAP Goal 2: The Liberty Union High School District (LUHSD) 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.*

Identified Need

Students arrive at La Paloma deficient in credits and underperforming on standardized (state) testing compared to their peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results (2A)	<p>For the Spring 2023 administration of the SBAC, our students achieved the following (preliminary) results:</p> <ul style="list-style-type: none"> • 27.12% of students scored in the "Standards Nearly Met" in ELA • 11.85% of students scored in the "Standard Met or Exceeded" in ELA. • 10.71% of students scored "Nearly Met" in Math • 0% of students scored "Standards Met or Exceeded" in Math. 	<p>*For the Spring 2024 SBAC administration, we will strive to prepare our students to achieve the following:</p> <ul style="list-style-type: none"> • 15% of students will score in the "Standard Met or Exceeded" in ELA. • 30% of students will obtain the "Nearly Met" standard in ELA. • 12% of students will obtain the "Nearly Met" in Math. • 1% of students will score in the "Standard Met or Exceed range in Math.
Interim Assessment Data (2A)	<p>Course classes will be required to give Interim Assessments (Math, ELA, Science, and Social Science). Data from these will be compared to the comprehensive sites as well as for the coming years per quarter to see how our students are performing. . 22-23 we got back to giving Interim Assessments in all core subjects.</p>	<p>We know that our students perform lower on average than the comprehensive sites. We need to assess our own trends in a three-year span with the goal of student scores on common assessments increasing by 2% each year. We have data from some of the Common Assessments from last year, but not every core subject gave them each quarter. This year the goal is to require all core teachers to give each Common Assessment each quarter. For Quarter 1 of the 23 school year all teachers in core subjects DID give the Common Assessment.</p>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All La Paloma students. Nearly all students who enroll at La Paloma are credit deficient and underperforming compared to their peers at the comprehensive school sites.

Strategy/Activity

La Paloma offers significantly smaller class sizes (maximum 20:1 student to teacher ratio) than classes at the comprehensive sites (~32:1 ratio). Given this lower student to teacher ratio, students have increased daily access to individualized help, support and/or feedback in all content areas, including ELA and Mathematics. Students also have the ability to work at a pace that best suits their needs and learning abilities and, perhaps most beneficial for our population, our program is designed for students to complete work on site in lieu of being done independently at home. Students have access to a computer in every class as each classroom has an assigned cart of laptops. These devices also provide access to other platforms (Clever which houses other supports) which supports student achievement in addition to increasing students' familiarity with the use of laptops/technology. Students also have access to Imagine Learning classes which provide an avenue to learn and recover credits.

As mentioned in the narrative above, students have increased daily access to individualized help, support and/or feedback in all content areas in addition to teachers' implementation of differentiated instruction. In English and Mathematics classes, teachers use the Board-adopted materials, Spring Board for ELA and Big Ideas for Mathematics to support students' achievement of course standards. The materials for ELA include embedded strategies and/or activities that provide support for all students in their development of overall ELA skills. In addition, ELA teachers include research-based strategies to help all students build their reading and writing skills. In our science and social studies classes, teachers use the Board-adopted HMH and TCI materials to support student achievement of course standards. All teachers of all subjects are working with the district adopted courses of study to maintain alignment of standards and lessons. Teachers are utilizing the district courses of study that are centered around standard alignment and timing.

Using quarterly Common assessments as well as the use of Interim Assessment Blocks (IABs), teachers receive timely feedback on students' progress toward learning targets. As the IABs are administered on a computer, students' exposure to this platform and the assessment helps them to be better able to navigate and feel more confident/comfortable with the platform prior to the SBAC administration. While La Paloma has been involved with professional development through/with McREL International for the past two years, our McREL work has begun this year. We have already had three visits to campus by Tonia Gibson, a representative from McREL, identify areas of need. Mrs. Gibson will work with our teachers on site throughout the year for a total of eighteen days. Our staff professional development was going to focus on improving instructional strategies, increasing student engagement along with focusing on learning targets and success criteria.

