School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
LIBERTY HIGH SCHOOL	07617210733980	10/19/23	11/8/23

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

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

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

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

This plan is being used by LIBERTY HIGH SCHOOL for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

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

Table of Contents

Plan Description

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

This plan is being used by LIBERTY HIGH SCHOOL for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for LIBERTY HIGH SCHOOL. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.97%	0.79%	0.61%	27	22	17
African American	5.97%	6.86%	7.75%	166	191	215
Asian	3.67%	4.06%	4.15%	102	113	115
Filipino	4.25%	4.63%	5.16%	118	129	143
Hispanic/Latino	37.60%	37.62%	36.46%	1045	1048	1011
Pacific Islander	0.58%	0.61%	0.65%	16	17	18
White	40.70%	39.45%	39.31%	1131	1099	1090
Multiple	5.04%	4.7%	4.47%	140	131	124
Total Enrollment				2779	2786	2773

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	699	723	711
Grade 10	681	699	715
Grade 11	693	645	660
Grade 12	706	719	687
Total Enrollment	2,779	2,786	2,773

Conclusions based on this data:

1. Liberty has a racially/ethnically diverse student body.

2. Total enrollment has remained consistent over the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	260	239	221	7.80%	9.4%	8.0%
Fluent English Proficient (FEP)	387	390	358	15.10%	13.9%	12.9%
Reclassified Fluent English Proficient (RFEP)				10.2%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	663	627	627	580	596	599	579	596	599	87.5	95.1	95.5
All Grades	663	627	627	580	596	599	579	596	599	87.5	95.1	95.5

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2609.	2613.	2609.	28.32	29.53	27.21	34.37	35.23	36.56	20.73	20.13	20.20	16.58	15.10	16.03
All Grades	N/A	N/A	N/A	28.32	29.53	27.21	34.37	35.23	36.56	20.73	20.13	20.20	16.58	15.10	16.03

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	29.19	29.87	24.71	54.58	55.87	60.27	16.23	14.26	15.03
All Grades	29.19	29.87	24.71	54.58	55.87	60.27	16.23	14.26	15.03

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	29.53	30.54	33.22	50.09	52.85	48.91	20.38	16.61	17.86
All Grades	29.53	30.54	33.22	50.09	52.85	48.91	20.38	16.61	17.86

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	19.34	15.60	16.36	68.05	74.66	73.62	12.61	9.73	10.02
All Grades	19.34	15.60	16.36	68.05	74.66	73.62	12.61	9.73	10.02

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	26.60	25.50	24.87	59.76	63.42	65.94	13.64	11.07	9.18
All Grades	26.60	25.50	24.87	59.76	63.42	65.94	13.64	11.07	9.18

Conclusions based on this data:

1. No data for 19-20 due to pandemic

2. SBAC data from the 2018-2019 year shows the Black/African American subgroup has increased with their success rate in meeting or exceeding standards in ELA from 39.29% to 53.85%.

3. SBAC data from 2018-2019 year shows the SPED and EL population subgroups both increased in their success rate in meeting or exceeding standards in ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	663	630	627	596	600	602	595	600	602	89.9	95.2	96
All Grades	663	630	627	596	600	602	595	600	602	89.9	95.2	96

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2552.	2560.	2560.	6.22	8.00	8.00	20.00	18.50	18.50	29.08	30.83	30.83
All Grades	N/A	N/A	N/A	6.22	8.00	8.00	20.00	18.50	18.50	29.08	30.83	30.83

Grade Level	% Standard Not Met		
	21-22	22-23	23-24
Grade 11	44.71	42.67	42.67
All Grades	44.71	42.67	42.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	12.94	11.17	9.80	63.70	68.83	69.10	23.36	20.00	21.10
All Grades	12.94	11.17	9.80	63.70	68.83	69.10	23.36	20.00	21.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	7.23	10.17	7.81	71.60	64.67	66.78	21.18	25.17	25.42
All Grades	7.23	10.17	7.81	71.60	64.67	66.78	21.18	25.17	25.42

Conclusions based on this data:

1. No data for 19-20 due to pandemic

2. SBAC data from the 2018-2019 year shows the Black/African American subgroup has increased with their success rate in meeting or exceeding standards in math from 7.14% to 14.28%.

