2017-2018
The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: Livermore High School

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: 01-61200-0134536

Principal: Victoria A. Scudder

Date of this revision: 10/1/17

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 14, 2017.

THE STORY

Livermore High School is located a few short blocks from the popular downtown area of Livermore, a city known for its eclectic mix of award-winning wineries, family owned ranches, and national research laboratories. This juxtaposition of agriculture and cutting-edge technology gives Livermore its unique reputation as a city in which cowboys and physicists are neighbors and friends. The city has an estimated 84,000 residents, with an ethnic make-up of approximately 65% White, 21% Hispanic, 8% Asian, and 2% African American. The balance represents the diversity of other backgrounds, including ethnicities comprised of two or more of the aforementioned categories.

We are one of two comprehensive high schools in the Livermore Valley Joint Unified School District, and hold the distinction of being the first high school in the area, opening in 1891. Currently we house a student body of some 1,900 students. Our ethnic make-up is reflective of the city's demographics with a slightly larger Hispanic population (LHS 28%, City 20%) and smaller white and Asian (LHS 53%, City 74% white, LHS 6% , City 8.2% Asian) population than Livermore's profile. Like the city, our student population is a diverse mix of a variety of cultures and traditions all blending in an environment of equity and respect.

As stated in our school Mission statement, our goal is that of fostering a safe environment, promoting the intellectual and emotional growth of all students. Our Vision is the creation of responsible, educated, ethical adults and productive members of society.

As an educational community, we pride ourselves on a curriculum that provides students with the opportunity to take advantage of a wide range of programs and electives to meet their unique needs. We offer Advanced Placement courses, Honors courses, Career Technical Education programs, and classes supporting our English Learner population and our wide range of special needs students. We are proud of our Green Engineering Program, a California Partnership Academy, a program focusing on green engineering and an integration of career technical education, business partnerships, mentoring and internships. Our Agricultural program is the only program of its kind in Alameda County, sending graduates on to college to pursue careers in education, government, or industry in agriculture-related fields. Our Art, Music and Drama programs are recognized locally and on a State level, and our historic theater gives evidence of the talent and accomplishments of our students on all artistic levels.

To help students understand the *why* of what we teach, our faculty and staff have developed the concept of LIFE, an acronym for each of the four Student Learner Outcomes (SLOs) that we adopted in the 2015-2016 school year. The acronym draws attention to the fact that responsibility is vested in both staff and students to ensure that LHS graduates are well-prepared for life beyond high school. Our FIT (Freshmen in Transition) class is mandatory for all freshman and operates on a four-unit format, with each unit focused on one of the four SLOs. Our LIFE skills are posted in classrooms, integrated into the standards-based curriculum and discussed between staff and students. It is our intention that LHS students will graduate possessing the skills needed in these vital areas of **L**iteracy and Critical Thinking, **I**nnovation, **F**itness and **E**thics.

Our teaching and support staff are the backbone of our rigorous academic program, and are a reflection of the Livermore Valley Joint Unified District's on-going effort to recruit highly qualified teachers with the goal of providing excellence in instruction to all students. We recognize that quality instruction requires ongoing professional development at a site level combined with administrative coaching and a supportive infrastructure. Our Department Leadership Team supports staff with implementation of State Standards through weekly collaboration that is department, grade level, and cross-curricular in nature. Site funding is utilized to provide release time for peer observation of best teaching practices and to focus attention on strategies to support teaching, learning and student assessment.

A particular area of focus has been the progress of all English Language Learners at Livermore High School. Staff has analyzed student data, current academic performance and California English Language Development Test (CELDT) proficiency levels to determine the unique learning needs of these students. Local Control Funding Formula (LCFF) funds are strategically employed to provide staff professional development, and to support our English Learner (EL) student population with instructional aide support and staff mentors to monitor progress.

We acknowledge that for these EL students and all students, transition from middle school to ninth grade can be challenging. Our annual articulation effort with eighth grade students prior to their entry into ninth grade is led primarily by our counseling team. They meet with our feeder middle schools and provide a packet of information for each student destined for LHS. They discuss placement options in math, science, and world languages. Students from each of our programs and academies (Future Farmers of America (FFA), Green Engineering Academy (GEA), Band, Choir, Advanced Placement (AP), etc.) accompany the counseling team to discuss the positive experiences they are having at LHS. Teachers from these programs then conduct a follow-up program recruitment meeting for interested families.

Parents play a vital role in our school community. Since its inception in 2011, out Parent Teacher Student Association (PTSA) has provided a significant communication link with our parent population, utilizing multiple social media accounts and websites to communicate with parents, elicit comments and respond to their concerns. We engage parents as volunteers, members of our School Site Council, Booster organizations, English Learner Advisory Committee (ELAC) group and tutoring support. Our goal for the current academic year is to increase our outreach to our under-represented groups and increase their representation at our meetings and in our survey responses.

The Livermore High School story is about value, purpose and goals. Its intent is to assist our community in a better appreciation of the purpose, shared with the Livermore Joint Unified District, that each student will graduate with the skills needed to **contribute and thrive** in a changing world.

SPSA HIGHLIGHTS:

The key features of this year's SPSA can be organized under the general headings of the Livermore High School LIFE acronym. The visual representation of our Student Learner Outcomes is posted in our classrooms, integrated into our standards-based curriculum and the over-arching focus of our mission and our expectations for our students.

L **Literacy** focuses on the reading, writing, speaking and listening proficiency of our students. In its broader sense, it covers proficiency in technology, managing information, developing relationships with others and solving problems collectively.

Observable Highlights

- SBAC testing in ELA indicates growth in those at standard or nearly meeting standard in overall performance. The white population demonstrated a 13% growth in those students exceeding standard, while the Hispanic subgroup exhibited 6% growth from previous group scores. Socio-economically disadvantage students demonstrated gains in overall scores.

Strategic Response

- This year's plan addresses the needs of additional intervention for all students in the area of student literacy, with targeted support to our EL population. Our two-pronged program of intervention and sheltered classes has not yielded the desired results. This year's plan has introduced a mentoring program for our EL population, with academic focus and parent outreach.
- Professional Development time and funding has been directed toward the support of staff in the English Department to develop assessment protocols and adhere to a cycle of continuous, shared, formative assessments.

I **Innovation** focuses on creativity and, in the area of assessment, on different assessment modes to determine progress toward course mastery. The use of CTE Capstone Projects are examples of our long-term goals and assessment for students progressing through the Career and Technical Education programs.

Observable Highlights

- In our assessment of student programs from multiple measures, it is apparent that we do not assess frequently enough and share the results of common assessments in collaboration. Our District Write score recording was incomplete, and as a result we have partial results on which to base decisions. Standardized testing becomes a "stand alone" measurement of student gains or losses. This needs to an area of focus with an emphasis on multiple, multi-dimensional (portfolios, student-made rubrics, performance tasks, etc.)

Strategic Response

- Funding in the plan has been directed at Math and ELA to support release time to develop assessment protocols and performance-based task/assessment.
- FIT classes are being utilized as a vehicle for early targeting of at risk students, and baseline data collection in reading competency will be accomplished in these classes.
- All collaboration Wednesdays will center on assessment and discussion/debrief of ongoing department assessments.
- Focus on the completion of CTE Pathways with emphasis on Capstone assessment is a plan component.

F **Fitness** at Livermore High School extends beyond the school environment to the formation of healthy habits and a healthy lifestyle. Our goal in the area of physical fitness is to increase parent awareness and continue to build focused lessons and activities to target our areas of greatest need. Healthy eating and healthy choices are a component of our program development. Emotional health as a result of an empathetic and physically safe environment is a key component and a high priority.

Observable Highlights

- Our Physical Fitness Gram shows 72% of the population meeting 5 or 6 of the prescribed fitness categories. The PE Department attributes this to programmatic changes and modification of warm-up activities to more closely mimic the areas assessed. Parent notification of the exam and expectations are credited with a positive approach to the testing window.
- We can anecdotally state that sports participation remains consistent at approximately 800 participants, with 300 of those participating in multiple sports.
- Attendance is one measure of connectedness/participation in school. Livermore High School's attendance is 96.5% (approximately 1% growth over last year's).

Strategic Response

- Funding has been provided for PE staff meeting to assess data, modeling last year's successful review of incoming freshman data.
- Parent communication will be sent home to review the PFT information with our parents from the LHS and State perspective.
- Our LHS FIT classes will continue to implement the Character Education component of Project Wisdom, and the curriculum and related materials will be shared with the FIT instructors.
- Attendance goals in the plan incorporate strategies to deal with our target population as described (students in receipt of the first truancy letter) in addition to those students described as "chronic" and "severe".

E **Ethics** are moral principles that determine standards for human behavior. It is a challenging concept, given diverse opinions based on cultural and personal beliefs.

Observable Highlights

- Last year's focus was to provide students with a safe environment through a character component and the creation of groups giving a "voice" to previously marginalized students. The over-arching goal was the fostering of a bully-free environment. Our own survey (with an 83% return) demonstrated that a large proportion of our students felt free from bullying in an environment of supportive adults. The Healthy Kids Survey substantiates developmental supports and the presence of caring adults. Approximately 81% of students surveyed ranked school support networks and caring adults as either "high" or "moderate". Interestingly enough, connectedness with school wanes in the movement from ninth to eleventh grade. In both cases, however, the percentage is relatively low as compared to other indicators.

Strategic Response

- Project Wisdom Curriculum and materials will be embedded in all Freshman FIT classes as indicated above.
- The continuation of Dr. Beasely's work with the African American Student population, the imbedded professional development momentum on cultural competency with the LHS staff , the "Power of One" work with the staff and the EL population are all significant components imbedded in the plan to effect change and movement toward an ethical climate at LHS.

