

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Paloma High School	07617210733998	10/20/2023	11/8/2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

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 four 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.

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.

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.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff and student surveys around ILPs and how to use them to best support student learning and understanding of academic standing. We also give the California Healthy Kids Survey and the main highlight from that survey is that students feel safe and like they have an adult they can speak to on campus.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

We have non-evaluative observations often during the school year. Our focus is on student learning and engagement, learning targets, and success criteria. We have created a tool using the LUHSD observation sheet as a jumping off point and tailoring/pairing it down for our needs. Admin observations are weekly.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In order for La Paloma High School to evaluate, modify, and improve instruction for our students, we utilize both state and local measurements. There are currently two test prep classes to prepare students for the CAHSEE. Local assessments offer numerous opportunities to pass state standards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We use the district common assessments.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff hold credentials.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There is professional development run by the district for teachers in multiple subjects, equitable grading pd, among many others. All adopted materials are on the T-Drive for access.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The staff at La Paloma High School receives in-service and training on course standards by the curriculum lead teachers during the district in-service days and twice per month at staff meetings. There are opportunities for staff and/or lead teachers to attend district meetings.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Content/Instructional coaches provided by the district check in and support teachers. We also have McREL to assist in support multiple times a year.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

We collaborate as all staff once a month (third Wednesday of every month), we collaborate weekly on Mondays. We are small so our departments must sometimes intermix to accomplish looking at data and collaboration.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

La Paloma High School operates a district, standards-based curriculum in all core academic areas, which are based on the California Content Standards. Some electives do not currently have District-level standards, but do adhere to the California Frameworks, or National standards for their content.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The District has adopted and purchased textbooks in Math and English that are aligned to the California Content Standards. La Paloma High School has selected the Reading 180 programs and the Accelerated Math Program for students assigned to reading and math skills classes. We have obtained appropriate materials for our Special Education population

### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All accessible on the T-drive for all teachers along with pacing guides.

## Opportunity and Equal Educational Access

### Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The district has implemented the “Reading 180 Program” that will teach reading literacy to students and enable them to extract information from textbooks. We also have Imagine Learning for credit recovery.

### Evidence-based educational practices to raise student achievement

## Parental Engagement

### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

La Paloma High School offers services to students through the volunteer work of an MFT counseling intern. District and school psychologists are available to students once per week at our site. In a continued effort to support all students, the results of the California Healthy Kids Survey are examined to determine specific support services.

### Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

## Funding

### Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

La Paloma High School has no categorical funds for Special Education (SPED) but district special education funds allow for an instructional aide to assist students. Instructional aides are assigned to different classrooms as needed.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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 20, 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.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	16.7%	10.37%	14.66%	22	17	28
Asian	0.8%	1.83%	3.14%	1	3	6
Filipino	3.0%	1.22%	1.05%	4	2	2
Hispanic/Latino	50.0%	53.66%	53.93%	66	88	103
Pacific Islander	0.8%	0.61%	1.57%	1	1	3
White	26.5%	28.05%	18.32%	35	46	35
Multiple/No Response	2.3%	3.66%	4.71%	3	6	9
	<b>Total Enrollment</b>			132	164	191

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	2	1	4
Grade 11	43	37	49
Grade 12	87	126	138
<b>Total Enrollment</b>	132	164	191

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	13	24	36	9.80%	14.6%	18.8%
Fluent English Proficient (FEP)	17	27	27	12.90%	16.5%	14.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

- 1.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	103	87	60	0	84	59	0	84	59	0.0	96.6	98.3
All Grades	103	87	60	0	84	59	0	84	59	0.0	96.6	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2472.	2472.		3.57	3.39		11.90	8.47		22.62	23.73		61.90	64.41
All Grades	N/A	N/A	N/A		3.57	3.39		11.90	8.47		22.62	23.73		61.90	64.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.33	3.39		42.86	55.93		48.81	40.68
All Grades		8.33	3.39		42.86	55.93		48.81	40.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.41	6.78		36.14	30.51		61.45	62.71
All Grades		2.41	6.78		36.14	30.51		61.45	62.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		5.95	3.39		72.62	66.10		21.43	30.51
All Grades		5.95	3.39		72.62	66.10		21.43	30.51

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>		5.95	5.08		65.48	55.93		28.57	38.98
<b>All Grades</b>		5.95	5.08		65.48	55.93		28.57	38.98

**Conclusions based on this data:**

1.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	103	86	59	0	83	58	0	83	58	0.0	96.5	98.3
All Grades	103	86	59	0	83	58	0	83	58	0.0	96.5	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2423.	2421.		0.00	0.00		1.20	0.00		3.61	8.62		95.18	91.38
All Grades	N/A	N/A	N/A		0.00	0.00		1.20	0.00		3.61	8.62		95.18	91.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		8.43	10.34		91.57	89.66
All Grades		0.00	0.00		8.43	10.34		91.57	89.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.20	1.72		48.19	44.83		50.60	53.45
All Grades		1.20	1.72		48.19	44.83		50.60	53.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		53.01	50.00		46.99	50.00
All Grades		0.00	0.00		53.01	50.00		46.99	50.00

Conclusions based on this data:

1.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	1544.2	1590.3	1572.9	1554.8	1625.3	1595.5	1533.1	1554.9	1549.8	14	11	13
12	1569.7	1567.8	1552.4	1575.4	1596.8	1556.7	1563.2	1538.4	1547.5	13	13	21
All Grades										29	25	35

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	36.36	15.38	38.46	27.27	38.46	61.54	27.27	30.77	0.00	9.09	15.38	13	11	13
12	7.69	16.67	14.29	61.54	41.67	23.81	15.38	33.33	47.62	15.38	8.33	14.29	13	12	21
All Grades	3.57	29.17	14.29	46.43	33.33	28.57	42.86	29.17	40.00	7.14	8.33	17.14	28	24	35

