



## **School Plan for Student Achievement (SPSA)**

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Livermore High School
<b>Address</b>	600 Maple Street Livermore, CA 94550
<b>County-District-School (CDS) Code</b>	01-61200-0134536
<b>Principal</b>	Helen N. Gladden
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	October 1, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	October 5, 2020
<b>Local Board Approval Date</b>	November10, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

**Mission:** To provide all students a challenging, standards-based, socially responsible education in a safe and nurturing environment.

**Vision:** We envision LHS as a premier learning community in which teachers, staff, and parents lead by example and work collaboratively to help all students strive and achieve.

## School Profile

Livermore High School (LHS) is located a few 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 90,000 residents, with an ethnic makeup of approximately 61% White, 20% Hispanic, 10% Asian, 3% Two or More Races, and 1% African American. The balance represents a diversity of other backgrounds. Twenty-three percent of adults have some college education; 11% hold a bachelor's degree; and 15% have a graduate level degree.

We are one of two comprehensive high schools in the Livermore Valley Joint Unified School District (LVJUSD), and we hold the distinction of being the first high school in the area, opening in 1891. We have approximately 1,860 students. Our ethnic make-up is reflective of the city's demographics but with a larger Hispanic population (LHS 30%, City 20%) and a smaller White population (LHS 48%, City 61%). Twenty-six percent of our student population is Socioeconomically Disadvantaged (SED), 12% are Students with Disabilities (SWD), and 8% are English Learners (ELs).

As an educational community, we pride ourselves in offering 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 (AP) courses, Honors courses, Career Technical Education (CTE) programs and pathways, and classes supporting our EL population and our wide range of special needs students. We are proud of our Green Engineering Academy (GEA), a California Partnership Academy, that focuses on green engineering and an integration of CTE, business partnerships, mentoring, and internships. Our Agricultural program is the only remaining agricultural program in Alameda County schools, sending graduates on to college to pursue careers in agriculture-related fields. Our Art, Music, and Drama programs are recognized locally and on the state level, and our historic theatre showcases the talents of our students.

To help students understand the why of what we teach, our faculty and staff developed the concept of LIFE, an acronym for each of the four Student Learner Outcomes (SLOs): Literacy and Critical Thinking (L), Innovation (I), Fitness (F), and Ethics (E). 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 Freshmen in Transition (FIT) class is mandatory for all freshman and focuses on each of the four LIFE skills. Also built around our LIFE skills is an elective for our seniors that prepares them for the adult life ahead of them, covering such topics as finance, communication, and personal care. Our LIFE skills are posted in classrooms, integrated into the standards-based curriculum, and discussed between staff and students. It is our intention that all LHS students will graduate possessing the skills needed in these vital areas of LIFE.

Our teaching and support staff are the backbone of our rigorous academic program. They are a reflection of our District's efforts 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 Instructional Leadership Team (ILT), comprised of educators from each of our curricular areas, supports staff with implementation of the 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.

Due to the COVID-19 pandemic, we pivoted to distance learning beginning in March 2020 and remain in distance mode as of the writing of this plan. Within our District, we have responded to the shelter-in-place requirement by 1) investing in quality distance learning tools, with Schoology adopted in the fall of 2020 as our primary online learning management system and Google Meet as our video classroom platform; 2) providing training and ongoing support to our faculty and staff; 3) developing a distance learning schedule that balances time spent in webinar-based rigorous instruction with independent learning time and online support sessions; and 4) maintaining open lines of communication among students, parents, guardians, teachers, counselors, and administrators.

A particular area of focus at LHS, whether in onsite or distance learning mode, continues to be the progress of all EL students. We analyze student data, current academic performance, and English Language Proficiency Assessments for California (ELPAC) levels to determine the unique learning needs of our EL student population. Local Control Funding Formula (LCFF) funds are strategically employed to provide staff professional development and to provide our EL student population with appropriate supplemental curricula, instructional aide support, and staff mentors to monitor progress. For instance, since moving to distance learning, we have provided our bilingual EL paraeducator with a cell phone for contacting EL families after school hours when they are more available to discuss student learning/support and specific family needs.

The transition from middle school to ninth grade can be challenging. Therefore, we have an annual articulation effort with eighth grade students prior to their entry into ninth grade, which is led primarily by our counseling team. The counselors meet with our feeder middle schools and provide a packet of information for each student entering, or considering entering, 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 recruitment meeting for interested families. One of our feeder middle schools sends student "ambassadors" to LHS for a day to learn about life on campus and the various required and elective classes, and the various programs and clubs available. They take this information back to their school, where they share it with their peers. We were fortunate to have already paid visits to feeder schools prior to the move to distance learning. If we find ourselves in distance learning as the school year progresses, we will conduct these visits virtually.

Parents play a vital role in our school community, whether school is in onsite or distance learning mode. Since its inception in 2011, our 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 also engage parents as volunteers, members of our School Site Council, Booster organizations, English Learner Advisory Committee (ELAC) group, and tutoring support. Since moving to distance learning, attendance at PTSA meetings has greatly increased as parents are able to attend from their homes, rather than having to drive to an onsite meeting.

The 2020-2021 school year will see LHS continuing to expand our Positive Behavior Interventions and Supports (PBIS) framework, focusing on proactive and restorative practices to keep students in the classroom and learning. During the 2019-2020 school year, LHS staff, students, and parents/guardians came together to determine behavioral expectations and supports for increased consistency across the school to continuously improve the efficiency and effectiveness of the learning environment for all students. Since our pivot to distance learning, we have restructured the behavioral expectations and supports to better align with online instruction.

Livermore High School is focused on providing a learning community in which teachers, staff, and parents lead by example and work collaboratively to ensure that all students graduate with the "LIFE" skills needed to contribute and thrive in a changing world.

## Stakeholder Involvement

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

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

The School Site Council and the English Language Advisory Committee (ELAC) have been stakeholders in the development, review, and approval of the SPSA. The Plan is monitored through our frequent review of school, local, and state assessment data. Our ILT has provided input on the SPSA and regularly provides updates to the administrative team.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.36%	0.43%	0.38%	7	8	7
African American	2.07%	2.18%	1.94%	40	41	36
Asian	7.13%	8.36%	8.24%	138	157	153
Filipino	3.36%	3.62%	3.13%	65	68	58
Hispanic/Latino	29.29%	29.71%	29.74%	567	558	552
Pacific Islander	0.36%	0.32%	0.27%	7	6	5
White	51.65%	49.36%	48.44%	1000	927	899
Multiple/No Response	%	0.11%	7.06%		2	15
<b>Total Enrollment</b>				1936	1,878	1,856

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	531	452	459
Grade 10	502	509	464
Grade 11	439	480	472
Grade 12	464	437	461
<b>Total Enrollment</b>	1,936	1,878	1,856

### Conclusions based on this data:

1. Enrollment at LHS decreased by approximately 22 students. Every student group decreased, while the Multiple/No Response category increased from 2 to 13.
2. The White subgroup had the largest number decrease of students at 28.
3. The class of 2022 (Grade 11 on the enrollment chart) remains our largest class, with 472 students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	126	118	140	6.5%	6.3%	7.5%
Fluent English Proficient (FEP)	359	367	354	18.5%	19.5%	19.1%
Reclassified Fluent English Proficient (RFEP)	10	17	12	8.1%	13.5%	10.2%

### Conclusions based on this data:

1. The total number of English Learners has increased by 1.2%.
2. The percentage of students designated as Fluent English Proficient (FEP) is holding steady at approximately 19%.
3. There was decrease of 3.3% in students designated as Initially Reclassified Fluent English Proficient (RFEP).

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	462	425	457	454	408	441	454	408	440	98.3	96	96.5
All Grades	462	425	457	454	408	441	454	408	440	98.3	96	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2622.	2616.	2606.	34.80	34.31	30.68	32.60	30.39	29.77	20.26	18.14	19.55	12.33	17.16	20.00
All Grades	N/A	N/A	N/A	34.80	34.31	30.68	32.60	30.39	29.77	20.26	18.14	19.55	12.33	17.16	20.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.17	37.99	35.68	41.85	44.61	41.36	14.98	17.40	22.95
All Grades	43.17	37.99	35.68	41.85	44.61	41.36	14.98	17.40	22.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	42.51	44.96	38.95	43.17	36.12	39.64	14.32	18.92	21.41
All Grades	42.51	44.96	38.95	43.17	36.12	39.64	14.32	18.92	21.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.19	31.13	23.18	58.59	54.17	60.23	13.22	14.71	16.59
All Grades	28.19	31.13	23.18	58.59	54.17	60.23	13.22	14.71	16.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	37.44	39.95	30.91	48.24	41.18	50.00	14.32	18.87	19.09
All Grades	37.44	39.95	30.91	48.24	41.18	50.00	14.32	18.87	19.09

**Conclusions based on this data:**

1. LHS met the student participation rate in California Assessment of Student Performance and Progress (CAASPP) testing for the last three testing years (16-17, 17-18, and 18-19). Due to the COVID-19 pandemic, the CAASPP was not administered in Spring 2020.
2. The percent of students exceeding standards in English Language Arts (ELA) declined by 3.63% in the 2018-2019 school year; the percent meeting standard remained relatively stable at a .62% decline; the percent nearly meeting standards increased by 1.41%; and the percent not meeting standard increased by 2.84%.
3. The 2018-2019 school year saw a decline in the percent of students Above Standard in all strands, with the largest decline in Research/Inquiry of 9.04%. There was an increase in the percent of students Near or At Standard in the following strands: Writing, Listening, and Research and Inquiry. There was a decline of 3.52% in the percent of students At or Near Standard in the Reading strand. This is an area that needs increased attention. The Reading strand had the lowest percentage of students scoring Above, At, or Near Standard at 77.04%. The Listening strand had the highest percentage of students scoring Above, At, or Near Standard at 80.91%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	462	425	457	452	413	443	452	413	443	97.8	97.2	96.9
All Grades	462	425	457	452	413	443	452	413	443	97.8	97.2	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2605.	2613.	2588.	18.58	23.24	21.44	29.20	24.70	19.86	21.46	24.21	21.90	30.75	27.85	36.79
All Grades	N/A	N/A	N/A	18.58	23.24	21.44	29.20	24.70	19.86	21.46	24.21	21.90	30.75	27.85	36.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	32.52	35.84	29.41	29.65	30.51	27.60	37.83	33.66	42.99
All Grades	32.52	35.84	29.41	29.65	30.51	27.60	37.83	33.66	42.99