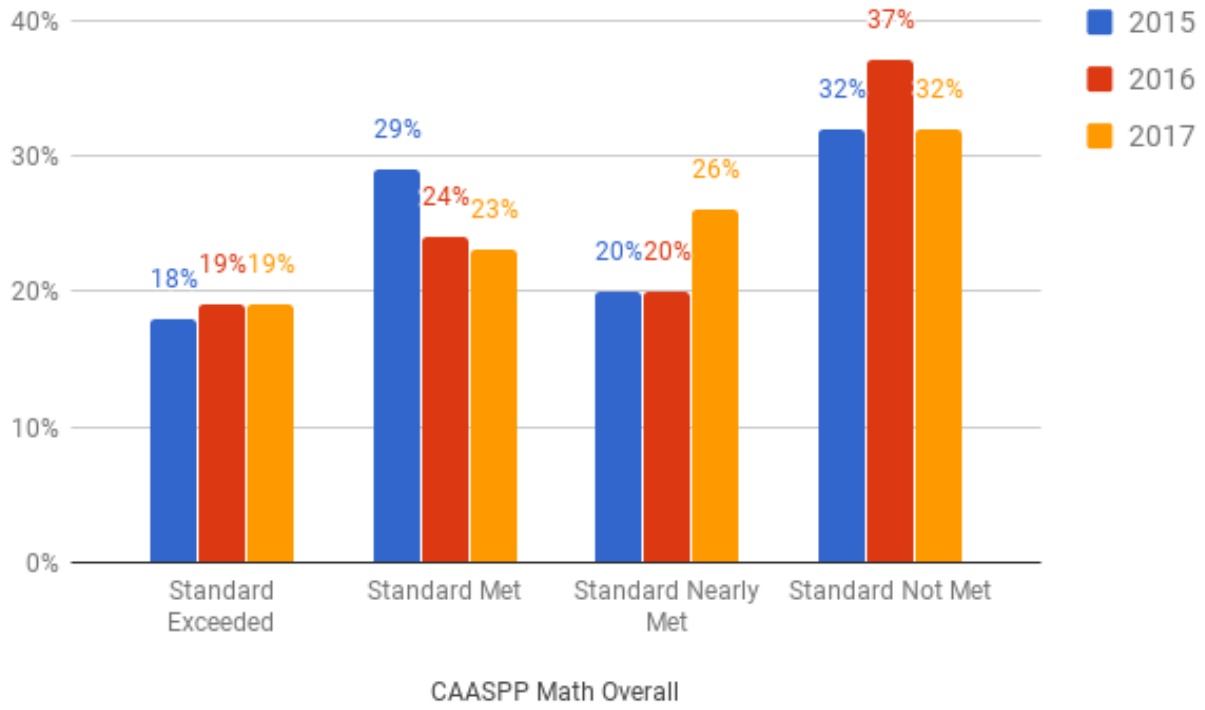
NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance

Dashboard Indicators

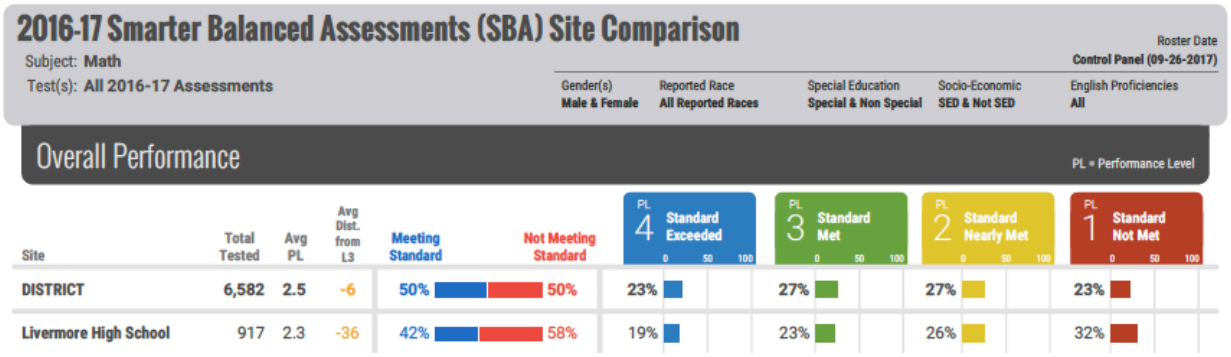
The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, The results are from the 2015-2016 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-2015 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators that what is being reported through the Dashboard.

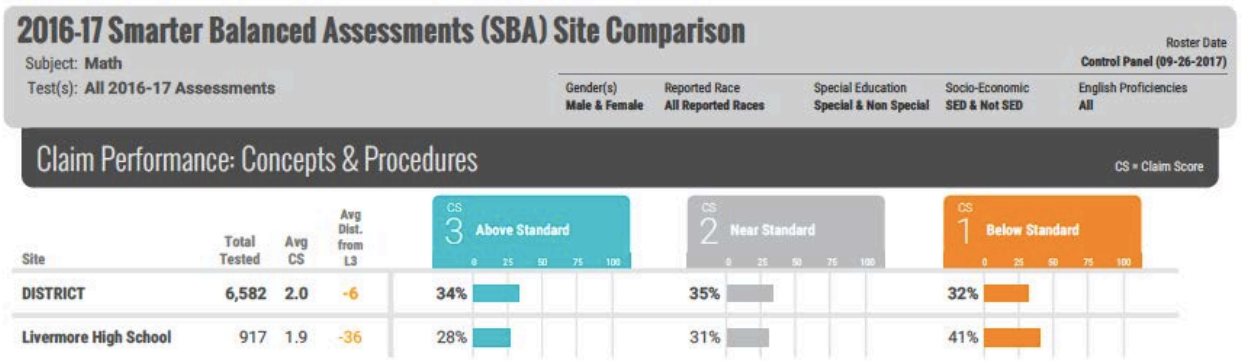
Smarter Balance Assessment results (including interim block assessment results) – 2 year trend

Math 2016-2017



Math Problem Solving and Modeling Data Analysis	2015	2016	2017
Level 3: Above Standard	23%	21%	23%
Level 2: At or Near Standard	54%	48%	46%
Level 1: Below Standard	24%	31%	30%
Concepts and Procedures	2015	2016	2017
Level 3: Above Standard	31%	33%	28%
Level 2: At or Near Standard	36%	26%	31%
Level 1: Below Standard	32%	40%	41%
Math Communicating Reasoning	2015	2016	2017
Level 3: Above Standard	19%	22%	24%
Level 2: At or Near Standard	60%	56%	51%
Level 1: Below Standard	20%	22%	26%





2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **Math**
Test(s): **All 2016-17 Assessments**

Roster Date: **Control Panel (09-26-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Problem Solving & Modeling/Data

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,582	2.0	-6	27%	48%	26%
Livermore High School	917	1.9	-36	23%	46%	30%

2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **Math**
Test(s): **All 2016-17 Assessments**

Roster Date: **Control Panel (09-26-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Communicating Reasoning

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,582	2.0	-6	26%	51%	23%
Livermore High School	917	2.0	-36	24%	51%	26%

Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested

Site: **Livermore High School**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **Current Year (2017-18)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

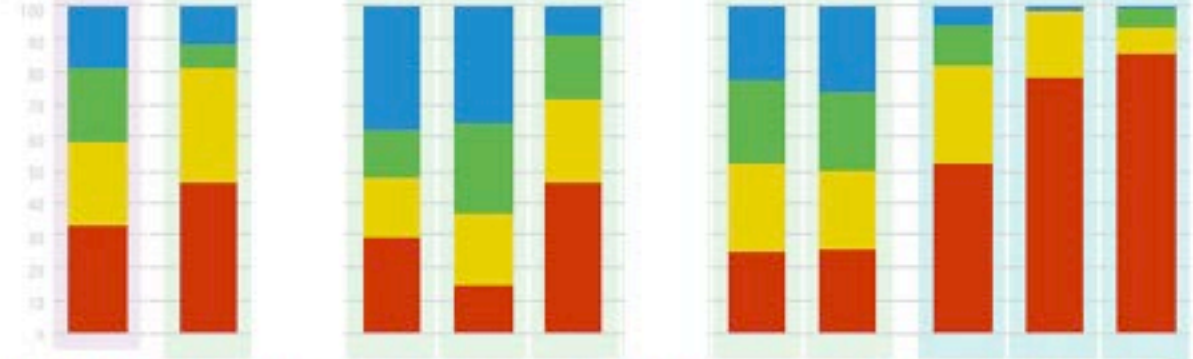
Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested

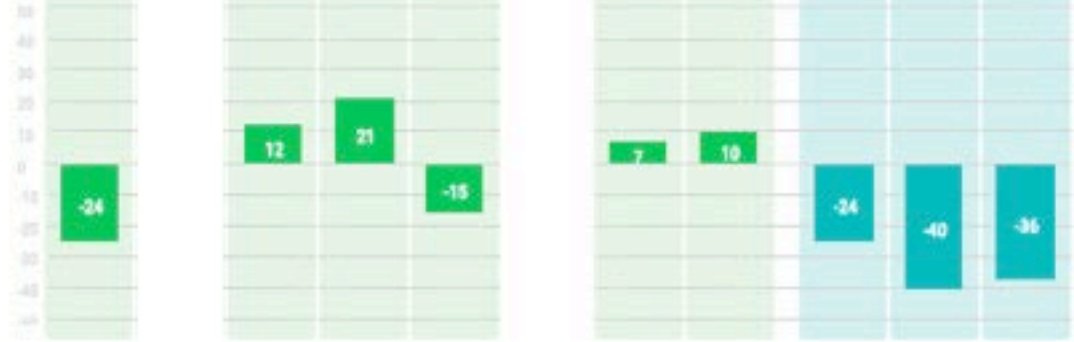
Percent of Students Scoring at Each Performance Level

	All Students	Black / African American	Asian	Filipino	Hispanic / Latino	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	940	17	51	21	295	490	58	234	74	107
Standard Exceeded or Met	41%	18%	53%	62%	27%	48%	52%	18%	1%	6%
Standard Exceeded	19%	12%	39%	33%	8%	22%	28%	6%	1%	1%
Standard Met	22%	6%	14%	29%	19%	26%	24%	12%	0%	5%
Standard Nearly Met	25%	35%	18%	24%	24%	27%	22%	27%	18%	7%
Standard Not Met	33%	47%	29%	14%	49%	25%	26%	56%	81%	87%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

		Black / African American	Asian	Filipino	Hispanic / Latino	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	17	51	21	295	490	58	234	74	107
Gap	-24%	12%	21%	-15%	7%	10%	-24%	-40%	-36%



Math 2015-2016

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **Math**
Test(s): **All 2015-16 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Overall Performance

PL = Performance Level

Site	Total Tested	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	5,005	2.5	-11	48%	52%	21%	27%	30%	22%
Livermore High School	829	2.3	-31	38%	62%	19%	19%	32%	30%

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **Math**
Test(s): **All 2015-16 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Concepts & Procedures

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	5,005	2.0	-11	31%	37%	31%
Livermore High School	829	1.9	-31	26%	36%	38%

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **Math**
Test(s): **All 2015-16 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Problem Solving & Modeling/Data

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	5,005	2.0	-11	24%	50%	26%
Livermore High School	829	1.9	-31	20%	51%	28%

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **Math**
Test(s): **All 2015-16 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Communicating Reasoning

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	5,005	2.0	-11	26%	51%	23%
Livermore High School	829	2.0	-31	22%	54%	24%

Smarter Balanced Subgroup Summary

2016 Math: All Grade Levels Tested

Site: **Livermore High School**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **Current Year (2017-18)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

