

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Liberty Ranch High School	34-67355-01191131	9/29/2021	

Purpose and Description

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

Schoolwide Program

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.

Liberty Ranch High School (LRHS) will effectively meet the ESSA requirements by establishing and implementing a program that coincide with the district LCAP goals as well as the recommendations included in the 2019 Visiting WASC Committee Report. LRHS will focus on the district aim of “implementing a system of teaching and learning that is aligned to the content and rigor of the CA standards and is informed by data to ensure that all students, especially high needs students, become independent learners and achieve success.” The SPSA plan for LRHS will continue to include relevant strategies that focus on the district’s Primary Drivers (Culture of Challenge and Growth; Standards-focused, data-informed teaching and learning; and a Systemic Implementation Process) and Secondary Drivers (Rigor-quality standards-aligned first instruction; data-informed practices; Academic Language-Discourse and Literacy; and Strategies and Supports for Diverse Learners). LRHS will use federal, state, and local data and funding to analyze processes, implement strategies, and inform and support all stakeholders in the education process.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Stakeholder Involvement	7
Resource Inequities	8
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	18
Overall Performance	19
Academic Performance.....	20
Academic Engagement.....	26
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	36
Goal 3.....	41
Goal 4.....	46
Goal 5.....	50
Budget Summary	55
Budget Summary	55
Other Federal, State, and Local Funds	55
Budgeted Funds and Expenditures in this Plan.....	56
Funds Budgeted to the School by Funding Source.....	56
Expenditures by Funding Source	56
Expenditures by Budget Reference	56
Expenditures by Budget Reference and Funding Source	56
Expenditures by Goal.....	56
School Site Council Membership	58
Instructions.....	59

Instructions: Linked Table of Contents.....59

Purpose and Description.....60

Stakeholder Involvement.....60

Resource Inequities60

Goals, Strategies, Expenditures, & Annual Review61

Annual Review62

Budget Summary63

Appendix A: Plan Requirements65

Appendix B:.....68

Appendix C: Select State and Federal Programs70

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Surveys were not conducted in the spring of 2020 due to the pandemic. During the spring of 2021 students, teachers, staff, and parents participated in surveys regarding remote/hybrid learning. Almost all teachers and staff completed the survey. About half of the student body and close to 200 parents responded to the survey. There were three areas of concerns: a lack of student engagement, parent involvement, relationships.

Classroom Observations

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

Class observations were conducted during remote and hybrid learning. Administrators joined each class via zoom at least once per term. Teachers and students faced technology challenges during remote/hybrid learning. It was evident that teachers were making an effort to provide rigorous work. Student engagement via zoom was a challenge but teachers made an attempt for all students to participate in class. Each teacher had an advisory period with a maximum of twenty students. Teachers were able to disseminate information pertaining to socioemotional learning and touch basis with students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

LRHS continued to use the CAASPP results from 2018-2019 as a baseline, along with Lexile and common assessments to modify instruction. CAASPP ELA and math assessments were not administered in the spring of 2020 or 2021. Scholastic Reading Inventory was used to assess students' Lexile during the 2019-2020 school year. Before school closure due to the pandemic, the results showed a slight increase in students' Lexile and overall reading gains. There was a change on assessing Lexile which took place in May of 2021. LRHS used i-Ready to assess students during the hybrid learning model, which gave a baseline for this school year. The goal is to assess students in reading and math three times during the school year to measure growth.

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

Last school year, during remote learning, LRHS focused on using course common/formative/informative assessments and the D/F student list to modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers were teaching in the subject areas of their credentials and qualified to teach English Learners except for one respectively.

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

Three teachers at LRHS were interns and are/were still in the credential program while teaching.

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

During remote learning most of the staff development that was offered was focused on the use of technology for classroom learning. Departments used the software Atlas to update course curriculum.

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

The CALLI committee (composed of teachers, site and district admin) provided ongoing instructional assistance and support through the cycles of inquiry. There were three cycles of inquiry where data, documentation, inquiry discussions were recorded and submitted to the committee.

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

Collaboration by departments took place throughout the school year virtually as well as course subject teacher collaborations. In these meetings teachers focused on implementing the standards and setting up common assessments which then were analyzed by the departments.

Teaching and Learning

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

Departments continue to update the alignment of each course curriculum to content and performance standards in Atlas.

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

N/A

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

The master schedule for LRHS reflects the appropriate number of intervention courses needed for students.

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

All students have access to standards-based instructional materials.

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

All students have access to standards-aligned core courses.

Opportunity and Equal Educational Access

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

Intervention classes were/are programed in the master schedule to support underperforming students. Parent-Teacher and Student Study Team Conferences were held virtually during remote learning. Last school year, staff used and will continue to use the MTSS process to identify and monitor underperforming students.

Evidence-based educational practices to raise student achievement

LRHS used student achievement data to support instructional decision making. Examples of student data used are grades, state/local/common assessments. Departments analyzed all student data available in their cycles of inquiry collaboration meetings to modify instruction. Multi-tier intervention methods were used at the classroom and school level to adjust instruction, and monitor student progress.

Parental Engagement

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

There are a variety of resources available at LRHS. The MTSS referral process is, continues to be, in place to identify students who need assistance in academics and/or mental health. Parent-Teacher as well as Student Study Team Conferences were held remotely last school year. Teachers held virtual office hours and provided tutoring during remote learning. Credit recovery opportunities were/are available to students not on track for graduation. LRHS has partnerships with TTP and CA Human Development to assist students with a variety of supports.