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.56	25.18	22.40	48.23	46.97	43.21	27.21	27.85	34.39
All Grades	24.56	25.18	22.40	48.23	46.97	43.21	27.21	27.85	34.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.12	26.39	23.53	55.53	50.61	49.77	20.35	23.00	26.70
All Grades	24.12	26.39	23.53	55.53	50.61	49.77	20.35	23.00	26.70

### Conclusions based on this data:

1. The percent of students who have not met proficiency increased from 52% in 2017-2018 to 59% in 2018-2019. Due to the COVID-19 pandemic, the CAASPP was not administered in Spring 2020.
2. There was a decrease in the percent of students Near, At, or Above Standard in every strand in 2018-2019.

3. Concepts and Procedures is the strand in which students struggled the most, with 43% Below Standard in 2018-2019.

# ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1491.9	1491.9	1492.7	1492.7	1490.6	1490.6	38	38
Grade 10	1512.4	1512.4	1516.0	1516.0	1508.4	1508.4	34	34
Grade 11	1562.1	1562.1	1568.9	1568.9	1554.9	1554.9	28	28
Grade 12	1534.1	1534.1	1540.5	1540.5	1527.3	1527.3	26	26
All Grades							126	126

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		13.16		31.58		21.05		34.21		38
10		17.65		41.18		17.65		23.53		34
11		21.43		46.43		21.43		10.71		28
12		19.23		30.77		30.77		19.23		26
All Grades		17.46		37.30		22.22		23.02		126

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		28.95		21.05		15.79		34.21		38
10		35.29		35.29		8.82		20.59		34
11		42.86		35.71		17.86		3.57		28
12		19.23		50.00		15.38		15.38		26
All Grades		31.75		34.13		14.29		19.84		126

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		5.26		18.42		34.21		42.11		38
10		2.94		29.41		38.24		29.41		34
11		7.14		17.86		46.43		28.57		28
12		7.69		26.92		42.31		23.08		26
All Grades		5.56		23.02		39.68		31.75		126

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		2.63		65.79		31.58		38
10		8.82		61.76		29.41		34
11		3.57		71.43		25.00		28
12		7.69		46.15		46.15		26
All Grades		5.56		61.90		32.54		126

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		52.63		21.05		26.32		38
10		70.59		11.76		17.65		34
11		85.71		10.71		3.57		28
12		65.38		19.23		15.38		26
All Grades		67.46		15.87		16.67		126

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		7.89		42.11		50.00		38
10		8.82		55.88		35.29		34
11		14.29		46.43		39.29		28
12		7.69		53.85		38.46		26
All Grades		9.52		49.21		41.27		126

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		5.26		57.89		36.84		38
10		5.88		67.65		26.47		34
11		0.00		85.71		14.29		28
12		3.85		80.77		15.38		26
All Grades		3.97		71.43		24.60		126

**Conclusions based on this data:**

1. Due to the COVID-19 pandemic, the CAASPP was not administered in Spring 2020. Our 2018-2019 ELPAC testing of 126 English Learner (EL) students resulted in 18% scoring at Level 4, 37% at Level 3, 22% at Level 2, and 23% at Level 1. Our largest population of EL students scored in the Level 3 range. (ELPAC testing was not fully completed during the 2019-2020 school year due to the pivot to Distance Learning due to COVID-19.)
2. The area in which our EL students performed the best on the 2018-2019 ELPAC was Speaking, with 67.46% scoring as Well Developed (Level 4).
3. The area in which our EL students struggled the most on the 2018-2019 ELPAC was Reading, with 41.27% scoring as Beginning (Level 1).

# School and Student Performance Data

## Physical Fitness Test Results (PFT) 2018-19

% of students achieving the Healthy Fitness Zone

Grade 9	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 432	33.6%	40.5%	74.1%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	432	78.9%	10.2%
<b>Body Composition</b>	432	68.1%	17.1%
<b>Abdominal Strength and Endurance</b>	432	90.7%	9.3 %
<b>Trunk Extensor Strength and Flexibility</b>	432	81.7%	18.3%
<b>Upper Body Strength and Endurance</b>	432	75.9%	24.1%
<b>Flexibility</b>	432	95.8%	4.2%

## Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 9	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 493	30%	38%	68%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	493	80%	20%
<b>Body Composition</b>	490	66%	34%
<b>Abdominal Strength and Endurance</b>	493	88%	12%
<b>Trunk Extensor Strength and Flexibility</b>	493	83%	17%
<b>Upper Body Strength and Endurance</b>	493	70%	30%
<b>Flexibility</b>	493	94%	6%

### Conclusions based on this data:

1. There was a 7% increase in the percent of students achieving the Healthy Fitness Zone (passing 5 or 6 of the 6 tests), bringing the total number for 2018-2019 to 75%. Due to the COVID-19 pandemic, the CAASPP was not administered in Spring 2020.
2. Flexibility, and Trunk Abdominal Strength and Endurance, remained our areas of highest overall performance as of the 2018-2019 school year.
3. Body Composition, and Upper Body Strength and Endurance, remain our areas in which students struggle the most as of the 2018-2019 school year.



# California Healthy Kids Survey

## Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	%	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	6.1

1.

2.

## Middle Schools Grade 7 and High Schools Grades 9 and 11:

7<sup>th</sup> or 9<sup>th</sup> Grade

11<sup>th</sup> Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	60 %	59 %
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	61 %	66 %
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	64 %	68 %

1. 60% of 9th grade respondents and 59% of 11th grade agreed or strongly agreed that they feel a sense of School Connectedness. These low percentages are not surprising given that students were in distance learning when they completed the survey.
2. 61% of 9th grade respondents and 66% of 11th grade agreed or strongly agreed that the school is very safe or safe.
3. 64% of 9th grade respondents and 68% of 11th reported that is is pretty much true or very much true that there are caring adults in school. Again, given that students were in distance learning when they took the survey, the low percentages are understandable.

# School and Student Performance Data

## Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1878	26.0	6.3	0.1

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	6.3
Foster Youth	1	0.1
Socioeconomically Disadvantaged	489	26.0
Students with Disabilities	205	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	2.2
American Indian	8	0.4
Asian	157	8.4
Filipino	68	3.6
Hispanic	558	29.7
Two or More Races	111	5.9
Pacific Islander	6	0.3
White	927	49.4

### Conclusions based on this data:

1. Our student population has decreased by 22 students. This decrease was primarily in the White student population, with a decrease of 28 students (3%). Other student groups that also decreased by 10% are African American and Filipino. The largest percent decrease was in our Pacific Islander population, which decreased from 7 to 5 students (30%).
2. There was an increase of 13 students (up from 2 students) in our Multiple/No Response category.
3. While our overall population declined, our Socioeconomically Disadvantaged (SED) student group held steady at 26% and our English Learner (EL) student group increased slightly from 6.3% to 7.5%.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

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

### Conclusions based on this data:

1. Our Students with Disabilities (SWD) group is in the red performance level for English Language Arts and Math, orange for Graduation Rate, and yellow for College/Career (up from orange the previous year). Our English Learners (ELs) are in the orange performance level for English Language Arts (up from red the previous year), Math, and College/Career. Our Hispanic student group is in the orange for English Language Arts, Math, and College/Career. Focused attention must be placed on increasing performance in these areas and attracting these student groups into our Career Technical Education (CTE) pathways.
2. There are 3 student groups in the red performance level for Suspension Rate: African American (13.3%), SED (7.4%), and SWD (12.3%). All 3 of these groups saw increases in their Suspension Rate from the previous year. Our EL, Hispanic, and White student groups are in the orange. We attribute the 6.5% increase in our African American suspension rate to the consultant group that was running our African American Scholars Program going out of business. As a result, some of the gains in African American connectedness to school were lost. Focused attention was paid during the 2019-2020 school year to finding another consultant group to provide this important support, resulting in the Lawrence Livermore Laboratory's African American Body of Laboratory Employees (AABLE) providing support to our African American student group. We believe our suspension rates will decrease overall as we continue implementation of a Positive Behavior Interventions and Supports (PBIS) framework.
3. There was a 7.1% decrease of EL students and 2.3% decrease of SWD graduating from LHS. Focused attention is needed to understanding why these student groups decreased. Our White student group increased by 2%, while our Hispanic and SEL students held steady at a 95.9% Graduation Rate.

# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 24 points above standard Declined -13.2 points 438	<p><b>English Learners</b></p>  Orange 81.2 points below standard Increased Significantly ++18.1 points 43	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 13.8 points below standard Increased ++8.2 points 106	<p><b>Students with Disabilities</b></p>  Red 123 points below standard Declined -12 points 44

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 83.8 points above standard Declined Significantly -15.2 points 41	 No Performance Color 57.3 points above standard Increased Significantly ++13.9 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Orange 25.9 points below standard Declined -4.3 points 116	 No Performance Color 40.9 points above standard Declined Significantly -48.3 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 39.2 points above standard Declined Significantly -15.2 points 226

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.8 points below standard Increased ++5.1 points 26	37.5 points below standard Increased Significantly ++40.7 points 17	30.1 points above standard Declined Significantly -17 points 323

#### Conclusions based on this data:

- The 2019 LHS CAASPP English Language Arts results show that LHS is 24 points above standard, a decline of 13.2 points from the previous year, moving from green into the yellow zone.
- Our Students with Disabilities (SWD) group declined by 12 points and is our lowest performing group at 123 points below standard. Our English Learner (EL) student group increased by 18.1 points to 81.2 points below standard. Our Hispanic student group declined by 4.3 points to 25.9 points below standard, and our Two or More Races group declined by 48.3 points to 40.9 points above standard.
- Our SWD is the one group that remains in "red" on the Dashboard. Our EL group has moved out of the red into the orange zone.

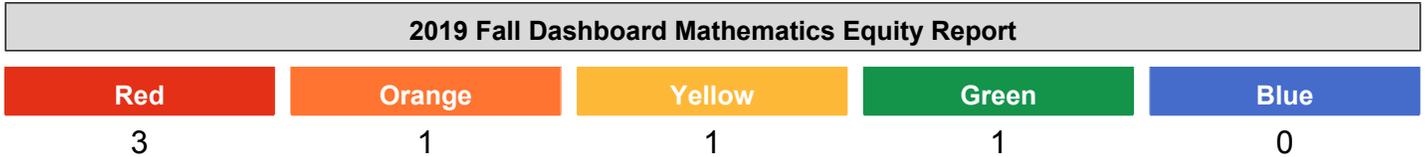
# School and Student Performance Data

## Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 36.9 points below standard Declined Significantly -26.6 points 440	<p><b>English Learners</b></p>  Red 172.1 points below standard Declined Significantly -38.8 points 43	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 91.1 points below standard Declined -14.8 points 108	<p><b>Students with Disabilities</b></p>  Red 199.8 points below standard Declined Significantly -26.3 points 43

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 64.6 points above standard Declined -6.9 points 41	 No Performance Color 11 points below standard Increased Significantly ++28.6 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Red 117.7 points below standard Declined Significantly -46 points 116	 No Performance Color 9.1 points above standard Declined Significantly -43.9 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 19.8 points below standard Declined Significantly -25.6 points 229

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
205.8 points below standard Declined Significantly -73.7 points 26	120.6 points below standard Increased ++14.5 points 17	26.9 points below standard Declined Significantly -24.6 points 325

#### Conclusions based on this data:

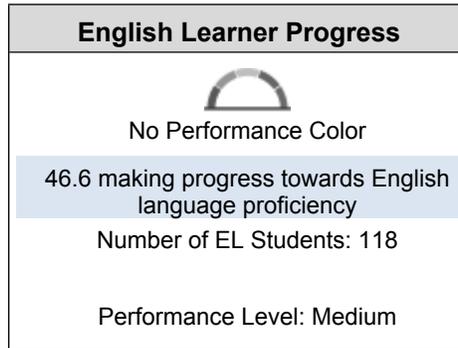
- The 2019 CAASPP Math results show that LHS is 36.9 points below standard in Math, a 26.6 point decrease from the previous year.
- Our Students with Disabilities (SWD) group declined 26.3 points to 199.8 points below standard, remaining in the red; our English Learner (EL) group declined by 38.8 points to 172.1 points below standard, also remaining in the red; and our Hispanic group declined by 46 points to 117.7 points below standard, moving from the orange into the red zone.
- Three student groups are in the "red" on the Dashboard: SWD, ELs, and Hispanic students. Our Asian student group remains in the green, while our White student group declined from the green into the yellow zone.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.7	35.5	6.7	39.8

#### Conclusions based on this data:

1. 40% of our English Learner (EL) students progressed at least one ELPI level.
2. 42% of our EL students maintained their ELPI level.
3. 18% of our EL students decreased one ELPI level. Focused attention needs to be paid as to why this occurred so student needs can be addressed.

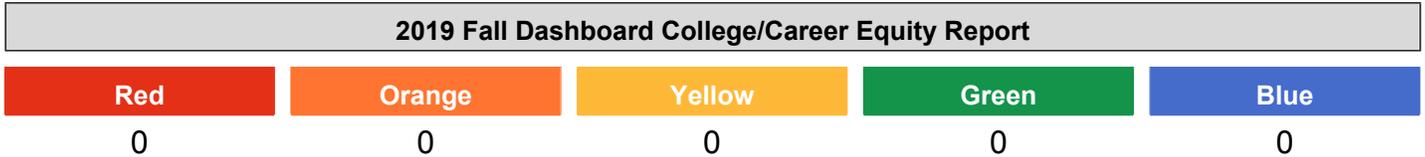
# School and Student Performance Data

## Academic Performance College/Career

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>60.6</p> <p>Maintained -1.1</p> <p>437</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

**2019 Fall Dashboard College/Career by Race/Ethnicity**

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

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

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
61.8 Prepared	61.8 Prepared	60.6 Prepared
17.7 Approaching Prepared	17.7 Approaching Prepared	17.6 Approaching Prepared
20.5 Not Prepared	20.5 Not Prepared	21.7 Not Prepared

**Conclusions based on this data:**

- Overall, LHS maintained their College/Career rate, remaining in the green zone with a .8% decrease to 60.6%. The percent of students "approaching" college/career readiness remained steady, while the percent not prepared increased by 1.2%.
- Of the graduates, one student group, our English Learner (EL) group, slipped into the red zone, declining by 5.6% to 13.5% prepared. Our Hispanic and Socioeconomically Disadvantaged (SED) groups slipped from the green zone into the orange zone, with a 6.5% decline to 39.5% and a 6.9% decline to 34.9% prepared respectively.
- Our Students with Disabilities (SWD) group increased 4.9% to 11.5 prepared, moving from the red into the yellow zone.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

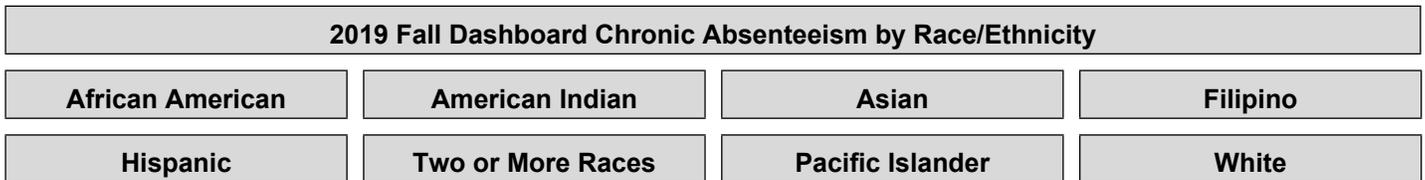
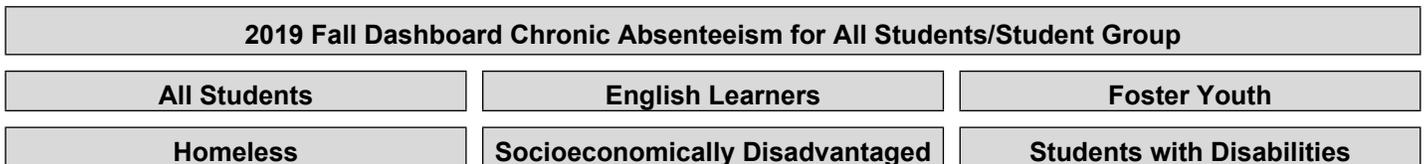
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



### Conclusions based on this data:

1. While high school chronic absenteeism is not reported on the California Dashboard, the CDE indicates that LHS had an overall chronic absenteeism rate of 10.1% in the 2018-2019 school year. CALPADS reporting for 2019-2020 shows LHS with an overall chronic absenteeism rate of 6.8%, down significantly from previous year. This is likely due to a combination of a) students being referred to our Coordination of Service Team to ensure they received supports that would make getting to school easier, and b) LHS being in distance learning mode for the last 3 months of the 2019-2020 school year.
2. Our African American student group had the highest rate of chronic absenteeism in 2018-2019 at 18.2%, followed by Pacific Islander at 12.5%.
3. Our lowest rate of chronic absenteeism in 2018-2019 was our Asian student group at 2.9%.

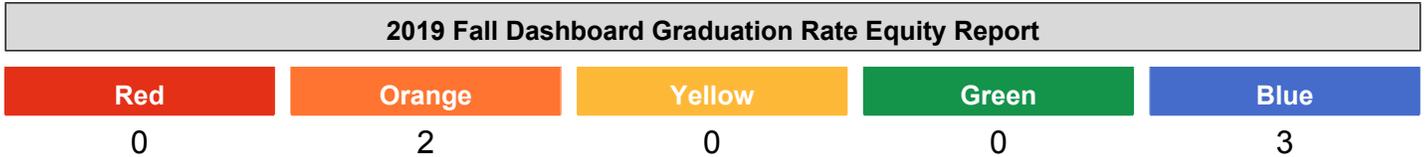
# School and Student Performance Data

## Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 97.5 Maintained +0.5 439	<p><b>English Learners</b></p>  Orange 87.5 Declined -7.1 40	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 95.9 Maintained +0.9 147	<p><b>Students with Disabilities</b></p>  Orange 82.7 Declined -2.3 52

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 97.3 Declined -2.7 37	 No Performance Color 86.4 Declined -13.6 22
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.9 Maintained +0.3 121	 No Performance Color 95 Increased +1.1 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 99.6 Increased +2 227

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

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
97	97.5

**Conclusions based on this data:**

- Overall, the Livermore High School graduation rate is high with 97.5% of students graduating in 2019.
- Four student groups declined: Asian declined by 2.7% to 97.3%, ELs declined by 7.1% to 87.5%, SWD declined by 2.3% to 82.7%, and Filipino declined by 13.6% to 86.4%.
- There was a .3% increase to 95.9% in the Hispanic student group, a 1.1% increase in the Two or More Races student group to 95%, and a 2% increase in the White student group to 99.6%.