Additionally, there has been a classroom observation tool developed through the work with McREL and administration to best target our specific site needs: learning targets, success criteria, and student engagement. This observation tool is not evaluative, but it is a source to provide feedback and assist teachers with these three needs as well as hold everyone accountable for the work we are doing to promote academic success and testing success. The credit system for the school has also been altered. Prior to the 2022-2023 school year credits were teacher based off of student work completed. From our WASC review and need for a credit system there has been a site-wide system implemented for students to obtain credits. We are working with 15 productive class days is equal to one credit in a course—because we are continuation and students need more credit recovery we are using a site-wide rule that if a student has positive attendance they are eligible for progress work. This is work that a student may accomplish at home to assist in credit recovery. Students who have not had positive attendance and are achieving their one credit per 15 days are unfortunately ineligible for progress work and must work only with the in class assignments and improve attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Certificated salaries - \$ 1,558,015	District LCFF funds
McREL (2022-2023 contract) – \$70,000	LCFF Funds/Site Funds

Annual Review

SPSA Year Reviewed: 2023–24

This goal has been adjusted to reflect new data and the issues with giving Common Assessments in the 22-23 school year. The La Paloma master schedule continues to maintain an average class size ratio of 20:1. As a result of smaller class sizes, teachers have the ability to differentiate instruction to meet students’ learning needs. We have added an additional class time option of 7th period, which was previously a common prep for all teachers, to assist with student success and credit recovery. This strategy was extremely beneficial for students and provided them with additional opportunities for classes and a more flexible schedule for students. Teachers still have two prep periods at La Paloma, however, the common prep period was eliminated to best suit student needs. All teachers have also taken advantage of professional development, either individually or through the district, to improve their instructional practices. At the site we have been utilizing McREL for instructional support with foci on learning targets, success criteria, and overall student engagement. The use of McREL has been pivotal in assisting teachers in creating the learning targets (objectives) and the success criteria

(how students will know they have learned) in each course which allows students to have ownership of the content they are learning and the standards in a student-friendly way.

While the La Paloma results for the SBAC Mathematics, like those throughout the district, have room for improvement. The 22-23 school year we did not meet the goal of 1% met or exceeded and have made it a continuance of the goal. Even though this was not accomplished we feel as though we can push and strive for it in the 23-24 school year. Our math scores did improve significantly in the "Nearly Met" category going from 3.61% in 2022 to 10.71%, so though we did not have the met/exceeded more of our students are moving towards the middle ground. We are adjusting to add an increase in the nearly met as well and focus more so on this aspect.

La Paloma student results for the SBAC English Language Arts (ELA) will be continued as a goal through raising the percentages of "Nearly Met" and "Met/Exceeded". For 22-23 students were 22.62% "Nearly Met" and 15.47% in "Met or Exceeded". For 23-24 we did decline in the "Met or Exceeded" with 11.86%, but saw almost a 5% increase in the "Nearly Met" at 27.12%. As a site we were actually really excited that the "Nearly Met" category for success was increasing. This is where we want to focus to get students to and have the biggest increase. We will continue to improve our instructional practices in both ELA, and Math to support our students' learning and performance on these assessments. Assistance in this comes from the pacing guides, district curriculum, McREL support, classroom observations/feedback, and collaborative time to discuss testing data. Prior to the 22-23 school year the data rarely was discussed. As a staff we have made it a point to discuss, disaggregate, and delve into the data. Some conclusions that we have come to are, we know our kids will be lower, where and how can we bring them up? And this is where we are at with implementing the pacing guides and other items on site to assist.

Most core subjects gave Common Assessments through Illuminate for the 22-23 school year, but not all. There were some hiccups with some staff feeling as though the assessment didn't fit what was taught in that quarter and some resistance in general (not all). The district as a whole has moved to using the Mastery Connect platform and have used content coaches and other means to adjust some of the Common Assessments for the 23-24 school year. From these assessments we hope to gauge on what standards students need the most support. We will "compare" to the comprehensive sites, but it is more advantageous for our student population to compare to ourselves and disaggregate the data on the assessments by core standards. If we can isolate standards that students are struggling in and come up with a plan to reteach/incorporate in the following quarter we will have more student success and it also makes the Common Assessment data more useful to us.

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

The major difference in this goal are now McREL is for all sites and funded by the LCFF. Also, the district no longer is using Illuminate and is instead using Mastery

Connect which is embedded in Canvas, a platform that they district has already purchased.

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.