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

LRHS administrative team, WASC coordinator, WASC focus groups, School Site Council, and ELAC were consulted in the planning and reviewing of our programs.

Funding

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

Migrant education services for students participating in the program. ELD instruction and curriculum support classes were/are in place for English learners and special needs students.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA plan was developed with the input of various stakeholders. The administrative team, WASC coordinator, WASC focus groups, School Site Council, and ELAC were consulted in the planning, reviewing, and updating of this document. Several GJUHSD surveys of LRHS educational partners, including the Panorama family, staff and student surveys also helped the above groups to review and update the plan. The most recent information possible from 2020-2021 was used to formulate the plan. Where there wasn't any usable data from 2020-2021 due to the pandemic, 2019-2020 or 2018-2019 data was used.

Resource Inequities

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

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	0.08%	0%	%	1	0	
African American	2.63%	2.45%	2.1%	31	28	23
Asian	1.78%	2.28%	3.0%	21	26	33
Filipino	0.51%	0.26%	0.1%	6	3	1
Hispanic/Latino	43.81%	46.28%	47.1%	517	528	525
Pacific Islander	0.34%	0.26%	0.3%	4	3	3
White	42.54%	41.63%	40.1%	502	475	447
Multiple/No Response	7.12%	5.87%	5.8%	84	67	64
Total Enrollment				1,180	1,141	1,114

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	289	308	282
Grade 10	300	290	297
Grade 11	276	283	276
Grade 12	315	260	259
Total Enrollment	1,180	1,141	1,114

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	48	65	83	4.1%	5.7%	7.5%
Fluent English Proficient (FEP)	349	342	324	29.6%	30.0%	29.1%
Reclassified Fluent English Proficient (RFEP)	8	3	1	14.5%	6.3%	1.5%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	317	264	273	303	263	0	303	263	0	95.6	99.6	0.0
All Grades	317	264	273	303	263	0	303	263	0	95.6	99.6	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2592.	2609.		18.48	23.57		38.28	36.50		26.07	27.38		17.16	12.55	
All Grades	N/A	N/A	N/A	18.48	23.57		38.28	36.50		26.07	27.38		17.16	12.55	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	29.57	29.66		49.50	55.13		20.93	15.21	
All Grades	29.57	29.66		49.50	55.13		20.93	15.21	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	29.90	33.97		48.50	50.76		21.59	15.27	
All Grades	29.90	33.97		48.50	50.76		21.59	15.27	

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	20.93	30.04		64.45	60.46		14.62	9.51	
All Grades	20.93	30.04		64.45	60.46		14.62	9.51	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	26.91	32.32		53.49	50.57		19.60	17.11	
All Grades	26.91	32.32		53.49	50.57		19.60	17.11	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	317	263	273	303	258	0	303	258	0	95.6	98.1	0.0
All Grades	317	263	273	303	258	0	303	258	0	95.6	98.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2587.	2570.		13.20	11.24		24.75	18.99		28.05	27.52		33.99	42.25	
All Grades	N/A	N/A	N/A	13.20	11.24		24.75	18.99		28.05	27.52		33.99	42.25	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	26.07	18.22		30.69	31.01		43.23	50.78				
All Grades	26.07	18.22		30.69	31.01		43.23	50.78				

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	16.83	12.11		50.17	53.13		33.00	34.77	
All Grades	16.83	12.11		50.17	53.13		33.00	34.77	

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	16.17	16.28		58.75	55.04		25.08	28.68	
All Grades	16.17	16.28		58.75	55.04		25.08	28.68	

2019-20 Data:

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Conclusions based on this data:

