

School Year: **2021-22**



School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Quinta High School Dr. Rudy Wilson, Principal rudy.wilson@desertsand s.us	33-67058-3330669	05/24/21	

Purpose and Description

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

Additional Targeted Support and Improvement
School Plan for Student Achievement

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

This School Plan for Student Achievement (SPSA) is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; thereby providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2019-22 Plan Summary

The Story

Describe the students and community and how the school serves them.

La Quinta High School (LQHS) is located in the city of La Quinta, California a suburban desert community located in the Coachella Valley. The ten cities and unincorporated communities of the Coachella Valley have a permanent population of over 500,000 with an additional 300,000 seasonal residents. Located two hours east of Los Angeles and two hours northeast of San Diego, La Quinta is nestled between the San Bernardino and Santa Rosa mountains. Once considered primarily a retirement area, the city of La Quinta witnessed considerable change during the early 1990's. The population of the city was just over 5,000 in 1982 and has increased to 40,000+ as of 2011. In 1985 the median age in the Coachella Valley was sixty-four. The median age has since dropped to 42.8. With the decrease in median age has come an increase in the number of families with school-age children residing in La Quinta., California.

One of thirty five schools within Desert Sands Unified School District (DSUSD), La Quinta High School opened in 1994 and has become well established in the community. In 1995, the Air Force Junior Reserve Officer Training Corps (AFJROTC) joined the ranks of curriculum offerings contributing to the first graduating class in 1997/1998 of 230 students. At this same time, with the receipt of a magnet grant, the International Baccalaureate Programme was initiated, along with Career and Technical Education academies closely following in 1998/1999 broadening the schools academic capacity. In May of 2001, La Quinta High School was awarded full International Baccalaureate (IB) membership status..

DSUSD students in the Coachella Valley area are fortunate to have continuing education opportunities at College of the Desert Community College, California State University San Bernardino - Palm Desert Campus, University of California-Riverside and Brandman University. Beginning in 2019 La Sierra University will offer a criminal justice major at a campus to be located in Palm Desert, California. Beginning in 2018/2019, LQHS in collaboration with College of the Desert (COD) were successful in establishing one of the first dual credit enrollment courses through the Culinary Arts program. In the 2020/2021 school year LQHS added dual credit programs with the College of the Desert for the Public Service Academy and the Information Technical pathway.

Since the onset, La Quinta High School continues to promote high and rigorous standards in education where teachers and students alike seek to become part of academic excellence. Athletic championships historically abound and have become the attraction of college, university and NCAA recruitment. In addition, as an International Baccalaureate (IB) school, coupled with a broad base of academy and pathway programs LQHS continues to prosper with some programs having received national attention through public television, such as Top Chef, as recognizing La Quinta High School for having one of the largest commercial culinary kitchens in the nation.

As stated, La Quinta High School offers a number of Career and Technical Education (CTE) pathways and academies which include the following:

- Medical Health Academy
- Public Service Academy
- Culinary Arts Institute Pathway
- Information and Communication Technology Pathway
- Air Force Junior Reserve Officer Training Corps

As a traditional comprehensive high school, La Quinta High School supports a modified block schedule within a six period day, including course offerings zero and seventh periods. The faculty consists of a principal, five assistant principals, an IB coordinator, one instructional coach, an athletic director, (TOSA) an activities director, six counselors, librarian, 113 certificated teachers, and 56 classified staff. In the past three years, La Quinta High School has sustained significant staffing changes with a new principal now in the third year, two new assistant principals in the first year, one assistant principal in the fourth year, and two assistant principals beginning their sixth year. Administrative oversight duties include the areas of student discipline and support, counseling and registration, athletics, facilities, Career and Technical Education, curriculum and instruction, professional development and school improvement initiatives. Relative to the certificated teaching staff, La Quinta High School has approximately nineteen teachers between one and three years of teaching experience.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

As noted, La Quinta High School is a fully accredited four year comprehensive high school that serves students in grades nine through twelve following a traditional calendar. Opening in 1994, LQHS is the largest of four traditional high schools and three alternative high schools within the Desert Sands Unified School District. La Quinta High School offers multiple academic programs, where instruction is built upon the Rigor, Relevance, and Learner Engagement Framework founded by the International Center for Leadership in Education, and includes Advanced Placement (AP), and International Baccalaureate (IB) course offerings.

LQHS has been designated a California Distinguished School four times and of recent a California Gold Ribbon School. In 2020 the US News and World Report indicates La Quinta High School as one of the "Best High Schools" ranked 732 within the state of California and 5,147 among national rankings. In addition, the US News and World Report card indicates a College Readiness Index Ranking within California as 911, and 5,879 nationally, Advanced Placement testing of 26%, with students who took and passed at least one AP exam at 21%. The International Baccalaureate program scores indicate ??????. Further, LQHS has a 97.6% graduation rate as recently reported in the California Department of Education's school dashboard in 2021. In addition, relative to the CAASPP English Language Arts scores 66% of the students tested in the 2021 school year met or exceeded the standard. Finally, relative to the CAASPP Math scores 32% of the students tested in the 2021 school year met or exceeded the standard.

Regarding student demographics, La Quinta High School shares a culturally diverse campus includes the following populations:

- * Hispanic 69.4%
- * White 21.5%
- * Asian/Pacific Islander 0.2%
- * Filipino 1.6%
- * African American 1.8%
- * Other 5.5%

Currently, La Quinta High School has a student enrollment of approximately 2600 students of which 9.7% are classified as receiving Special Education services, 4.8% qualify for English Language Learner support, and 55.1% are indicated as socioeconomically disadvantaged and qualify for free or reduced lunch. With the release of the fall of 2019 California Dashboard, La Quinta High School has shown steady pace in the graduation rate over the past four years, as noted:

2014 - 96.4%
2015 - 97.4%
2016 - 97.5%
2017 - 97.1%
2018 - 97.1%
2019 - 95.3%
2020 - 96.8%
2021 - 97.6%

Since the last full ACS Western Association of Schools and Colleges (WASC) report in 2019, La Quinta High School has made significant changes and developments in light of declining enrollment. New programs have been instituted, which support the academic, social and emotional growth of our students, as well as providing new opportunities in Career Technical Education (CTE). For example, adding to after school academic opportunities with the expansion of the AFJROTC classes into 7th period, offering APEX credit recovery classes across all periods, and the increase of counseling support groups led by District Office personnel. Additionally, a number of our courses have recently receive A-G eligibility, thereby increasing the ease in students moving towards higher educations aspirations. Most significantly, as a District each school site at the secondary level has moved to an Integrated Mathematics Model and now offers Integrated Math I, Integrated Math II and Math III. Other master schedule innovations have included a co-teaching model for Special Education supports, and expansion of our International Baccalaureate courses accessible to all students.

Now in its fifth year of implementation, beginning in 2016/2017, La Quinta High School aligned with the District's initiation to bring Advancement via Individual Determination (AVID) to all schools in the District. Beginning in the 2019/2020 AVID classes are now completely offered to grades 9, 10, 11 and 12. In the 2021 school year, AVID and IB were combined for the 11th and 12th grade students by incorporating AVID/TOK 11 and 12. Also, continuing since the onset in 2014-2015, and in support of Desert Sands Unified School District's California Colleges Guidance Initiative (CCGI) counselors

continue to work with all students in a systematic fashion by grade level to move students through career and college exploration and planning.

With the addition of a CTE assistant principal, La Quinta High School has developed and continues with a number of exciting philanthropic events to help financial support the numerous specialized programs offered. The first of these is the Blackhawk Showdown series. Local chefs working alongside our own LQHS culinary students demonstrate culinary expertise through food challenge competitions. To date, these showdowns have raised over \$30,000. Due to Covid-19 challenges, La Quinta High School's fourth annual Spring Social has been temporarily postponed, however, is becoming a newly found tradition supporting students and programs with additional financial support.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

La Quinta High School Mission Statement

The mission of La Quinta High School's culturally diverse community is to provide, through a wide range of programs and opportunities, an academic, creative, social and co-curricular environment which develops well-rounded lifelong learners who are productive, ethical and global citizens.

La Quinta High School Vision Statement

The vision of La Quinta High School's culturally diverse community is to support a rigorous and relevant curriculum and experience for all students that places an emphasis on ensuring that positive and collaborative relationships are established to foster engaging and meaningful learning. We create a positive, safe and supportive learning environment that nurtures the academic, personal, and social development of our students, preparing them for a lifetime of learning, service, and leadership.

School culture and climate (Collective Commitment Priority #1, CA States Priorities #5, and #6 and LCAP Goal #3) needs to be reflective of our goals every day and one that emphasizes academic excellence for all students, as well as school pride.

The first area of focus School Climate is a significant area of focus based upon the results of two Panorama Education Surveys, both of which initially indicated there was a discrepancy between student and teacher perception of connectedness. For example, the school climate survey reports Caring Adult Relationships as "very much true" are only 21% in grade 9 and 25% in grade 11. As a result, LQHS will continue to focus on building meaningful relationships between school staff and students. Further, based upon the 2017-18 Panorama Education Survey relative to school climate, there was a relatively low number of students (54%) who felt connected to the school. This was compared to the staff's sense of connectedness to the school at 79% and the parents' sense of connectedness at 83%. Without a healthy sense of connectedness, students are less motivated to invest the time and energy it requires to reach their full potential. Without the connectedness, students are more likely to face chronic attendance issues, low academic achievement, and negative social issues. By increasing the number of students who feel connected to La Quinta High School, we will better serve the needs of our students. By increasing effective service to our students, the measured accountability (CA Dashboard, 5 by 5 Grid, and CAASPP) will reflect the positive change. In response to this difference, and to improve school climate, specifically student connectedness, as measured by the Panorama Education Survey on

school climate the percentages of students who indicate they have a positive connection with the school will be raised from 54% to 65%. The results of this concentration, based upon the Panorama Survey for 2019/2020, we noted 2,127 student responses. Relative to Climate of Support for Academic Learning there was a 78% response, indicating an increase of 16% from 2018/2019. Regarding the category of Sense of Belonging (School Connectedness) there was a 74% response, with a 24% increase from 2018/2019. This category noted the greatest increase. Finally, under the category of Safety there was a 74% response, with a 6% increase from the following year. In terms of progress, the graphics below are from the 2021 Panorama Survey. Every category surveyed showed significant growth or maintenance. The primary focus over the last three years was student connectedness to the school. There has been a 27 percentage point gain.