There are a couple of alterations to this goal to better improve outcomes and connect more with the district LCAP. For example, our annual outcomes now include a metric for both “Nearly Met” and “Met/Exceeds” for CAASPP scores. Consistently focusing on the “Met/Exceeds” was a small portion of our population. If we can start a little smaller and get students into the middle of the pack first and focus on just overall growth for CAASPP we will have more success. This can be seen in the metric indicator. Also, another change is the implementation of Mastery Connect and the directive that ALL core subjects with give ALL FOUR common assessments for the school year (or three depending on the subject). Also, looking at the data as a site and focusing on the standards as the data disaggregation and moving past the mindset of “our students are low” gives us a foci as a site to increase student learning and understanding of essential standards. Our unpacking and foci for the 23-24 school year with these assessments can be found in the reviewed portion of this goal in the last paragraph.

Goal 3

- **Increase the use of qualitative and quantitative data to drive instruction for student learning.** *(2022-2023 LCAP Goal 2 –The Liberty Union High School District (LUHSD) will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program*

A) *Meeting state and federal accountability measures.*

B.) *Demonstrating student proficiency in all content standards.*

C.) *Increasing the 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

Best practices in education is the use of data to drive instruction. Prior to this year and after our WASC visit there was the identified need to use data to drive instruction, monitor student progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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<p>Summative Assessments (2D/3A)</p>	<p>For the 2023-2024 school year all teachers will continue to implement summative assessments into the curriculum with a grading system (rubric, model of how students can achieve success/exemplar, etc).</p>	<p>This will provide teachers and admin with data to best drive instruction on where students need support/which standards may need to be retaught. Teachers can better differentiate instruction using summative assessment data.</p> <p>Teachers did a lot of work planning summative assessments in 22-23 and are using the results to drive instruction for differentiation, reteaching, etc</p>
<p>Interim District Assessments</p>	<p>Course classes will be required to give Interim Assessments (Math, ELA, Science, and Social Science). Data from these will be compared to the comprehensive sites as well as for the coming years per quarter to see how our students are performing. It is most important to compare to ourselves and we will be comparing the Q1 data from last year (22-23) to this year (23-24) and so forth.</p>	<p>We know that our students perform lower on average than the comprehensive sites. We need to assess our own trends in a three-year span with the goal of student scores on common assessments increasing by 2% each year. We have data from some of the Common Assessments from last year, but not every core subject gave them each quarter. This year the goal is to require all core teachers to give each Common Assessment each quarter. For Quarter 1 of the 23 school year all teachers in core subjects DID give the Common Assessment.</p>
<p>CAASPP Data</p>	<p>For the Spring 2023 administration of the SBAC, our students achieved the following (preliminary) results:</p>	<p>*For the Spring 2024 SBAC administration, we will strive to prepare our students to achieve the following:</p>

	<ul style="list-style-type: none"> • 27.12% of students scored in the "Standards Nearly Met" in ELA • 11.85% of students scored in the "Standard Met or Exceeded" in ELA. • 10.71% of students scored "Nearly Met" in Math <p>0% of students scored "Standards Met or Exceeded" in Math.</p>	<ul style="list-style-type: none"> • 15% of students will score in the "Standard Met or Exceeded" in ELA. • 30% of students will obtain the "Nearly Met" standard in ELA. • 12% of students will obtain the "Nearly Met" in Math. <p>1% of students will score in the "Standard Met or Exceed range in Math.</p>
Site Based Assessments in Math and English	We will give site based assessments twice per year (Semester 1 and 2) in English and Math. These scores on these "pre-tests" will accompany student ILPs and teachers will be able to access and see the scores.	In teachers administering and having access to students scores on the site-based assessments the goal is to be able to know in the two core classes what students may need more support with the content. The goal is that the scores from Semester 1 on the assessments to Semester 2 we should see improvement.

Strategy/Activity 1-

All La Paloma students.

Strategy/Activity

One strategy that will be implemented is continuous the use of summative assessment data in all classes. Prior to the 2022-2023 school year teachers were not required to give summative assessments. The English department was using summative assessments for writing standards prior, but there was not a creation of a summative assessments for all subjects. Now, teachers are using some summative assessments that have already been provided and created by the tools such as the texts used: SpringBoard, Big Ideas, McGraw Hill, etc. Teachers are utilizing the materials provided by the district as summative assessments and creating their own to tailor to their courses. The goal in implementing summative assessments is to ensure that teachers are using a standards-based, rigorous curriculum that is aligned with the district courses

of study. There was a lot of work done by teachers the previous school year on summative assessments. Now we need to take the creation and implementation and begin to look at data trends and standards achieved. The summative assessment data will also provide data in which standards students may be struggling to achieve and where re-teaching may need to occur to assist in student success.