- 1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	1533.4	1556.9	*	1518.1	1552.3	*	1548.2	1560.9	*	13	29
10	*	*	1550.9	*	*	1550.2	*	*	1551.2	*	10	27
11	1556.4	*	1563.2	1539.6	*	1565.9	1572.8	*	1560.0	14	4	14
12	1564.1	1571.0	*	1545.3	1570.2	*	1582.2	1571.2	*	15	12	6
All Grades										44	39	76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	7.69	7.14		23.08	64.29	*	61.54	21.43	*	7.69	7.14	*	13	28
10	*	*	7.41		*	62.96	*	*	18.52		*	11.11	*	*	27
11	*	*	14.29	*	*	50.00	*	*	21.43		*	14.29	14	*	14
12	*	25.00	*	*	25.00	*	*	41.67	*	*	8.33	*	15	12	*
All Grades	36.36	15.38	8.00	34.09	28.21	60.00	*	48.72	21.33	*	7.69	10.67	44	39	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	7.69	42.86	*	38.46	32.14	*	46.15	17.86	*	7.69	7.14	*	13	28
10	*	*	37.04	*	*	40.74		*	11.11		*	11.11	*	*	27
11	*	*	50.00	*	*	35.71		*	7.14		*	7.14	14	*	14
12	*	33.33	*	*	41.67	*	*	25.00	*	*	0.00	*	15	12	*
All Grades	56.82	30.77	40.00	34.09	30.77	37.33	*	30.77	13.33	*	7.69	9.33	44	39	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		0.00	3.57	*	23.08	35.71	*	53.85	46.43	*	23.08	14.29	*	13	28
10	*	*	3.70	*	*	22.22	*	*	51.85	*	*	22.22	*	*	27
11	*	*	0.00	*	*	14.29	*	*	71.43	*	*	14.29	14	*	14
12	*	16.67	*	*	0.00	*	*	75.00	*	*	8.33	*	15	12	*
All Grades	*	5.13	2.67	38.64	12.82	24.00	29.55	61.54	53.33	*	20.51	20.00	44	39	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	7.69	7.14	*	69.23	78.57	*	23.08	14.29	*	13	28
10	*	*	11.11	*	*	74.07		*	14.81	*	*	27
11	*	*	0.00	78.57	*	92.86	*	*	7.14	14	*	14
12	*	0.00	*	*	83.33	*	*	16.67	*	15	12	*
All Grades	29.55	5.13	6.67	56.82	79.49	78.67	*	15.38	14.67	44	39	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	46.15	75.00	*	38.46	17.86	*	15.38	7.14	*	13	28
10	*	*	70.37		*	18.52		*	11.11	*	*	27
11	78.57	*	78.57	*	*	21.43		*	0.00	14	*	14
12	80.00	75.00	*	*	16.67	*		8.33	*	15	12	*
All Grades	81.82	61.54	73.33	*	23.08	20.00	*	15.38	6.67	44	39	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	7.69	14.29	*	61.54	64.29	*	30.77	21.43	*	13	28
10	*	*	7.41	*	*	66.67	*	*	25.93	*	*	27
11	*	*	0.00	*	*	71.43	*	*	28.57	14	*	14
12	*	8.33	*	*	50.00	*	*	41.67	*	15	12	*
All Grades	*	10.26	8.00	52.27	53.85	65.33	31.82	35.90	26.67	44	39	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	7.69	7.14	*	76.92	85.71	*	15.38	7.14	*	13	28
10	*	*	0.00	*	*	85.19		*	14.81	*	*	27
11	*	*	21.43	*	*	71.43		*	7.14	14	*	14
12	*	16.67	*	*	58.33	*	*	25.00	*	15	12	*
All Grades	29.55	7.69	6.67	59.09	66.67	84.00	*	25.64	9.33	44	39	75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1114	40.1	7.5	0.1
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	83	7.5
Foster Youth	1	0.1
Homeless	73	6.6
Socioeconomically Disadvantaged	447	40.1
Students with Disabilities	128	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	2.1
American Indian or Alaska Native		
Asian	33	3.0
Filipino	1	0.1
Hispanic	525	47.1
Two or More Races	64	5.7
Native Hawaiian or Pacific Islander	3	0.3
White	447	40.1

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="295 749 371 779">Green</p>	<p data-bbox="706 667 915 699">Graduation Rate</p>  <p data-bbox="781 749 844 779">Blue</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1243 749 1326 779">Orange</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="295 949 371 978">Yellow</p>		
<p data-bbox="240 1066 427 1098">College/Career</p>  <p data-bbox="295 1148 371 1178">Orange</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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		
<p>All Students</p> <p>Green</p> <p>26.6 points above standard</p> <p>Increased Significantly ++15.5 points 261</p>	<p>English Learners</p> <p>No Performance Color</p> <p>52.6 points below standard</p> <p>Increased Significantly ++64.8 points 22</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>15.4 points below standard</p> <p>Increased ++4.5 points</p> <p>25</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>9 points above standard</p> <p>Increased Significantly ++26.2 points 140</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>83.4 points below standard</p> <p>Declined -8.7 points</p> <p>34</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.8 points above standard Increased Significantly ++15 points 140	 No Performance Color 64 points above standard Increased Significantly ++28.2 points 19	 No Performance Color 0 Students	 Blue 54.6 points above standard Increased Significantly ++25 points 91

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
Less than 11 Students - Data Not Displayed for Privacy 9	25 points below standard 13	34.9 points above standard Increased ++10.5 points 159

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

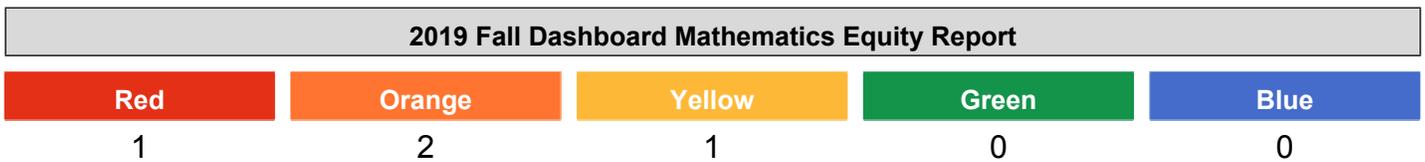
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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>Yellow</p> <p>56.9 points below standard</p> <p>Declined Significantly -17.5 points</p> <p>256</p>	<p>English Learners</p> <p>No Performance Color</p> <p>155.1 points below standard</p> <p>Increased Significantly ++27.5 points</p> <p>21</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>97.6 points below standard</p> <p>Declined Significantly -30 points</p> <p>25</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>81.1 points below standard</p> <p>Declined -9.9 points</p> <p>137</p>	<p>Students with Disabilities</p> <p>Red</p> <p>190.7 points below standard</p> <p>Declined Significantly -66.9 points</p> <p>34</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 79.1 points below standard Declined Significantly -20.3 points 137	 No Performance Color 41.5 points below standard Declined Significantly -24.6 points 18		 Yellow 20.8 points below standard Maintained -1.4 points 90

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
Less than 11 Students - Data Not Displayed for Privacy 9	126.5 points below standard 12	47.2 points below standard Declined Significantly -23.5 points 156

Conclusions based on this data:

- 1.