Student Climate

What feedback did students have for their school?

Secondary Student Survey (9-12)

1,116 responses | [show breakdown](#)

[Save as PDF](#)

Topic	Percent Favorable	Compared to Desert Sands Unified School District	Change since 2019-2020
Climate of Support for Academic Learning	87%	-2	▲ 9
Knowledge and Fairness of Discipline, Rules and Norms	82%	-3	▲ 14
Safety	81%	-1	▲ 7
Sense of Belonging (School Connectedness)	81%	-1	▲ 7
Background question	62%	-5 Greatest opportunity	▲ 62 Greatest increase



Student SEL

How did students perceive their own social-emotional skills?

Student Social Emotional Learning Survey (6-12)

1,124 responses | [show breakdown](#)

[Save as PDF](#)

Topic	Percent Favorable	Compared to Desert Sands Unified School District	Change since 2019-2020
Growth Mindset	82%	+3 Greatest strength	▲ 4
Self-Management	82%	-1	0
Social Awareness	79%	+2	▲ 2
Self-Efficacy	55%	-3 Greatest opportunity	▲ 5 Greatest increase

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs (Opportunities for Improvement):

As noted earlier, the first area of focus School climate is a significant area of focus based upon the results of two Panorama Education Surveys. Though we have indicated improvements this will remain an area of focus to maintain and continue upward movement in school climate and culture.

The second area of focus includes concentration in SBAC scores in both mathematics and English Language Arts. Interventions and specialized program support (Collective Commitment Priority #2, California State Priority #4 and LCAP Goal #2) will include English Language Learners, SPED, GATE, and at-risk populations by providing appropriate program services to reach grade level mastery of state standards and assessments before, during, after school, and summer. Goals will be to increase the number of students who meet or exceed the standard in both ELA and mathematics, to ensure full implementation of content standards, and to provide professional development with regard to the Rigor and Relevance Framework. According to the 2019 California School Dashboard relative to English Language Arts scores indicate 14.2 points above standard, though a decline of 9.2 points. Regarding mathematics you will note LQHS as being 50 points below standard, however, there was an increase of 14.9 points.

The third area of focus includes College and Career Readiness. La Quinta High School currently identifies 53.9% of its students as College and Career Ready as measured by the California Department of Education School Dashboard for 2019, which is a decline of 2.5% from the previous year in 2018.. Based upon the variety of avenues in achieving this number, there are multiple opportunities for LQHS to improve the number of students who are identified as College and Career Ready. It is anticipated the College and Career Readiness needs to improve across the board by at least 5%. Again in summary, the current California School Dashboard for 2019 indicates 53.9% of all students are prepared for college and career, 23.3% approaching prepared and 22.8% not prepared.

LQHS will also continue to implement the Multi-Tiered System of Supports (MTSS) as we enter the second year of the program. The ultimate goal of MTSS is to provide all students with the opportunity to learn in a safe and supportive learning environment where students can better prepare to be college and career ready. LQHS was the recipient of the Golden Sands Bronze Seal Award in 2018-2019 school year by the California Positive Behavior Interventions and Supports (PBIS) Coalition. In addition, in 2019 LQHS has included additional Tier II and Tier III students supports with a full-time mental health specialist, as well as, increased student group supports relative to emotional health care, such as, Above the Influence.

As noted, the actions and strategies within our 2021 SPSA include efforts to increase graduation rates for English Learners and Students with Disabilities, to increase the percentage of students in both ELA and math who meet or exceed the standard, and to maintain a high level of rigor, relevance, and learner engagement. To that end, we will strengthen the focus of Professional Learner Communities, specifically the four essential questions as follows:

- 1) What do we expect our students to learn?
- 2) How will we know they are learning ?
- 3) How will we respond when they don't learn?
- 4) How will we respond when they do learn?

In reviewing the California School Dashboard’s Five-by-Five Placement reports there is indication of high need improvements in the Suspension Rate. The dashboard reports a school wide performance category for suspension at a Medium rate of 3.4%, with student groups Students with Disabilities at a High rate of 8%, African Americans at a Medium rate of 5.6%, SED at a Medium rate of 4.2%. Overall suspension rates for 2018 showed a slight increase to 4%, and then again a slight increase to 4.7% in 2019, an overall increase of 0.6% from the following year.

All student groups with the exception of English Learners (Yellow) and Filipino (Blue) have a performance category at Orange. Actions and strategies supporting state priority School Climate through professional development, intervention, and the support of MTSS will be ongoing. There is also a continuing need to reduce suspension rates with effective alternatives to suspension through counseling and restorative justice methods.

We will continue work in collecting and evaluating data through site and district assessment, as well as, to include more collaboration/PLC time for departments, grade level, and program cohorts.

Increased and varied instructional strategies will be encouraged through PLCs and academic conferences (e.g., AVID, IB, AP, CTE, etc.) for all students including high need students, English Learners, and Students with Disabilities. Another significant change from our prior year SPSA is a focus on other means of intervention regarding suspensions and expulsions through the resources and guidelines within MTSS. Further, we have increased opportunities for parents to engage in their students' learning through scheduled community forums, school safety and LCAP meetings, and increased communications relative to academic supports, and college and career readiness initiatives.

COVID Considerations: While we continue to move forward with our mission and vision, it is clear; Covid left our students at least two years behind both academically and social-emotionally. LQHS has adopted the understanding we will meet the students where they are at with the goal to prepare all students and provide the best high school experience possible.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps: This data was the most recent dashboard available

Student Connectedness

Suspensions- LQHS suspension rate increased by 0.6% at 4.7% and has a slightly higher rate than the state which sits at 3.4%. The single highest group suspension is SWD at 9.3%.

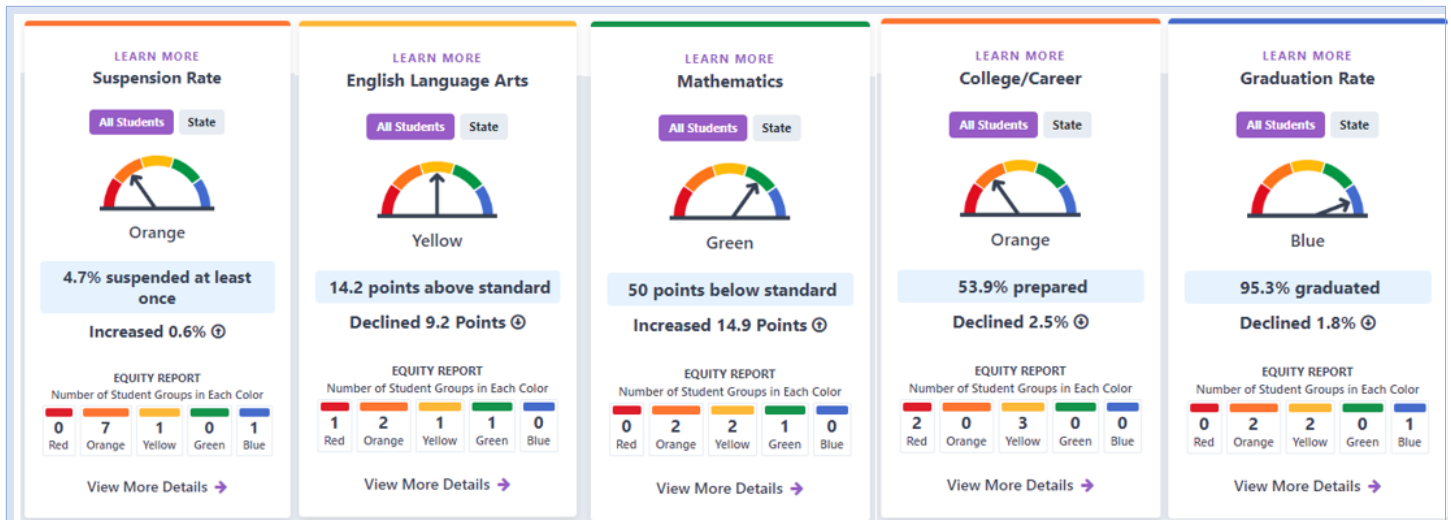
SBAC Scores

ELA-LQHS declined by 9.2 points while still 14.2 points above the standard and is higher than the states which sits at 2.5 points below standard. The lowest achieving group is ELs at 89.4 points below standard.

Math- LQHS increased by 14.9 points while still being 50 points below standard and lower than the state which sits at 33.5 below standard. The two lowest performing groups are ELs at 141.4 points below standard and SWDs at 174.3 points below standard.

College and Career Readiness- LQHS slightly decreased by 2.5% and identified 53.9% prepared while still being ahead of the state which sits at 44.1%. The two lowest performing groups were ELs at 6.8% and SWDs at 1.6%.

Graduation Rates- LQHS slightly decreased by 1.8% at 95.3% while still higher than the state which sits at 85.9%. The two lowest performing groups are ELs at 81.8% and SWDs at 72.6%.



Resource Inequities

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

Student Connectedness

Suspensions- LQHS suspension rate increased by 0.6% in the 2020 school year. No new data for the 2021 school year.
Needs: Continued support for MTSS interventions, increased counseling services from MFT, and increased school-wide student connectedness

CAASPP Scores

ELA-LQHS declined by 9.2 points in the 2020 school year. For the 2021 school year, LQHS had 32% of the students who met/exceeded the standard in math as compared to the state which had 34%.
Needs: Increased PLC collaboration and planning.