Another strategy is the use of the interim/common assessments provided by the district (IABs). These assessments not only are beneficial to see where our students score, but to also see how our students compare in scores to the other students within the district. It keeps teachers accountable to follow courses of study along with giving hard data that can be used to differentiate instruction. La Paloma was previously using the common assessments in most core subject areas, but not looking at the data to drive instruction. Also, after COVID it took a while for teachers to get into the swing of giving the common assessments again. The LUHSD has altered some of the common assessments to better suit student learning of each quarter in each subject. We as a district are also using Mastery Connect for all of these assessments, which is a new platform. Last year as a site we were able to look at the common assessment data and start to notice where students were doing well and what more support(s) for student success on essential standards may be needed.

Our CAASPP scores did not increase at the “Met or Exceeded” level as we had previously predicted, however, we had a large increase in the “Nearly Met” category for both Math and English. Last year we adjusted the CAASPP schedule to encourage students to take the test(s) more seriously. We provided incentives for students to complete the exam and try their absolute best. From this we did see an increase in the “Nearly Met” category, which was a win for La Paloma.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
~ \$1,558,015 - certificated salaries	District LCFF funds

Annual Review

SPSA Year Reviewed: 2023-24

ANALYSIS

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

This goal was new the 22-23 school year and we only have one year of data and evidence for support. As far as the summative assessments are concerned, every single teacher in every content area developed summative assessments with some type of grading basis (rubric, exemplar, etc.). This was a great baseline for us as a site and teachers are continuing to implement their assessments with tweaks made for the new school year based upon feedback from students last year, and/or performance. Teachers calendared their quarter assessments this school year in a plan.

Last year we saw an increase of use of common assessments and we unpacked the data in small groups (mainly by content area, but some teachers here are a department of one). We are using a new platform to administer these common assessments this year and we are looking forward to the way that the new platform is able to disaggregate data in multiple way (standards, student demographics, grade level, etc.) there are a lot of options to look at the data where before the prior platform just shared a holistic view of how students performed.

For the 23-24 school year we will be using site-based assessments in Math and English. These assessments are a "pre" and "post" test idea. Students will take a 9th grade level exam for both subject areas semester 1. Their scores will be updated on the Individual Learning Plans (ILPs) for all teachers to access. This will allow teachers to differentiate their course instruction and know who may need some more support in reading, or basic math, etc. It will help all teachers as each content area has elements of English and/or Math. Students will then take the same exam as a "post" test semester 2 and ideally we would like to see scores improve. This would show us that students are getting the needed level of support in their classes to be successful.

Our CAASPP scores did not increase at the "Met or Exceeded" level as we had previously predicted, however, we had a large increase in the "Nearly Met" category for both Math and English. Sometimes we have to remind ourselves at the site that it is okay to start small. Most of our students are coming in vastly credit deficient and experiencing a lack of test taking skills on top of this. We have adjusted the outcome(s) for the coming school year to better align with how we think that we can do. We definitely want to get to the "Met or Exceed" level in both Math and English, so we kept that as a outcome/goal, but added a goal around the "Nearly Met" percentages.

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

There are no major differences between the intended implementation was the use of common assessments. Not every teacher of a core subject gave the assessments each quarter (all 4 for each core subject). Some core subject teachers gave one or two of four. We did not increase in the CAASPP as predicted in the "Met or Exceeds" and we have adjusted accordingly. There were no expenditure differences.

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.

The adjustments made to this goal were based off of implementation feedback, working out some kinks and new expectations with new administration on site, and adjustment of outcomes. One change is the requirement of the common assessments through the new platform. This is seen in the baseline chart and in the analysis portion of this goal. Another change is the CAASPP outcomes seen in the chart and explained in the analysis. There is an addition of the site-based assessments and why we are using those for student ILPs both in the chart and then in the analysis for the *why* we have chosen to use these. If we just relied on district data it would always tell us our students are “lower” than the comprehensive sites around us—we know this and we are working to implement new data points and take the district data points, but use them in a way that is most beneficial for our student population. We are also no longer using the Eureka! platform and the explanation for that is in Goal 1 in the Analysis portion as to why we are no longer using this—it was incorporated both in Goal 1 and Goal 3 from last year.