3. SBAC data from 2018-2019 year shows the SPED and EL population subgroups both decreased in their success rate in meeting or exceeding standards in math.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1565.3	1532.4	1514.7	1576.1	1535.0	1501.7	1554.0	1529.4	1527.2	61	57	59
10	1565.8	1563.8	1535.3	1577.4	1569.1	1527.6	1553.8	1558.1	1542.5	63	63	48
11	1566.7	1563.8	1546.8	1571.2	1560.5	1541.4	1561.6	1566.5	1551.6	70	44	45
12	1559.6	1535.7	1522.9	1565.6	1535.0	1509.1	1553.2	1536.0	1536.3	47	45	36
All Grades										241	209	188

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	30.00	14.04	6.78	30.00	22.81	30.51	21.67	40.35	33.90	18.33	22.81	28.81	60	57	59
10	26.98	33.33	12.50	31.75	23.81	29.17	26.98	26.98	41.67	14.29	15.87	16.67	63	63	48
11	34.78	18.18	11.11	17.39	36.36	35.56	24.64	20.45	22.22	23.19	25.00	31.11	69	44	45
12	21.28	11.11	8.33	29.79	26.67	22.22	29.79	31.11	27.78	19.15	31.11	41.67	47	45	36
All Grades	28.87	20.10	9.57	26.78	26.79	29.79	25.52	30.14	31.91	18.83	22.97	28.72	239	209	188

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	36.67	29.82	15.25	41.67	29.82	38.98	15.00	19.30	23.73	6.67	21.05	22.03	60	57	59
10	42.86	46.03	16.67	38.10	26.98	45.83	6.35	15.87	25.00	12.70	11.11	12.50	63	63	48
11	44.93	36.36	24.44	18.84	29.55	35.56	13.04	13.64	15.56	23.19	20.45	24.44	69	44	45
12	38.30	24.44	19.44	31.91	33.33	27.78	21.28	20.00	19.44	8.51	22.22	33.33	47	45	36
All Grades	41.00	34.93	18.62	32.22	29.67	37.77	13.39	17.22	21.28	13.39	18.18	22.34	239	209	188

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.00	1.75	1.75	20.00	15.79	15.79	45.00	45.61	45.61	25.00	36.84	36.84	60	57	57
10	7.94	7.94	7.94	25.40	33.33	33.33	42.86	28.57	28.57	23.81	30.16	30.16	63	63	63
11	11.59	9.09	9.09	24.64	13.64	13.64	31.88	45.45	45.45	31.88	31.82	31.82	69	44	44
12	6.38	0.00	0.00	27.66	17.78	17.78	36.17	35.56	35.56	29.79	46.67	46.67	47	45	45
All Grades	9.21	4.78	4.78	24.27	21.05	21.05	38.91	38.28	38.28	27.62	35.89	35.89	239	209	209

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.33	15.79	6.78	73.33	68.42	64.41	13.33	15.79	28.81	60	57	59
10	9.52	26.98	6.25	71.43	53.97	68.75	19.05	19.05	25.00	63	63	48
11	26.09	13.64	6.67	39.13	59.09	57.78	34.78	27.27	35.56	69	44	45
12	10.64	8.89	5.56	59.57	53.33	61.11	29.79	37.78	33.33	47	45	36
All Grades	15.48	17.22	6.38	60.25	58.85	63.30	24.27	23.92	30.32	239	209	188

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	72.41	58.93	48.28	20.69	19.64	29.31	6.90	21.43	22.41	58	56	58
10	75.41	83.87	52.08	9.84	4.84	39.58	14.75	11.29	8.33	61	62	48
11	58.82	65.91	51.11	22.06	15.91	22.22	19.12	18.18	26.67	68	44	45
12	69.57	66.67	38.89	19.57	15.56	19.44	10.87	17.78	41.67	46	45	36
All Grades	68.67	69.57	48.13	18.03	13.53	28.34	13.30	16.91	23.53	233	207	187

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	25.00	8.77	5.08	40.00	50.88	44.07	35.00	40.35	50.85	60	57	59
10	15.87	17.46	10.42	47.62	47.62	43.75	36.51	34.92	45.83	63	63	48
11	19.12	15.91	15.56	42.65	45.45	37.78	38.24	38.64	46.67	68	44	45
12	10.64	4.44	8.33	48.94	37.78	36.11	40.43	57.78	55.56	47	45	36
All Grades	18.07	11.96	9.57	44.54	45.93	40.96	37.39	42.11	49.47	238	209	188