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	15.38	45.45	53.85	84.62	45.45	30.77	0.00	9.09	7.69	0.00	0.00	7.69	13	11	13
12	53.85	50.00	28.57	30.77	41.67	42.86	7.69	0.00	23.81	7.69	8.33	4.76	13	12	21
All Grades	32.14	50.00	37.14	57.14	41.67	37.14	7.14	4.17	20.00	3.57	4.17	5.71	28	24	35

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	0.00	0.00	0.00	27.27	23.08	61.54	36.36	38.46	38.46	36.36	38.46	13	11	13
12	0.00	0.00	4.76	30.77	25.00	28.57	46.15	33.33	33.33	23.08	41.67	33.33	13	12	21
All Grades	0.00	4.17	2.86	14.29	25.00	25.71	57.14	33.33	34.29	28.57	37.50	37.14	28	24	35

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	27.27	7.69	92.31	45.45	69.23	7.69	27.27	23.08	13	11	13
12	15.38	8.33	14.29	69.23	83.33	61.90	15.38	8.33	23.81	13	12	21
All Grades	7.14	20.83	11.43	78.57	62.50	62.86	14.29	16.67	25.71	28	24	35

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	75.00	100.00	84.62	25.00	0.00	7.69	0.00	0.00	7.69	12	11	13
12	84.62	83.33	76.19	7.69	16.67	14.29	7.69	0.00	9.52	13	12	21
All Grades	77.78	91.67	77.14	14.81	8.33	14.29	7.41	0.00	8.57	27	24	35

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	9.09	15.38	46.15	54.55	30.77	53.85	36.36	53.85	13	11	13
12	15.38	8.33	14.29	46.15	41.67	38.10	38.46	50.00	47.62	13	12	21
All Grades	7.14	12.50	14.29	42.86	45.83	34.29	50.00	41.67	51.43	28	24	35

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	9.09	0.00	84.62	72.73	84.62	15.38	18.18	15.38	13	11	13
12	0.00	8.33	0.00	100.00	58.33	76.19	0.00	33.33	23.81	13	12	21
All Grades	0.00	8.33	0.00	92.86	66.67	77.14	7.14	25.00	22.86	28	24	35

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>164</b>	<b>57.3</b>	<b>14.6</b>	<b>0.6</b>
Total Number of Students enrolled in La Paloma High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	14.6
Foster Youth	1	0.6
Homeless	10	6.1
Socioeconomically Disadvantaged	94	57.3
Students with Disabilities	27	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	10.4
American Indian		
Asian	3	1.8
Filipino	2	1.2
Hispanic	88	53.7
Two or More Races	6	3.7
Pacific Islander	1	0.6
White	46	28.0

### Conclusions based on this data:

1.



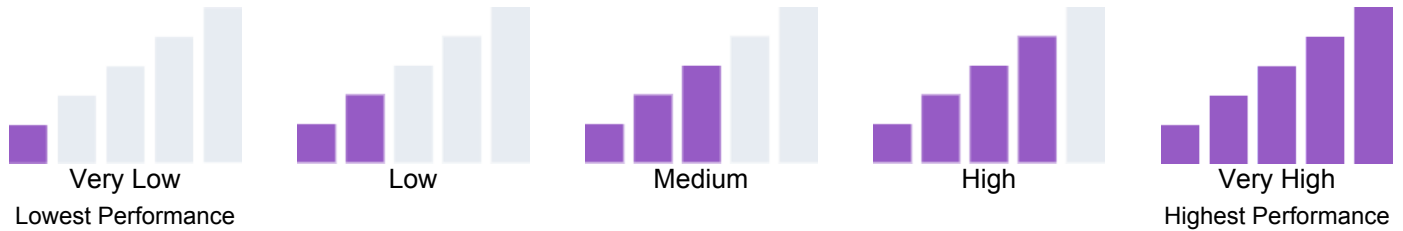


# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

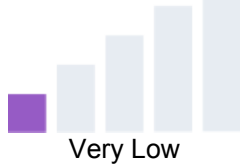
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



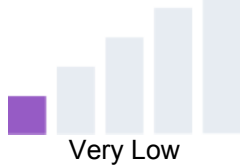
### 2022 Fall Dashboard Overall Performance for All Students

#### Academic Performance

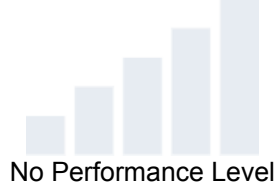
##### English Language Arts



##### Mathematics



##### English Learner Progress

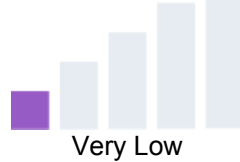


##### College/Career

Not Reported in 2022

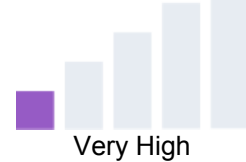
#### Academic Engagement

##### Graduation Rate



#### Conditions & Climate

##### Suspension Rate



**Conclusions based on this data:**

**1.**

# School and Student Performance Data

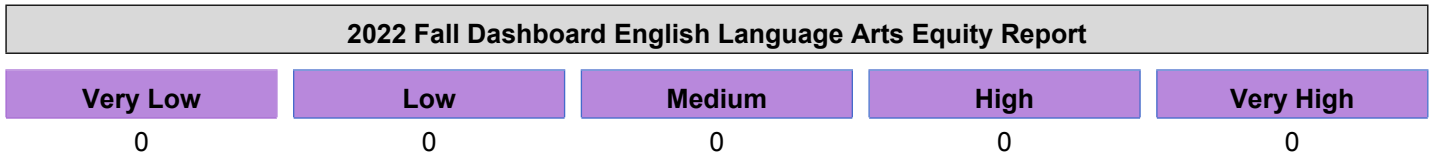
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