Math- LQHS increased by 14.9 points in the 2020 school year. For the 2021 school year, LQHS had 66% of the students who met/exceeded the standard in math as compared to the state which had 59%.
Needs: Intervention supports for ELs, SWDs, and generally struggling students.

College and Career Readiness- LQHS slightly decreased by 2.5% in the 2020 school year. No new data in the 2021 school year.
Needs: Increased interventions and supports by guidance counselors as well as Tier I, Tier II, and Tier III teams.

Graduation Rates- LQHS slightly decreased by 1.8% in the 2020 school year and a 0.8% increase in the 2021 school year.
Needs: Increased interventions and supports by administration, guidance counselors and various academic departments.

Need Assessment - Stakeholder Involvement

SPSA Year: 2021-22

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

Input from the entire teaching staff, a representative classified staff and surveys collected for the entire student body in conjunction with an established leadership team (administration and department chairs) helps to identify and write this SPSA plan.

How: Staff meetings and non-student school days were used to involve the staff in data collection and a self-study on programs strengths and needs. In part, this was conducted within WASC preparation. Selected members of the classified staff underwent a similar process with administrations to further collect data and input from the perspective of the support staff. Twice during the school year, the student body took Panorama surveys on a variety of topics including school climate (safety, connectedness, etc.), academic support, and social emotional learning. The department chairs met two times throughout the school year on pullout days to examine data and help write this SPSA.

Throughout the school year, a variety of data was shared with the stakeholders to help develop a picture of the strengths and challenges of La Quinta High School and the students we serve. The expectation of rigorous and comprehensive academic and co-curricular programs were evident through shared data, course offerings, and program offerings. There was a need to further support struggling students (SpEd, ELs, and certain subgroups) and students who wanted to be challenged (IB, AVID, CTE, etc.). There were also several discussions about getting more students involved and connected to the school. By getting more students connected, they would be more likely to experience greater academic and social success. These discussions helped focus some of the intervention efforts on providing support to all struggling students and students who wanted to be challenged. By better supporting these students, the staff would need to be better supported (professional development and peer/admin support). The strategies in this SPSA support students academically and socially as well as best first instruction for the teaching staff.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

The various stakeholders helped focus the narrative of La Quinta High School. Moreover, they helped to validate the many positives and illuminate the challenges we currently face. As a results, there were identified needs which developed into focus areas, strategies for addressing those areas, and funding to address the strategies. Due to the struggles of Covid and lack of data, many of the needs remain in place.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Funds Provided to the School Through the ConApp	\$0
<ul style="list-style-type: none"> <li data-bbox="154 493 446 535">• Total Title I Funds: 	\$0
<ul style="list-style-type: none"> <li data-bbox="154 556 552 598">• Total Centralized Services: 	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,007.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

n/a

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.53%	0.36%	0.3%	14	9	7
African American	1.78%	1.54%	1.2%	47	39	31
Asian	2.62%	2.56%	2.7%	69	65	68
Filipino	1.56%	1.34%	1.3%	41	34	32
Hispanic/Latino	69.45%	71.79%	73.6%	1,830	1,820	1,847
Pacific Islander	0.23%	0.12%	0.1%	6	3	2
White	21.48%	19.84%	18.4%	566	503	462
Multiple/No Response	%	0.83%	1.7%		41	43
	Total Enrollment			2,635	2,535	2,511

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	687	680	662
Grade 10	691	657	658
Grade 11	639	626	620
Grade 12	618	572	571
Total Enrollment	2,635	2,535	2,511

Conclusions based on this data:

1. There is a decline in certain subgroups over the three year cycle (Whites down 3.08%, African Americans down 0.58%, and Filipinos down 0.26%).
2. There is a clear increase with one large group over the three year cycle (Hispanics up 4.5%)
3. Over all the student population is slightly down by 124 students. Generally speaking, there are subtle changes in the student demographics over the years. As a result, the needs of the students have slightly changed as well.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	127	136	154	4.8%	5.4%	6.1%
Fluent English Proficient (FEP)	949	872	819	36.0%	34.4%	32.6%
Reclassified Fluent English Proficient (RFEP)	28	0	17	20.9%	0.0%	12.5%

Conclusions based on this data:

1. The number of ELs over the three year span has increased by 1.3%.
2. The number of FEP has decreased by 3.4% .
3. The overall percentage of RFEPs has decreased by 8.4%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	600	611	590	587	604	584	587	604	584	97.8	98.9	99
All Grades	600	611	590	587	604	584	587	604	584	97.8	98.9	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2642.	2605.	2595.	39.86	25.99	19.52	34.92	37.25	38.01	17.04	21.36	25.51	8.18	15.40	16.95
All Grades	N/A	N/A	N/A	39.86	25.99	19.52	34.92	37.25	38.01	17.04	21.36	25.51	8.18	15.40	16.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	48.21	33.77	26.93	39.49	48.51	46.14	12.31	17.72	26.93
All Grades	48.21	33.77	26.93	39.49	48.51	46.14	12.31	17.72	26.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	45.39	33.28	30.87	45.22	47.35	53.34	9.39	19.37	15.78
All Grades	45.39	33.28	30.87	45.22	47.35	53.34	9.39	19.37	15.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	32.59	22.85	22.43	57.85	64.40	61.82	9.56	12.75	15.75
All Grades	32.59	22.85	22.43	57.85	64.40	61.82	9.56	12.75	15.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	53.33	38.91	29.33	37.61	44.21	52.83	9.06	16.89	17.84
All Grades	53.33	38.91	29.33	37.61	44.21	52.83	9.06	16.89	17.84

Conclusions based on this data:

1. There was a significant decrease in the number of students who met or exceeded the standard in ELA of 17.45% over the last three years of data.
2. The number of students who nearly met the standard increased by 8.47%.
3. The number of students who did not meet the standard increased by 8.77%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	600	611	591	583	603	583	583	603	583	97.2	98.7	98.6
All Grades	600	611	591	583	603	583	583	603	583	97.2	98.7	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2580.	2562.	2576.	13.21	8.13	9.78	21.10	18.91	20.93	27.96	32.01	32.08	37.74	40.96	37.22
All Grades	N/A	N/A	N/A	13.21	8.13	9.78	21.10	18.91	20.93	27.96	32.01	32.08	37.74	40.96	37.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.84	15.09	19.21	30.19	34.16	34.65	45.97	50.75	46.14
All Grades	23.84	15.09	19.21	30.19	34.16	34.65	45.97	50.75	46.14

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	17.50	10.78	14.92	48.37	54.56	50.60	34.13	34.66	34.48
All Grades	17.50	10.78	14.92	48.37	54.56	50.60	34.13	34.66	34.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.01	12.27	16.12	57.80	60.36	57.80	24.19	27.36	26.07
All Grades	18.01	12.27	16.12	57.80	60.36	57.80	24.19	27.36	26.07

Conclusions based on this data:

1. There was a slight drop in the number of students who met or exceeded the standard (-3.6%) over the last three years of data.
2. There was an increase in the number of students who nearly met the standard (+4.12%) over the last three years of data.

3. There was essentially no movement in the number of students who did not meet the standard (-0.52%) over the last three years of data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9		1519.2		1515.8		1522.1		34
Grade 10		1539.0		1544.8		1532.8		36
Grade 11		1533.7		1518.5		1548.4		23
Grade 12		1456.8		1455.0		1458.2		24
All Grades								117

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		8.82		32.35		35.29		23.53		34
10		25.00		27.78		27.78		19.44		36
11		8.70		30.43		34.78		26.09		23
12		8.33		29.17		29.17		33.33		24
All Grades		13.68		29.91		31.62		24.79		117

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		14.71		44.12		26.47		14.71		34
10		38.89		27.78		16.67		16.67		36
11		17.39		43.48		17.39		21.74		23
12		20.83		37.50		12.50		29.17		24
All Grades		23.93		37.61		18.80		19.66		117

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		2.94		20.59		44.12		32.35		34
10		0.00		30.56		38.89		30.56		36
11		4.35		21.74		39.13		34.78		23
12		0.00		20.83		29.17		50.00		24
All Grades		1.71		23.93		38.46		35.90		117

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9		2.94		79.41		17.65		34	
10		2.78		75.00		22.22		36	
11		13.04		34.78		52.17		23	
12		0.00		41.67		58.33		24	
All Grades		4.27		61.54		34.19		117	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9		58.82		26.47		14.71		34	
10		72.22		11.11		16.67		36	
11		56.52		34.78		8.70		23	
12		62.50		12.50		25.00		24	
All Grades		63.25		20.51		16.24		117	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9		14.71		35.29		50.00		34	
10		8.33		63.89		27.78		36	
11		8.70		56.52		34.78		23	
12		8.33		41.67		50.00		24	
All Grades		10.26		49.57		40.17		117	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		2.94		67.65		29.41		34
10		2.78		69.44		27.78		36
11		4.35		82.61		13.04		23
12		4.17		62.50		33.33		24
All Grades		3.42		70.09		26.50		117

Conclusions based on this data:

1. Freshmen, sophomores, and juniors all out perform seniors on the ELPAC. Freshmen out perform seniors by 82.2 percentage points. It will be worth looking at the disparity in academic supports between the grade levels.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,535	62.6	5.4	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	5.4
Foster Youth	7	0.3
Homeless	38	1.5
Socioeconomically Disadvantaged	1,588	62.6
Students with Disabilities	229	9.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	1.5
American Indian	9	0.4
Asian	65	2.6
Filipino	34	1.3
Hispanic	1,820	71.8
Two or More Races	41	1.6
Pacific Islander	3	0.1
White	503	19.8

Conclusions based on this data:






1. LQHS has an majority of its student qualifying as socioeconomically disadvantaged (62.6%). When there are financial impacts to students academics, this needs to be taking into consideration (e.g., high stakes assessments such as AP or IB assessments).