School and Student Performance Data

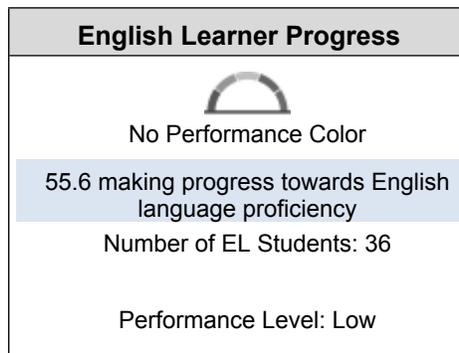
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

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
30.5	13.8	2.7	52.7

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

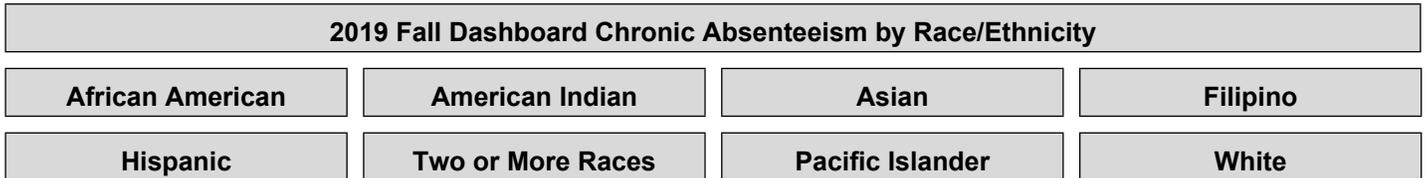
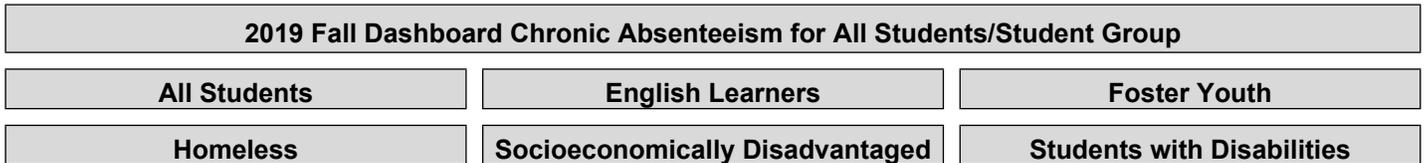
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	263	242	0	92
English Learners	12	8	0	66.7
Foster Youth				
Homeless	29	26	0	89.7
Socioeconomically Disadvantaged	140	125	0	89.3
Students with Disabilities	25	17	0	68
African American	8		0	
American Indian or Alaska Native				
Asian	8		0	
Filipino	1		0	
Hispanic	65	57	0	87.7
Native Hawaiian or Pacific Islander				
White	155	144	0	92.9
Two or More Races	25	24	0	96

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

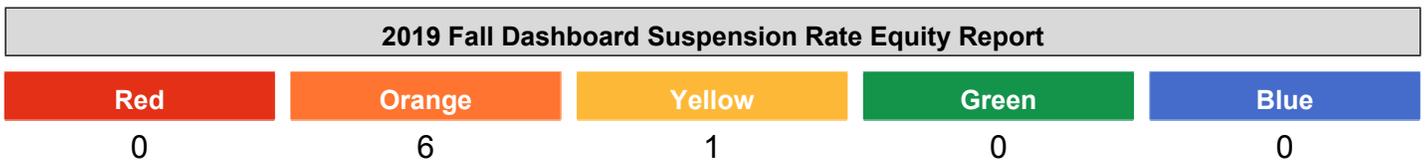
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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		
<p>All Students</p> Orange 4.2 Increased +0.6 1232	<p>English Learners</p> Orange 4.2 Increased +0.8 48	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Reported 8
<p>Homeless</p> Orange 4.2 Increased +0.7 142	<p>Socioeconomically Disadvantaged</p> Orange 5.1 Increased +0.7 630	<p>Students with Disabilities</p> Orange 8.5 Increased +0.5 141

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1 Increased +1.7 33	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 4.8 Declined -1.1 21	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.7 Increased +0.7 536	 Yellow 4 Maintained 0 99	 No Performance Color Less than 11 Students - Data 4	 Orange 3.6 Increased +0.5 532

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.7	4.2

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College, Career, and Civic Readiness

LEA/LCAP Goal

College, Career, and Civic Readiness

Goal 1

Increase academic success for all students to prepare them for college and careers by measuring the number of students on track to graduate, increasing the number of students who meet the UC/CSU A-G requirements, increasing students who complete the CTE pathways, and improving the scores to meet college equivalency.