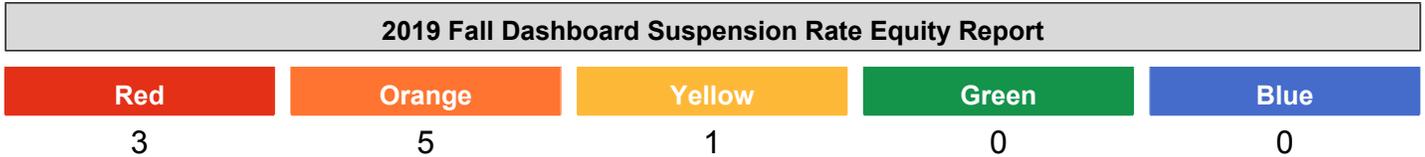
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 4.8 Increased Significantly +3.4 1948	<p><b>English Learners</b></p>  Orange 8.3 Increased +5.5 133	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 5
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 1	<p><b>Socioeconomically Disadvantaged</b></p>  Red 7.4 Increased Significantly +5.8 553	<p><b>Students with Disabilities</b></p>  Red 12.3 Increased Significantly +6.2 228

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 13.3 Increased +6.5 45	 No Performance Color Less than 11 Students - Data 8	 Yellow 1.3 Increased +1.3 159	 Orange 2.9 Increased +2.9 70
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.5 Increased Significantly +3.7 582	 Orange 7.5 Increased +6.6 120	 No Performance Color Less than 11 Students - Data 7	 Orange 4.4 Increased Significantly +3.2 957

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	4.8

#### Conclusions based on this data:

- Per the Fall 2019 Dashboard, LHS had a 3.4% increase overall in our suspension rate, bringing it to 4.8% and moving it from the green into the orange zone. Our internal reports show that for 2019-2020, LHS had 90 suspensions and a total of 247 days for the August through February timeframe (we pivoted to distance learning in early March). This was 33 more suspensions and 113 more days than for the same time period during the 2018-2019 school year.
- Every student group increased in suspensions per the Fall 2019 Dashboard, with three within the red zone: African American at 13.3%, Students with Disabilities (SWD) at 12.3%, and Socioeconomically Disadvantaged (SED) at 7.4%. Our Two or More Races group increased by 6.6%, bringing the suspension rate to 7.5%, and moving from the green to the orange zone. Other groups in the orange zone are English Learners (ELs) at 8.3%, Hispanic at 5.5%, White at 4.4%, and Filipino at 2.9%. (Our 2019-2020 internal reports do not have suspensions broken down by demographics.)
- Our student groups with the highest suspension rates per the Fall 2019 Dashboard are African American students at 13.3% and SWD at 12.3%. We believe continuing on our progress toward implementation of a Positive Behavioral Interventions and Supports (PBIS) framework schoolwide will help us to lower rates schoolwide. We attribute the 6.5% increase in our African American suspension rate to the the consultant group that was running our African American Scholars Program going out of business. As a result, some of the gains in African American connectedness to school were lost. Focused attention was paid during the 2019-2020 school year to finding another consultant group to provide this important support, resulting in the Lawrence Livermore Laboratory's African American Body of Laboratory Employees (AABLE) providing support to our African American student group beginning in October of 2019.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

College/Career Readiness

### Goal Statement

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

### Basis for this Goal

Smarter Balanced Assessment  
Completion of a-g requirements  
CTE Pathways completion rates  
Graduation rates  
ELPAC  
EL Reclassification  
Other local assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>ELA/ELD:</p> <p>Course pass rates CAASPP ELA performance data from 2019-2020 ELPAC data from 2019-2020</p>	<p>In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019 - 2020 school year. Students did not take the CAASPP in 2020.</p> <p>The last CAASPP for English Language Arts (ELA) was administered during the 2018-2019 school year and shows that the percent of students exceeding ELA standards declined by 3.6%; the percent nearly meeting standards increased by 1.4%; and the percent not meeting standards increased by 2.8%.</p> <p>The 2018-2019 school year saw a decline in the percent of students above standard in all CAASPP ELA strands, with the largest decline in Research/Inquiry of 9.0%. There was an increase in the percent of students near or at standard in the following strands: Writing, Listening, and Research and Inquiry. There was a decline of 3.5% in the percent of students at or near standard in the Reading strand. The Reading strand</p>	<p>All students will increase by 3% in ELA skills in the Reading and Writing strands as measured by CAASPP data.</p> <p>The English 9A pass rate will increase to 80%, regardless of which trimester the course is taken.</p> <p>75% of our EL students will move up at least one ELPI performance level.</p> <p>Our EL and SWD student groups are our greatest areas of concern. Focused attention to these two groups is required to meet these target increases.</p>

**Metric/Indicator****Baseline****Expected Outcome**

has the lowest percentage of students scoring above, at, or near standard at 77%, with Writing the second lowest at 78.6%. The Listening strand had the highest percentage of students scoring above, at, or near standard at 80.91%.

A review of 2019-2020 end-of-course grades for Trimester 1 and 2 (the two trimesters in which LHS held onsite instruction and issued course letter grades) reveals that 89% of students who took English in T1 passed the class with a C or higher, up 3% from the same timeframe the previous year. In T2, 90% of the students who took English in T2 passed the class with a C or higher, up 4% from the same timeframe the previous year. This suggests that while the overall English pass rate is increasing, students are not trying their best on the CAASPP. Attention is required to motivating students to take the CAASPP assessment more seriously.

A review of the 2019-2020 English 9A end-of-course grades for Trimester 1 and 2 (the two trimesters in which LHS held onsite instruction and issued course letter grades) reveals that 73% of the students who took the course in T1 passed with a C or higher, down 11% from the same trimester the previous year. In T2, the pass rate held steady at 73.85 versus 74.23 the previous year.

The 2019 Fall Dashboard indicates that 40% of our English Learner (EL) students progressed at least one ELPI level, while 42% maintained their level. 18% percent of students decreased. There was decrease of 3.3% in students designated as Initially Reclassified Fluent English Proficient (RFEP).

The 2019 CAASPP ELA scores for our EL student group showed significant improvement with an increase of 18.1 points, moving from the red to the orange zone. However, the scores for our SWD group declined by 12 points, with the SWD group the only LHS student group in the red zone at 123 points below standard.

Metric/Indicator	Baseline	Expected Outcome
<p>Mathematics:</p> <p>Course pass rates CAASPP math performance data from 2019 Algebra 1 grades from 2019-2020 school year</p>	<p>A review of 2018-2019 and 2019-2020 Algebra 1 pass rates through the end of T2 (LHS pivoted to a pass/fail, distance learning mode for T3 of the 2019-2020 school year) shows that 78.4% of students passed with a C or higher in 2019-2020, up very slightly from 77.6% in the same timeframe during the 2018-2019 school year.</p> <p>In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019 - 2020 school year. Students did not take the CAASPP in 2020.</p> <p>The last CAASPP for Math was administered during the 2018-2019 school year and showed a 26.6 point decrease from the previous year, with LHS at 36.9 points below standard. There was a decrease in the percent of students near, at, or above standard in every strand, with students struggling the most with Concepts and Procedures, in which 43% of students scored below standard.</p> <p>Our Students with Disabilities (SWD) group declined 26.3 points to 199.8 points below standard on the 2018-2019 CAASPP for math, remaining in the red; our English Learner (EL) group declined by 38.8 points to 172.1 points below standard, also remaining in the red; and our Hispanic group declined by 46 points to 117.7 points below standard, moving from the orange into the red zone. Our Asian student group remained in the green, while our White student group declined from the green into the yellow zone.</p>	<p>Improve Algebra 1 performance 5% from the 78% pass rate (C or better) in 2019-2020 to a 83% pass rate.</p> <p>Increase the percentage of students near, at, or above standards in every CAASPP Math strand over the 2018-2019 levels such that no student group is in the red zone.</p> <p>Our EL, SWD, and Hispanic student groups are our greatest areas of concern and require focused attention to meet these target increases.</p>
<p>Articulation</p>	<p>Our annual articulation efforts continued in the 2019-2020 school year up until we pivoted to distance learning due to COVID-19. Fortunately, our onsite visits to middle school for registration, which also included information on student life, were held prior to that time. However, our annual day of hosting middle school ambassadors on our</p>	<p>Our annual articulation efforts will continue in the areas of middle to high school articulation and high school to post high school articulation. Articulation will be via online meetings/presentations while we are in distance or hybrid learning mode.</p>