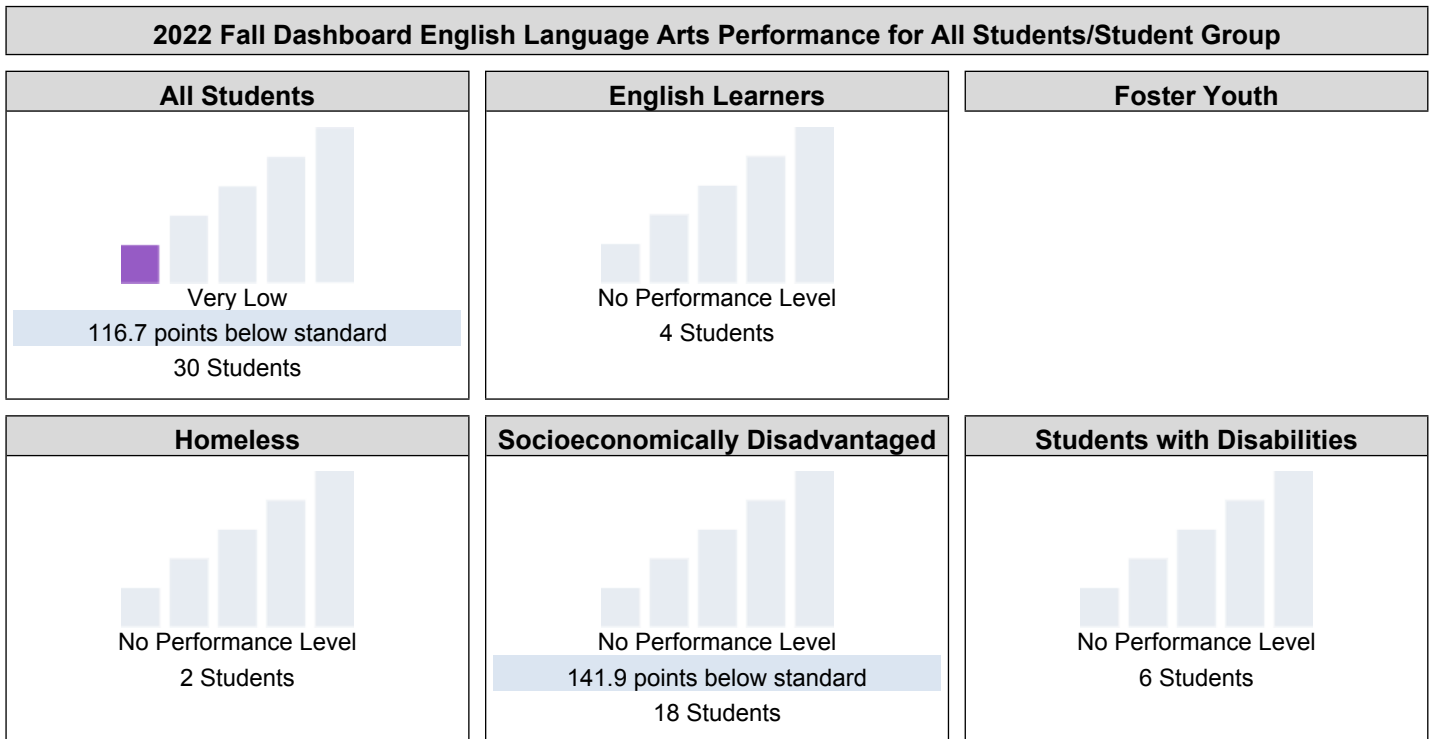
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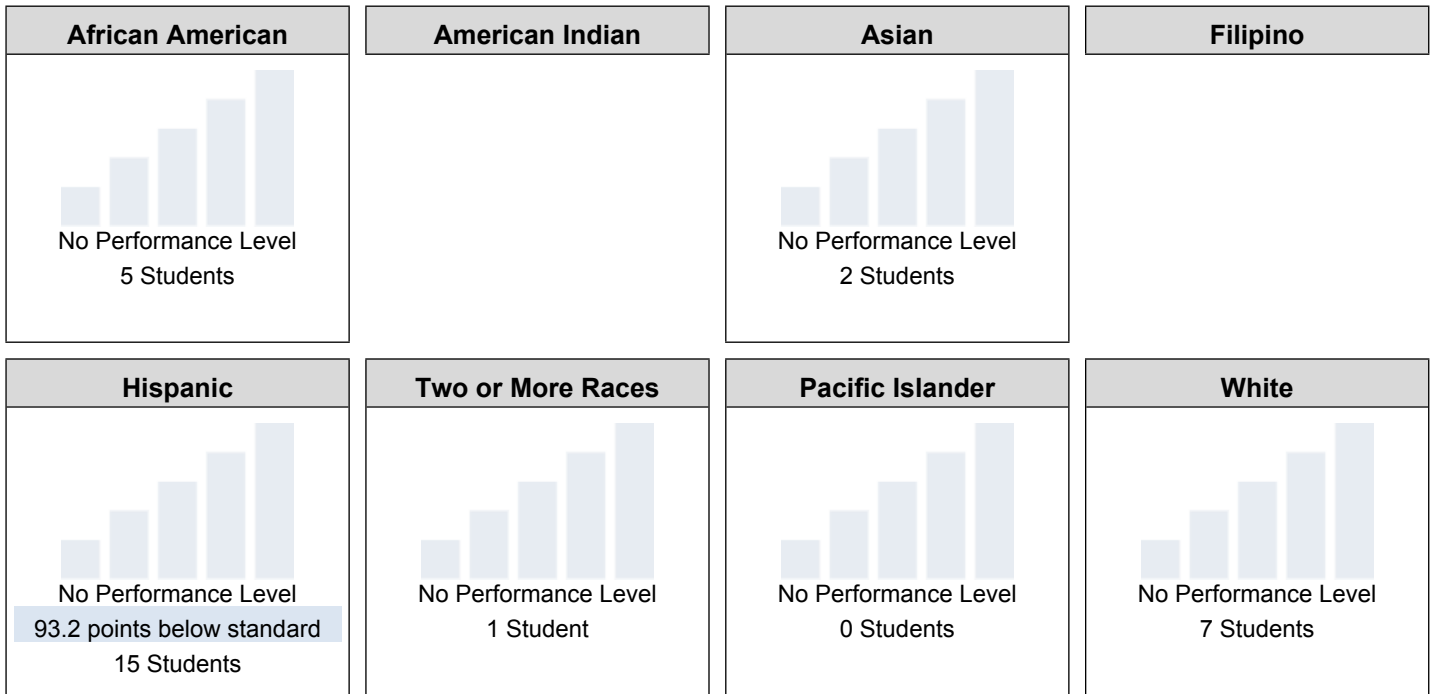
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
2 Students	2 Students	118.0 points below standard 23 Students