Identified Need

Feedback from the District Governing Board, district administration, school stakeholders, WASC visitation team, and CA School Dashboard identified the need for an updated curriculum plan and student and parent awareness of the college, career, and CTE paths.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Completion Rate	(2020-2021) 127 out of 248, 48.8%	Increase by 2%
Graduation Rate	DataQuest (2019-2020): 95.6% White (88) 97.8%; Hispanic 95.4% - Decreased; Socio 94.7% - Decreased (others maintained) 2020-2021 (local data): 98%	Increase by 2% in subgroups
CTE/Pathway Completion	2020-2021(local data) Students from the Class of 2021 took a total of 408 starter CTE courses. Of these, 115 students completed at least one pathway.	Increase by 5%
Educational Partners' Awareness Regarding A-G Requirements	2020-2021 Parent survey was geared towards remote learning 2021-2022 Parent Survey: add questions regarding A-G requirements	Increase educational partners' (parents/student/staff) awareness regarding A-G requirements

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Readiness Dashboard	(2019-2020) percentages Prepared: 53.8 increased 7.2 Approaching: 29.7 Not prepared: 16.5 (most current data from DataQuest)	2021-2022 Maintain or increase by 1% if testing occurs

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students, parents, and staff will be made more aware of the A-G requirements, CTE Pathways, and graduation requirements through counselor presentations, making staff aware of the requirements, and reviewing data and survey results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Reading Lexile testing will continue with i-Ready testing data being analyzed and students being recognized (1300+ Club) for reaching the college level equivalency or above. Students will be assessed three times a year to measure growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,514

Source(s)

Other
In-Person Instruction Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Incoming Freshmen

Strategy/Activity

Incoming freshmen students will be placed in the appropriate classes for reading and math after taking the MAP placement tests in the spring and by using teacher recommendations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

19,099

Source(s)

LCFF - Supplemental

137,925

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All courses will develop common assessments in accordance with state curriculum standards and collaborate to analyze results and share best-teaching practices. Departments will continue to use Atlas to house curriculum, including common assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,388

Source(s)

Unrestricted General Fund

4,331

Other

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School/Guidance Counselors will continue parent and student presentations on high school and colleges and financial aid remotely and make presentations available on school website.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Establish and support collaboration with the feeder schools to support a continuous educational process for our students. We will discuss the registration process of incoming freshmen to ensure proper placement and establish deadlines for course selection.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6,453

Unrestricted General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create, provide, and promote different avenues of intervention and academic and social support for students including (Paper) tutoring, AP Tutorial classes, and (FLEX) credit recovery. This strategy will continue with different methods of intervention and support including 1:1 computer accessibility and technology assistance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
177,487	Unrestricted General Fund
55,301	Other ESSER III Learning Loss Funds

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

After reviewing the results of the measurable outcomes available, the achievement of students has risen in some areas and decreased in others; for example, on the dashboard for college and career readiness, all subgroups showed an increase on 2019-2020 from 2018-2019. However, under graduation rate, the percentage of Hispanic and Socioeconomically Disadvantaged students decreased. There has been no CAASPP testing for the last two school years. On the CAASPP testing for 2018-2019, the English scores went up, while the math scores declined. Differentiated changes have happened in all categories with some improvements and some setbacks; therefore, the continuation of these strategies is necessary, and changes have been implemented. Due to remote learning, all of last school year, Reading and math placement tests were not administered at the feeder schools. Instead, students were registered for appropriate grade level classes with feeder school recommendations, then assessed for correct placement at the beginning of the school year. Information about college and careers is being disseminated through the new parent/student communication tool of Parent Square. Counselors will be visiting classes throughout the school year to share information with students. All information regarding college virtual/in-person visits, financial aid workshops will be made available in the school's website and shared through morning announcements. All students will be assessed twice in the school year to look at Lexile progress. LRHS will continue to celebrate students making progress in their Lexile score. Last school year, all students received a Chromebook, making LRHS students one to one with computer technology. Each student will be provided with an assigned Chromebook before the first day of school. An internet hot-spot will be available for students in need. Interventions and student supports have been established such as online tutoring, credit recovery, and AP Tutorial class.

Students will be able to access online tutoring from home at any time of the day, every day. Department time has been allotted for the continual work on developing common assessments and to analyze results throughout the school year.

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

All of the above strategies were implemented appropriately.

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

As a result of the above analysis and remote learning, LRHS will add the measurement for CTE pathways, and improving the scores to meet college equivalency. In accordance with these changes and WASC recommendations, strategies were developed to reach these goals. Also, LRHS will use improved data collection and analysis to monitor the strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Rigorous Learning and High Achievement

LEA/LCAP Goal

Rigorous Learning and High Achievement

Goal 2

Increase the rigor in the classrooms by implementing common assessments, new instructional strategies, and enhancing the use of technology.