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.67	0.00	1.69	80.00	73.68	74.58	18.33	26.32	23.73	60	57	59
10	3.17	3.17	0.00	76.19	80.95	83.33	20.63	15.87	16.67	63	63	48
11	8.70	11.36	6.67	68.12	68.18	73.33	23.19	20.45	20.00	69	44	45
12	12.77	2.22	5.56	61.70	73.33	55.56	25.53	24.44	38.89	47	45	36
All Grades	6.28	3.83	3.19	71.97	74.64	72.87	21.76	21.53	23.94	239	209	188

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

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

School and Student Performance Data

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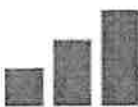
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2786	26.1	8.6	0.1
Total Number of Students enrolled in LIBERTY HIGH SCHOOL.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	239	8.6
Foster Youth	3	0.1
Homeless	21	0.8
Socioeconomically Disadvantaged	727	26.1
Students with Disabilities	474	17

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	191	6.9
American Indian	22	0.8
Asian	113	4.1
Filipino	129	4.6
Hispanic	1048	37.6
Two or More Races	131	4.7
Pacific Islander	17	0.6
White	1099	39.4

Conclusions based on this data:

1. Total enrollment is above previous projections.

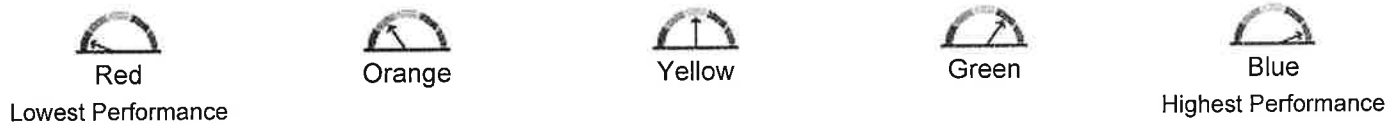# School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Green	**Suspension Rate** Orange
Mathematics Yellow	**Chronic Absenteeism** No Performance Color	
English Learner Progress Orange		
College/Career Medium		

Conclusions based on this data:

1. In the area of College and Career, it shows a need to increase CTE completion pathways and a-g completion, specifically in identified subgroups.

2. In the area of Suspension Rate, it shows a need for restorative processes and alternatives to suspension.

School and Student Performance Data

Academic Performance
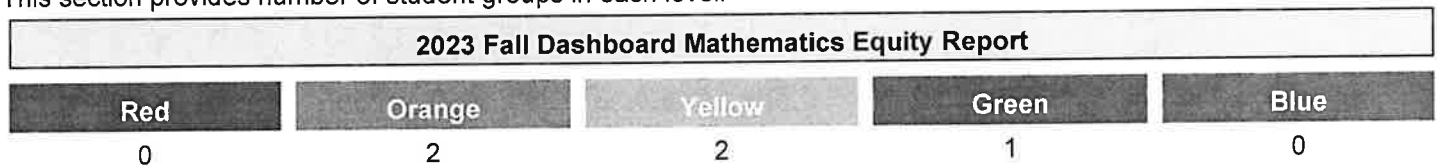### English Language Arts

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	1

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Orange	No Performance Color
32.1 points above standard	84 points below standard	0 Students
Increased Significantly +31.8 points	Increased +8.7 points	
582 Students	53 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
10 Students	7.3 points below standard	90.3 points below standard
	Increased Significantly +37.3 points	Increased +11.4 points
	157 Students	77 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
29.9 points above standard	Less than 11 Students	83.6 points above standard	84.5 points above standard
Increased Significantly +76.4 points		Increased Significantly +95.9 points	Increased Significantly +26.5 points
38 Students	6 Students	26 Students	30 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	13.4 points above standard	Less than 11 Students	Blue
0.7 points above standard	Increased +12 points		44.6 points above standard
Maintained +1.4 points	17 Students	4 Students	Increased Significantly +37.5 points
217 Students			248 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
118.8 points below standard	3.4 points below standard	39 points above standard
Increased +11.7 points	Decreased Significantly -17.4 points	Increased Significantly +33.4 points
37 Students	16 Students	451 Students

Conclusions based on this data:

1. All significant subgroups, increased significantly however EL and SPED students still show a significant need.

2. All groups that were scored in the Racial/Ethnic area also increased in their scores aside from the African American subgroup.