**Metric/Indicator****Baseline****Expected Outcome**

	<p>campus was cancelled, as was our Green Engineering Academy (GEA) Earth Day in which GEA students visit middle schools.</p> <p>Our counseling staff continued to attend conferences for CSU and UC to learn up-to-date information, including information pertaining to financial aid. They also worked very closely with Las Positas Community College counseling staff to ensure that LHS students are prepared for post high school education.</p> <p>Our First Generation/Migrant Education/Immigrant Counselor, as well as our Career Center, facilitated college field trips based on student interest as well as college recruitment presentations for EL, Immigrant, First Generation, Migrant, and African American students.</p>	<p>Our counselors, and English and math teachers will continue to collaborate with Las Positas Community College on articulation issues. Such collaboration will occur online while we are in distance or hybrid learning mode.</p> <p>We will continue to provide college visits and presentations via our Career Center, ELAC, and EL/Immigrant/First Generation Counselor. We will do so via online presentations while in distance or hybrid learning mode.</p> <p>The 2020-2021 Tri-Valley College and Career Fair was scheduled to be hosted by LHS in October 2020. The fair serves the three Tri-Valley school districts, and the Tri-Valley high schools rotate hosting duties from year to year. The event typically includes over 100 post-secondary institutions and draws 2000+ participants. With distance learning, the event has been renamed the 2020 Tri-Valley College &amp; Career Exploration Nights and will be held over 3 nights. Students and families will be able to register for live informational webinars and join drop-in Q&amp;A sessions with representatives of over 120 post-secondary institutions.</p>
<p>Graduation Rates:</p> <p>Assessment of Fall 2019 Dashboard Graduation Rate (97.5%)</p>	<p>Overall, the LHS graduation rate remains high with 97.5% of students graduating in 2019.</p> <p>Four student groups declined: Asian declined by 2.7% to 97.3%, EL by 7.1% to 87.5%, Filipino declined by 13.6% to 86.4%, and SWD by 2.3% to 82.7%.</p> <p>There was a .3% increase to 95.9% in the Hispanic student group, a 1.1% increase in the Two or More Races student group to 95%, and a 2% increase in the White student group to 99.6%.</p>	<p>Increase the graduation rate such that every student group has a rate of at least 96%.</p> <p>Focused attention is needed on our EL, SWD, and Filipino student groups to ensure they meet these target increases.</p>
<p>College/Career Readiness: University of California/California State University (UC/CSU) a-g Completion and CTE Pathway Completion</p>	<p>The LHS a-g completion rate declined from 56% for the Class of 2019 to 49% for the Class of 2020, a 7% drop.</p>	<p>Increase the a-g completion rate to 60% and such that no student group is in the red zone.</p>

**Metric/Indicator****Baseline****Expected Outcome**

	<p>The LHS Career Technical Education (CTE) Pathway completion rate for 2019 was 40%, down from 50% the previous year. Of the 60.6% of LHS students who met the College/Career Preparedness standard, 44% of our Two or More Races students, 42% of our White students, and 40% of our Hispanic students met the standard in part via CTE pathway completion. However, only 35% of our Our Socioeconomically Disadvantaged (SED) student group, 33% of our English Learners (ELs), and 17% of our Students with Disabilities (SWD) met the standard in part via CTE pathway completion.</p> <p>Overall, LHS maintained our College/Career rate, remaining in the green zone with a .8% decrease to 60.6%. The percent of students approaching College/Career readiness remained steady, while the percent not prepared increased by 1.2%.</p> <p>Our EL group slipped into the red zone for College/Career, declining by 5.6% to 13.5% prepared. Our Hispanic and Socioeconomically Disadvantaged (SED) groups slipped from the green zone into the orange zone, with a 6.5% decline to 39.5% and a 6.9% decline to 34.9% respectively.</p> <p>Our Students with Disabilities (SWD) group increased 4.9% to 11.5% prepared, moving from the red into the yellow zone.</p>	<p>Increase CTE pathway completion by 5% overall, with a special focus on SED, SWD, and EL student groups.</p>
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**Planned Strategies/Activities****Strategy/Activity 1**

ELA/ELD:

English teachers, including our Special Education (SPED) teachers, will review the 2018-2019 CAASPP ELA scores in the four strands, as well as our English pass rates, to refresh themselves on the results.

Additional focus will be paid in English courses to reading and writing instruction, including during Tier-1 interventions via support sessions when in distance learning and Cowboy Advisory Period (CAP) strategies when in onsite learning.

Special Education (SPED) instructors will use our District-provided Sunday reading intervention system with students whose reading goals are far below grade level.

English teaching staff will continue to meet during collaboration time to review the results of common assessments and to update assessments and pacing guides as needed. Analyses of the results of assessments will guide adjustments to planning and instruction, including when/how to revisit content that has been taught but not learned--particularly in the areas of reading and writing.

Professional development will be provided by members of our SPED team to all English teachers on strategies for differentiating instruction, assignments, and assessments (particularly in the areas of reading and writing) for students with IEPs and 504s, including specific strategies for use during distance learning.

Professional development will be provided by our English Language Development (ELD) teachers and our Bilingual ELD paraprofessional on strategies for supporting EL 3 and 4 students in English courses, including strategies for use during distance learning.

English teachers will be tasked with working collaboratively during weekly collaboration time to determine strategies for getting LHS students to take the CAASPP ELA assessment more seriously.

ELD Level 1 and 2 students will continue to be provided with support in both push-in and pull-out models, whether in onsite or distance learning. Additionally, a section of ELD tutoring will be provided each trimester to ELD Level 3/4 students.

We will continue to promote "LHS Reads" for the entire school, selecting a book and purchasing copies for the library so students who do not wish to purchase the book have access to it.

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

All students - with a particular focus on our EL and SWD student groups.

### Timeline

8/25/2020 - 6/10/2021

### Person(s) Responsible

Principal, Vice Principals, General Education Teachers, Special Education Teachers, ELD Teachers, and Bilingual ELD Paraprofessional

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	24,100
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	ELD 3 and 4 Tutoring Classes - one per trimester, for a total of three classes
<b>Amount</b>	420
<b>Source</b>	Discretionary
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Twenty copies of the 2020-2021 LHS Reads selection for the library

### Strategy/Activity 2

Mathematics:

Our 3-trimester Algebra 1 and Geometry courses will be changed to 2-trimester courses for the 2020-2021 school year, as the 3-trimester course was teaching the same material as the 2-trimester course, only at a slower rate. Students who need additional support will take one trimester of an actual intervention course, followed by the 2-trimester course.

For the 2020-2021 school year, 9th grade students who failed their 8th grade math course will be placed in a 3-trimester Math Academy course designed to fill gaps in learning and prepare students for success in math as they enter 10th grade.

Math teachers, including our Special Education (SPED) teachers, will review the 2018-2019 CAASPP Math scores in the four strands, as well as our Algebra 1 pass rates, to refresh themselves on the results.

Additional focus will be paid in math courses to concepts and procedures, including during Tier 1 interventions via support sessions when in distance learning and Cowboy Advisory Period (CAP) strategies when in onsite learning.

Math teaching staff will continue to meet during collaboration time to review the results of common assessments and to update assessments and pacing guides as needed. Analyses of the results of assessments will guide adjustments to planning and instruction, including when/how to revisit content that has been taught but not learned--particularly in the area of concepts and procedures.

Professional development will be provided by members of our Special Education (SPED) team to all math teachers on strategies for differentiating instruction, assignments, and assessments (particularly in the areas of concepts and procedures) for students with IEPs and 504s, including specific strategies for use during distance learning.

Professional development will be provided by our English Language Development (ELD) teachers and our Bilingual ELD paraprofessional on strategies for supporting EL students in math courses, including strategies for use during distance learning.

Math teachers will be tasked with working collaboratively during weekly collaboration time to determine strategies for getting LHS students to take the CAASPP Math assessment more seriously.

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

All students - with a particular focus on EL, SWD, and Hispanic student groups.

### Timeline

8/25/2020 - 6/10/2021

### Person(s) Responsible

Principal, Vice Principals, Math Teachers, Special Education Teachers, ELD Teachers, and ELD Bilingual Paraprofessional

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

### Strategy/Activity 3

Articulation:

Presentations to middle schools by our counselors regarding course registration and student life will continue. We will do so via online presentations while in distance or hybrid learning mode.

Our counseling staff will continue to attend conferences for CSU and UC (attending online if offered during distance learning) to learn up-to-date information, including information on financial aid.

Counselors and English and math teachers will continue to collaborate with Las Positas Community College on articulation issues, whether online during distance learning or in person during onsite learning.

LHS will continue to provide college visits and presentations via our Career Center, English Learner Advisory Council (ELAC), and EL/Immigrant/First Generation Counselor. This will be done via online presentations while in distance or hybrid learning mode.

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

All students

### Timeline

8/25/2020 - 6/10/2021

### Person(s) Responsible

Counselors, Career Center staff, ELD Coordinator, and EL/Immigrant/First Generation Counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	EL/Migrant/First Generation field trips are funded via district LCAP funds.

### Strategy/Activity 4

Graduation Rate:

Principal, vice principals, counselors, and EL/Immigrant/First Generation Counselor will continue to focus attention on reviewing progress toward students meeting of graduation requirements, with increased attention on EL, SWD, and Filipino student groups to provide support in meeting graduation requirements.

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

All students, with a particular focus on our Filipino, Hispanic, and Two or More Races student groups

### Timeline

8/25/2020 - 6/10/2021

### Person(s) Responsible

Principal Vice Principals, Counselors, and EL/Immigrant/First Generation Counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

### Strategy/Activity 5

College/Career Readiness:

Academic counselors will maintain status of each student's progress in meeting a-g completion and Career Technical Education (CTE) pathway completion, working with students to encourage enrollment in these courses, with a special focus on SED, EL, and SWD student groups.

Our EL/Migrant/First Generation counselor will meet with EL/Migrant/First Generation students to encourage enrollment in a-g approved courses and CTE pathways and will organize field trips to colleges and universities, whether the trips are online during distance learning or in person during onsite learning.