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. While the suspension indicator is in the medium range, there is a need to reduce the number of overall suspensions. Students with disabilities remain an area of focus with 9.3%. The majority of the student groups were identified as very low or medium. There was a significant improvement in math. The overall graduation rate remains very high. There is no current data to compare.
2. While the college and career indicator declined slightly, there are opportunities to positively affect the other four highlighted indicator by better preparing the students to college and career readiness. There is no current data to compare.

School and Student Performance Data

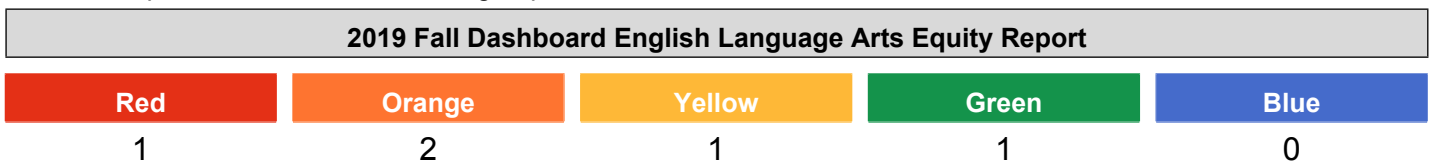
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Red	 No Performance Color
14.2 points above standard	89.4 points below standard	0 Students
Declined -9.2 points	Declined Significantly -23.4 points	
579	42	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
Less than 11 Students - Data Not Displayed for Privacy	4.4 points below standard	91.3 points below standard
2	Declined Significantly -15.2 points	Increased Significantly ++23.4 points
	337	53

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 28.6 points above standard Declined Significantly -15.3 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 21.2 points above standard Declined Significantly -52.1 points 15	 No Performance Color 59.3 points above standard Declined Significantly -37.4 points 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.2 points above standard Declined -11.7 points 393	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 48 points above standard Increased ++8.3 points 129

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.1 points below standard Declined -9.2 points 21	74.7 points below standard Declined Significantly -24.1 points 21	21 points above standard Declined -6.1 points 334

Conclusions based on this data:

- Based upon the CAASPP data for ELs, the distance from standard was significant. The CAASPP data needs to be reviewed to determine why there was a drop. Using the PLCs, each department would develop strategies to determine how to best address the data. There is no current data to compare.
- The one significant area of growth was SWDs with a positive gain of 23.4 points. The push-in model helped to increase best first instruction. The students were further supported with the study skills courses. There is no current data to compare.

School and Student Performance Data

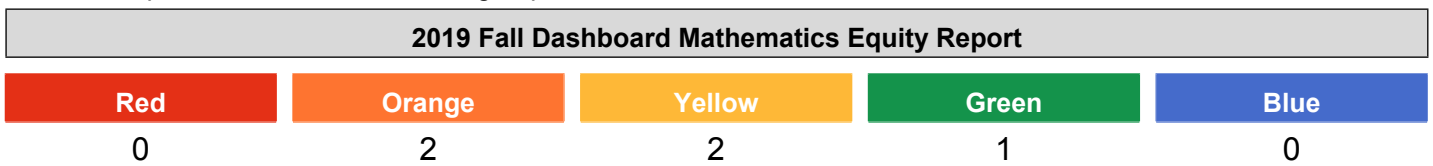
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>50 points below standard</p> <p>Increased ++14.9 points</p> <p>578</p>	<p>English Learners</p> <p>Orange</p> <p>141.4 points below standard</p> <p>Increased ++3.6 points</p> <p>41</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>71.6 points below standard</p> <p>Increased ++8.5 points</p> <p>336</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>174.3 points below standard</p> <p>Increased Significantly ++23.3 points</p> <p>52</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 74.9 points below standard Declined Significantly -32.9 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 8.9 points above standard Declined -14.3 points 15	 No Performance Color 21.3 points above standard Increased ++12.8 points 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 65.6 points below standard Increased ++14.4 points 392	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 10.1 points below standard Increased Significantly ++31.3 points 129

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
146.3 points below standard Increased ++3 points 20	136.8 points below standard Increased ++6 points 21	40.8 points below standard Increased Significantly ++19.5 points 334

Conclusions based on this data:

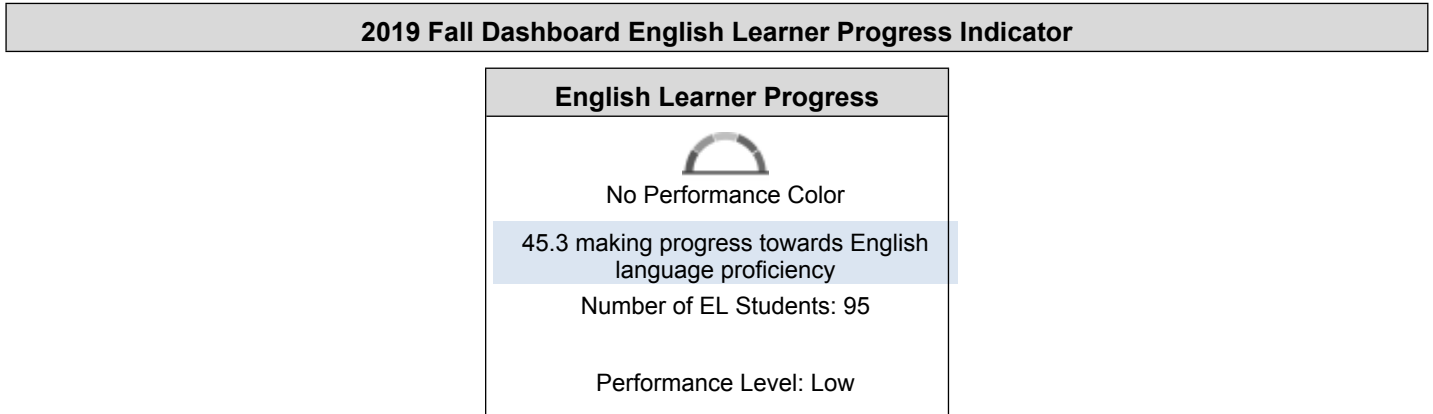
1. Every group registered positive growth except African Americans and Asians. SWDs (23.3 pts) registered the second high growth behind Whites (31.3 pts). There is no current data to compare.
2. The concern is still with the exception of Asian and Filipinos, all groups remain below standard. Clearly, there is progress. There is no current data to compare.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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.

2019 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
12.6	42.1	5.2	

Conclusions based on this data:

- Overall the English Learner Progress stands to be very high at 86.4%. The data indicates the graduation rate of 88.7% needs to grow. The English Learners are -11.1% below the school average. The number of students who are college and career ready is low at 26.5%. We will look at issues of equity and access for these students. There is no current data to compare.

School and Student Performance Data

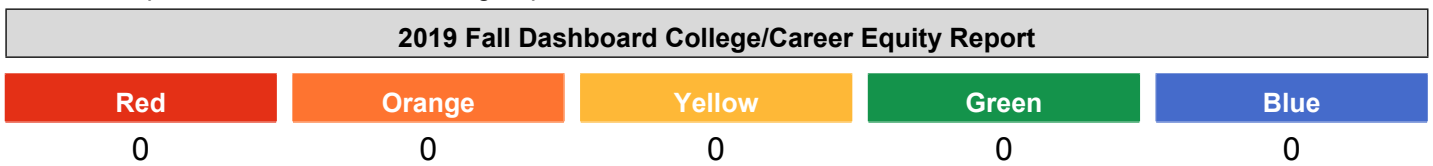
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> Orange 53.9 Declined -2.5 614	<p>English Learners</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<p>Socioeconomically Disadvantaged</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<p>Students with Disabilities</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
56.4 Prepared	56.4 Prepared	53.9 Prepared
23.3 Approaching Prepared	23.3 Approaching Prepared	23.3 Approaching Prepared
20.3 Not Prepared	20.3 Not Prepared	22.8 Not Prepared

Conclusions based on this data:

- Overall, the college/career readiness indicator is solid despite the slight decline. While there are multiple sub-indicators in area, attention should be paid on how the data is being reported. There is no current data to compare.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

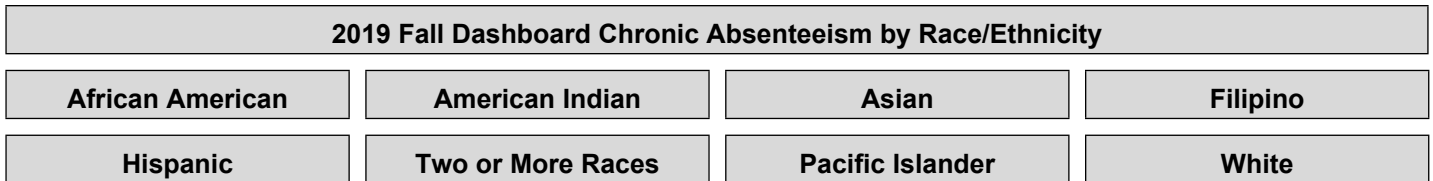
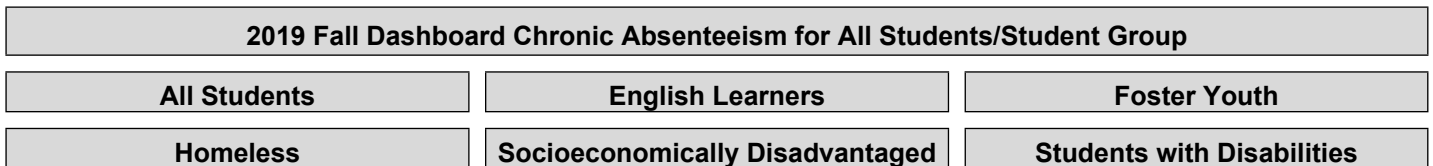
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

1. Of the larger subgroups (English Learners and Students with Disabilities), two had higher than average Chronic Absenteeism rates (19.2% and 22.4%). The overall rate was at 10.8%. There is likely a connection between the number of students who are absent with the number of students in these subgroups who are also struggling in proficiency as well graduation rates. There is no current data to compare.