Identified Need

According to the WASC visitation team, student, staff, and parent surveys, and AP and CAASPP scores, there is an indication that rigor in the classroom needs to be improved.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Scores	1300 club members: May 2021 – 331 August 2021 - 313	Increase of 1%
CAASPP Scores	Testing not given in 2020 or 2021	Maintain or increase by 1% the scores from 2019, if testing is resumed in spring of 2022
Department Common Assessments	Common assessments of core classes are being continued from last school year	100% of core classes will be completed
Administrator Class Visits	2021-2022 class visits	Visit and provide feedback to every classroom at least once a quarter
Student Survey	2021 survey regarded distance learning, well-being of students, and social support more than academics.	Questions geared toward rigor in learning
Family/Student Surveys	2021 survey regarded distance learning, well-being of students, and social support more than academics	Increase questions on survey related to academics

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Scores	May of 2021 139 students enrolled in at least one AP class 226 Exams taken 71 students with scores 3 or higher	Increase the number of students who score a 3 or higher by 2%
Technology Use in the Classroom	1:1 computer program and professional development on technology tools for instruction were implemented last school year	Continue with 1:1 and establish an Educational Technology Committee and increase PD
D/F Rate	During remote learning there was a significant increase in number of students receiving a D/F	Discuss at staff/department meetings and increase the variety of instructional strategies to better support students receiving a D/F Decrease the number of students receiving a D/F by 2%
Professional Development for Teachers	PD plan focused on best-teaching practices, the use of technology tools and common assessments	Department collaborations focused on best-teaching practices and Atlas common assessments; increased PD opportunities on technology tools
UC/CSU Admission Rates	127 graduates completed all courses required for admission (2020-2021) Admitted to a UC/CSU = 48 (37.8%, an increase of 5%)	Maintain enrollment; increase graduates completing UC/CSU required courses by 1%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Establish a professional development committee comprised of one district administrator, and two Professional Learning Site Coordinators who will survey the staff, create a PD calendar (prioritizing

Cycles of Inquiry and the development of common assessments) addressing the staff needs, create a collaboration protocol, and conduct an annual review of PD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,619

Source(s)

Title II Part A: Improving Teacher Quality

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will use school-wide data to determine changes in instructional strategies and to enhance the use of technology in the classroom. Examples of school-wide data will include i-Ready assessments, D/F grades, attendance, AP testing scores, and graduation rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administrators will conduct class visits, at least once per term, for informal teacher observations. Department chairs will also be given an opportunity to participate in class visits to provide feedback.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,605

Unrestricted General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide staff with PD to increase their knowledge of technology tools that may be used in the classroom to increase student engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30,304

Source(s)

Other
Expanded Learning Opportunities Grant

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Last school year a new course curriculum software, Atlas was introduced as well as best teaching practices were also shared. Data, documentation, and inquiry discussions were then recorded and submitted to the district emphasizing collaboration protocol. At the beginning of last school year, professional development switched to the essential need of technology implementation during remote learning, yet the continued focus on completing the course curriculum in Atlas continued. Class visits by administration took place via zoom during remote learning and the rigor in classroom was noted by administration. Instructional strategies dealing with teaching remotely were shared with staff and implemented. The one-to-one computer implementation for students and the technology updates for staff greatly increased the learning capabilities for students. Department meetings and the advisory period were using for staff to monitor students' success. Staff used different data points, such as D/F grades and attendance to identify students who were at risk and make a referral to MTSS. Administration and counselors held parent-teacher conferences via zoom as a means to support students during remote learning. Teachers and paraprofessionals held office hours via zoom to provide tutoring. As a means to continue the use of technology for learning in the classroom, this school year a technology committee will be established to develop professional development opportunities on the use of technology tools for classroom learning.

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

All of the above strategies were implemented appropriately.

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

The goal will continue; however, the measured assessments will be greatly changed due to the lack of testing by LRHS and the state due to remote learning. LRHS will use the outcomes of CAASPP from 2018-2019 as our baseline for this school year. The Reading Inventory assessment tool changed in the spring of 2021, which provided a baseline for our ninth through eleventh grade students for this school year. Administrators will resume class visits this school year and department chairs will be invited to participate in conducting teacher observations. Departments will continue developing common assessments in Atlas and sharing best teaching practices.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Rigorous Learning and High Achievement

LEA/LCAP Goal

Rigorous Learning and High Achievement

Goal 3

Increase the academic success of English Learners and Special Needs students and increase the percentage of ELs making annual progress towards learning English.

Identified Need

English Learners and Special Needs students continue to underperform on the CAASPP math and ELA assessments and are overrepresented in the D/F lists, SARB hearings, and suspension rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Completion	<p>2019-2020 (DataQuest): EL Seniors=5 out of 7 (71.4%) 2020-2021 (local data): EL Seniors=6 out of 7 (85.7%)</p> <p>2019-2020 (DataQuest): Special Needs=29 out of 31 (93.5%) 2020-2021 (local data): Special Needs=18 out of 20 (90.0%)</p>	Increase subgroup graduation rate by 10% for EL and 5% for Special Needs
Reclassification of Students (RFEP)	<p>DataQuest 2019-2020: ELs=65 (5.7%); RFEP=3 (6.2%) 2020-2021: ELs=83 (7.5%); RFEP=1 (1.5%)</p>	Increase the number of students being reclassified by 5%
College/Career Dashboard	<p>2018-2019 EL – (26) 3.8% prepared Special Needs – (23) 8.7% prepared</p>	Increase percentage points by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Results	2018-2019 15.38% proficient (state level 16.4%)	Increase proficiency to the state level (1%)
CAASPP Results	On Dashboard for 2018-2019: ELA EL (fewer than 10) Special Needs 9.09% proficient Math EL (fewer than 10) Special Needs 0% proficient Testing did not take place in spring of 2020 or 2021	Increase the number of students reaching proficiency by 2%
Suspension Rates	2019-2020 EL – 4.2 % (increase by 0.8%) Special Needs – 8.5 % (increase of 0.5%)	Reduce suspensions by 1% in all subgroups