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

All students

### Timeline

8/25/2020 - 6/10/2021

### Person(s) Responsible

Principal, Academic Counselors, EL/Migrant/First Generation Counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions for Learning

### Goal Statement

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

### Basis for this Goal

Fitnessgram – Grades 7 and 9  
 Healthy Kids Survey – Grades 9 and 11 (every other year)  
 Annual attendance rate/chronic absenteeism  
 Suspension rates  
 Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>PBIS, Choose Love - Respectful and Inclusive Environment for All Students:</p> <p>PBIS High School Cohort Choose Love data                      Panorama Social-Emotional Survey                      California Healthy Kids Survey                      COST data                      Student referrals to partner agencies</p>	<p>Counselors continued to offer Counselor Cowboy Advisory Period (CAP) with Choose Love; however, very few students attended these sessions. Further, the move to distance learning in the spring of 2020 brought CAP to an early end for the 2019-2020 school year.</p> <p>Choose Love lessons were implemented within Freshmen in Transition (FIT) classes, Health classes, and some 10th grade English courses.</p> <p>The Choose Love Survey was not used, as our school district subsequently adopted the Panorama Survey to monitor Social-Emotional Learning (SEL) over time. The Panorama Survey was given in the fall of 2019 and again in the spring of 2020, with spring data being collected shortly after LHS moved to distance learning.</p> <p>The California Healthy Kids Survey was conducted after the school had shifted to distance learning in the spring of 2020. The response rate for freshmen was 71%; for juniors, 49%. While previous reporting was in terms of "high" or "moderate" responses, the responses are now reported as</p>	<p>Choose Love lessons will continue to be implemented within Freshmen in Transition (FIT) (9th-grade), Health (9th grade), and some English courses at the 10th grade level. Our Wellness Center will also push out Choose Love lessons to students on a regular basis.</p> <p>The California Healthy Kids Survey of 2022 will show an increase of 5% in 9th and 11th grade students agreeing or strongly agreeing that they have a sense of School Connectedness, that there are Caring Adults on campus, and that school is a safe place (School Safety).</p> <p>Our District's Panorama Social Emotional Learning Survey will show an increase of 5% in the percentage students feeling a Sense of Belonging at school, a sense of Social Connection, and the feeling that they are able to regulate their emotions (Emotional Regulation).</p> <p>Administrators, teachers, and Child Welfare and Attendance Aides will continue to refer students to the Coordination of Services Team (COST) via our district's COST referral form, and the COST team will continue to work with on-site partner</p>

**Metric/Indicator****Baseline****Expected Outcome**

"strongly agree" or "agree."  
 Comparison between the 2020 and the 2018 surveys is, therefore, difficult. For School Connectedness, freshmen reported strongly agree or agree at 60%; juniors reported 86%. Caring adults was 64% for freshmen and 68% for juniors. School safety was 61% for freshmen and 66% for juniors.

Per our District's Panorama Social Emotional Learning Survey, LHS saw a 1% increase in the percentage of students feeling a Sense of Belonging from spring of 2018-19 to fall of 2019-20 and a decrease of 1% in Social Connection. However, it is important to note that the rate of response grew from 443 responses in spring 2018-19 to 1,264 responses in fall 2019-20. When the results were shared with teachers in the fall, we discussed the timing of the survey, having administered it shortly after starting the academic year before teachers had much of a chance for building strong relationships with their students. The spring survey looked very different as it was measuring areas appropriate to distance learning. Of concern is that the one question that was the same on the fall and spring surveys, which involved Emotional Regulation, saw a 7% dip.

COST meetings were held weekly when school was meeting in person. Since moving to distance learning, we have switched to meeting twice per month. In the 2019-2020 school year, COST monitored over 100 students, connecting them to appropriate social and emotional supports. Students were referred to school counselors, Horizons, and La Familia as partner agencies. Counselors made regular use of CareSolace to refer students and saw a quick turnaround in response time using this service. With the shift to distance learning in the spring of 2020, meetings became much more dependent on input from the school CWA Aides and our District CWAs in providing support for families facing food and housing insecurity.

agencies to provide students the support they need, whether online during distance learning or in person during hybrid or on site learning.

Metric/Indicator	Baseline	Expected Outcome
<p>Suspensions:</p> <p>Suspension Data</p>	<p>The Fall 2019 Dashboard shows that LHS had a 3.4% increase overall in the suspension rate, bringing it to 4.8% and moving LHS from the green into the orange zone.</p> <p>Every student group increased in suspensions, with three falling within the red zone: African American at 13.3%, Socioeconomically Disadvantaged (SED) at 7.4%, and Students with Disabilities (SWD) at 12.3%. Our Two or More Races group increased by 6.6%, bringing the suspension rate to 7.5%, and moving from the green to the orange zone. Other groups in the orange zone are English Learners (ELs) at 8.3%, Filipino at 2.9%, Hispanic at 5.5%, and White at 4.4%.</p> <p>Our student groups with the highest suspension rates as reported in the Fall 2019 Dashboard are African American students at 13.3% and Students with Disabilities (SWD) at 12.3%.</p> <p>Our internal reports show that for 2019-2020, LHS had 90 suspensions and a total of 247 days for the August through February timeframe (we shifted to distance learning in early March). This was 33 more suspensions and 113 more days than for the same time period during the 2018-2019 school year.</p>	<p>Decrease the overall suspension rate to below 1% and every student group's suspension rate to no more than 2%.</p>
<p>Attendance/Chronic Absenteeism:</p> <p>Attendance Records CWA Aide anecdotal reporting SART and SARB information Attendance summary of chronic and severe attendance issues</p>	<p>Our overall Average Daily Attendance (ADA) was last recorded prior to the move to distance learning in the spring of 2020. At that time, our overall ADA was 96.5%, up from the previous year.</p> <p>LHS had an overall chronic absenteeism rate of 7.3% in the 2017-2018 school year (the most recent year available), down from 7.7% the previous year.</p> <p>Our African American student group had the highest rate of chronic absenteeism at 18.2%, followed by Pacific Islander at 12.5%.</p> <p>Our lowest rate of chronic absenteeism is our Asian student group at 2.9%.</p>	<p>Increase in the average daily attendance (ADA) rate to 96% overall, with a 5% improvement in the targeted habitually truant population, which is those students who have missed 10-19% of the school year.</p>

Metric/Indicator	Baseline	Expected Outcome
<p>Physical Fitness:</p> <p>FitnessGram results for grade 9 PE Department analysis and planned adjustment as needed in key curricular areas</p> <p>Goal sheets with individual goals for improvement for each 9th grade student</p>	<p>Due to the pivot to distance learning in the spring of 2020, FitnessGram testing was not completed for the 2019-2020 school year. Only those students who had PE in Trimester 2 were tested, which was approximately 1/3 of the 9th grade students.</p> <p>Based on the 2018-2019 FitnessGram results, we will continue with our goal that was established for the 2019-2020 school year of increasing the percentage of students passing 5 to 6 standards on the FitnessGram to 80%. As of 2018-2019, Body Composition and Upper Body Strength and Endurance remained the areas in which our students struggled the most.</p>	<p>Increase in percentage of students passing 5 to 6 standards on the FitnessGram to 80%.</p>

## Planned Strategies/Activities

### Strategy/Activity 1

PBIS, Choose Love - Respectful and Inclusive Environment for All Students:

Over the summer of 2020, LHS identified a physical space and a qualified staff member to oversee the Wellness Center and to begin developing our Tier-2 and Tier-3 social and emotional supports for students. The Wellness Center will house the Culture Keepers (students trained in various skills of interest to help provide Tier 1 support in areas such as Mental Health Awareness and Healthy Relationships, and Tier-2 and Tier-3 supports in self-regulation for peers such as mindfulness and meditation). Peer Mediators will also help their peers resolve conflicts before they escalate and help to restore relationships between peers who have reached this point.

Students from the Regional Occupational Program (ROP) Development of Children course are being identified and will be trained as Wellness Center interns and will serve as the first Culture Keepers. Students who apply and agree to peer mediation training will go through the 50 hour training necessary to do the work of conflict resolution, and adult staff will be trained to provide ongoing support for peer mediators. The goal is to have a system to refer students for mediation in place by the time hybrid or in-person learning resumes.

Ongoing Tier-1 Positive Behavioral Interventions and Supports (PBIS) professional development is being provided to staff through dedicated time during Wednesday Collaboration. Building off last year's professional development around adverse childhood experiences, the 2020-2021 professional development seeks to provide staff with Tier-1 strategies that are linked back to the schoolwide expectations and are grounded in the vision of creating a school where all students feel safe to learn regardless of the trauma they bring to school with them.

This professional development will be complemented by the Rise Up program for staff offered through Kaiser Permanente in conjunction with the Kaiser Permanente student program, "Ghosted," which is a workshop that will be provided for Student Forum, Culture Keepers, and Peer Mediators.

A broader understanding of social and emotional wellness as the basis for PBIS will be provided to students and parents via a partnership with Horizons, which will bring workshops to students and parents.

The goal this year is to assure that all stakeholders have a firm understanding of the role social and emotional wellbeing plays in creating environments where students can learn, establishing a means for learning pro-social skills inside and outside the classroom, and developing a system to appropriately address behavioral issues by understanding the underpinnings of the behavior, acknowledging the student's emotion in the situation, correcting the behavior, and restoring relationships rather than punishing the behavior without further supporting the student.

LHS will also continue with the Teen Mental Health First Aid curriculum, training all 10th grade students during the 2nd and 3rd Trimester. Teen Mental Health First Aid helps students better recognize and support peers with mental health issues and also helps them to feel comfortable talking to someone if they themselves are suffering with a social and/or emotional problems. Making positive life changes to attitudes toward mental health issues is paramount to the healthy development and successful future of our students.

Choose Love lessons will continue to be implemented within FIT (9th grade), Health (9th grade), and some English courses at the 10th grade level. The Wellness Center will also push out Choose Love lessons to students on a regular basis.

Administrators, teachers, and CWA Aides will continue to refer students to our Coordination of Services Team (COST) via our District's COST referral form, and the COST team will continue to work with on-site partner agencies to provide students the support they need, beginning with a faculty meeting focused on how to use our District's COST referral form.