School and Student Performance Data

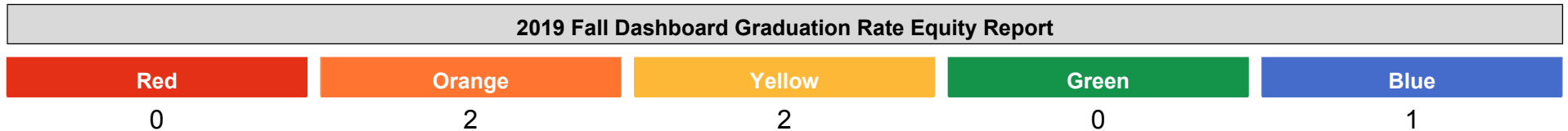
Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

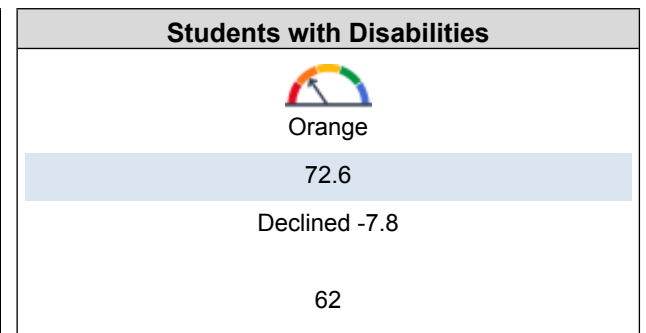
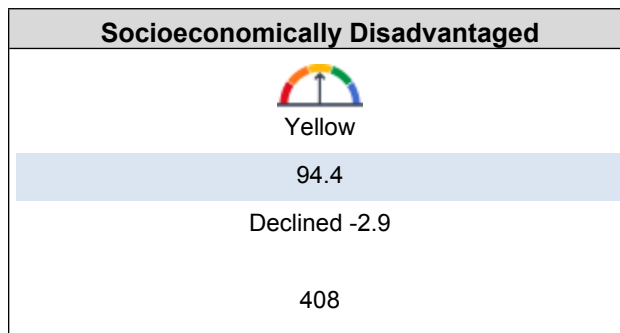
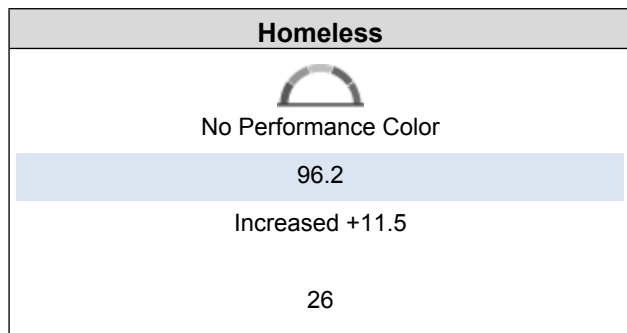
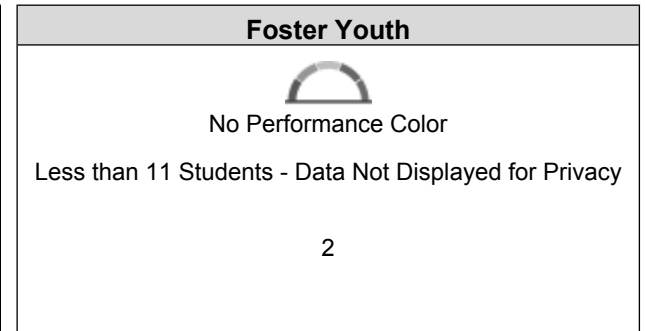
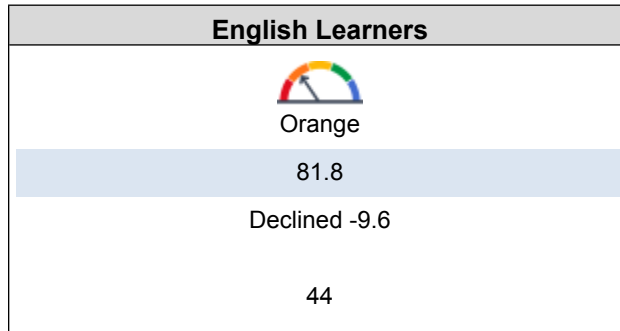
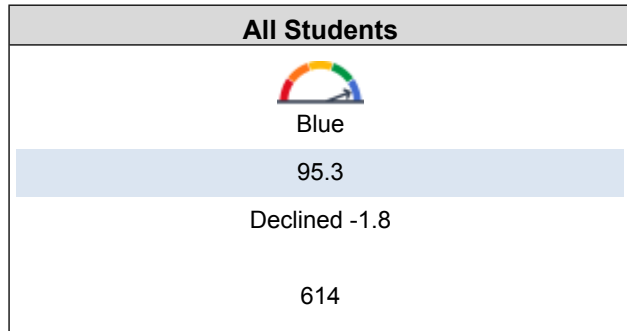


This section provides number of student groups in each color.











This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group



2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 91.7 Declined -1.7 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 100 Maintained 0 17	 No Performance Color 84.6 13
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.7 Declined -1.6 418	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 94.9 Declined -2.2 136

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
97.1	95.3

Conclusions based on this data:

- The overall is very high at 95.3%. That rate is higher than both the county and state average. The two groups in need of consideration are the English Learners and Students with Disabilities. This may also be an issue of equity and access. There is no current data to compare.
- There was also a change in the calculation of which students count as a dropout. There is no current data to compare.

School and Student Performance Data

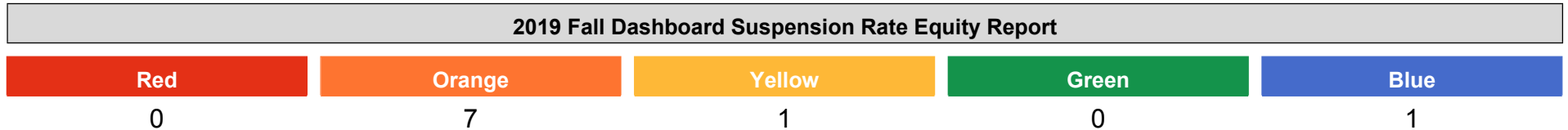
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

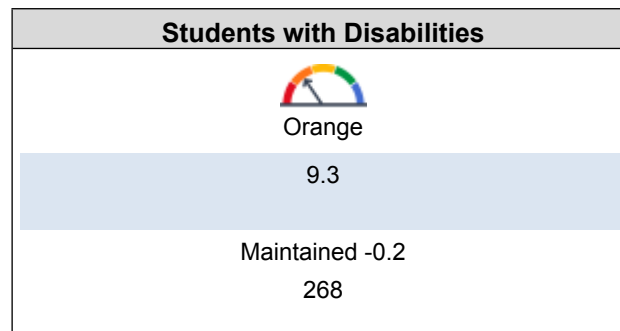
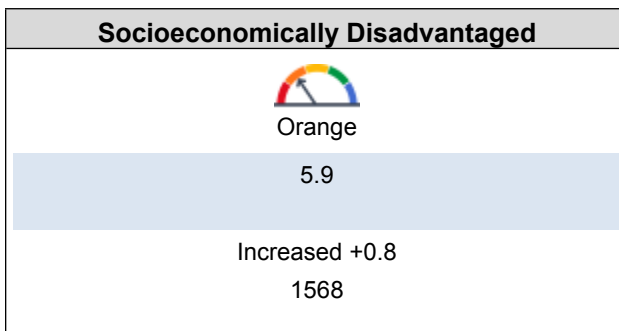
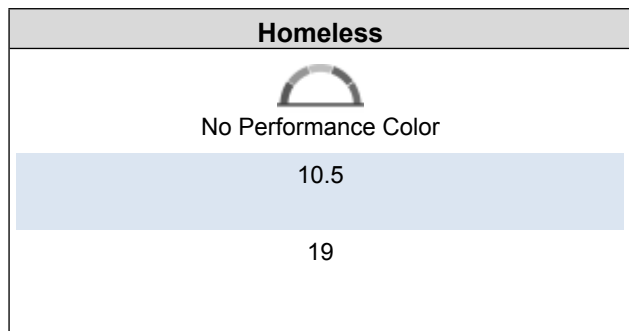
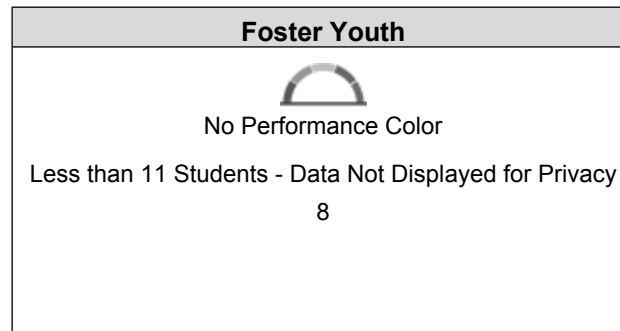
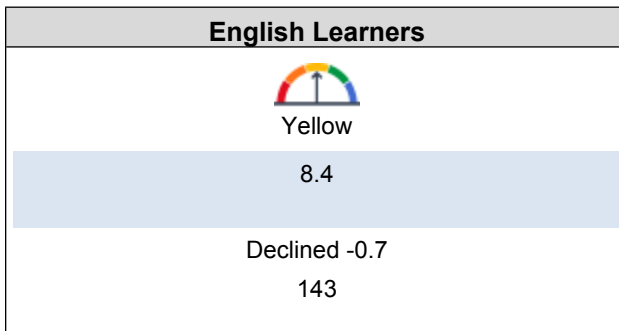
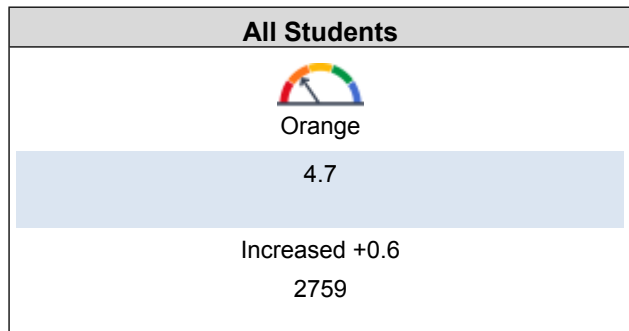