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

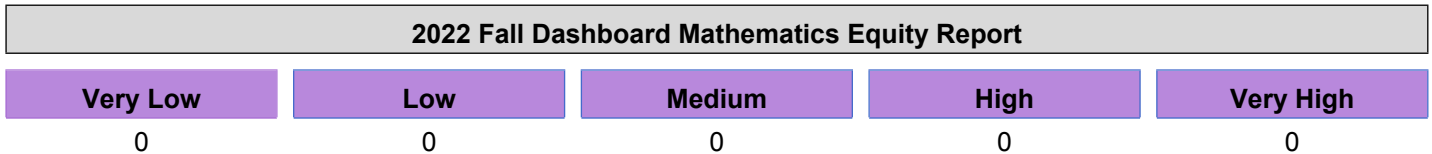
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

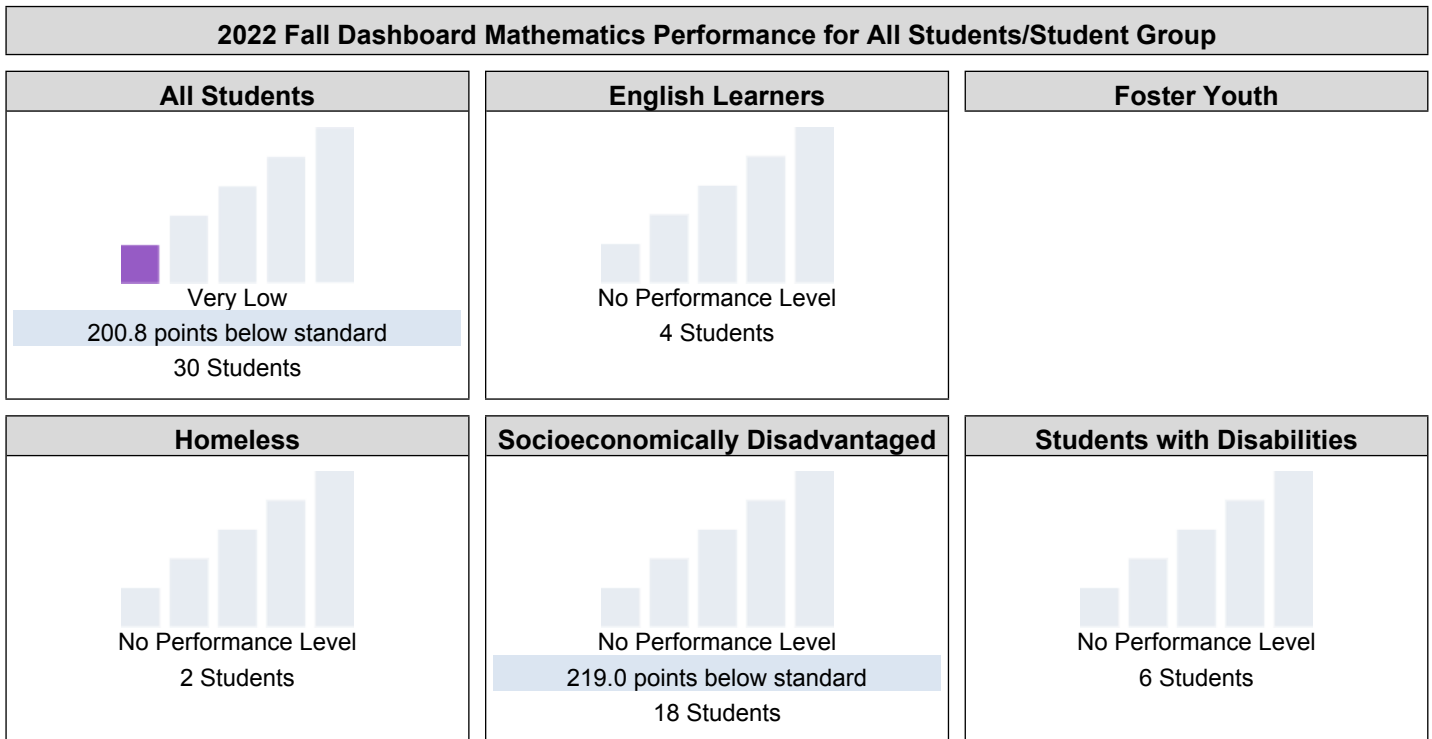
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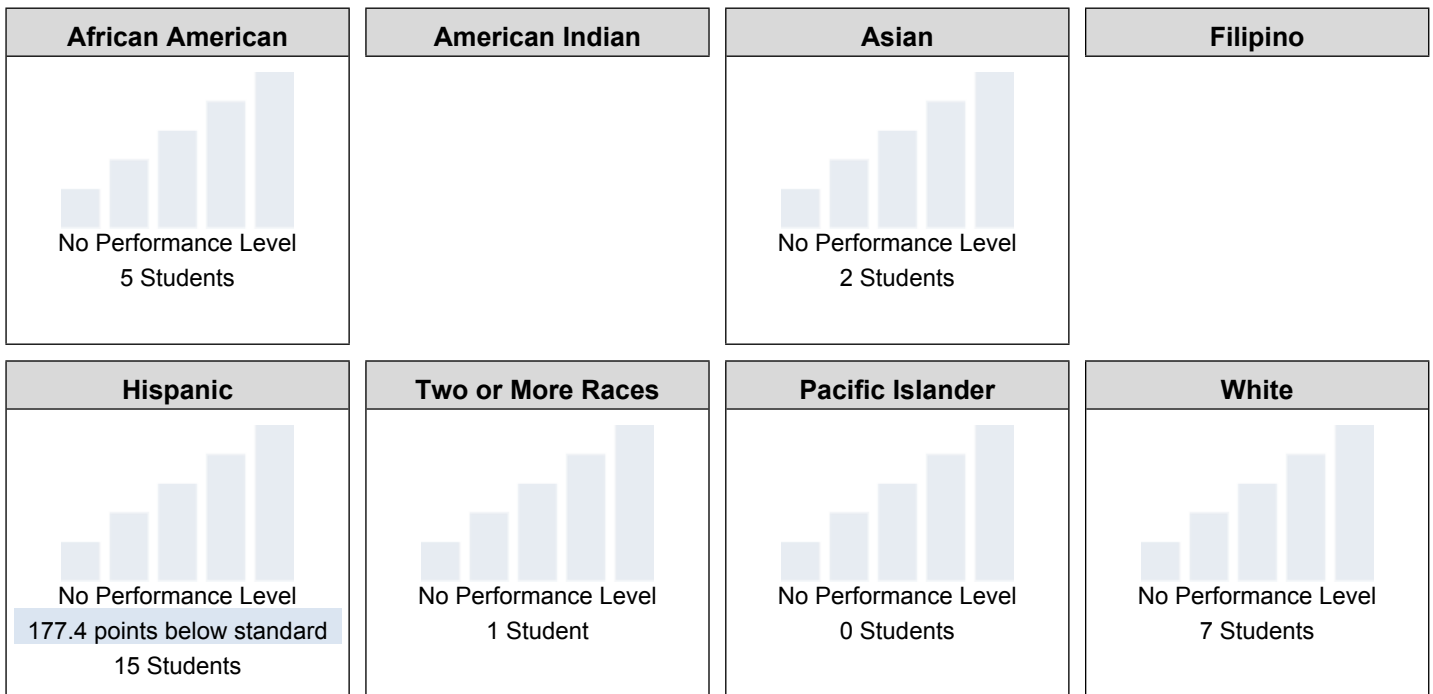
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