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

All students

### Timeline

8/25/2020 - 6/10/2021

### Person(s) Responsible

Administrative Team, Teachers, School Psychologist, Campus Supervisors, CWA Aides, SWIS Secretary, Counselors

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,500
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Peer mediation training for our Wellness Center Peer Mediators will also help their peers resolve conflict before they escalate
<b>Amount</b>	750
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Funding for supplies to get the Wellness Center up and running
<b>Amount</b>	3,500
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Staff training on strategies for supporting African American students in the classroom

## Strategy/Activity 2

### Suspensions:

We have witnessed significant increases in the suspension rate of our African American students since the abrupt end of our African American Scholars Program (AASP) at the beginning of the 2018 school year due to the consultant group going out of business. We will continue our partnership with the African American Body of Laboratory Employees (ABLE)--a group of African American employees at Lawrence Livermore National Laboratory--to meet LHS African American students two times per month to provide academic mentorship and college/career guidance. Also, beginning in September 2020, AASP is back in business and has entered into a contract with our District. Weekly breakout groups of LHS African American male students and LHS African American female students will resume to discuss the social/emotional experiences of our African American students and to build a community of support.

We will continue to collaborate with partner agencies (e.g., Horizons) to implement a suspension reduction program that infuses tiered student services within our disciplinary protocol.

We will continue the work of providing professional development to our staff on trauma-informed decisions about classroom management, providing staff with Tier 1 strategies that are linked back to the schoolwide expectations and are grounded in the vision of creating a school where all students feel safe to learn regardless of the trauma they bring to school with them.

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/25/2020 - 6/10/2021

## Person(s) Responsible

Principal, Vice Principals, Teachers, Counseling Staff, School Psychologist

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

## Strategy/Activity 3

### Attendance/Chronic Absenteeism:

Students identified as at risk of being habitually truant will be closely monitored by our CWA Aides, administrative team, and counseling staff via attendance in Powerschool, grades, and scheduled check-ins, as well as consistent contact with families.

Blackboard will be used to send messages home on the importance of attendance on a monthly basis.

Continue to "grow" student clubs and selected programs for identified groups (i.e, African American Scholars Program) to create a more inclusive environment for all students. Support "Club Rush" to assist all students in creating new, interest-based clubs that serve the LHS demographic. Continue to support the Associated Student Body (ASB) website to facilitate new club enrollment and development of club bylaws.

Our EL/Migrant/First Generation Counselor will continue to run a boys group for Hispanic students and will provide one-to-one mentorship and counseling services for those determined to be in need of additional support based on grades, attendance, or social/emotional concerns.

La Familia will continue to run a girls group for Hispanic students and will provide one-to-one mentorship and counseling services for those determined to be in need of additional support based on grades, attendance, or social/emotional concerns.

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

All students

### Timeline

8/25/2020 - 6/10/2021

### Person(s) Responsible

Principal, Teachers, EL/Migrant/First Generation Counselor, CWA Aides

### Proposed Expenditures for this Strategy/Activity

Amount	350
Source	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Competition Entrance Fees for Science Club: \$300

### Strategy/Activity 4

Physical Fitness:

Teachers, department wide, will adjust warm-ups and curriculum as appropriate to support standards.

Workouts will be specifically designed to help students increase their aerobic capacity and upper body strength. The workouts will increase in duration and repetitions as the trimester progresses.

During distance learning, the Fitness Standards will be the primary focus as follows: 1) Participate in moderate to rigorous physical activities at least 5 days per week; 2) Participate in enjoyable and challenging physical activities that develop and maintain the five components of fitness; and 3) Develop personal goals to improve one's performance in physical activities. Synchronous workouts will be led the the teacher. Asynchronous workouts will be provided via links. Students will be required to spend 45-60 minutes a day in moderate to rigorous activity, keeping a journal that is to be turned in at the end of each week.

Each 9th grade student will set individual goals for physical fitness improvement and track their progress, whether in distance, hybrid, or onsite learning.

Additional interventions will be put in pace for those at risk of failing the Fitness Gram [during the Cowboy Advisory Period (CAP) when in onsite learning mode and during Support Sessions while in distance learning mode].

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

All 9th grade students

### Timeline

8/25/2020 - 6/10/2021

### Person(s) Responsible

Principal, Physical Education Teachers

## Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

## Strategy/Activity 5

Attendance/Chronic Absenteeism:

CWA Aides, in monitoring student attendance, will identify at-risk students and assist the Coordination of Services (COST) team in creating individualized academic plans for each student who has been identified.

Students identified as at risk of being habitually truant will be closely monitored by the CWA Aides, administrative team, and counseling staff via attendance in Powerschool, grades, and scheduled check-ins, as well as consistent contact with families.

Blackboard will be used to send monthly messages home on the importance of attendance.

## Students to be Served by this Strategy/Activity

All students, specifically our African American and EL student groups

## Timeline

8/25/2020 - 6/10/2021

## Person(s) Responsible

CWA Aides, CWA Specialist, Vice Principals, and Attendance and Clerical Staff

## Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

## Strategy/Activity 6

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

### Timeline

### Person(s) Responsible

## Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Parent and Community Engagement and Communication

### Goal Statement

Enhance parent and community engagement and communication.

### Basis for this Goal

Parent participation on site committees and in workshops  
Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LHS maintenance of school website	<p>The LHS website has been instrumental in serving as one of several ways of ensuring that information gets to students/families during distance learning. For instance, while we provide a weekly homeroom for students, the information shared in the homeroom is also posted on the website each week. Similarly, the weekly distance learning schedule and a link to logging into Schoology is available on the website in addition to having been sent to each student/parent via Blackboard.</p> <p>We now have a Wellness Center section of our website, which provides pertinent social/emotional wellness information to students during the isolating period of distance learning, including a number to call if a student needs to talk to a crisis counselor immediately.</p>	Parent/Guardian surveys will show satisfaction with, and suggestions for, the LHS website.
Parent participation in educational workshops	Prior to our move to distance learning, parents attended a series of four in-person workshops during the 2019-2020 school year, with attendance ranging from 20 - 60. The workshops were provided free of charge by Horizons Family Counseling and covered the following topics: 1) Tobacco/Vaping and Addiction; 2) Marijuana and Its	Parent/Guardian satisfaction with workshops presented (whether online during distance learning or in person during onsite learning) as evidenced by exit surveys.

Metric/Indicator	Baseline	Expected Outcome
	Impact on the Teen Brain; 3) Dangerous Teen Games/Challenges; 4) Internet and Video Game Overuse Through Addiction.	
<p>Parent participation in PTSA, Boosters, and ELAC</p> <p>Parent input on topics/issues</p>	<p>Parents have been participating in the PTSA, Boosters, and English Learner Advisory Committee (ELAC). Since the move to distance learning, attendance has increased as parents no longer have to drive to attend meetings. As a result, we will consider continuing these meetings online after onsite learning resumes.</p> <p>Back-to-School night has also changed due to distance learning. In September 2020, we held our first virtual Back-to-School "Night." Every teacher prepared a slide deck and either posted a video or a photo of himself/herself along with the slide deck. The presentations were available for a week. Parents logged into their student's classes via Schoology to access the slide decks. Parents were provided each teacher's contact information so they could submit questions.</p> <p>During Back-to-School night, a PTSA meeting was held that had the largest attendance of any PTSA meeting in the last several years, with 58 people in attendance. Again, we attribute this to the ease with which parents can attend virtual meetings versus onsite meetings.</p> <p>Our last EXPO was held just before the move to distance learning in the spring of 2020. It was very well attended. If we are still in distance learning--or hybrid learning--mode in the Spring of 2021, we will hold a virtual EXPO so that students and families are still able to learn about our various classes and programs prior to registering for classes for the 2021-2022 school year.</p> <p>We have been receiving increased responses from parents/guardians regarding school topics and issues since we have entered distance learning. For example, our Greenhorn Meeting for freshmen parents was better attended in September 2020 than ever before, with over 200 parents logging in. We downloaded</p>	<p>Continued increases in parent participation in PTSA, Boosters, and ELAC.</p> <p>Continued increases in parent involvement in Back-to-School Night, EXPO, and similar events.</p> <p>Continued increases in parent responses to topics/issues that can be used for continuous school improvement (via online meetings, surveys, etc.).</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>the questions that parents submitted in the "chat" portion of the online meeting and developed a Q&amp;A sheet that was then sent to parents via Blackboard.</p> <p>Similarly, our first online ELAC meeting of the 2020-2021 school year was better attended during distance learning than when the meetings are held onsite, although it was still not attended as well as we would like.</p> <p>As we work on our Western Association of Schools and Colleges (WASC) accreditation self-study during the 2020-2021 school year, we will be sending surveys to parents/guardians and holding online meetings to obtain their input on various school topics/issues.</p>	

## Planned Strategies/Activities

### Strategy/Activity 1

Teacher maintenance of individual Schoology home page

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

All students (and parents/guardians)

### Timeline

August 25, 2020 - June 10, 2021

### Person(s) Responsible

Administrators, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

None Specified

Budget Reference

None Specified

### Strategy/Activity 2

LHS maintenance of school Blackboard website

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

All students (and parents/guardians, community)

**Timeline**

August 25, 2020 - June 10, 2021

**Person(s) Responsible**

Principal, Executive Assistant

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

**Strategy/Activity 3**

Provide a minimum of four educational workshops for parents/guardians on topics pertaining to the challenges of distance learning, including the social/emotional welfare of students.