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Staff notification of EL and RFEP students and review of classification criteria.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Use of EL Reclassification form and meetings with EL students and parents to review form, criteria, and support available for those students who have not shown progress toward reclassification.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Continue to develop and finalize curriculum for ELD program and place identified EL students into the ELD program. Establish staff training on integrated and designated ELD standards. These will be headed by the English Learners and English Language Development Workgroup, which includes district and site administrators, two ELD Coordinators, and others.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

55,720

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learner and Special Needs Students

Strategy/Activity

Establish a network of support for students who are not reclassified and implement a reward program for both EL and Special Needs students' improvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Unrestricted General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Special Needs Students

Strategy/Activity

Continue providing information, training, and support for the inclusive Special Education model to all staff including general education, Special Education teachers, and paraprofessionals regarding duties, responsibilities, and interaction of paraprofessionals and Special Education teachers in the general education classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

Title II Part A: Improving Teacher Quality

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

According to the previous goal, the actions of identifying EL students, establishing an ELD class, administering and analyzing the data from ELPAC and placing students in the appropriate EL classes were established. A process was established to identify students needing to be reclassified and information was documented in PowerSchool. Although these actions were completed, analysis indicates that more one-on-one meetings with parents and students needs to take place, as well as an emphasis for all educational partners' awareness of the reclassification process, EL

placement, and academic importance for future college and career readiness. Migrant students are supported through the county migrant education program. Trainings for inclusiveness for students with Special Needs were established and implemented during remote and hybrid learning models.

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

All actions were implemented.

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

This goal has been established with strategies focusing on these subgroups to help achieve their academic success.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Transparent Communication and Engagement of All Educational Partners

LEA/LCAP Goal

Transparent Communication and Engagement of All Educational Partners

Goal 4

Develop a plan to increase parent involvement at LRHS

Identified Need

Current school committees, parent meetings, and WASC visitation recommendations indicate a need for parent participation/input due to low attendance. There is also a low percentage of parent participation in surveys. More specifically, Spanish-speaking parents have a low level of involvement at LRHS.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Student involvement in SSC, ELAC, and District Committees	2 parents on SSC; 4-5 consistent parents on ELAC; and 2 parents from LRHS on district committees	Maintain the number of parents on committees
Parent and student contacts by LRHS administration and teachers	Use of website, phone dialer, mailings, and individual teacher contacts through email (Office 365), the Remind App., Facebook pages, ParentSquare, StudentSquare, CANVAS, PowerSchool	Consolidation of communication resources to Outlook email, CANVAS, and Parent/StudentSquare
Results of Parent Survey	2019 Family Remote Learning Survey 236 completed for the district 2020 Survey dealt with distance learning, well-being of students, and social support more than academics	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase attendance at parent meetings including district and site committees by publishing all meeting dates, sending out reminders, including parent opportunities on the LRHS and district websites and ParentSquare, as well as notify parents of other campus events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,183

Source(s)

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Conduct a parent involvement survey at the beginning of the school year and then hold an annual end-of-year review of parent involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,940

Source(s)

LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Facilitate ways to involve Spanish-speaking parents which includes: translation of documents, bilingual translators in parent meetings, making presentations in Spanish, holding on-campus

activities for Spanish-speaking families, making phone calls home and hosting meetings with Spanish-speaking families in the community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,882

Source(s)

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Establish consistent use of CANVAS and PowerSchool by staff and provide information and training for parents and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Costs

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The goal to increase parent involvement continues to be a goal for LRHS. Although the plans for increased parent communication, more parents on SSC and ELAC committees, and surveys of parents were implemented, this goal continues to be a concern. A new communication tool, ParentSquare was used last school year as the main source of communication for everyone (parents, students, and staff) to receive information. Parents received important announcements from the school as a whole and teachers. Parents also actively used ParentSquare to contact the

teachers. ParentSquare has the capability to translate any information for parents into Spanish. Due to remote learning many parent meetings were either postponed or held virtually. Last school year, due to remote learning, parent involvement subsequently decreased. LRHS followed CDC/District COVID guidelines as a hybrid learning model was implemented towards the end of the school year. Canvas was and is being used by all teachers for classwork and grades. This allows parents to see all grade information from all teachers.

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

All actions were implemented.

Differences in parent communication changed as a result of remote learning. Committees were held via zoom and some members may have had difficulty attending, there was low attendance. Meeting with Spanish-speaking students and parents also was changed to zoom.

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

There is no change in the goal, but strategies of implementation have changes. Surveys for parents were completed, but the focus was on remote learning. New communication strategies of Parent/StudentSquare were and will continue to be implemented to help both our English and Spanish speaking parents.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Healthy Environment

LEA/LCAP Goal

Safe, Healthy, and Supportive School/Work Environment

Goal 5

To continue to ensure students and staff a safe and supportive work environment, LRHS will monitor facilities, and provide support in establishing relationships with staff, students, and other educational partners.