School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
65.3 points below standard	169 points below standard	0 Students
Increased Significantly +21.7 points	Increased +12.1 points	
585 Students	53 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
10 Students	107.7 points below standard	167.5 points below standard
	Increased Significantly +25.4 points	Increased +12.6 points
	158 Students	78 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
87.2 points below standard	Less than 11 Students	42.3 points below standard	14 points below standard
Increased Significantly +52.4 points		Increased Significantly +55.7 points	Increased Significantly +25 points
38 Students	6 Students	26 Students	30 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	102.4 points below standard	Less than 11 Students	Green
93.1 points below standard	Decreased Significantly -23.1 points		45.8 points below standard
Increased +6.6 points	17 Students	4 Students	Increased Significantly +23.7 points
217 Students			249 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
188.9 points below standard	123.1 points below standard	56.3 points below standard
Increased +14.5 points	Decreased -3.7 points	Increased Significantly +21.8 points
37 Students	16 Students	453 Students

Conclusions based on this data:

1. All significant subgroups, increased significantly however EL, Students with Socioeconomically Disadvantaged and SPED students still show a significant need. Although there was an increase across most areas, there is still a discrepancy between the different subgroups in the points below or above standard.

2. In the subgroups of African American and Two or More Races, the data shows a great need in the area of mathematics.
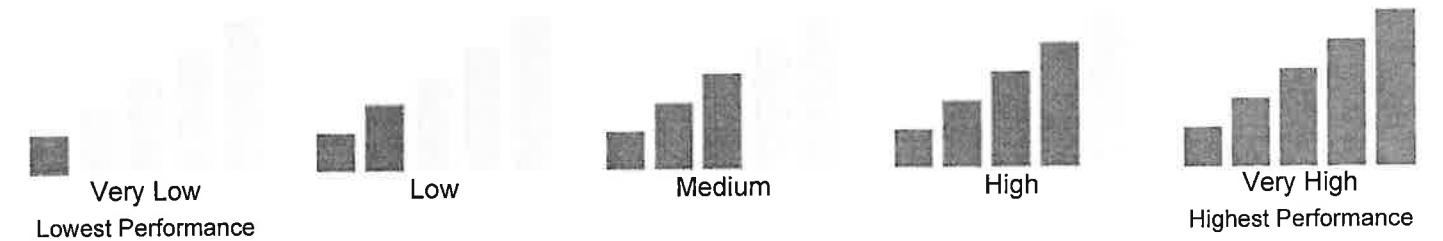
School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
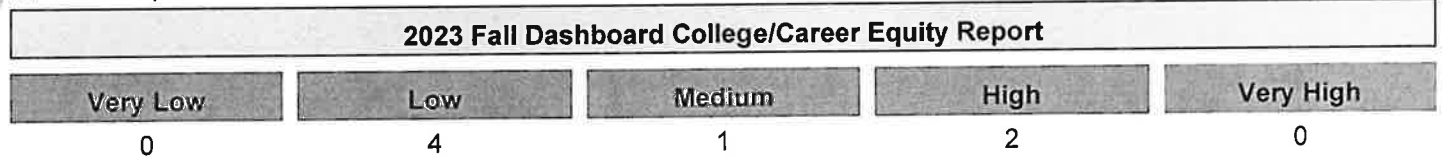
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
45.4% making progress towards English language proficiency
Number of EL Students: 185 Students
Performance Level: 3
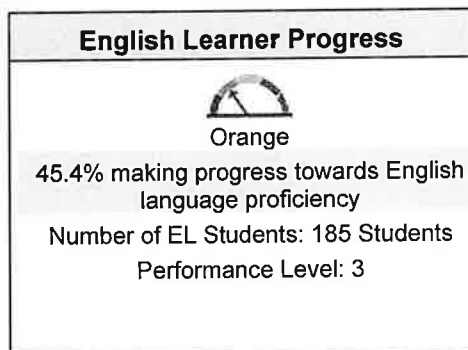
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29	69	18	66

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

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

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very Low	Low	Medium	High	Very High
0	4	1	2	0