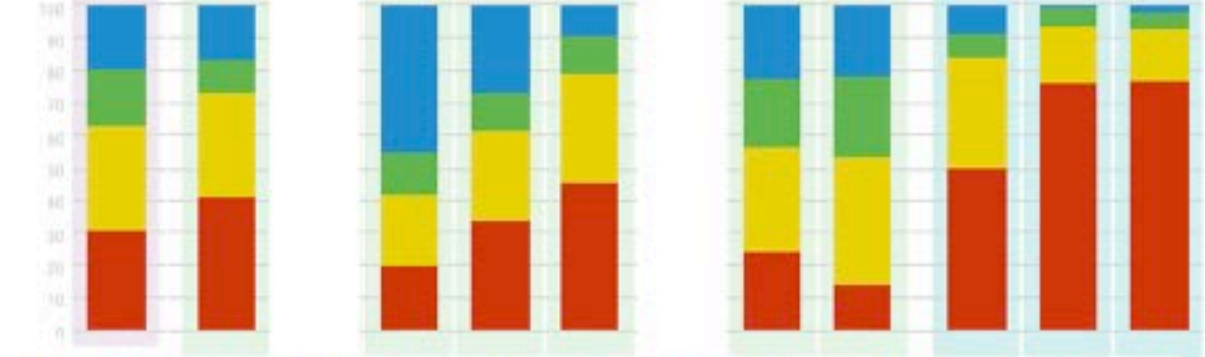
Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

Smarter Balanced Subgroup Summary

2016 Math- All Grade Levels Tested

	All Students	Black / African American	Asian	Filipino	Hispanic / Latino	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	850	15	63	26	266	436	38	251	92	116
Standard Exceeded or Met	37%	27%	59%	38%	20%	45%	47%	16%	7%	7%
Standard Exceeded	19%	13%	44%	27%	9%	22%	18%	8%	1%	2%
Standard Met	18%	13%	14%	12%	11%	23%	29%	8%	5%	5%
Standard Nearly Met	32%	33%	21%	31%	34%	31%	39%	34%	16%	15%
Standard Not Met	31%	40%	21%	31%	46%	24%	13%	51%	77%	78%

Percent of Students Scoring at Each Performance Level



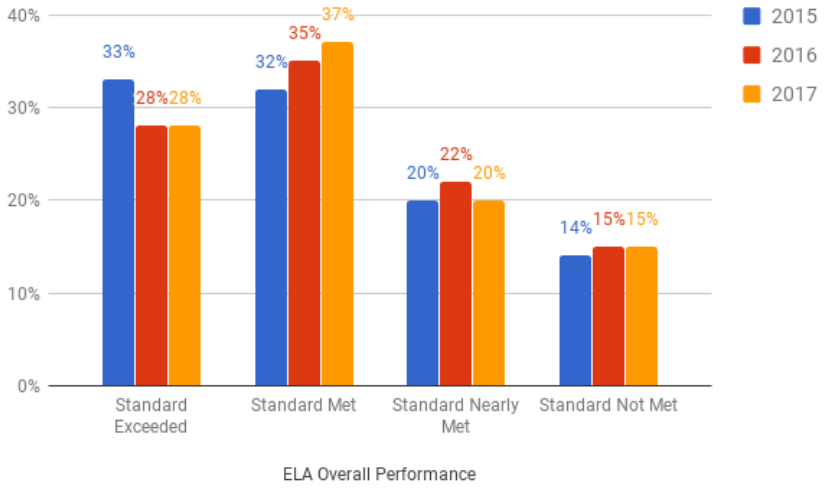
Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

Count	15	63	26	266	436	38	251	92	116
Gap	-11%	21%	1%	-17%	7%	10%	-22%	-31%	-30%

Subgroup Performance on Smarter Balanced Assessment

Math Overall			
White	2014-2015	2015-2016	2016-2017
Exceeded	23%	22%	23%
Met	25%	23%	26%
Nearly Met	33%	31%	27%
Not Met	20%	24%	24%
Math Overall			
Hispanic	2014-2015	2015-2016	2016-2017
Exceeded	7%	9%	8%
Met	12%	12%	19%
Nearly Met	33%	34%	25%
Not Met	48%	45%	47%
Math Overall			
African American	2014-2015	2015-2016	2016-2017
Exceeded	5%	13%	12%
Met	32%	13%	6%
Nearly Met	32%	33%	35%
Not Met	32%	40%	47%
Math Overall			
EL	2014-2015	2015-2016	2016-2017
Exceeded	1%	1%	1%
Met	2%	6%	0%
Nearly Met	19%	17%	18%
Not Met	78%	76%	81%
Math Overall			
Socio Econ Disadvantaged	2014-2015	2015-2016	2016-2017
Exceeded	7%	8%	6%
Met	9%	8%	13%
Nearly Met	33%	35%	28%
Not Met	51%	49%	53%

ELA 2016-2017



ELA Overall Performance

ELA Comparison Reading	2015	2016	2017
Level 3: Above Standard	41%	33%	38%
Level 2: At or Near Standard	46%	57%	43%
Level 1: Below Standard	12%	16%	19%
ELA Writing	2015	2016	2017
Level 3: Above Standard	43%	40%	38%
Level 2: At or Near Standard	40%	43%	47%
Level 1: Below Standard	16%	18%	16%
ELA Listening	2015	2016	2017
Level 3: Above Standard	25%	23%	25%
Level 2: At or Near Standard	61%	63%	62%
Level 1: Below Standard	14%	14%	13%
ELA Research Inquiry	2015	2016	2017
Level 3: Above Standard	40%	37%	35%
Level 2: At or Near Standard	47%	49%	49%
Level 1: Below Standard	12%	14%	16%

2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **ELA**
Test(s): **All 2016-17 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Overall Performance

PL = Performance Level

Site	Total Tested	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	6,577	2.7	+17	62%	38%	28%	33%	20%	19%
Livermore High School	914	2.8	+16	65%	35%	28%	37%	20%	15%

2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **ELA**
Test(s): **All 2016-17 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Reading

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,577	2.1	+17	34%	45%	21%
Livermore High School	914	2.2	+16	38%	43%	19%

2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **ELA**
Test(s): **All 2016-17 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Writing

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,577	2.2	+17	36%	45%	19%
Livermore High School	914	2.2	+16	38%	47%	16%

2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **ELA**
Test(s): **All 2016-17 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Listening

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,577	2.1	+17	23%	63%	14%
Livermore High School	914	2.1	+16	25%	62%	13%

2016-17 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **ELA**
Test(s): **All 2016-17 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Research/Inquiry

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	6,577	2.2	+17	35%	47%	18%
Livermore High School	914	2.2	+16	35%	49%	16%

Smarter Balanced Subgroup Summary

2017 ELA: All Grade Levels Tested

Site: **Livermore High School**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **Control Panel (10-02-2017)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

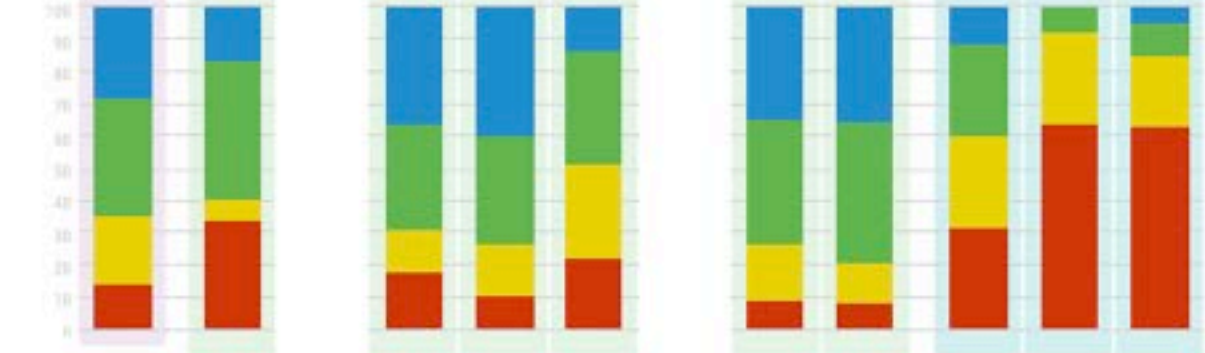
Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

Smarter Balanced Subgroup Summary

2017 ELA: All Grade Levels Tested

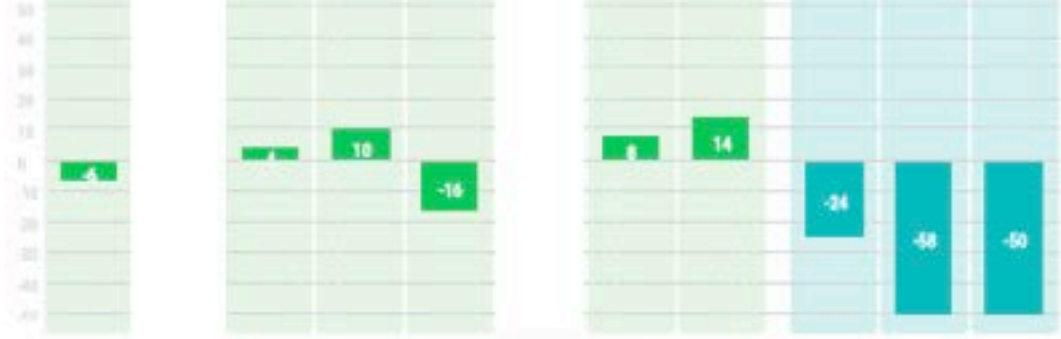
Percent of Students Scoring at Each Performance Level

	All Students	Black / African American	Asian	Filipino	Hispanic / Latino	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	913	17	51	20	283	479	56	219	68	101
Standard Exceeded or Met	65%	59%	69%	75%	49%	73%	79%	41%	7%	15%
Standard Exceeded	28%	18%	37%	40%	14%	35%	36%	11%	0%	4%
Standard Met	37%	41%	31%	35%	35%	38%	43%	29%	7%	11%
Standard Nearly Met	20%	6%	14%	15%	29%	17%	12%	28%	28%	21%
Standard Not Met	15%	35%	18%	10%	22%	10%	9%	31%	65%	64%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

Count	17	51	20	283	479	56	219	68	101
Gap	-6%	4%	10%	-16%	8%	14%	-24%	-58%	-50%



ELA 2015-2016

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **ELA**
Test(s): **All 2015-16 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Overall Performance

PL = Performance Level

Site	Total Tested	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	5,000	2.7	+14	60%	40%	25%	34%	22%	19%
Livermore High School	829	2.6	+9	56%	44%	18%	38%	25%	19%

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **ELA**
Test(s): **All 2015-16 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Reading

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	5,000	2.0	+14	28%	47%	24%
Livermore High School	829	2.0	+9	28%	46%	26%

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **ELA**
Test(s): **All 2015-16 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Writing

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	5,000	2.1	+14	34%	47%	20%
Livermore High School	829	2.2	+9	34%	47%	19%

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **ELA**
Test(s): **All 2015-16 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Listening

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	5,000	2.1	+14	22%	66%	12%
Livermore High School	829	2.1	+9	19%	68%	13%

2015-16 Smarter Balanced Assessments (SBA) Site Comparison

Subject: **ELA**
Test(s): **All 2015-16 Assessments**

Roster Date: **Control Panel (09-25-2017)**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	SED & Not SED	All

Claim Performance: Research/Inquiry

CS = Claim Score

Site	Total Tested	Avg CS	Avg Dist. from L3	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard
DISTRICT	5,000	2.2	+14	32%	53%	15%
Livermore High School	829	2.1	+9	26%	58%	16%