This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.8 Increased +0.8 52	 No Performance Color 13.3 Declined -3.3 15	 Orange 4.1 Increased +2.6 73	 Blue 0 Maintained 0 41
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.2 Increased +0.5 1909	 Orange 1.6 Increased +1.6 64	 No Performance Color Less than 11 Students - Data Not 6	 Orange 3.2 Increased +0.7 599

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4	4.7

Conclusions based on this data:

1. The overall suspension rate was in the medium range at 3.4%. Most subgroups range from very low to medium. The one encouraging positive was SWDs who experienced a decline in suspensions.. There is a real opportunity to implement other means of intervention which keep struggling students in school. The addition of a full time MFT has shown significant improvement for students. Due to Covid and the lack of comparable data, the metrics have not changed. There is no current data to compare.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2020-21

Goal 1

All students will demonstrate growth as measured by federal, state and district assessment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

All: +48.2
ELs: -25.6
SWD: -52.6

All: -26.1
ELs: -60.1
SWDs: -89.5
White: -16.6
Hispanic: -32.4
SED: -32.4

Actual Outcomes

Pending new comparable data

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will receive instruction using standards-based State/District adopted core programs	Standards based instruction will be delivered by appropriately credentialed teachers.	Base 0	0
All classroom teachers are appropriately assigned and fully credentialed	The teachers will be assigned to courses by administration according to their credentials.	Base 0	0
<p>All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.</p> <p>The ELD team will monitor student progress toward proficiency and possible reclassification.</p>	<p>ELD instruction will be delivered to students by all teacher based upon best first instruction. Best practices will be support through the ELD Coordinator.</p>	Base 0	0
Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC.	During monthly SAST District Led meeting, best practices for EL students will be shared with all staff.	Centralized Services 0	0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will use data tools to analyze and monitor student progress	The tools used will include Hoonuit, CAASPP, IB Assessments, grade reporting, classroom assessments, etc.	Centralized Services 0	0
Site leadership will participate in the District TRAC process to address identified school wide and district instructional goals	This will occur twice per year.	Centralized Services 0	0
Provide Before/During/After school reading and math interventions for students not meeting standards. Ongoing opportunities will be provided at the site and online to assist struggling students.	Tutoring will be conducted by credentialed teachers, AVID, and peer tutors.		
Teachers will continue to receive professional development on effective research-based strategies to support all learners. Best practices will be shared and implemented by all teaching staff and support staff.	Professional development will occur both onsite and off site.	Centralized Services 0	0
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment. The instructional coach will be part of a leadership team which will include administration, IB Coordinator, AVID Coordinator, and Department Chairs.	Best first in instruction will be shared with staff on a monthly basis through the SAST meetings.	Centralized Services 0	0
Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling	The MFT in conjunction with the guidance counselors, and administration will help facilitate the MTSS process.	Centralized Services 0	0
Provide extra duty support for a site MTSS Lead to facilitate,	The MTSS led will be offered each year	Centralized Services 0	0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
communicate and implement the MTSS process			
Provide support for early literacy and continued support for students below grade level	Academic interventions will be ongoing.	Centralized Services 00	0
Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	The site will participate in ongoing common assessment such as iReady	Centralized Services 0	0
Appropriate supplementary curriculum, online resources will be provided to students to gain greater access to the core curriculum.	Support services to allow students to close academic and graduation requirements.	Edgenuity Supplemental/Concentration 0	0
Support family involvement and participation.	Families and all stakeholders will be treated as partners in the education of students.	Supplemental/Concentration 0	0
One bi-lingual para-educator with be funded to help improve student proficiency in core courses and on federal, state, and district assessments.	On-going supports for EL students	Supplemental/Concentration 55122	55122
Provide supports for all students before school, during the instruction day, and after school.	Support to help teacher assist students in closing the achievement gaps.	Supplemental/Concentration 0	0
		Tutoring Supplemental/Concentration 7200	7200
		FTEs & 1/7ths to reduce class sizes	72500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Supplemental/Concentration 72500	
La Quinta High School will continue to seek researched based professional development to ensure best practices in support of student achievement.	Provide supports to teachers to help close the achievement	Professional Development Supplemental/Concentration 600	600
All staff and students will be supported through strategic professional development and implementation of researched based first instruction.	Monthly planning and PLCs	Instructional Coach, IB, AVID & Dept Chairs Supplemental/Concentration 15700	15700
		1/2 Time Release instructional Coach Supplemental/Concentration 69600	69600
		None Specified 0	0
		None Specified 0	0
		0	0

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Edgenuity- This program targeted two groups of students (a-g & non a-g). The a-g program encompassed the entire course content. The non a-g program was used as credit recovery. Nearly 80% of all students targeted successfully completed the program.

Bi-Lingual Para Educator- This is a key support for the EL students. The school does not have enough support to build the ELD program with one ELD teacher.

Tutoring & Class Size Reduction- The focus of the tutoring was on all core content. The class size reduction occurred within math. Math consistently showed wide achieve gaps in most subgroups as compared to state levels. Though the data was disrupted (covid), the achievement gaps within math with all subgroups as compared to the state is improving.

Professional Development/PLCs- LQHS has moved away from contracting with outside agencies for professional development at the site. Most of that now occurs between administration, the coordinators and department chairs. This helps to build capacity at the site. As a result, there has been a larger emphasis on AVID and IB strategies and skill building. With each year, LQHS gets closer to preparing all students to take an IB course and have success doing so.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Edgenuity- Has provided LQHS with a highly successful tool to further assist students. The one take away is to ensure the program is truly a blended program (accompanied with a subject appropriate teacher).

Bi-Lingual Para Educator- The preference would be for this position to be picked up through the district general fund. Short of that, the support of the EL para-education has been invaluable.

Tutoring & Class Size Reduction- As previously stated, the achievement gap within math with all subgroups as compared to the state is improving. Obviously, the data behind class size reduction would support this improvement.

Professional Development/PLCs- As with any large high school, lasting progress takes time. The value of having a veteran staff is their collective skills and talents. The staff is taking real ownership over the culture of the school and the academic expectations.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

n/a

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Pending updated comparable data, there are no current changes.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2020-21

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

All: 97.7%
SWD: 85.3%

All: 72.3%
SWD: 7.4%
EL: 6.6%

Actual Outcomes

Pending new comparable data

Actions/Services

Planned Actions/Services

Create a college and career going culture through school activities, events or experiences:

La Quinta High School will raise its identified College and Career Readiness indicator from 58.1% to 65% as measured by the California

Actual Actions/Services

Through the use of tools such as Panorama, the school will implement and monitor strategies to improve school climate.

Budgeted Expenditures

District 0

Estimated Actual Expenditures

0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Dashboard. The new data will be made available by June of 2018.			
Provide enrichment opportunities for all students, including GATE.	Enrichment will include co-curricular and extra-curricular opportunities.	District 0	0
Guidance Counselors will meet during and outside of the instructional day to meet one-on-one with students and families to discuss and plan academically related opportunities for students. This will include graduation progress monitoring with an emphasis on SWDs.	This additional time is intended to on-board new students and provide additional supports for current students.	Counseling Extra Duty Supplemental/Concentration 0	0
Administration will provide instructional supplies, support software, technology, and any necessary equipment to help ensure full access and equity to all students.	Supplies and support with be communicated through department leads.	Supplemental/Concentration 0	0

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Counselors- Due to the larger counselor-student ration, the counselor requested additional time to meet with targeted students outside there regular work day.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

This has been highly effective. Meeting outside their regular work day better ensures the parents can participate in the process. It is a practice which should be kept in place for the foreseeable future.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

n/a

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Pending current data, there are no changes to the goal.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2020-21

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

All: 3.1%
Hispanic: 8.5%
SWD: 8.9%
SED: 4.8%

All: 69%

Actual Outcomes

Pending new comparable data

Actions/Services

Planned Actions/Services

Provide activities and protocols for improving attendance

Provide strategies to support the work of MTSS to address school climate and culture:

Actual Actions/Services

A range of activities will be put in place including recognition and incentives.

MTSS will be promoted throughout the school in both academic and extracurricular activities.

Budgeted Expenditures

District 0

District 0

Estimated Actual Expenditures

0

0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Improve school climate, specifically student connectedness, as measured by the Panorama school climate survey. The original goal was to raise students' school connectedness from 54% to 65%. The current survey was taken in the 2020-21 school year. Currently, 81% of students expressed a positive view of their connectedness to the school.</p>			
<p>Implement AVID structure/strategies to support student learning</p>	<p>LQHS will work to become an AVID demonstration school.</p>	<p>District 0</p>	<p>0</p>
<p>Incorporate strategies to ensure a safe and positive environment</p>	<p>Using the MTSS process LQHS will work to improve school climate.</p>	<p>District 0</p>	<p>0</p>

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

MTSS- LQHS is in the third year of the MTSS implementation. With the addition of the MFT on site, we have a growing MTSS program capable of addressing all students.

AVID- LQHS is in full implementation of the AVID program. We have also added an 11th and 12th grade AVID TOK (Theory of Knowledge) to the master schedule.

Safe School- LQHS utilizes the Panorama survey to monitor progress towards school contentedness and safety.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

MTSS- LQHS believes we can service every child on campus with supports and guidelines of the MTSS process. Pre-Covid there was measurable success.