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

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
2 Students	2 Students	201.2 points below standard 23 Students

**Conclusions based on this data:**

**1.**

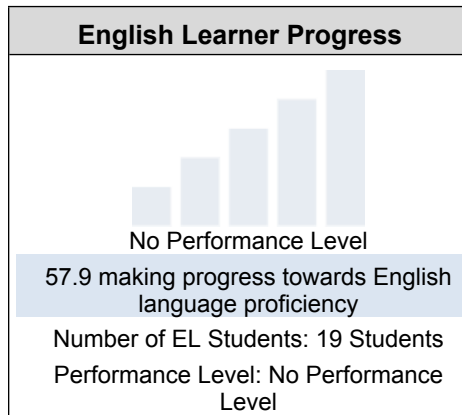
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.3%	15.8%	10.5%	47.4%

#### Conclusions based on this data:

- 1.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

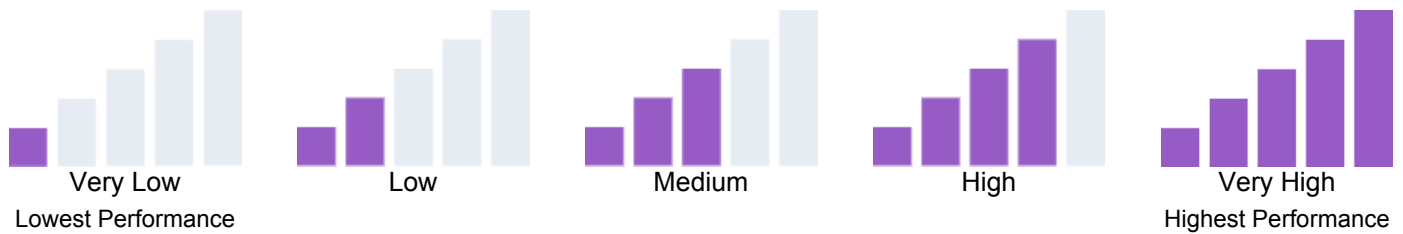
- 1.



# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



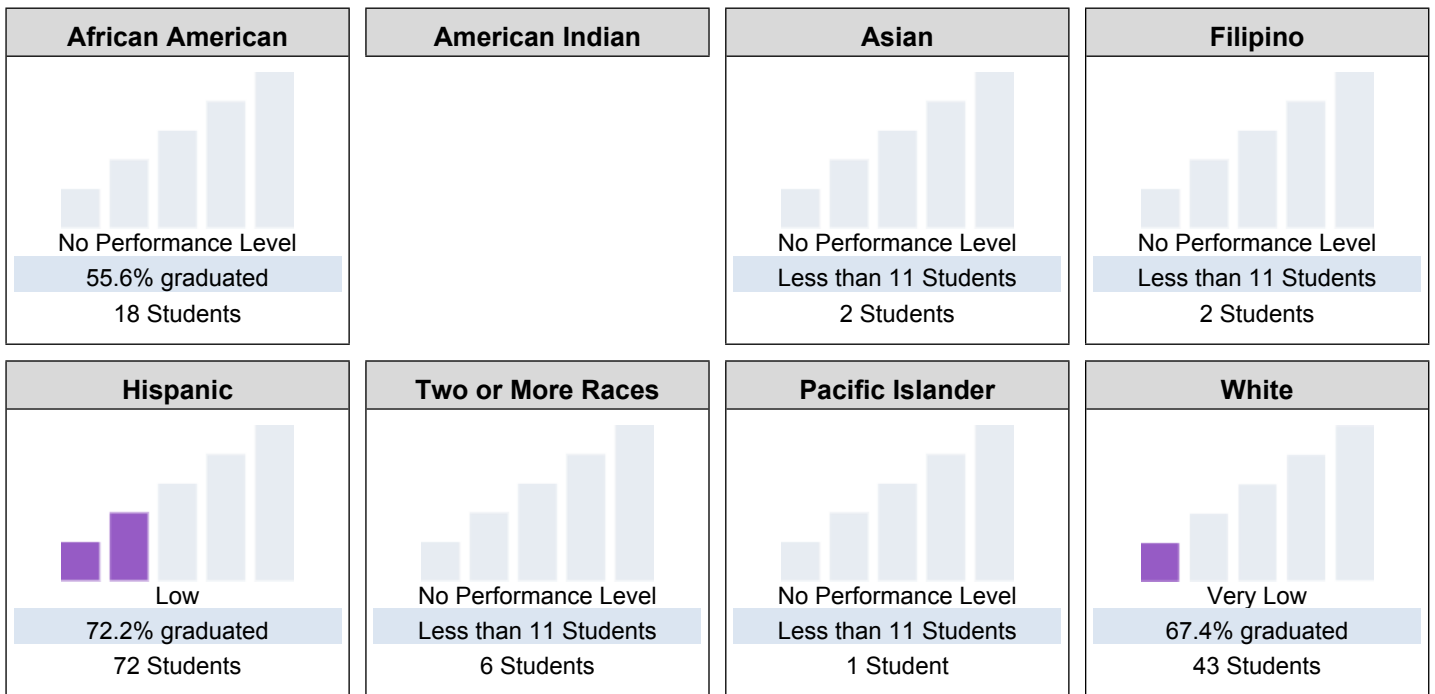
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
<b>Very Low</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Very High</b>
1	2	0	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<p>Very Low 67.6% graduated 145 Students</p>	<p>No Performance Level 42.1% graduated 19 Students</p>	<p>No Performance Level Less than 11 Students 3 Students</p>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
<p>No Performance Level 54.5% graduated 22 Students</p>	<p>Low 68.1% graduated 116 Students</p>	<p>No Performance Level 51.9% graduated 27 Students</p>

**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

- 1.

# School and Student Performance Data

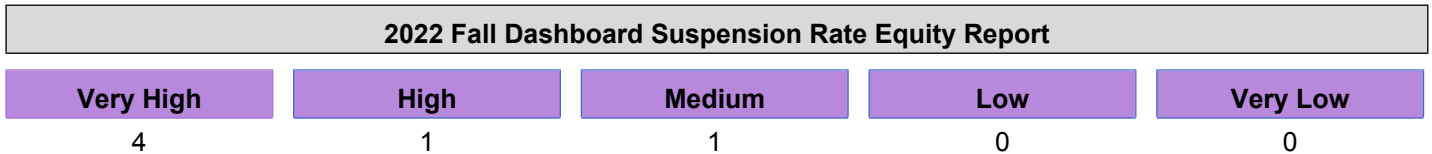
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