Smarter Balanced Subgroup Summary

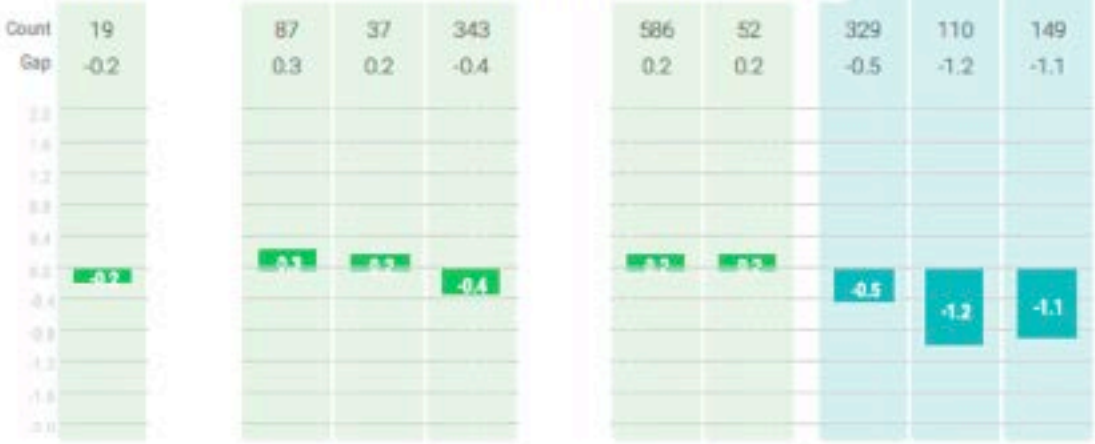
2015 ELA: All Grade Levels Tested

Site: **Livermore High School**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **Control Panel (10-02-2017)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Average Performance Levels

Gaps in Each Subgroup's Difference from 'All Students' Average PL



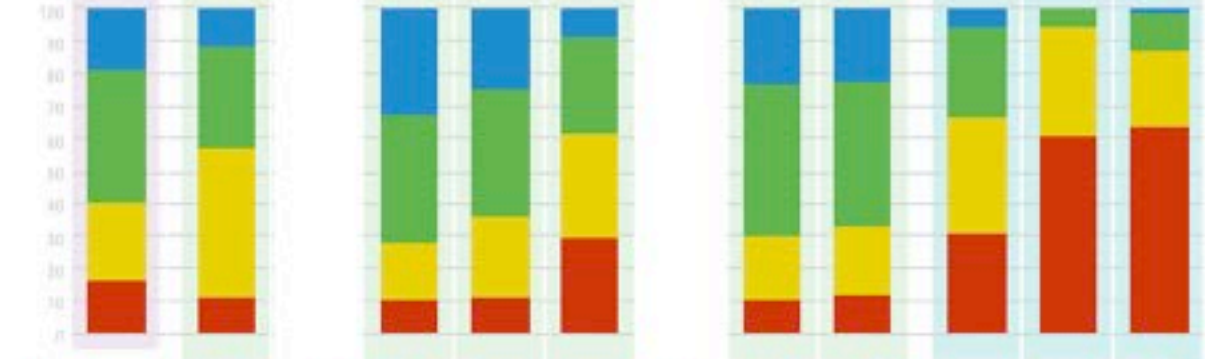
Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

Smarter Balanced Subgroup Summary

2015 ELA: All Grade Levels Tested

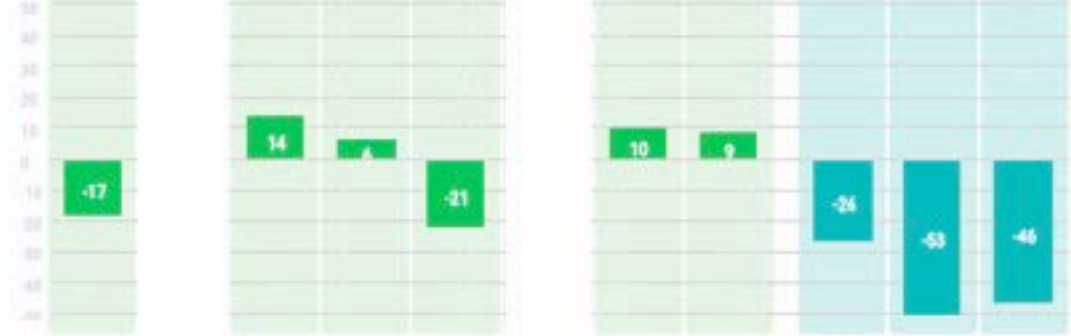
Percent of Students Scoring at Each Performance Level

	All Students	Black / African American	Asian	Filipino	Hispanic / Latino	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	1,137	19	87	37	343	586	52	329	110	149
Standard Exceeded or Met	59%	42%	72%	65%	38%	69%	67%	33%	5%	13%
Standard Exceeded	19%	11%	33%	24%	8%	22%	23%	5%	0%	1%
Standard Met	40%	32%	39%	41%	29%	46%	44%	28%	5%	11%
Standard Nearly Met	25%	47%	17%	24%	33%	30%	21%	36%	34%	23%
Standard Not Met	17%	11%	10%	11%	29%	11%	12%	30%	61%	64%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

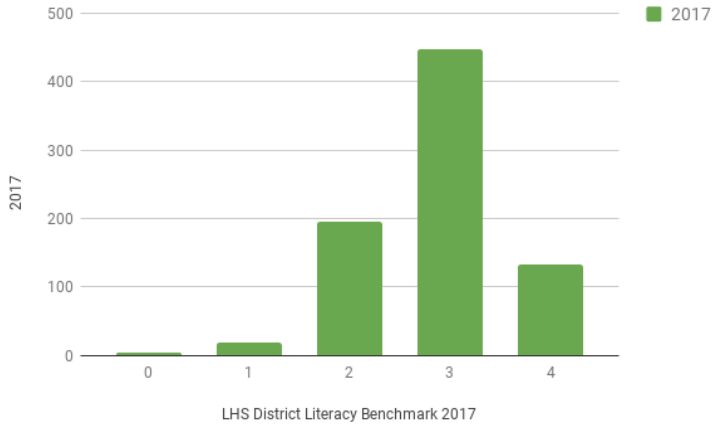
Count	19	87	37	343	586	52	329	110	149
Gap	-17%	14%	6%	-21%	10%	9%	-26%	-53%	-46%

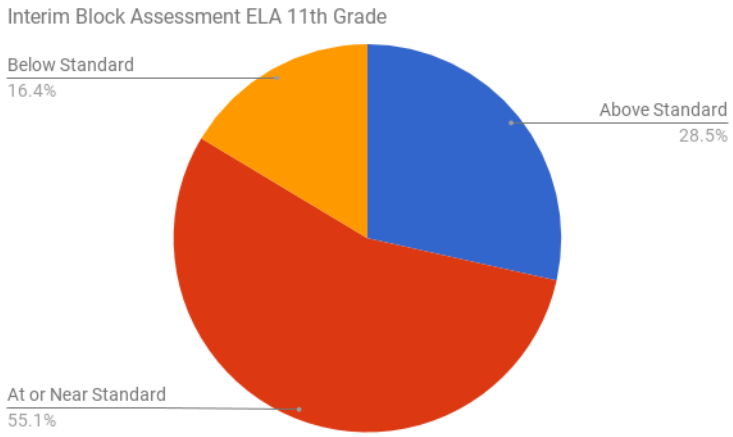


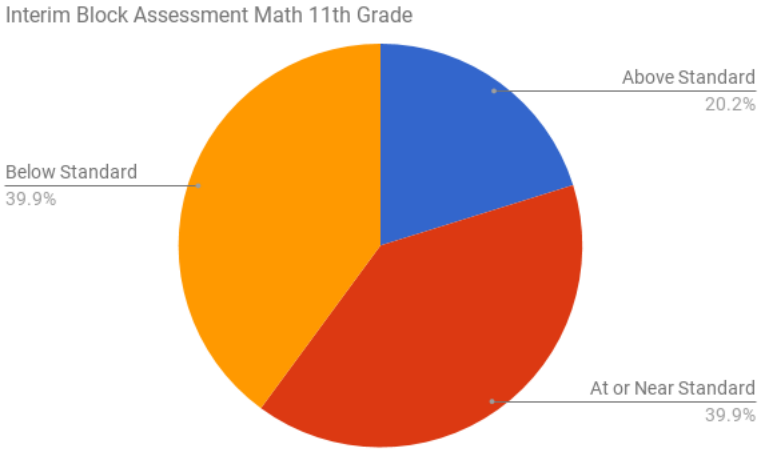
Subgroup Performance on Smarter Balanced Assessment

ELA Overall			
White	2014-2015	2015-2016	2016-2017
Exceeded	22%	22%	35%
Met	46%	42%	38%
Nearly Met	20%	23%	17%
Not Met	11%	13%	10%
ELA Overall			
Hispanic	2014-2015	2015-2016	2016-2017
Exceeded	8%	8%	14%
Met	29%	30%	35%
Nearly Met	33%	31%	29%
Not Met	29%	31%	22%
ELA Overall			
African American	2014-2015	2015-2016	2016-2017
Exceeded	11%	20%	18%
Met	32%	27%	41%
Nearly Met	47%	13%	6%
Not Met	11%	40%	35%
ELA Overall			
EL	2014-2015	2015-2016	2016-2017
Exceeded	0%	1%	0%
Met	5%	6%	7%
Nearly Met	34%	35%	28%
Not Met	61%	58%	65%
ELA Overall			
Socio Econ Disadvantaged	2014-2015	2015-2016	2016-2017
Exceeded	5%	5%	11%
Met	28%	28%	29%
Nearly Met	36%	34%	28%
Not Met	30%	33%	31%

Literacy Benchmarks







CELDT Results – 2 year trend: number and percent of students at each level

Pivot Table Report

Band Jumper Data Table

Site: Livermore High School

Selected Assessments — Student Count: 107

2015-16 CELDT

2016-17 CELDT

This report compares the student Performance Levels on 2016 CELDT and 2017 CELDT. Only students that have results for both selected data sets are included. Gain(+): Students who increased a PL from 2016 to 2017. Decline(-): Students decreased a PL from 2016 to 2017. No Change: No change in PL from 2016 to 2017.

PL	GAIN (+)	No Change	DROP (-)
5	3% (3)	4% (4)	
4	9% (10)	25% (27)	6% (6)
3	7% (7)	30% (32)	5% (5)
2	3% (3)	3% (3)	3% (3)
1		3% (3)	1% (1)

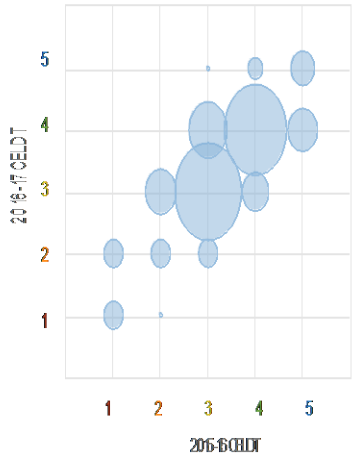
2016-17 CELDT

Vertical axis is student's most recent performance level. Gain means student's performance level increased. Drop means student's performance level decreased. No Change means the student's performance level is identical for both assessments.