Goal 4

- **Develop and support individualized Learning Plans (ILPs) to aide in student success and engagement.** (2022-2023 LCAP goals 1 and 3. *The Liberty Union High School District will provide a physically and emotionally supportive school environment which support student learning (1). B.) Creating opportunities to incorporate best practices and program successes. C.) Fostering an atmosphere of respect and civility among students.*
The LUHSD recognizes the need for stakeholder involvement (3).
A.) Enhancing communication, partnerships, and collaboration among staff, parents, and students.
B.) Expanding family engagement.

Identified Need

There has previously not been an Individualized Learning Plan (ILP) for students at La Paloma to assist in planning for student success in graduation, post-secondary, and social emotional learning support. This was an identified need in the WASC report in addition to students needing to know and take ownership of their education with support of La Paloma staff. We tried one method last year and have adjusted for the 23-24 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Development of an ILP (1B/3A)	Students and their advisory teacher will complete a full ILP each year. Students will fill in and be a part of the ILP	The creation of an ILP will let all teachers know where each student is at in their educational path, and assist students in taking

	that contains data about their grades, attendance, and post-secondary goal(s). This was in a binder form with a multitude of documents for the 22-23 school year. We have adjusted the ILP to be a one-page document with all of the information needed.	ownership of their own learning. We should see increased graduation rate(s) and progress in credits earned per quarter.
School Connectedness (1A/1C/3A)	Results from the 21-22 California Health Kids' Survey (CHKS) indicated that 52% of students strongly agreed that they felt connected to school. In the 22-23 data it showed that we decreased by 1% in this category, where we wanted to have an increase.	Increase student connectedness by 2% for the strongly agree.
Discipline Data (1A/1C)	Last school year 2022-2023 there was a total of 35 suspensions (a decrease from the 48 of 21-22). We decreased by 12 and would like to continue to decrease the number of suspensions and keep this metric.	We were able to accomplish the goal we set out and we want to continue with the decrease in suspensions. We hope to decrease suspensions to 30 or under for the 24-25 school year.
Site Based Assessments in Math and English	We will give site-based assessments twice per year (Semester 1 and 2) in English and Math. These scores on these "pre-tests" will accompany student ILPs and teachers will be able to access and see the scores.	In teachers administering and having access to students scores on the site-based assessments the goal is to be able to know in the two core classes what students may need more support with the content. The goal is that the scores from Semester 1 on the assessments to Semester.

		2 we should see improvement.
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Strategy/Activity 1 -

Students to be Served by this Strategy/Activity

All La Paloma students as teachers have a caseload for Advisory of 15-20 students that they assist with the ILP.

Commented [RH1]: Where I left off minus the numbers.

Strategy/Activity

La Paloma has developed an Individual Learning Plan (ILP) for each student. For the 22-23 school year the ILP is a binder that contains: profile information from Aeries, credit data (how many credits a student has and how many they need), attendance, short-term goals, post-secondary goals, and student work samples. The 22-23 school year was our first year in developing ILPs, so as a site we received feedback from students and staff on the process to see how may need to adjust for the following school year at the end of the school year. For the 23-24 school year based upon feedback the ILP is now a one-page sheet. We brought back in-person walk-through that larger sites have and began the ILP process at this walk-through. We required parents and students to come in and discuss credits, projected graduation, and career goals. At this time both parents and students were able to see and understand the process of obtaining credits. During advisory times, advisors and students take progress and report card credits and delve into if a student is still on track for the walk-through projected date. Each advisor then makes contact home after advisory for any students that there are concerns about, or students that are going above and beyond the projection. Teachers are using the pre data to drive instruction and support students and we will use the post data to see how well students have been supported. Additionally, ILPs are uploaded in Aeries in student documents after each time they are updated in advisory, or with the pre testing for ELA and Math that way they are consistently accurate and accessible to all teachers.

Our continued work with McREL to develop engagement strategies is also an important piece to this goal. If students are engaged in classes they are more likely to achieve more academic progress. We would be able to see and track this through the ILP as part of the ILP is credit data/how many credits students are earning at the end of each quarter. These credits get added to their credit profile within the ILP.