AVID- With the full implementation of the AVID program and AVID TOK to the master schedule, the school is in the process of marrying AVID teaching and learning strategies to the IB Learner Profile. This pairing has better enable both programs to thrive and co-exist.

Safe School- Since the inception of the Panorama Survey, LQHS has a steady incline both school contentedness and school safety. Much of this can be attributed to all stakeholders having better awareness.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

n/a

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

There are no changes to the goals as the site continues to make significant progress.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

SBAC Scores

ELA-LQHS declined by 9.2 points while still 14.2 points above the standard and is higher than the states which sits at 2.5 points below standard. The lowest achieving group is ELs at 89.4 points below standard.

Math- LQHS increased by 14.9 points while still being 50 points below standard and lower than the state which sits at 33.5 below standard. The two lowest performing groups are ELs at 141.4 points below standard and SWDs at 174.3 points below standard.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2020)	2020-21	2021-22	2022-23
Academic Indicator ELA: Distance from Standard	All: +24.3 ELs: -63.8 SWD: -130.9	All: +48.2 ELs: -25.6 SWD: -52.6		
Academic Indicator Math: Distance from Standard	All: -64.9 ELs: -149.6 SWDs: -222.9 White: -41.4 Hispanic: -80.6 SED: -80.6	All: -26.1 ELs: -60.1 SWDs: -89.5 White: -16.6 Hispanic: -32.4 SED: -32.4		

Metric/Indicator	Baseline (Fall 2020)	2020-21	2021-22	2022-23
------------------	----------------------	---------	---------	---------

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

Action 1

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

EL, SWD, White, Hispanic, SED

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Students will receive instruction using standards-based State/District adopted core programs	Core Content Teachers	District 2021-22 School Year Core & Elective Course will use district adopted curriculum	

Action 2

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

EL, SWD, White, Hispanic, SED

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
All classroom teachers are appropriately assigned and fully credentialed	Personnel Principal	District 2021-22 Calendar Year	

Action 3

For Supplemental Actions/Services

Students to be Served:

Scope of Service:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

(Select from Schoolwide or Limited to Indicated Student Group(s)):

EL & SWD

ELs

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
<p>All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.</p> <p>The ELD team will monitor student progress toward proficiency and possible reclassification.</p>	<p>Designated ELD Teachers Integrated ELD Teachers (Core Content) Site Administration Counselors</p>	<p>2021-22 School Year Student progress on the ELPAC, academic courses, and standardized assessments will be evaluated throughout the year.</p>	

Action 4

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

EL & SWD

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
<p>Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC.</p> <p>During monthly SAST District Led meeting, best practices for EL students will be shared with all staff.</p>	<p>Educational Services Administration Team Leadership Team</p>	<p>2021-22 Site EL Team will meet quarterly to evaluate progress , placement, intervention of ELs and SWDs w/EL designation. The Instructional Coach, IB Coordinator, AVID Coordinator, Department Chairs, and Admin will meet quarterly and coordinate and plan</p>	<p>Centralized Services</p>

appropriate PD to help meet the needs of ELs.

Action 5

For Supplemental Actions/Services

Students to be Served:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

EL, SWD, White, Hispanic, & SED

Scope of Service:
(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Teachers will use data tools to analyze and monitor student progress	Educational Services Principal Teachers	2021-22 Twice per month during SAST PLCs	Centralized Services

Action 6

For Supplemental Actions/Services

Students to be Served:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

EL, SWD, White, Hispanic, SED

Scope of Service:
(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Site leadership will participate in the District TRAC process to address identified school wide and district instructional goals	Educational Services Principal Site Leadership	2021-22 Leadership team prior to the start of school year to plan for implementing of SPSA strategies and goals. Significant focus will be placed upon the two non-student District PD Days.	Centralized Services

Action 7

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

EL, SWD, White, Hispanic, SED

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide Before/During/After school reading and math interventions for students not meeting standards. Ongoing opportunities will be provided at the site and online to assist struggling students.	Principal Department Heads Counselors	2021-22 School Year Tutoring and other academic supports will be scheduled and shared with all students.	

Action 8

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

EL, SWD, White, Hispanic, SED

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Teachers will continue to receive professional development on effective research-based strategies to support all learners. Best practices will be shared and implemented by all teaching staff and support staff.	Educational Services Principal Leadership Team	2021-22 School year Administration will work with the leadership team to share professional growth opportunities with staff.	Centralized Services

Action 9

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

EL, SWD, White, Hispanic, SED

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment. The instructional coach will be part of a leadership team which will include administration, IB Coordinator, AVID Coordinator, and Department Chairs.

Educational Services
Principal
Leadership Team

2021-22 School Year
The Instructional Coach, IB Coordinator, AVID Coordinator, Department Chairs, and Admin will meet quarterly, coordinate and plan appropriate PD to help meet the needs of ELs and all struggling students.

Centralized Services

Action 10

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

EL, SWD, White, Hispanic, SED

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling

Student Support Services
Educational Services
Principal

2021-22
To provide Tier 2/3 services for students

Centralized Services

Action 11

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

EL, SWD, White, Hispanic, SED

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process

Student Support Services
Educational Services
Principal

2021-22
Monthly coordinating meeting to include MTSS Site team and site Admin

Centralized Services

Action 12

For Supplemental Actions/Services

Students to be Served:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

EL, SWD, White, Hispanic, SED

Scope of Service:
(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide support for early literacy and continued support for students below grade level	Educational Services Principal Teachers	2021-22 Monthly SAST time to be used to coordinate effective implementation of ELA curriculum and support curriculum.	Centralized Services

Action 13

For Supplemental Actions/Services

Students to be Served:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

EL, SWD, White, Hispanic, SED

Scope of Service:
(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and	Educational Services Principal Site Leadership	2021-22 Quarterly meetings with department chairs, counseling, and admin to assessments and academic progress.	Centralized Services

appropriate action plan to increase student achievement.

Meeting will include site based department pullout days.

Action 14

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

EL & SWD

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Appropriate supplementary curriculum, online resources will be provided to students to gain greater access to the core curriculum.	Principal Department	2021-22 Purchase the necessary online supports to ensure access and equity.	Supplemental/Concentration Edgenuity 1285

Action 15

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

EL & SpEd

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Limited

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Support family involvement and participation.	Principal ELD Staff	1. 2021-22 2. Additional supports such as babysitting and refreshments may be provided to support EL families during meetings include ELAC. 3. Provide opportunities for parents to attend	Supplemental/Concentration 0 Supplemental/Concentration 0

conferences such as CABE.

Action 16

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

EL

Limited

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
One bi-lingual para-educator with be funded to help improve student proficiency in core courses and on federal, state, and district assessments.	Principal ELD Staff	1. 2021-22 2. The para educator will be assign a schedule based on student need during the instructional day.	Supplemental/Concentration 55122

Action 17

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide supports for all students before school, during the instruction day, and after school.	Principal Counselors Department Coordinators	1. 2021-22 2. Provide academic supports/course through on-line based/hybrid academic programs such as Edgenuity. 3. Additional tutoring support	Supplemental/Concentration Supplemental/Concentration Tutoring 7200 Supplemental/Concentration

4. Class size reduction
(1/7ths and/or FTEs)

FTEs & 1/7ths to reduce class sizes
72500

Action 18

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

La Quinta High School will continue to seek researched based professional development to ensure best practices in support of student achievement.

Principal
Department Heads
IB Coordinator
Instructional Coach

1.2021-22

2. Further support will be provided during SAST PLC as well as site-based scheduled department pullouts.

3. The site will continue to seek services with established providers such as Solution Tree and ICLE on professional develop.

4. Professional Development of staff include CABA training for EL support staff.

Supplemental/Concentration
Professional Development
600

Action 19

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source				
All staff and students will be supported through strategic professional development and implementation of researched based first instruction.	Principal Department Heads IB Coordinator Instructional Coach	1.2021-22 2. The Instructional Coach, IB Coordinator, AVID Coordinator, ELD Lead, Department Chairs, and Admin will meet quarterly and coordinate and plan appropriate PD to help meet the needs of ELs. 3. The ELD Lead teacher, AVID Coordinator & IB Coordinator will work beyond the instructional day to help provide support for all staff members (1-14%). 4. Instructional Coach's Salary for 1/2 time release to be paid by site.	<table border="1"> <tr> <td data-bbox="1478 344 1978 474">Supplemental/Concentration 1-14% 15700</td> </tr> <tr> <td data-bbox="1478 477 1978 607">Supplemental/Concentration 1/2 Time Release 69600</td> </tr> <tr> <td data-bbox="1478 610 1978 740">None Specified</td> </tr> <tr> <td data-bbox="1478 743 1978 873">None Specified</td> </tr> </table>	Supplemental/Concentration 1-14% 15700	Supplemental/Concentration 1/2 Time Release 69600	None Specified	None Specified
Supplemental/Concentration 1-14% 15700							
Supplemental/Concentration 1/2 Time Release 69600							
None Specified							
None Specified							

Action 20

For Supplemental Actions/Services

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
English Learners	Limited

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source	
Release time will be afforded to the ELD Lead teacher during the instructional day to provide academic support for all ELLs through direct interventions and/or working	Principal Department Heads IB Coordinator Instructional Coach	1. 2021-22 2. The ELD Lead teacher will in	<table border="1"> <tr> <td data-bbox="1478 1390 1978 1505">Supplemental/Concentration 0</td> </tr> </table>	Supplemental/Concentration 0
Supplemental/Concentration 0				

with the La Quinta High School staff on best practices with ELLs. This allocated time will also be used to ensure all ELLs have full access to all programs and opportunities on campus (AVID, IB, CTE, co-enrollment, college preparation, clubs, etc.).

AVID Coordinator

in conjunction with the Instructional Coach, AVID Coordinator, and the IB Coordinator design PD for all staff on best practices.