2016-17 CELDT
5 = Advanced
4 = Early Advanced
3 = Intermediate
2 = Early Intermediate
1 = Beginner

2015-16 CELDT
5 = Advanced
4 = Early Advanced
3 = Intermediate
2 = Early Intermediate
1 = Beginner

*Matched



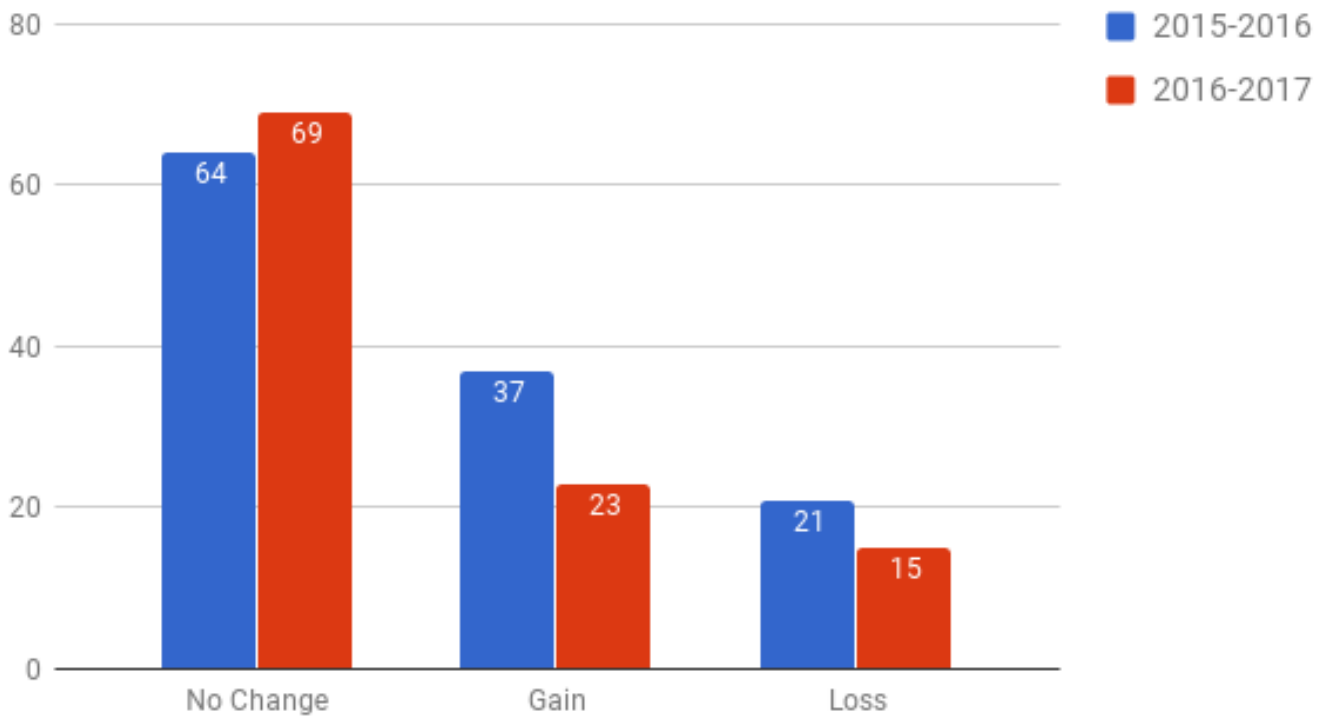
Performance Level Percent Change

2015-16 CELDT		2016-17 CELDT		CHANGE
Advanced	9% (10)	Advanced	7% (7)	-2%
Early Advanced	32% (34)	Early Advanced	40% (43)	8%
Intermediate	43% (46)	Intermediate	41% (44)	-2%
Early Intermediate	10% (11)	Early Intermediate	8% (9)	-2%
Beginner	6% (6)	Beginner	4% (4)	-2%

Generated on 09/25/2017 by Illuminate Education

Students: All Students Courses: All Courses Classes: All Classes

CELDT LHS Score Adjustment



Reclassification – 2 year trend; number and percent of students reclassified

	Number of EL Students	EL's Reclassified	% Reclassified
2015-16	120	19	15.8
2016-17	126	14	11.1

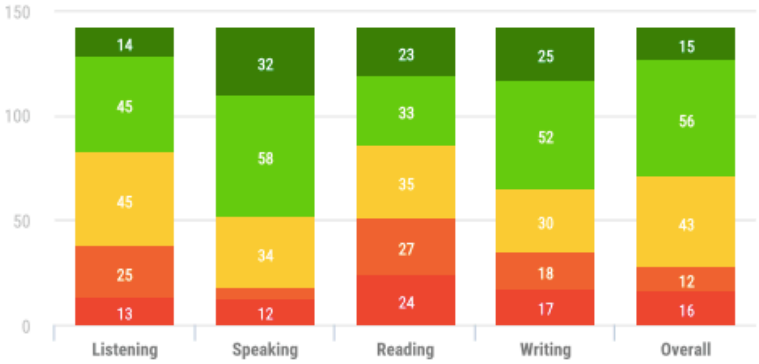
48%
Proficient

52%
Not Proficient

# Tested		**142**
# Proficient		**68**
% Proficient		**48**
Listening Averages	PL	4.00
	SS	659
Speaking Averages	PL	4.00
	SS	588
Reading Averages	PL	3.00
	SS	598
Writing Averages	PL	2.00
	SS	493
Overall Averages	**PL**	**4.00**
	SS	**584**

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	9.9	14	22.5	32	16.2	23	17.6	25	10.6	15
Early Advanced	31.7	45	40.8	58	23.2	33	36.6	52	39.4	56
Intermediate	31.7	45	23.9	34	24.6	35	21.1	30	30.3	43
Early Intermediate	17.6	25	4.2	6	19.0	27	12.7	18	8.5	12
Beginning	9.2	13	8.5	12	16.9	24	12.0	17	11.3	16

Number of Students at Each Level in Each Domain



The California English Language Development Test (CELDT) is the state's English language proficiency test for all students whose home language is not English. These students must take it within 30 calendar days of enrolling in a California public school to determine classification as Fluent-English Proficient (FEP) or English Learner (EL). ELs must take it every year thereafter until they are Reclassified as Fluent-English Proficient (R-FEP). A student is considered Proficient on the CELDT only if earning performance level 3 or above in every domain and also 4 or 5 Overall (only then should an EL be considered for reclassification). K-1 students, however, only have to meet this criteria for Listening, Speaking, and Overall in order to score Proficient.

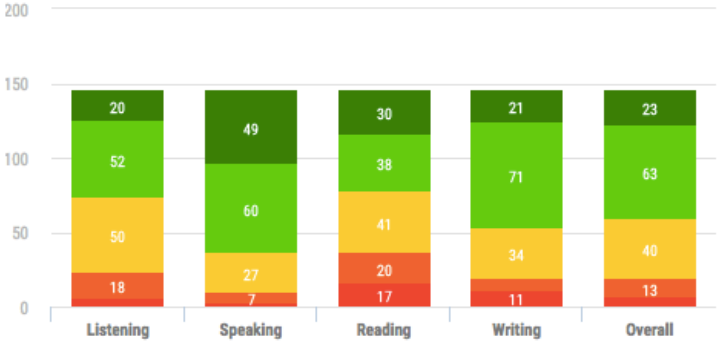
57%
Proficient

43%
Not Proficient

# Tested		**146**
# Proficient		**83**
% Proficient		**57**
Listening Averages	PL	5.00
	SS	700
Speaking Averages	PL	4.00
	SS	588
Reading Averages	PL	5.00
	SS	668
Writing Averages	PL	3.00
	SS	542
Overall Averages	**PL**	**4.00**
	SS	**624**

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	13.7	20	33.6	49	20.5	30	14.4	21	15.8	23
Early Advanced	35.6	52	41.1	60	26.0	38	48.6	71	43.2	63
Intermediate	34.2	50	18.5	27	28.1	41	23.3	34	27.4	40
Early Intermediate	12.3	18	4.8	7	13.7	20	6.2	9	8.9	13
Beginning	4.1	6	2.1	3	11.6	17	7.5	11	4.8	7

Number of Students at Each Level in Each Domain



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Chronic Absenteeism:
Percent of students who have missed 10% or more days of the school year

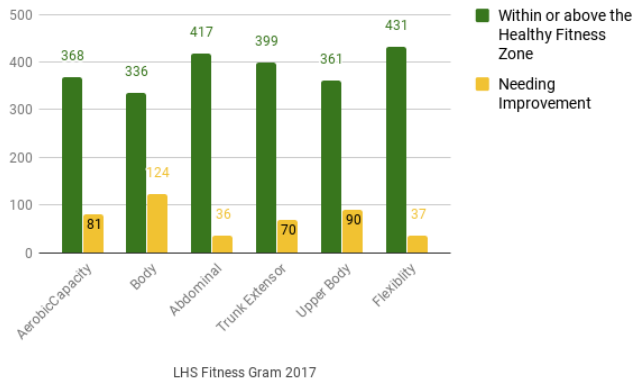
LHS Absentee	2016-2017
Severe	2%
Chronic	8%

Suspensions
Suspension rate – 2-year trend

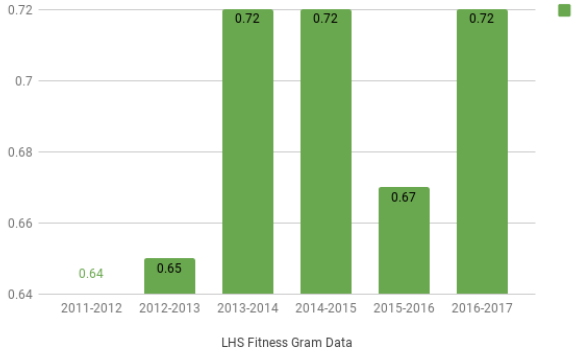
LHS Suspension and Expulsion Rates

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Suspensions	4.8%	3.5%	3.1%	3.5%	3.8%	3.8%
Expulsions	0.3%	0.3%	0.0%	0.1%	0.0%	0.1%

Fitness Gram
2 year trend: percent of students meeting at least 5 of 6 standards



LHS Fitness Gram 2017



LHS Fitness Gram Data

College and Career Readiness (high school only)

UC/CSU a-g – 2 year trend: Cohort data - Percent of students meeting UC/CSU a- g requirements

	2015-2016	2016-2017
Grads with UC/CSU required courses	54%	63.90%

Subgroup Grads with UC/CSU Required Courses	2014-2015	2015-2016
Asian	66.70%	69%
Hispanic/Latino	39%	40%
African American	50%	25%
White	59.80%	71.90%

Graduation rate (high schools only)

Cohort graduation rate – 2 year trend

	2015-2016	2016-2017
LHS Graduation Rate	96.3%	99.4%

Career Technical Education (CTE) - 2 year trend

	2015-2016	2016-2017
Grads Completing a CTE Pathway	3%	2%

California Healthy Kids Survey (CHKS)

Table A5.1

Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	10	16
Safe	49	48
Neither safe nor unsafe	36	30
Unsafe	4	3
Very unsafe	1	3

Question HS A.91/MS A.81: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 25 respondents.