***We had an inaccurate number in this category in our last SPSA because we combined the strongly and moderately. We have decided to only proceed with strongly agree for this area.**

Amount(s)	Source(s)
Certificated salaries - \$ 1,558,015	District LCFF funds
McREL (2022-2023 contract) – \$70,000	LCFF Funds/Site Funds
CSI Funding- \$170,000	CSI Funding

Annual Review

SPSA Year Reviewed: 2023-24

This is a new goal for La Paloma unique in our need to support students in creating ILPs. We will review progress on this goal in the 2023-2024 SPSA.

ANALYSIS

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

Overall, having an ILP was helpful—we just tried to do too much too quickly and had to edit what we really wanted to accomplish with the ILP. Teachers used advisory to assist students in looking at their credits and post-secondary goals. However, the binder aspect was cumbersome and it was hard to keep each student focused on one activity at a time. Last year we were working with an ILP that was an entire binder. This binder had transcripts, grad status, about “me” page, and other papers. It was hard to hold advisory and for staff and students to know what portion of the binder they should be working on due to the multitude of papers and information. Feedback from teachers and students overall was that the binder was cumbersome. We decided to go to a one-sheet of paper that has all information on it (credits to graduate, projected graduation year, SPED/EL/504, post-secondary goal, and baseline site-based pre and post-tests).

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

The only monetary difference in this goal was that we budgeted and bought binders to implement to ILP and have since gone to a one-sheet of paper. This was extremely minimal.

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.

One change as discussed in the strategy portion was the one-sheet. Another change was implementing the site-based exams as pre and post tests. Additionally, we used the ILPs in our in-person walk-through process to assist parents and students in their understanding of credits and graduation date(s).

Goal 5

- **Increase the graduation rate at La Paloma.**

2023-2024 LCAP Goal 2: The Liberty Union High School District (LUHSD) will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program:

A) Meeting state and federal accountability measures.

C) Increasing percentage of students who are college ready and UC/CSU eligible.

Identified Need – The California Department of education (CDE) identified La Paloma Continuation High School as qualifying for Comprehensive Support and Improvement (CSI) based on the low graduation rate. High schools with a 3-year average of a combined 4/5 year graduation rate below 68% are placed in CSI. At La Paloma the 3year average graduation rate was: 66.84%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate (2A)	The three year graduation rate at La Paloma was 66.84%.	For the 23-24 school year our goal is to raise the graduation rate by at least 2%.

CSI Plan

The California Department of education (CDE) identified La Paloma Continuation High School as qualifying for Comprehensive Support and Improvement (CSI) based on the low graduation rate. High schools with a 3-year average of a combined 4/5 year graduation rate below 68% are placed in CSI. At La Paloma the 3year average graduation rate was: 66.84%.

Root Cause Analysis and Strategies to Support an Increase in the Graduation Rate:

1. Academic:

Students are primarily transferred to La Paloma from comprehensive sites due to credit deficiency. This leave students behind for graduation when they start La Paloma and they are not always able to catch up and graduate on time due to how deficient they come to the school.

Strategies:

- Creating a general education TS class(es). This class will be for students who are struggling academically and they may also get elective credit. The teacher would work with them on their course work as well as their graduation status. This teacher may also be responsible for holding ILPs and updating that data.
- Hosting Fall, Winter, Spring school for students to come in with a teacher and work on the Imagine Learning Program to obtain credits during our two-week breaks.
- Adding an elective course such as team sports, walking for fitness, etc. that is already district approved and we have a credentialed PE teacher for students to be invested in their elective needs.
- Additional course for Imagine Learning.
- A teacher having a pullout period as a “senior liaison” that is only to monitor senior progress. This person would be responsible for monitoring senior

progress with academics, attendance, graduation status. They would set up meetings with parents and students.

- For incoming credit deficient students we are looking at some incoming testing for subjects students have taken, but failed if they have 80% or above attendance. We are seeing that some students are failing due to lack of work produced at the comprehensive sites, but not necessarily a lack of knowledge.

2. **Attendance:**

Attendance has historically been an issue at La Paloma. There are a few reasons for low attendance. One is students are SARBed here—they are not attending this comprehensive site and then the SARB panel will send them here. Their attendance rarely improves from comprehensive site to here. Another reason is that prior student attendance issues and current ones have led to a lack of foundational academic skills. Lack of attendance is correlated with academic skills and cognitive learning, many students have gaps in their learning.