3. The ELD Lead teacher in conjunction with administration will work with counselors to ensure all ELLs have full access to all academic programs on campus.

4. The ELD Lead teacher will be granted release time upto and including a half-time release as the budget allows from year to year.

Action 21

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Release time will be afforded to the AVID Coordinator teacher during the instructional day to provide academic support for all La Quinta High School students through direct interventions and/or working with the LQHS staff on best practices with all students.	Principal Department Heads IB Coordinator Instructional Coach AVID Coordinator	1. 2021-22 2. The AVID Coordinator teacher will in conjunction with the Instructional Coach, the ELD Lead teacher, and the IB Coordinator	Supplemental/Concentration 0

design PD for all staff on best practices.

3. The AVID Coordinator teacher in conjunction with administration will work with counselors to ensure all AVID students have full access to all academic programs on campus.

4. The AVID Coordinator teacher will be granted release time upto and including a half-time release as the budget allows from year to year.

Action 22

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
<p>Release time will be afforded to the IB Coordinator teacher during the instructional day to provide academic support for all La Quinta High School students and staff. This support will include supporting staff in preparing all students to take and be successful in IB courses.</p>	<p>Principal Department Heads IB Coordinator Instructional Coach AVID Coordinator</p>	<p>1. 2021-22</p> <p>2. The IB Coordinator teacher will in conjunction with the Instructional Coach, AVID Coordinator, and the ELD Lead teacher design PD for all staff on best practices.</p> <p>3. The IB Coordinator teacher in conjunction with administration will work with counselors to</p>	<p>Supplemental/Concentration</p> <p>0</p>

ensure all students enroll in at least one IB course before they graduate from LQHS.

4. The IB Coordinator teacher will work with administration to help support staff in receiving IB training.

4. The ELD Lead teacher will be granted release time upto and including a half-time release as the budget allows from year to year.

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Graduation Rates- LQHS slightly decreased by 1.8% at 95.3% while still higher than the state which sits at 85.9%. The two lowest performing groups are ELs at 81.8% and SWDs at 72.6%.

College and Career Readiness- LQHS slightly decreased by 2.5% and identified 53.9% prepared while still being ahead of the state which sits at 44.1%. The two lowest performing groups were ELs at 6.8% and SWDs at 1.6%.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2020)	2020-21	2021-22	2022-23
Graduation Rate All SWD	All: 97.1% SWD: 80.4%	All: 97.7% SWD: 85.3%	All:	
College/Career All SWD ELs	All: 56.4% SWD 5.4% EL: 13.8	All: 72.3% SWD: 7.4% EL: 6.6%		

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

Action 1

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
<p>Create a college and career going culture through school activities, events or experiences:</p> <p>La Quinta High School will raise its identified College and Career Readiness indicator from 58.1% to 65% as measured by the California Dashboard. The new data will be made available by June of 2018.</p>	<p>Educational Services Principal Site Leadership Department Chairs Counseling Department</p>	<p>1.2021-22 School Year</p> <p>2. Identify the seniors who are one to three course with Ds from being A-G by the start of the new 2020-21 school year. The students will be given the option to enroll in a six-week boot camp through Edgenuity to validate courses after the first 10 weeks of the school.</p> <p>3. Tutoring will be offered to all AP and IB students.</p> <p>4. CTE students will be closely monitored and all students will be encouraged to complete the program.</p> <p>5. Centralized and more focused tutoring will be scheduled for student access.</p>	<p>District</p>

Action 2

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide enrichment opportunities for all students, including GATE.	Educational Services Principal Site Leadership Team Department Chairs	2021-22 School Year	District

Action 3

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

School Wide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Guidance Counselors will meet during and outside of the instructional day to meet one-on-one with students and families to discuss and plan academically related opportunities for students. This will include graduation progress monitoring with an emphasis on SWDs.	Site Admin Counseling Department	2021-22 School Year	Supplemental/Concentration Counseling Extra Duty 11000

Action 4

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Administration will provide instructional supplies, support software, technology, and any necessary equipment to help ensure full access and equity to all students.	Principal Department Heads	2021-22 School Year	Supplemental/Concentration 0

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Suspensions- LQHS suspension rate increased by 0.6% at 4.7% and has a slightly higher rate than the state which sits at 3.4%. Although there was a negligible decrease, the single highest group suspension is SWD at 9.3%.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2020)	2020-21	2021-22	2022-23
Suspension Rate All EL Hispanic SWD SED	All: 3.4% EL: 9.1% Hispanic: 4.7% SWD: 9.5% SED: 5.1%	All: 3.1% Hispanic: 8.5% SWD: 8.9% SED: 4.8%		
School Connectedness All	All: 54%	All: 69%		

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

Action 1

For Supplemental Actions/Services

EL, Hispanics, SWD, and SED

Schholwide

Provide activities and protocols for improving attendance

Student Support Services
Principal
Site Admin

2021-22

District

Action 2

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

EL, Hispanics, SWD, and SED

Schoolwide

Actions/Service

Person(s) Responsible

Task(s) and Timelines

Budget and Source

Provide strategies to support the work of MTSS to address school climate and culture:

Improve school climate, specifically student connectedness, as measured by the Panorama school climate survey. The percentage of students who indicate they have a positive connection with the school will be raised from 54% to 65%. The survey will be taken by June of 2020.

Student Support Services
Educational Services
Principal

1. 2021-22 School Year
2. Site Leadership to plan activities to help improve school climate.
3. All stakeholders will be notified of the goal and rationale for the goal through meetings and forums.
4. Administration will work with department chairs, the school site council (SSC), PTO, and the faculty, staff and students to identify opportunities/activities to increase the number of students who feel connected to the school.

District

5. Through the school site council, funds will be allocated to support these activities.

6. The data collected from the 2017-18 Panorama Education Surveys on Sense of Belonging will be used as baseline data and compared to a new survey given in the Spring of 2020. The data from the spring survey will be analyzed and shared with stakeholders to determine if growth occurred as a result of the efforts by the school to improve the data.

7. PTO will assist in recruiting parental support, e.g., providing snacks during the testing cycle).

8. Activities may include increased recruitment in all clubs, academic programs, academic field trips, state assessment awareness and celebrations, increased parent meetings and communications, including guest speakers and school-wide assemblies, etc...

9. Students who are not connected to any

program on campus will be identified and invited to find opportunities to be involved. The staff will facilitate this recruitment.

Action 3

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

EL, Hispanics, White, SWD, and SED

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Implement AVID structure/strategies to support student learning	Educational Services Principal Site Leadership Team AVID Coordinator	1.2021-22 2. Planning, implementation, and progress monitoring of specific strategies will occur during weekly leadership meetings.	District

Action 4

For Supplemental Actions/Services

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All Students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Incorporate strategies to ensure a safe and positive environment	Educational Services Business Services Principal Site Leadership Team	1. 2021-22 2. Planning, implementation, and	District

progress monitoring of specific strategies will occur during weekly leadership meetings.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: La Quinta High School				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
<p>All students will demonstrate growth as measured by federal, state and district assessments.</p> <ul style="list-style-type: none"> This goal will be reached through the PLC process, professional development, and standards based learning/assessments. 	<p>Aug 1, 2021 thru June 30, 2022</p>	Bi-Lingual Para Educator	55122	Supplemental/Concentration
		Tutoring	7200	Supplemental/Concentration
		FTEs/Class Size Reduction	72500	Supplemental/Concentration
		Professional Development	600	Supplemental/Concentration
		IB Coordinator 14% PD	15700	Supplemental/Concentration
		1/2 Time Release	69600	Supplemental/Concentration
<p>All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.</p> <ul style="list-style-type: none"> This goal will be reached providing strong academic programs at the site through AVID, IB, and CTE pathways. The students progress will be supported and monitored by teachers, counselors, and administration. 	<p>Aug 1, 2021 thru July 30, 2022</p>	Counseling Extra Duty	11000	Supplemental/Concentration

School Goal #1: La Quinta High School				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
<p>All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.</p> <ul style="list-style-type: none"> This goal will be reached through the further implementation of the MTSS process as we continue to build healthy relationships and provide a safe learning environment for all. 	Aug 1, thru June 30, 2022		0	Supplemental/Concentration

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- After-School and Summer School programs funded by categorical programs*
- Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP and consolidates all applicable funds as part of operating a SWP.
Supplemental Concentration

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).</p> <p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).</p> <p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.</p> <p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP)</p> <p>Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.</p> <p>For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.</p> <p>Other federal funds (list and describe). Create a new row for each separate program.</p>

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Total amount of federal categorical funds allocated to this school.	\$	
Total amount of state and federal categorical funds allocated to this school.	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.

Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.

Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring

Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.

School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.

List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
	\$0.00	No
Supplemental/Concentration	\$233,007.00	
Total amount of StateLocal categorical funds allocated to this school.	\$233,007.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$0	

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from: English Learner Advisory Committee Other: Site Department Leadership Team	
[Enter name of consulted group or committee]	[Signature of authorized person]
Stacey Provenzano	
Dr. Maureen Wisler Dr. Bettyrae Easley Laura Johnson Lauren Garrott Cheryl Shuler Terry Kaufmann Joanna Monachello-Prahl Denise Glenn Monica Gomez Kevin Schmidt	

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on:6/1/20.

Attested:

Dr. Rudy Wilson

Typed name of school principal

Signature of school principal

Date

Anahi Vazquez

Typed name of SSC chairperson

Signature of SSC chairperson

Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Rudy Wilson	X				
Michael Magnera			X		
Dana Sanchez				X	
Stacy Provenzano				X	
Adrienne Barton				X	
Vanessa Rivera				X	
Lauren Garrott		X			
Anahi Vazquez		X			
Alfonso Olachea			X		
Analisa Ebert		X			
Natalie Vasquez					X
Michelle Lee					X
Emily Garcia					X
Numbers of members of each category:	1	3	2	3	3