Table A4.4

School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total School Supports	21	61	19	33	48	18
Caring Adults in School	24	60	16	35	48	17
High Expectations-Adults in School	37	54	10	42	50	8
Meaningful Participation-Adults in School	9	53	38	13	50	37
School Connectedness	46	47	7	41	48	11
Academic Motivation	33	53	14	28	46	27

Note: Cells are empty if there are less than 25 respondents.

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness (high)	46	41	A4.4
Academic motivation (high)	33	28	A4.4
Truant more than a few times†	3	6	A4.2
Caring adult relationships (high)	24	35	A4.4
High expectations (high)	37	42	A4.4
Meaningful participation (high)	9	13	A4.4

Staff Seeks Input from Parent Organization	
School Site Council	The school site council is a group of teachers, parents, classified employees, and students that work with the Principal to develop, review and evaluate school improvement programs and school budgets. Their peers generally elect the members of the site council.
Parent Teacher Student Association	A local organization of parents and teachers for promoting closer relations and improving educational facilities at a school. LHS PTSA meets twice monthly.
9th-12th Parent Survey	A local survey to gage effectiveness of communication, volunteerism, familiarity of standards and staff assistance. November 2017

Data Demonstrating Staff promotes Parent Participation in Programs	
Peach Jar	Peach Jar is a “green” initiative that allows schools to save on photocopying costs by uploading flyers electronically. Schools and non-profit organizations can share information by email or via school websites. Automatically sends out to all parents with a registered email address.
School Loop	Communication system that provides students and parents access to grades, teacher websites, attendance, and email all in one convenient place. Over 99% of Livermore High school students and families are enrolled.
School Messenger	School Messenger combines school notification, mobile apps, and web content management all under one easy-to- use platform. This communication system saves time and provides more immediate, thorough engagement with our school community. Automatically sends out to all parents with a registered email address.
Principal’s Newsletter	Monthly newsletter regarding school events and updates written by the Principal. Sent to entire school population in English and the letter is posted online and can be translated.
Website	Up-to- date website for Livermore High School.
Facebook/Twitter	Social media site updated with school events and photos for families.

Greatest Progress:

Livermore High School's greatest progress in the 2016-2017 academic year was our graduation rate of 99.4%. The rate for 2015-2016 was 96.3%. We are equally proud of the two-year data relative to the percentage of students meeting UC/CSU a-g requirements. In 2015-2016 54% of our students met this requirement compared to 63.9% of students meeting a-g in 2016-2017. This year's goal will be a continued focus to increase the percentages in both areas, with increased focus on our subgroup graduates, notably our Hispanic and African American population. Our CELDT performance shows a loss in the Advanced Performance level with 8% growth in the Early Advanced level. Our Advanced and Early Advanced students represent 47% of the tested population a 6% gain from the previous year's overall data.

Greatest Need:

While we are proud of our school climate components, our expansion of support programs, our improved attendance and our impressive graduation rate, we are dismayed at the lack of academic progress as measured by SBAC scores. Our results as a total population are unimpressive, and relatively flat, with none of the expected growth. We have initiated a Math Academy program for our Algebra 1 students, and we have emphasized the need for support for our EL population via a staff mentoring program, the continued use of a push in model with our beginning and early intermediate EL students, peer tutoring for our GEA students and tutoring at Las Positas College in mathematics.

Performance Gaps:

Performance gaps exist for our EL population in both ELA and Mathematics. Our Hispanic population has grown or maintained in all areas. The EL discrepancies are large and continue to move downward. As indicated above, staff will focus Professional Development, one-on-one mentoring and parent outreach. We will continue our emphasis on frequent, formative assessments and contact with our EL liaison for support in parent outreach and tutoring availability.

Increased or Improved Services:

The reconfiguring of the LHS FIT class, but also the addition of weekly grade tracking and progress toward graduation with an online data base maintained by the students and their FIT instructors. We are also utilizing this class as a vehicle to gather baseline reading competency information on all enrolled freshmen prior to the end of Trimester 1. This should provide us with information and identify potential "at risk" students.

Although the school has counselors to provide academic support and "broker" referrals to outside agencies, the addition of a first-generation counselor has provided additional support to our EL population. Seniors who are also part of the teacher-mentor program are the population that will be considered for additional college/career guidance.

The "Power of One", adopted by LHS staff to individually mentor one EL student and route a monthly all-teacher check in has been designed to "personalize" the EL population with the entire teaching staff. Over 119 students have been "adopted" by the staff for this informal connection with our English learners.

The presence of Dr. Maisha Beasley on the LHS campus, and the formation of young groups for our young men and women of color to discuss issues of significance is designed to serve these students and improve their connections with our school community. These groups meet bi-monthly and are supplemented by student/parent workshops dealing with college and career opportunities. This outreach is fully operational at both high schools and plans for this academic year include staff

development opportunities (Brown Bag sessions with selected reading materials for discussion) that will continue the dialogue and critical conversations around cultural respect in our school community.

Involvement/Governance:

- How was the School Site Council (SSC) involved in development of the plan?

School Site Council reviewed the completed plan and provided input to the draft version, together with a summary of the tasks and timelines. Additionally, the results of the recent WASC mid-cycle visit and the consolidation of goals was reviewed with the group. The SSC will be provided with monthly updates of plan progress and modifications, if any, that will be brought forward for their input and approval.

- How was the English Learner Advisory Committee (ELAC) involved in providing advice to the SSC?

The SPSA components with a focus on EL intervention have been shared with the ELAC group. Parents have received a special mailing regarding mentoring and teacher contacts. This information was also shared with SSC. ELAC input will be elicited and progress toward goals will be shared with the group. This will be recorded in the meeting minutes.

- How will the plan be monitored during the school year?

As indicated above, incremental reports will be shared with both groups via a SPSA plan/WASC rubric of progress toward goal/goals not met and relevant timelines. A checklist will be developed in October and shared with both groups of stakeholders. Additionally, the SPSA is monitored throughout the year and shared out with the DLT and the entire staff. Goals will be revisited monthly and strategies shared and revised as necessary. An additional goal is to share the SPSA with the student leadership class each trimester.

2017-18 District Local Control Accountability Plan (LCAP) Goals

Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Areas for Site Goals:	Literacy/Reading Comprehension Mathematics Writing
Measures:	Smarter Balance Assessment Completion of A-G requirements CTE Pathways completion rates Graduation rates District Writing Assessment CELDT EL Reclassification Other local assessments

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Areas for Site Goals:	Character Education All students feeling safe at school High level of caring relationships with adults at school Attendance Physical Fitness Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary
Measures:	Fitnessgram – Grades 5, 7 and 9 Healthy Kids Survey – Grades 5, 7, 9 &11 (every other year) Annual attendance rate/chronic absenteeism Suspension rate Other local measures

Goal 3: Enhance parent and community engagement and communication

Focus Areas for Site Goals:	Data demonstrating staff seeks input from parents in decision making Data demonstrating staff promotes parental participation in programs
Measures:	Teachers utilizing on-line communication/gradebook Parent participation on site committees Other local measures

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: Literacy/Reading Comprehension (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #1 All students will achieve a 5% increase in ELA skills in Reading as measured by SBAC data, the District Write and CELD band movement/percentages of students at proficiency. Our EL subgroup is the greatest area of concern.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• CELDT data • SBAC • District Write	• Target groups are achieving far below the performance of our largest represented group (White) • The lack of multiple data points and ongoing assessment of our subgroups gives us limited insights or target areas • There is a recognized need for a focus on reading intervention and strategies	• Proof of English department assessments and the designation of more specific methods of collection (i.e. data protocol sheets) • SBAC score improvement • Data from the new ELPAC (English Language Proficiency Assessment for California)

STRATEGY: Provide time and training for LHS staff to analyze data from formative and summative assessments and mentor struggling English Learners.

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
• English Department release time to work on common assessments and data aggregation • Articulation with EL Liaison and English Department to refine mentor sheet/data collection to include reading component scores for EL students in mentor program	• Principal • English Department Leads • EL Liaison	• Creation of common, relevant assessment and development of a data protocol sheet to share with all instructional staff (scheduled October, 2017) • Continued training in *Illuminate* software to support *Understanding of data *Tracking of subgroup information *Sharing of data on structured schedule (October/November 2017)	$152 X 8= $1,216. (school site)

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: Mathematics (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #2 Improve freshmen Algebra 1 performance from 2016-17 levels. Increase percentage of students in level 2 and 3 sub groups in SBAC category "Concepts and Procedures" compared to 2016-17 levels.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• SBAC 11th grade results • *Illuminate* Algebra 1 grades from 2015-16, 2016-17 • SBAC Blueprints Math Grade 11	• Continued weakness in claim 1 (Concepts and Procedures) • Freshmen failure rate has increased dramatically • CAASP level 2 scores and level 3 scores have not increased while level 1 have increased substantially.	• Math Academy grades 2016-17 • Algebra 1 Intro retake grades 2017-18 • CAASP scores for 2016-17 test

STRATEGY: Provide time and training for math department teachers to perform/administer testing and to assess test results.