Identified Need

According to the Dashboard, LRHS had an increase in Expulsion/suspension rates (2019-2020) and while the parent/staff/students surveys indicated a positive facilities and safety rating, there is room for improvement. A special focus will be on freshmen transition from middle school, as research shows this group of students often has a more difficult time adjusting (especially arriving from three different feeder districts) and is overrepresented in the D/F list and discipline referrals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion/Suspension Rates	2019-2020 Suspension rate 4.1%, (decreased by 0.1%) White 2.9; Hispanic 4.8; EL 6.0; Homeless 4.0; Socio 5.2	Decrease overall suspension rate by 0.5% and the percentage of student with disabilities and EL by 1%
Safety Drills Completed	In 2020-2021 due to remote learning, there were no drills at the beginning of the school year. In the spring of 2021 drills were completed while in a hybrid learning model. Mandatory trainings were completed virtually.	Drills will be completed following the School Safety guidelines
Record of Counselor, Psychologist, SST Meetings	PTCs by teachers and counselor, along with SSTs by program coordinator were held virtually	Update the MTSS referral process which will be discussed at weekly MTSS meetings for further interventions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Teachers and administration used the MTSS referral and re-engagement plan during remote learning	
Student/Parent/Staff Surveys	Fall of 2020: Survey dealt with distance learning, well-being of students, and social support more than academics	Adding questions regarding safe climate upon our return to school and academics
Facilities Updates	Status is good in SARC	Maintain a good status in SARC

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive incentives for students with good attendance, behavior, academics, participation in tutoring, and character.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,200

Source(s)

Unrestricted General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

LRHS Staff will complete online mandatory trainings for health and safety techniques. Regular earthquake and fire drills, with time for debriefing with students, will be organized at least once a semester. Teachers will continue to use the MTSS referral process. Support for emotional/mental health will be provided via a referral process to One-80 counseling service center.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,122	Title II Part A: Improving Teacher Quality
78,917	Other Expanded Learning Opportunities Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Freshmen Students

Strategy/Activity

Continue the implementation of the Link Crew class and program providing freshmen with positive incentives, relationships, and support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,852	Unrestricted General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Educational partners will take the parent/graduate/panorama surveys including questions about school and Pandemic/COVID safety. Safety committee members as well as all educational partners will receive the results of these surveys to analyze and plan accordingly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

No Additional Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Educational partners will take the parent/graduate/panorama surveys including questions about school facilities and safety. GJUHSD staff, LRHS staff, custodial and maintenance staff will meet virtually using zoom on a consistent basis to review the surveys, as well as complete independent updates on the facilities. Facility updates will be reviewed with all educational partners through the district website and staff virtual meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Costs

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The health and safety protocols for campus were implemented and changed as needed with the state and county guidelines as well as with students returning on a hybrid schedule. Surveys were sent to parents about remote learning and returning to school campus. After completing Alice Training, and drills in Fall 2019 and Winter 2020, the safety procedures changed because of the pandemic and remote learning. During the Summer of 2020, staff representatives from across the district met to discuss safety protocols for students returning to campus. These safety protocols, dependent on state and county guidelines, were developed, changed, implemented, and changed again. The district and LRHS were in constant communication on the proper way to bring both students and teachers back to campus safely. The campus itself was and is being regularly sanitized. Students received positive incentives. In Fall of 2020 students received recognition from staff for excellent zoom behavior and character through StudentSquare and leadership. Students were also recognized for achievements in the electives such as the performing arts and AG through zoom performances and competitions. Some events took place virtually such as senior awards, while others were held outdoors in-person such as AG and sports awards assemblies. Graduation

for the class of 2021 was held in-person at the stadium. During remote learning, the Link Crew transition program continued via different platforms such as Instagram, StudentSquare to try and establish a welcoming atmosphere to all freshmen. Students were recognized for good participation through a prize patrol raffle. A virtual rally was established to make freshmen feel a part of the school.

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

All actions were implemented.

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

The goal itself will not change as it is needed more now than ever with the new safety protocols and facility changes and updates.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$140,765.00
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	\$615,342.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$137,925.00
Title II Part A: Improving Teacher Quality	\$17,241.00

Subtotal of additional federal funds included for this school: \$155,166.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$88,824.00
Other	\$170,367.00
Unrestricted General Fund	\$200,985.00

Subtotal of state or local funds included for this school: \$460,176.00

Total of federal, state, and/or local funds for this school: \$615,342.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	88,824.00
Other	170,367.00
Title I	137,925.00
Title II Part A: Improving Teacher Quality	17,241.00
Unrestricted General Fund	200,985.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Supplemental	88,824.00
	Other	170,367.00
	Title I	137,925.00
	Title II Part A: Improving Teacher Quality	17,241.00
	Unrestricted General Fund	200,985.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	409,498.00

Goal 2	36,528.00
Goal 3	58,220.00
Goal 4	14,005.00
Goal 5	97,091.00

School Site Council Membership

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

- Joe Saramago School Principal
- Cherise Sims Classroom Teachers
- Laurie George Other School Staff
- Annette Kunze Parent or Community Members
- Cole Parker Secondary Students

Name of Members	Role
Joshuah Sanchez	Secondary Student
Payton Best	Secondary Student
Marisela Suarez	Parent or Community Member
Jeremy Duncan	Classroom Teacher
Morgan Hoare	Classroom Teacher
Martin Hall	Classroom Teacher
Kristie Cole	Other School Staff
Anahi Perez	Other School Staff
Erica Reuscher	Parent or Community Member
Krista Meier	Secondary Student
Alyssa Martin	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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