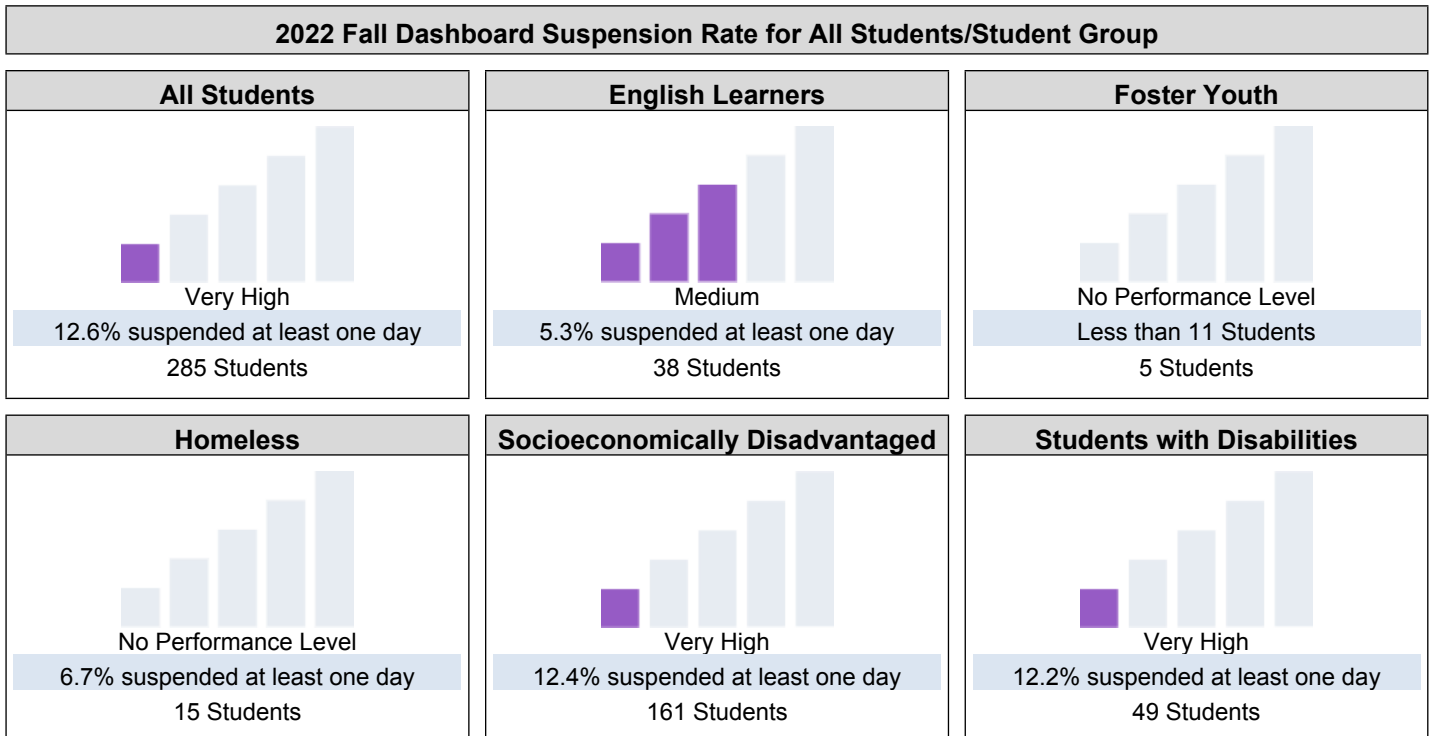
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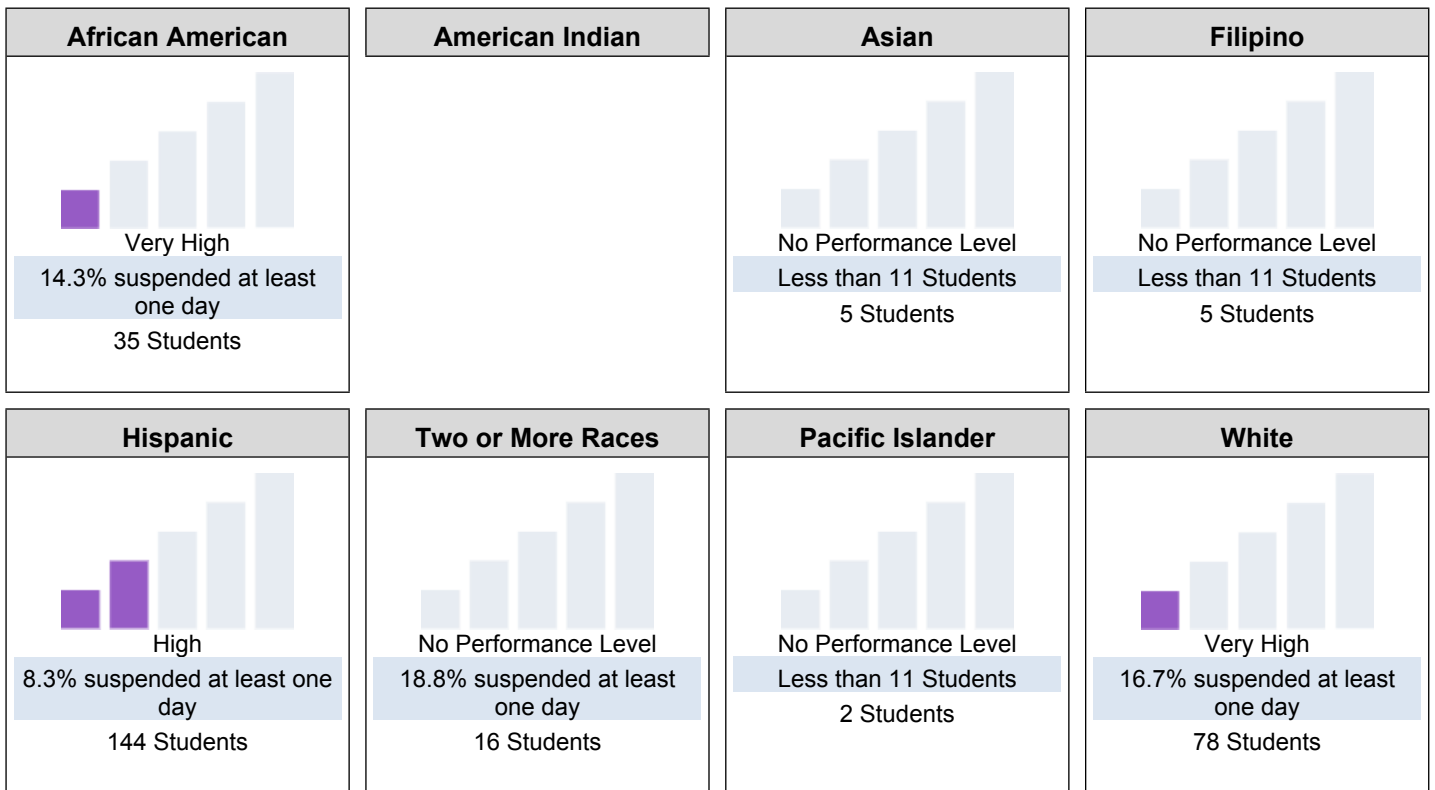
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Post-Secondary

## LEA/LCAP Goal

LEA GOAL #1 – Improve student achievement in English Language Arts and Mathematics for all students (aligns with LCAP Goal 2.B.2). For English Language Arts, we will look to increase the number of students who either exceed to meet standards from 1% to 3% (for standard exceeded) and from 4% to 6% (for standard met). For Mathematics, we will look to increase the number of students who either exceed or meet standards from 0% to 2% (for standard exceeded) and from 2% to 4% (for standard met).