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

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

All Students	English Learners	Foster Youth
51.9 Prepared	12.5 Prepared	Less than 11 Students
645 Students	72 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
21.7 Prepared	30.1 Prepared	12.4 Prepared
23 Students	239 Students	105 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
28.1 Prepared	Less than 11 Students	50 Prepared	58.3 Prepared
32 Students	5 Students	26 Students	24 Students

Hispanic	Two or More Races	Pacific Islander	White
45.1 Prepared	55.6 Prepared	Less than 11 Students	61.7 Prepared
253 Students	54 Students	1 Student	240 Students

Conclusions based on this data:

1. There was an increase in the number of College/Career Prepared students and a decrease of students Not Prepared.

2. Students with disabilities are the lowest achieving group in the area of College and Career Readiness.
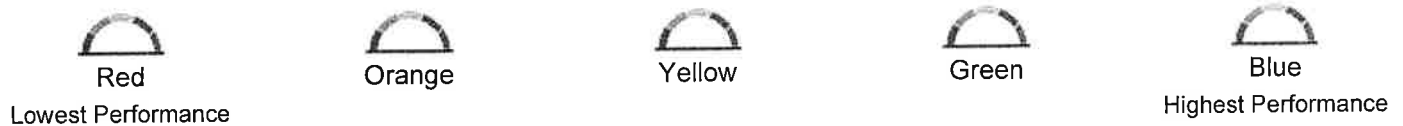
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Conclusions based on this data:

1. No data in this area.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	1	1

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	Less than 11 Students
93.8% graduated	77.8% graduated	
Maintained 0.4	Decreased Significantly -12.5	4 Students
645 Students	72 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
82.6% graduated	Yellow	Orange
Decreased Significantly -7.4	90% graduated	77.1% graduated
23 Students	Maintained -0.8	Maintained -0.4
	239 Students	105 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	Less than 11 Students	84.6% graduated	91.7% graduated
87.5% graduated		Decreased Significantly - 11.5	Increased 2
Decreased -2.7	5 Students		
		26 Students	24 Students
32 Students			

Hispanic	Two or More Races	Pacific Islander	White
Green	96.3% graduated	Less than 11 Students	Blue
93.7% graduated	Maintained 0.8		96.7% graduated
Maintained 0.4		1 Student	Increased 2.8
	54 Students		
253 Students			240 Students

Conclusions based on this data:

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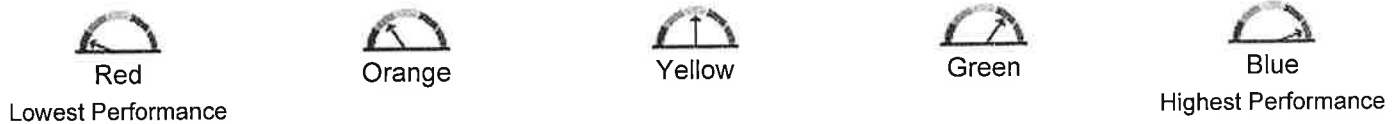
School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	8	0	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
6.5% suspended at least one day	8.3% suspended at least one day	6 Students
Increased 1.6	Increased 0.8	
2911 Students	276 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Red
9.1% suspended at least one day	8.9% suspended at least one day	11.2% suspended at least one day
Increased 1.9	Increased 1.1	Increased Significantly 4.1
66 Students	824 Students	516 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	16.7% suspended at least one day	Orange	Orange
9.1% suspended at least one day	Increased 9.5	6% suspended at least one day	2.9% suspended at least one day
Increased 2.1	24 Students	Increased 4.2	Increased 2.1
209 Students		116 Students	136 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	11.1% suspended at least one day	Orange
7.1% suspended at least one day	5.5% suspended at least one day	Increased 4.9	5.7% suspended at least one day
Increased 2	Declined -1.6	18 Students	Increased 1.1
1100 Students	181 Students		1127 Students

Conclusions based on this data:

1. Suspension rate decreased from 2018 to 2019.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **College/Career Readiness**
> Increase the number of students who are prepared for college and career (defined by the state College/Career Indicator as A-C grades in UC/CSU a-g courses, completing CTE pathways, passing 2 or more AP exams, taking dual enrollment, and/or earning the state seal of biliteracy).