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
• Wednesday collaboration re: assessments (Department) • Wednesday collaboration training for Interim Performance Tasks Testing in December 2017 • December administration of Interim Performance Task • February/March administration of CAT • Additional release time to hand-score Interim Performance Task results • Interview potential candidates for Math Academy • ALEKS math program installation	• Math Dept • Administrative Team • Principal	• Wednesday collaboration (Ongoing) • December Performance Task test administration in large group setting • February/March CAT test • Creation of Math Academy (T2 and T3) • Training in Performance Task for involved teachers • Sub days for hand-scoring	• ALEKS • Subs for scoring 3 X $156=$468

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: Writing (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #3 Students will exhibit a 5% increase in their writing scores as evidenced by SBAC data, the District Benchmark Write, classroom essays (baseline classroom writes), CELDT data and end of course grades. The area of special focus will be the progress of our EL students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• CELDT data • SBAC • District Write	• A significant number of our EL students are below standard (77%) with an additional 22% near standard and none designated as "at standard". This represents a 12% decline in the those "below standard" from the scores in the previous data collection • Overall in an analysis of our total population, 38% of our students were at or above standard, while an additional 47% were at or near • Our District Write data is representative of approximately half of our total population, with 72% of our population achieving a 3 or 4. Only 2% of this sampling achieved a "1". We need to be more rigorous in the collection and recording of site data to gather more information about all students and our EL population	• Common writing assessments for midterms and finals • Benchmark testing • End of course grades • SBAC results • District Write data

STRATEGY: To provide time for the english department staff to evaluate student progress and refine assessment protocols. Additionally, provide training in *Illuminate* data base for skill analysis.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
• Provide articulation days for English Department beginning with the 11th grade staff and the EL instructor • Target Common Core strategies to understand how instruction can address the significant claims in writing and ELA • Evaluate current student progress (baseline information on all students via an agreed-upon common course final) • Continue to refine and use an assessment protocol and formalize it for department use. • Provide Professional Development in *Illuminate* training for class skill analysis. • Investigate Literacy Intervention Model for possible implementation via data collection with classroom assessment in the FIT Class.	• Principal • English Department/Admin Team • District Teacher on Special Assignment • Administration • English Staff • FIT Instructor	• Bring together English Staff (11th grade and representative EL Staff and other ELA grade level members) • Address action items and plan for additional Professional Development for T1 and T2 with measurable goals/outcomes • Produce assessment protocol and establish its use, sharing information at both a department and a DLT level. Record use and reporting dates (November 2017) • Program visitation (December 2017) • Completion of data collection by November 2017	Substitute costs at 8 x $152=$1216 (school site)

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: Graduation rate
SCHOOL GOAL: #4 Increase the LHS graduation rate to 100% with special attention to the progress of subgroups relative to the A-G requirements with a combination of counseling intervention and data tracking via CDE data of course completion for UC/CSU by subgroup.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• Assessment of last year's rate of graduation rate (99.4%) • Result of anecdotal student interview	• Our efforts were successful overall, but sub-group data was not known • The ability to use alternative programs and interventions made a marked difference in the final outcome (i.e. *BYU Online*, *PLATO*)	• Incremental check in at the mid-point and end of each trimester for all senior students • E-mail communication with counseling staff and senior advisors, parent conferences and evaluation of senior schedules to assess progress toward graduation • Additional data analysis as described

STRATEGY: Continue effective monitoring of student progress via four-year plan and transcript analysis. Include freshmen FIT class use of Overgrad Program—utilizing this college and career readiness software to track and achieve post-secondary goals

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
• Continue strategies as outlined above (ongoing) • Implement interventions to include independent study for selected students (January, 2018) • Subgroup analysis via CDE (August 2018) • *Overgrad* implementation for freshman and sophomores	• Administration • Counseling staff • Independent study staff • Counseling staff	• Incremental check in at the mid-point and end of each trimester for all senior students • E-mail communication with counseling staff and Senior advisors, parent conferences and evaluation of senior schedules to assess progress toward graduation (on-going) • *Overgrad* tracking of freshman students and creation of a systematic follow-up for subsequent grade level (addition of Sophomore class) October 2017 through January 2018	• N/A • N/A

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: UC/CSU a-g and CTE Pathway completion for all student groups
SCHOOL GOAL: #5 Insure that all students have access and options to a comprehensive College and Career Pathway unique to their specific needs.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• Given increased accountability, we evaluated our progress as a site toward the new standards • Assessment of students who were deemed college and career ready via transcript analysis • Reconfigured pathways according to State criteria	• We need to continue the work of reconfiguring pathways for all CTE courses • We need to realign courses for compliance with the CTE standards/pathways	• Completion/updating of capstones for Agriculture and related subjects

STRATEGY: Structure meeting times and appropriate staff to complete CTE Pathway course of study.

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
• Counselors need to evaluate students who are both college and career ready (via analysis of student four-year plans) • Put criteria in place to make sure that students have access to courses that will allow them to complete CTE Pathways • Promote/advertise CTE Pathways via flyers, school website and other parent-friendly social media and Cowboy Alley News	• Administrative Team • Counselors • Involved CTE teachers • CTE staff and Administration	• Supervision and re-write of courses as necessary (November 2107-June 2018) • Transcript analysis (November, 2017–February 2018 • Re-writing of designated courses (November 2017-June 2018)	• Release time for designated teaching staff. 5 substitutes at $150 X5= $750 (school site) • Printing costs not to exceed $1000

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all Students

SCHOOL GOAL: #6 To foster a culturally diverse, respectful and inclusive environment for all students, based on student/school community needs.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• Results of Healthy Kids Survey and an all-school student survey regarding school climate and peer relationships • Assessment of components of character education in FIT classes • Review of school discipline information • Parent Feedback from ELAC, and African American Scholars Project (Saturday Academy and bi-monthly student sessions) • PTSA Leadership for 2017-2018 • Review suspension rates	• Student survey data reveals that students felt free from bullying behavior (83%) and have clear ideas on which adults provide support (80%) This represents an 84% survey response of the student body (1538 students). HKS data correlates, but with more reluctance to self-report • Parents asked for a re-tooling of FIT and an adjusted placement in T1 for all students • Parent feedback indicates a need for more parent workshops focused on diversity and anti-bullying strategies	• Student survey comparison • Assessment of FIT curriculum • Continued review of suspension/discipline information and restorative justice component • PTSA Survey data of parent population and assessment of PTSA meeting attendance demographics • ELAC parent survey administered in T2

STRATEGY: Expand club offerings and provide professional development focusing previously under-represented populations.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
• Expand student club offerings with a focus on under-represented populations • Professional Development focus on African American population and other sub-groups • Student representatives visit Tri-Valley High Schools to survey club offerings and events • Provide restorative justice alternatives to suspension • PD relative to English Learners and one-on-one mentoring, schoolwide	• Site Administration in collaboration with ASB, LHS PTSA • Principal • Principal and ASB Leadership Staff • Site Administration • Site Administration	• Hold “Club Rush” October, 2017 • Hold PTSA Anti-Bullying workshop, October 2017 • PD with Dr. Beasley, October 9, 2017 with staff follow-up • Arrange High School Visitations for ASB Leadership November/December 2017 • September, 2017/on-going mentoring	• N/A • Site visitations (sub cost for Leadership staff) (c. $300) • N/A

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Attendance/Chronic Absenteeism

SCHOOL GOAL: #7 By the Spring of 2018 the average daily attendance rate will be 98% at LHS. Special attention will be given to chronic absenteeism (students who missed 10-19% of the school year) and severe absenteeism (20% or above) with a combination of increased CWA contact and on-site parent meetings. An additional area of focus will be the SIA recommendation of early intervention for the students flagged as being "between" the first and second truancy notification.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• Average daily attendance reports • Anecdotal reporting from counselors and CWA Aides at the site. Additional input from CWA Specialist assigned to the site will also be utilized • Attendance Summary (chronic and severe)	• Daily attendance continues positive trending for the last five years, with the exception of a decrease in 2016 • We have consistently fallen short of our hoped-for 98% attendance rate, in spite of intervention efforts with targeted students and parents (last year's attendance was 96.55%) • Data reveals 152 chronic attendance issues and 45 students designated as severe	• ADA reports • Documentation of parent phone calls and conferences with chronic absentees • SART contracts and notes • Specific data to ascertain additional issues (i.e. mental/emotional health issues) • Review of severe and chronic attendance data with additional focus on freshmen who have received their first truancy letter

STRATEGY: Develop a proactive plan as recommended by SIA for early intervention, while focusing on previous successes

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
• Develop a proactive plan for students in the "gray area" between the first and second truancy letter per the advice of the SIA for early intervention	• Administrative Team	• Implementation of plan (ongoing)	• Site (None)
• Document these student and parent contacts and record and reward student progress	• Child Welfare & Attendance Aide	• Twice monthly for the entire academic year	• Site (None)
• Continue attendance best practices of publicity and parent outreach	• Child Welfare & Attendance Specialist-District		

Form A: Planned Improvements in Student Performance

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LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.
Focus Area: Physical Fitness
SCHOOL GOAL: #8 By the Spring of 2018, 75% of ninth grade Livermore High School students will pass 5 or 6 standards on the Fitnessgram assessment.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
• Fitnessgram results-grade 9 • PE class data and PE staff anecdotal observation • Review by PE staff of additional data relative to curriculum and pacing guides • PE staff analysis of "non-pass students" and areas of concern • Data analysis of the impact of special, targeted assemblies for last year's freshman class	• LHS has a generally positive trend with the exception of the 2015/16 results • Gains were realized in almost all areas, with positive growth in the target areas • A shift of instructor time and focus on specific areas causes growth, but may cause a slight impact on areas receiving less emphasis	• Students will continue to set focus goals for improvement • Release time will be provided again for PE staff to analyze the data and develop additional, measurable, pre-test strategies • Teachers will continue to evaluate students via a series of Fitness pre-tests and report findings

STRATEGY: All 9th grade students will set goals to improve aerobic capacity and learn about healthy eating and caloric intake. Information will be provided via class instruction and a strategic mailing home to all parents, followed by a call home by the Principal to emphasize the testing and its importance. Health staff will be asked to provide continued curricular support toward this goal.

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
• PE staff will continue to utilize release time for planning purposes • Letter sent home to all parents of freshmen, and providing relative information re: testing and expectations (December, 2017) • PE staff assessment of increase pass rate to ascertain additional data for site use (March, 2018)	Principal (supported by PE staff)	• Initial planning (2 PE staff) to assess historic data and draw conclusions regarding positive gains (October, 2017) • Planning and implementation (November, 2017) • Writing and dissemination (home mailing) December, 2017	Site (substitutes) 3 @$152 each= $456 – school site Site (mailing) $80 – school site

Form A: Planned Improvements in Student Performance

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LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.
Focus Area: Articulation
SCHOOL GOAL: #9: Offer 8th grade students and parents multiple opportunities over the course of the school year to learn about LHS. Create opportunities for middle school staff to meet and articulate with LHS instructors to ascertain the effectiveness of the "flow" between the standards, lessons and units of study. Additionally, enhance articulation with Las Positas College meetings with LPC instructors, classes held at the LHS site, and connection with the Middle College Program.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• Anecdotal information from feeder school administration and faculty, combined with middle school staff visits to our classrooms • Freshman parent feedback on EXPO • Counselor/faculty debrief on middle school visitations/shadowing • Positive results of freshmen scheduling input • Staff input on Las Positas meetings and articulation	• Freshman/parent registration evenings where well-received and very successful • Parent Expo feedback was extremely positive (student role was highly rated) • Course selection results were more accurate and aligned to student need	• Increase participation at EXPO, including ROP "ambassadors" • Attendance at pre-registration events • Student/parent exit survey • Anecdotal and written evidence of Ambassador visits and feedback from middle school core staff