Strategies:

- Monthly attendance challenge that would incorporate drafting students and each winning team earning “prizes” such as a Fast Pass for lunch.
- Tying attendance to positive activities on campus such as a Field Day at the end of each quarter that students are able to be a part of if their attendance is above 80%.

3. **Behavior:**

Many of our students have struggled to fit into the confines of public education. They end up at La Paloma for many reasons (academics, attendance, behavior). This can lead to students feeling disconnected from school. It takes a lot of buy in to get students invested in school wanting to academically perform when that has not been their norm. Also, many of our students are resistant to graduate due to a lack of a plan for after high school. Students feel nervous about what is to come and leaving the comfort of La Paloma.

Strategies:

- Having a Job Fair at the beginning of the year and another towards the Spring. This job fair would include representatives from Los Medanos Community College (LMC), trade programs, military, and prior La Paloma graduates who are having success in their lives.
- Creating a Walkthrough Orientation for the beginning of the year for families and students. This Walkthrough process would be going over graduation status, a plan detailing what students will need to complete at La Paloma and credits they need to earn each progress period to be on track, expectations for behavior, etc. This would mirror a comprehensive site Walkthrough. When we get new students as we always do we would do this process with new incoming families. This would not only build connections, but allow parents and students to know exactly where they are academically and what they need to do to be successful here.

- We would like to have motivational speakers come in and speak with our students to inspire them academically and behaviorally.
- We currently have a contract with Successful Purpose two days a week. We want to up this contract to be three days a week and have a male mentor from this program at least two of the days, right now our mentor is female.

Amount(s)	Source(s)
CSI Funding- \$170,000	CSI Funding

Annual Review

SPSA Year Reviewed: 2023-24

This is a new goal for La Paloma unique in our need to address the Comprehensive Support and Improvement (CSI) that we are in for graduation rate. We did have to alter the SPSA late last year with an amended CSI plan, but have limitedly implemented until this 23-24 school year.

ANALYSIS

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

All of the strategies and implementation were new at the end of last year and we are still working on implementing the ideas that we came up with as a site (from staff, student, and parent voices). We did implement the walk-through idea over summer and this went extremely well to connect with families and present information around graduation status. We also did increase our Successful Purpose contract to three-days (not 2 or 4) and added a male mentor from this program.

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

In the amendment in the 22-23 SPSA we did allot for transportation services, but there was some gray area in this from the state and we adjusted the funding cap for it. This \$30,000 allotment now serves for an additional class of Imagine Learning to assist in credit recovery for graduation.

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.

The changes made was turning the amendment into an actual goal for the SPSA, whereas last year it was just a plan. This is seen in Goal 5. The plan itself has not changed much, but we are implanting that amendment with a goal.

Budget Reference(s):

Account	Description
01-3182-3200-1000-050-0-302-1100	TEACHER SALARY CSI LAP
01-3182-3200-1000-050-0-302-1160	TEACHER X-COMP CSI LAP
01-3182-3200-1000-050-0-302-1170	TEACHER SUBS CSI LAP
01-3182-3200-2700-050-0-730-1300	ASSIST PRIN SALARY CSI LAP
01-3182-3200-1000-050-0-302-4300	INSTR SUPPLIES CSI LAP
01-3182-3200-1000-050-0-302-4400	NONCAP EQUIP CSI LAP
01-3182-3200-1000-050-0-302-5200	CONF & TRAVEL CSI LAP
01-3182-3200-1000-050-0-302-5870	FIELD TRIP TRANSP CSI LAP
01-3182-3200-1000-050-0-302-5890	OUTSIDE SERV CSI LAP

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 20,947
Total Federal Funds Provided to the School from the LEA for CSI	\$ 191,800
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$212,747

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$ 36,036.00

Subtotal of additional federal funds included for this school: \$ 36,036

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

State or Local Programs	Allocation (\$)
LCAP - State Supplemental/Concentration	\$ 20,947
Site Allocation	\$ 43,382
Comprehensive Support and Improvement (CSI)	\$170,000

Subtotal of state or local funds included for this school: \$ 234,329

Total of federal, state, and/or local funds for this school: \$ 270,365