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:
> A. Meeting state and federal accountability measures.
> B. Demonstrating student proficiency in all content standards.
> C. Increasing percentage of students who are college ready and UC/CSU eligible.
> D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities
>
> Goal 3: The Liberty Union High School District recognizes the need for stakeholder involvement by:
> A. Enhancing communication, partnerships, and collaboration among staff, parents, and students.
> B. Expanding family engagement.
> C. Increasing communication and collaboration with our business and community organizations.

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

> This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data:
> D, F data by semester and subgroup
> UC/CSU "a-g" course completion
> AP exam scores
> State Seal of Biliteracy
> CAASPP data
> California School Dashboard

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Grades: Continue to regularly update gradebooks D/F grade review- Report card analysis Use the Edgenuity program to allow students to improve D/F grades Collaboration: All teachers conduct peer walkthroughs to observe colleagues' instruction and discuss in PD time Content coaches working site-wide to build alignment across departments Continue EXCEL model to improve collaboration between SPED and general education teachers. Support staff collaboration by utilizing substitute teachers for release time Interventions and Supports: Paraprofessional for EL Department to increase academic support for ELD students Continue to explore ways to integrate a school-wide intervention/support program within the bell schedule Develop and articulate Tier 1 and 2 academic interventions and supports Math help and homework help after school Academic support groups and intervention (Counseling groups, SSTs, Parent Meetings) Continue to increase the use and implementation of technology in the classroom to improve student success College/career awareness: PSAT offered on campus for all 11th graders	All students	8,146 LCFF 36,311 Title I

Continue to promote College and Career Readiness/Awareness through college/career center and activities on campus Offer ASVAB on campus Instruction: Implementation of Research Supported Best Practices to increase successful access to and mastery of course content Parent engagement: Increase communication with parents regarding student progress Provide multiple training opportunities for parent/guardians on the use of Parent Portal & Canvas Parent University nights distinct by grade level Paraprofessionals to support EL students and families	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Literacy (reading, writing, listening, speaking)
Increase student achievement among all subgroups, specifically in the area of academic literacy.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum
and instructional program by:
A. Meeting state and federal accountability measures.
B. Demonstrating student proficiency in all content standards.
C. Increasing percentage of students who are college ready and UC/CSU eligible.
D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities

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

This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data overall and by student subgroups:
D, F data by semester
F data by semester
UC/CSU "a-g" course completion
SAT, ACT test results
Attendance data
CAASPP data
ELPAC data
Department common assessments

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

	learning targets and success criteria across all courses.		

Strategies/Activities

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

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

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum
and instructional program by:
A. Meeting state and federal accountability measures.
B. Demonstrating student proficiency in all content standards.
C. Increasing percentage of students who are college ready and UC/CSU eligible.
D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities.

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

This goal has been identified as an area of need after reviewing progress and levels of achievement through the following types of data:
D, F data by semester and subgroup
F data by semester and subgroup
UC/CSU "a-g" course completion
SAT and ACT test scores
CAASPP scores
department common assessments

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

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

Strategies/Activities

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

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

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Emotional and Physical Safety**
> Liberty High School will provide a physically and emotionally supportive school environment for students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

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

Strategies/Activities

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

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

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

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$1,536,693
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$257,189.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation ($)
Title I	$176,453.00

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

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

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

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

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

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

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

Expenditures by Goal

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

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

5 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Efa Huckaby	Principal
Shelly Johnson, Assistant Principal	Other School Staff
Sandra Overly	Classroom Teacher
Linda Ghilarducc	Classroom Teacher
Chris Carey	Classroom Teacher
Susan MacDonald	Classroom Teacher
Christianna Quintero	Other School Staff
Lori Freeman	Other School Staff
Alyvia Aiello	Secondary Student
Sarah Duran	Parent or Community Member
Michelle West	Parent or Community Member
Donna Masadas	Other School Staff
Debbi Weil	Other School Staff
Dante Rea	Parent or Community Member
Gabriela Castro	
Alyvia Aiello	Secondary Student
Jenny Briceno	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
[signature]	English Learner Advisory Committee

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

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

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

Attested:

Signature	
[signature]	Principal, Efa Huckaby on 10/20/22
[signature]	SSC Chairperson, Clarisse Mesa on 10/20/22

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved.

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

  B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**:
  https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

* ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

* ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

* ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

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