STRATEGY: Continue to approve articulation with middle schools and Las Positas College.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
• Continue to assess and improve EXPO event based on teacher and parent feedback • Continue and expand Ambassador Program at feeder schools • Maintain pre-registration evening format with additional publicity to incoming parents via a webinar on the school website • Confirm core teacher participation of all feeder school staff with middle school administration to visit high school classrooms and attend the ELA department meetings • Continue counselor and English Department Meetings with LPC Staff • Develop and host LPC classes at the Livermore High School site	• Site Admin, all faculty • Middle School VP's • Counselors • Principal • Counselors • English Department	• Plan Expo and confirm workshop presenters (December, 2017) • Elicit suggestions from staff and stakeholders (ongoing) • Plan and arrange middle school visits (February, 2018) • Arrange for student speakers (February, 2018) • Create parent and student response surveys (January, 2018) • Create webinar and update freshman information. Publicize to all middle schools (October, 2017) • Contact all middle schools to confirm date of middle school visitations October, 2017) • Provide classroom space for LPC classes (October, 2017) • Support LHS staff and counselor meetings at LPC (September/October 2017)	• $250 printing costs – school site • 9 half-day substitutes at $76 = $684 – school site

Form A: Planned Improvements in Student Performance

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LCAP Goal 3: Enhance parent and community engagement and communication**.**
SCHOOL GOAL: #10 Expand and enhance parental involvement by 5% in PTSA and ELAC and broaden the membership base to include a parent base representative of our demographics. Include more avenues for input in our site decision-making via on-line surveys and parent forums.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• Membership trends and previous membership records • ELAC attendance logs • Anecdotal records and attendance records of PTSA events/sessions • E-mail responses to Principal's newsletters • PTSA website records and log-ins	• PTSA membership has been fairly constant in the 240-250 member range • ELAC membership has been consistent • PTSA membership requested more activity-based meetings • 3,000 emails are generally sent out to parents and yield 65-75 responses	• Monitor memberships using previous numbers as baseline information • Record the number of parent events and attendance patterns • Generate parent surveys on PTSA and school website and compare the results to those of previous years in both content and numbers of responses

STRATEGY: Continue to improve communication strategies with all parent groups.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
• Ongoing practice of timely, monthly Principal's Update • Guest speakers at PTSA meetings and a regular administrative presence • School sponsored parent workshops, reflecting school demographics • Increase and grow ELAC parent participation (maintain meeting rosters) • Continue African American Scholar's Program and increase parent and student participation	• Principal • PTSA Board • EL Liaison • Administration	• Routine messaging of important and celebratory messages (monthly throughout academic year) • Scheduled speakers on topics of anti-bullying, cyberbullying and other selected topics (September-October 2017) ongoing • Create multi-use electronic survey form to elicit data and engage stakeholders (November 2017) • Document additional outreach to AA parents and students and record and document enrollment	• N/A • PTSA stipends • N/A • District

Livermore High School

2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds: *$_67,815.00_____*

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Target Population	Timeline	Person(s) Responsible	Estimated Cost
Improvements or enhancement in instruction:				
• ELD 1/2 offered trimester 2 and 3 to qualified students (CELDT designation or teacher selected)	English Learners	On-going	Principal	$22,652
• Three periods of push-in or pull-out support designated ELA classes based on levels of Bilingual Instructional Assistant -20 hours per week – Carmen Perea-Tellez	English Learners Foster Youth SED		Principal	$24,795
• English Learners assigned teacher mentors who will report at monthly staff meetings and work sessions	English Learners		Principal	None
• *Math Academy* offered Trimester 2 and 3. ALEKS will be used to enhance delivery of math instruction for selected EL students and others	English Learners	T2, T3	Math Staff	None
• *Sheltered World/US History* for selected EL's (academic assessment and/or teacher referral)	English Learners	T2, T3	Social Science Staff	None
• 2 College Field Trips targeting EL and SED students (T2, T3) includes transportation, subs and lunch	English Learners Foster Youth SED	T2, T3	Career Center Staff EL Liaison	$2,500

Supplemental materials, computers, software, books, supplies may be purchased: • Supplemental reading books for literacy • School Supplies • Computer Software to supplement class instruction	✓ Socio-Econ ✓ Disadvantaged ✓ English Learner ✓ Foster Youth	October - May	Principal, Vice Principal, Executive Assistant	$4,000
Staff Development and Professional Collaboration, training costs, substitute costs: • CABE Conference-Sacramento, hotel, transportation, meals, subs (2 days) • Presenter for staff development (based on staff need)	✓ Socio-Econ ✓ Disadvantaged ✓ English Learner ✓ Foster Youth	March, 2018 2017-2018	Five staff members TBD All Staff	$6,250 (approximate) $4,118
Parental Involvement: • CABE Conference (3 Parents) • Interpreters • ELAC monthly meetings (7 meetings) materials and supplies • Guest Speaker regarding college planning • Postage/paper costs for home mailing (2-3)	✓ Socio-Econ ✓ Disadvantaged ✓ English Learner ✓ Foster Youth	September -May	EL Liaison EL and Clerical Staff	$2500 (approximate) $600 $200 $200

Total LCFF Supplemental **$67, 815.00**

Form B: Centralized Services for Planned Improvements in Student Performance

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:
Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials,* ***supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
- *Centralized Services*
- *$450,750*

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:
Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement,* ***supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *$333,317*

Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:

- Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters,* ***supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
- *Centralized Services*
- *$273,390*

Migrant Education
Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education,* ***supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
- *Centralized Services*
- *$280,984*

Form C: Programs Included in this Plan – Livermore

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Federal Programs	**Allocation**
☐ **Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$0
☐ **Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$3,500
Total amount of federal categorical funds allocated to this school	$3,500

State Programs	**Allocation**
☐ **Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$281,896
☐ **Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$67,815
Total amount of state categorical funds allocated to this school	$349,711

Local Funding	
☐ **Technology Funds – Local Parcel Tax**	$34,884

Form D: 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Vicki Scudder	X	☐	☐	☐	☐
	☐	☐		☐	☐
Kathy Adelman	☐	☐	X	☐	☐
Nanette Hunter	☐	X	☐	☐	☐
Tiara Johnson	☐	X	☐	☐	☐
Michelle Webber	☐	X	☐	☐	☐
Gino Barbalinardo	☐	☐	☐	☐	X
Sarah Kramm	☐	☐	☐	☐	X
Lisa Cloud	☐	☐	☐	X	☐
Christiaan VandenHuevel	☐	☐	☐	X	☐
Emily Prusso	☐	☐	☐	X	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1	3	1	3	2

At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:[1]

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.

2. The SSC reviewed its responsibilities under state law and/or district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   X English Learner Advisory Committee

   ☐ Special Education Advisory Committee

   ☐ Gifted and Talented Education Advisory Committee

   X Departmental Advisory Committee (secondary)

   ☐ Other committees established by the school or district (list)

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

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

6. **This SPSA was reviewed by the SSC at a public meeting on: October 16, 2017**

Attested:

Victoria A. Scudder	Victoria A Scudder	11-2-17
Typed name of School Principal	Signature of School Principal	Date
Nanette Hunter	Nanette Hunt	11/2/17
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

[1] SSC must review *and* recommend the SPSA for Board approval and address all assurances.

Livermore Valley Joint Unified School District
Gifted And Talented Education Plan
LIVERMORE HIGH SCHOOL PROGRAM DESCRIPTION

Livermore High School provides high quality, differentiated opportunities for learning to address the unique abilities and talents of our gifted and talented students. It is our goal to:

- Provide our teaching staff with accurate and up-to-date information relative to currently identified students

- Encourage staff to continue to identify potential GATE candidates in our significant sub-group populations and continue to recruit, monitor and encourage our students to achieve at their highest potential

- Dedicate a portion of our collaboration and staff meeting time to discuss our GATE population and accompanying social, emotion, academic and other issues of this population

- Provide additional Professional Development for the LHS staff in the area of difficulties and challenges that may emerge for individual students in our GATE population, including appropriate referrals for student support, as well as instructional strategies to continue to support differentiated opportunities for learning in our classrooms

- Continue the use of the LHS Career Center to provide focused support in the area of career and college guidance for our GATE-designated students

- Provide these students with multiple opportunities to select advanced placement and honors classes across all subject areas

- Provide parent educational opportunities for parents of these gifted and talented students by eliciting the assistance of our PTSA and other stakeholder groups

- Survey the students and parents to ascertain our progress toward our stated goals

Livermore Valley Joint Unified School District
Library School Site Plan – ALL SITES

LIVERMORE HIGH SCHOOL PROGRAM DESCRIPTION

Livermore High School's Library is an important part of our school culture. Students use the library daily to complete research for class assignments, access homework links online, use educational technology, and study or read quietly. Through the library, students have access to technologies that enable them to complete assignments that they might be unable to complete at home.

Our textbook software records all student textbook transactions, in an effort to keep textbook inventory correct and reduce textbook loss. The district has a shared online catalog, with each school contributing to the record management of library and textbooks. Our school librarian utilizes our per student library allocation ($2500) and applies for additional grants to purchase new, curriculum-related books, as well as teacher and student-requested literary works. Our school library currently houses over 17,000 books and periodicals.

In the 2017-18 school year, it is our intention to continue to use the allocated funds to support Livermore High School's literacy and CCSS goals. In an attempt to move through a purchase plan equitably, various departments (in rotation) will be our yearly focus for a portion of our purchased reading materials. A current Rotary grant will support the acquisition of high interest reading materials in Spanish.

Livermore Valley Joint Unified School District
Technology Funding Plan – Livermore High School
Technology Funds: $34,884

The objective of the Livermore High School Technology plan is to provide the necessary tools to support student achievement of the Common Core State Standards in the areas of Literacy/Reading Comprehension, Mathematics and Writing. It is our intent to increase the percentage of students who have the skills and knowledge to graduate "college and/or career ready" through use and access of appropriate technology.

To date, technology funding has been directed to providing our classrooms and labs with student workstations, teacher stations, and software for all students and teachers appropriate to the discipline/rigor. Focus of teacher evaluation continues to be their successful and effective implementation of technology into each Livermore High School classroom.

The recent purchase of 70 computers to replace outdated equipment in the classrooms, the development of a targeted lab to support EL student instruction, the remodel and renovation of the Green Engineering Academy classroom, and the addition of a Language Lab to support the World Language program has enriched instruction and supported student learning. Technology funding as well as support from the GEA grant, District Educational Services and the LHS Alumni Association have supplemented our equipment purchases.

In-service has been provided in multiple areas (Google Docs, Google Classroom, Google Basics, Formative Assessment tools online and websites of interest in specific content areas). Internal and external staff development resources will also be pursued to further support both the LHS faculty and the district technology initiatives in the 2017-2018 school year.

Our ISS Specialist and a representative group of LHS faculty continue to meet and develop a list of priorities to achieve our site technology goals and monitor our expenditure of current and future technology funding. Suggested areas of focus include:

A. Planned Classroom Upgrades
B. Lab Hardware and Software
C. Classroom Software Upgrades
D. Maintenance
E. Document Cameras
F. Staff Development

The group will also explore the continued utilization/consultation with the LVJUSD Technology Coach to better support teacher training and the further integration of technology into our classrooms.

Livermore Valley Joint Unified School District
2017-2018 Migrant Education Program Site Plan – ALL SITES

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and district support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support professional development, parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres!* (*Ready at Three!*) Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.

- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.

- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.

- High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.

- Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools

and provide high quality instruction in research, writing, leadership, and presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).

- The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families