## Goal 1

- Increase students' preparation for post-secondary education and/or endeavors through rigorous curriculum and standards-based 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 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, 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

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)
1,558,015	District Funded 1000-1999: Certificated Personnel Salaries
3,000.00	District Funded 5000-5999: Services And Other Operating Expenditures busses for field trips
3,000.00	District Funded 1000-1999: Certificated Personnel Salaries substitutes

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

### 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Performance

## LEA/LCAP Goal

Increase student preparation for post-secondary education (Aligns with LCAP Goal 2.B).

## 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:  
 C. Meeting state and federal accountability measures.  
 D. 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)	For the Spring 2023 administration of the SBAC, our students achieved the following (preliminary) results: <ul style="list-style-type: none"> <li>• 27.12% of students scored in the "Standards Nearly Met" in ELA</li> <li>• 11.85% of students scored in the "Standard Met or Exceeded" in ELA.</li> <li>• 10.71% of students scored "Nearly Met" in Math</li> <li>• 0% of students scored "Standards Met or Exceeded" in Math.</li> </ul>	*For the Spring 2024 SBAC administration, we will strive to prepare our students to achieve the following: <ul style="list-style-type: none"> <li>• 15% of students will score in the "Standard Met or Exceeded" in ELA.</li> <li>• 30% of students will obtain the "Nearly Met" standard in ELA.</li> <li>• 12% of students will obtain the "Nearly Met" in Math.</li> <li>• 1% of students will score in the "Standard Met or Exceed range in Math.</li> </ul>
Interim Assessment Data (2A)	Course classes will be required to give Interim Assessments	We know that our students perform lower on average than

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(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.	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.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

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

### 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)
1,558,015	District Funded 1000-1999: Certificated Personnel Salaries Salaries/District
70,000.00	District Funded 4000-4999: Books And Supplies McREL (2022-2023 contract)

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

## ANALYSIS



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

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.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Data to Drive Instruction

## LEA/LCAP Goal

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.

## Goal 3

Increase the use of qualitative and quantitative data to drive instruction for student learning.

## 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
Summative Assessments (2D/3A)	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).	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. Teachers did a lot of work planning summative assessments in 22-23 and are using the results to drive instruction for differentiation, reteaching, etc
Interim District Assessments (2A/3A)	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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>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>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>
CAASPP Data (2B)	<p>For the Spring 2023 administration of the SBAC, our students achieved the following (preliminary) results:</p> <ul style="list-style-type: none"> <li>• 27.12% of students scored in the “Standards Nearly Met” in ELA</li> <li>• 11.85% of students scored in the “Standard Met or Exceeded” in ELA.</li> <li>• 10.71% of students scored “Nearly Met” in Math</li> </ul> <p>0% of students scored “Standards Met or Exceeded” in Math</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"> <li>• 15% of students will score in the “Standard Met or Exceeded” in ELA.</li> <li>• 30% of students will obtain the “Nearly Met” standard in ELA.</li> <li>• 12% of students will obtain the “Nearly Met” in Math.</li> </ul> <p>1% of students will score in the “Standard Met or Exceed range in Math</p>
Site Based Assessments in Math and English	<p>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.</p>	<p>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.</p>

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

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)

1,558,015.00

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Salary/District

# Annual Review

## SPSA Year Reviewed: 2022-23

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 deleted.

## 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 the 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Individualized Learning Plans (ILPs)

## LEA/LCAP Goal

. (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.

## Goal 4

Develop and support individualized Learning Plans (ILPs) to aide in student success and 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 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.	The creation of an ILP will let all teachers know where each student is at in their educational path, and assist students in taking 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	Increase student connectedness by 2% for the strongly agree.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	this category, where we wanted to have an increase.	
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.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

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

### 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.

### 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	District Funded 1000-1999: Certificated Personnel Salaries Certificated and classified salaries
70,000.00	District Funded 4000-4999: Books And Supplies McREL contract
170,000.00	Comprehensive Support and Improvement (CSI)  CSI Grad Rate Funding

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

### 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).

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Graduation Rate

## LEA/LCAP Goal

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.

## Goal 5

Increase the graduation rate at La Paloma.

## 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%.

## Annual Measurable Outcomes

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%.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### 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.

# Annual Review

## SPSA Year Reviewed: 2022-23

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 deleted.

## 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 Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$20,947.00
Total Federal Funds Provided to the School from the LEA for CSI	\$191,800.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$6,548,060.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$170,000.00

Subtotal of additional federal funds included for this school: **\$170,000.00**

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 (\$)
District Funded	\$6,378,060.00

Subtotal of state or local funds included for this school: **\$6,378,060.00**

Total of federal, state, and/or local funds for this school: **\$6,548,060.00**

# 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
Comprehensive Support and Improvement (CSI)	170,000.00
District Funded	6,378,060.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,235,060.00
4000-4999: Books And Supplies	140,000.00
5000-5999: Services And Other Operating Expenditures	3,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	170,000.00
1000-1999: Certificated Personnel Salaries	District Funded	6,235,060.00
4000-4999: Books And Supplies	District Funded	140,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	3,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,564,015.00

Goal 2	1,628,015.00
Goal 3	1,558,015.00
Goal 4	1,798,015.00

# 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:

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

Name of Members	Role
Rachel Hancock	Principal
Carolynn Hoopes	Principal
Angela Skaggs	Other School Staff
Nicole Bell	Classroom Teacher
Laura Houseworth	Classroom Teacher Parent or Community Member
Lisa Matienzo	Classroom Teacher Parent or Community Member
Marcos Sanchez	Parent or Community Member
Ty Duggins	Secondary Student
Kahmari Mattie	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 .

Attested:

Principal, Rachel Hancock on

SSC Chairperson,Carolynn Hoopes on



# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

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

## **Educational Partner Involvement**

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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



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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019