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

All students (via parents/guardians)

**Timeline**

August 25, 2020 - June 10, 2021

**Person(s) Responsible**

Administrators (working with community resources to provide the workshops)

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

**Strategy/Activity 4**

Obtain parent/guardian input on topics/issues via parent groups (WASC, PBIS, etc.) and surveys

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

All students (via parents/guardians)

**Timeline**

August 25, 2020 - June 10, 2021

**Person(s) Responsible**

Administrators

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	400
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<b>Source</b>	Discretionary
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies for various parent/guardian meetings

**Strategy/Activity 5**

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

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

<b>Budget Reference</b>	None Specified
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# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 1

College/Career Readiness: Increase the percentage of students who have the skills and knowledge to graduate from high school college and/or career ready.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>ELA/ELD: CAASPP ELA performance data District Literacy Benchmark Assessment ELPAC data</p>	<p>All students will increase 5% in ELA skills as follows: Reading as measured by SBAC data; Reading and Writing as measured by the District Literacy Benchmark Assessment. Focus is required on motivating students for the SBAC and District Literacy Benchmark Assessment.</p> <p>English Learner (EL) students will move up at least one performance level, including EL Level 4 students being reclassified as RFEP.</p> <p>Our EL and Students with Disabilities (SWD) student groups are our greatest areas of concern and required focused attention to gain a 5% increase in their ELA scores and one performance level increase for our EL students.</p>	<p>In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. Students did not take the CAASPP in 2020.</p> <p>The last CAASPP was administered during the 2018-2019 school year and shows that the percent of LHS students exceeding ELA standards declined by 3.63%, while the percent nearly meeting standards increased by 1.41% and the percent not meeting standards increased by 2.84%. LHS did not meet the goal of students increasing by 5% in ELA skills as measured by the 2018-2019 CAASPP ELA administration.</p> <p>However, a review of 2019-2020 end-of-course grades for Trimester 1 and 2 (the two trimesters in which LHS held onsite instruction) reveals that 89% of students who took English in T1 passed the class with a C or higher, up 3% from the same time period the previous year. In T2, 90% of the students who took English passed the class with a C or higher, up 4% from the same time period the previous year. This suggests that while the English pass rate is increasing, students are not trying their best on the CAASPP. Attention is required on motivating students to take the CAASPP assessment more seriously.</p> <p>In the 2019-2020 school year, the District Literacy Benchmark was administered at the elementary and middle school levels only. Therefore, there are no results to report.</p>

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

The 2019 Fall Dashboard indicates that 40% of our English Learner (EL) students progressed at least one ELPI level, while 42% maintained their level. 18% of students decreased. There was decrease of 3.3% in students designated as Initially Reclassified Fluent English Proficient (RFEP).

The 2019 CAASPP English Language Arts (ELA) scores for our EL student group showed significant improvement with an increase of 18.1 points, moving from the red to the orange zone. However, the scores for our Students with Disabilities (SWD) group declined by 12 points, with the SWD group the only LHS student group in the red zone at 123 points below standard.

**Mathematics:**

SBAC math performance data Algebra 1 course grades from 2018-2019

Improve Algebra 1 performance from the 64.5% pass rate (C or better) in 2018-2019 to a 75% pass rate. Increase the percentage of student near, at, or above standards in every SBAC Math strand by 5% compared to 2018-2019 levels.

As with English Language Arts (ELA), our English Learner (EL) and Students with Disabilities (SWD) groups are our greatest areas of concern and require focused attention to meet these target increases.

A review of 2018-2019 and 2019-2020 Algebra 1 pass rates through the end of T2 (LHS pivoted to a pass/fail, distance learning mode for T3 of the 2019-2020 school year) shows that 78.4% of students passed with a C or higher in 2019-2020, up slightly from 77.6% for the same time period in the 2018-2019 school year.

In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. Students did not take the CAASPP in 2020.

The last CAASPP was administered during the 2018-2019 school year and showed that LHS had a 26.6 point decrease in math from the previous year, resulting in LHS being 36.9 points below standard.

Our Students with Disabilities (SWD) group declined 26.3 points to 199.8 points below standard on the 2018-2019 CAASPP for Math, remaining in the red; our English Learner (EL) group declined by 38.8 points to 172.1 points below standard, also remaining in the red; and our Hispanic group declined by 46 points to 117.7 points below standard, moving from the orange into the red zone. Our Asian student group

Metric/Indicator	Expected Outcomes	Actual Outcomes
		remained in the green, while our White student group slipped from the green into the yellow zone.
<p>Writing:</p> <p>SBAC ELA performance data District Literacy Benchmark Assessment</p>	<p>All students will increase by 5% in English Language Arts (ELA) skills in Writing and Research/Inquiry as measured by SBAC data and in Writing as measured by the District Literacy Benchmark Assessment. Focus is required on motivating students for the SBAC and District Literacy Benchmark Assessment.</p> <p>Our English Learner (EL) and Students with Disabilities (SWD) groups are our greatest areas of concern and required focused attention to meet these 5% increases.</p>	<p>In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019 - 2020 school year. Students did not take the CAASPP in 2020.</p> <p>The last CAASPP was administered during the 2018-2019 school year and shows that the percent of LHS students near, at, or above standard in Writing decreased by 2.49%. The percent near, at, or above standard in Research/Inquiry remained stable with a .2% decrease. Focus is still required on motivating students to take the CAASPP seriously.</p> <p>The 2019 CAASPP ELA scores for our English Learner (EL) student group showed significant improvement with an increase of 18.1 points, moving from the red to the orange zone. However, the scores for our Students with Disabilities (SWD) group declined by 12 points, with the SWD group the only LHS student group in the red zone at 123 points below standard.</p> <p>In the 2019-2020 school year, the District Literacy Benchmark was administered at the elementary and middle-school levels only. Therefore, there are no results to report.</p>
<p>Articulation</p>	<p>Our annual articulation efforts will continue in the areas of middle to high school articulation and high school to post high school articulation.</p> <p>Our counselors and our English and math teachers will continue to collaborate with Las Positas Community College on articulation issues.</p> <p>We will continue to provide college visits and presentations via our Career Center, English Learner Advisory Committee (ELAC), and EL/Immigrant/First Generation Counselor.</p>	<p>Our annual articulation efforts continued in the 2019-2020 school year until we pivoted to distance learning. Fortunately, our onsite visits to middle school for registration, which also included information on student life, were held prior to that time. Due to COVID-19, however, our annual day of hosting middle school ambassadors on our campus was cancelled, as was our Green Engineering Academy (GEA) Earth Day in which GEA students visit middle schools.</p> <p>Our counseling staff continued to attend conferences for CSU and UC to learn up-to-date information,</p>

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

including information pertaining to financial aid. They also worked very closely with Las Positas Community College counseling staff to ensure that LHS students are prepared for post high school education.

Our First Generation/Migrant Education/Immigrant Counselor, as well as our Career Education Specialist and Career Center Technician who work in our Career Center, facilitated college field trips based on student interest. They also provided college recruitment presentations for EL, Immigrant, First Generation, Migrant, and African American students.

The 2020-2021 Tri-Valley College and Career Fair was scheduled to be hosted by LHS in October 2020. The fair serves the three Tri-Valley school districts, and the Tri-Valley high schools rotate hosting duties from year to year. The event typically includes over 100 post-secondary institutions and draws 2000+ participants. With distance learning, the event has been renamed the 2020 Tri-Valley College & Career Exploration Nights and will be held over 3 nights. Students and families can register for live informational webinars and join drop-in Q&A sessions with representatives of over 120 post-secondary institutions.

**Graduation Rates**

Increase the graduation rate of every student group by 2%, with special attention to the progress of our Students with Disabilities (SWD), Two or More Races, English Learner (EL), and Hispanic student groups via meetings with our academic counselors; Career Center/ROP counselors; and Migrant, Immigrant, and First Generation counselor.

Overall, the LHS graduation rate remains high with 97.5% of students graduating.

Two student groups declined: Asian declined by 2.7% to 97.3%, and Filipino declined by 13.6% to 86.4%.

There was a .3%% increase to 95.9% in the Hispanic student group, a 1.1% increase in the Two or More Races student group to 95%, and a 2% increase in the White student group to 99.6%.

**University of California/California State University (UC/CSU) a-g Completion and CTE Pathway Completion**

Increase the a-g completion rate from 56% to 65%. Increase CTE pathway completion by 5%, particularly for our SWD and EL student groups.

The LHS a-g completion rate declined from 56% for the Class of 2019 to 49% for the Class of 2020, a 7% drop.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>Overall, LHS maintained their College/Career rate, remaining in the green zone with a .8% decrease to 60.6%. The percent of students approaching College/ Career readiness remained steady, while the percent not prepared increased by 1.2%.</p> <p>Our English Learner (EL) group slipped into the red zone for College/Career, declining by 5.6% to 13.5% prepared. Our Hispanic and Socioeconomically Disadvantaged (SED) groups slipped from the green zone into the orange zone, with a 6.5% decline to 39.5% and a 6.9% decline to 34.9% respectively.</p> <p>Our Students with Disabilities (SWD) group increased 4.9% to 11.5% prepared, moving from the red into the yellow zone.</p>

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>English teachers, including our Special Education (SPED) teachers, will review our SBAC scores in the four strands to determine strengths, weaknesses, and where additional attention is needed. Instruction and Tier 1 interventions, including Cowboy Advisory Period (CAP) strategies, will be adjusted accordingly.</p> <p>English teaching staff will develop pacing guides for the newly adopted StudySync curriculum, determine common assessments, and continue the process of employing Guided Language Acquisition Design (GLAD) strategies</p>	<p>All teachers reviewed CAASPP data at the beginning the 2019-2020 school year to determine strengths, weaknesses, and where additional attention is needed. This analysis informed Tier-1 interventions/support and CAP strategies.</p> <p>Each grade level that uses StudySync (9, 10, and 11) were provided release time (we incurred substitute costs of \$990) during which they collaboratively developed pacing guides with common assessments. After the pivot to distance learning, course-alike teachers also created "Accordion Pacing Guides" to address pacing in onsite, distance,</p>	<p>0 None Specified</p> <p>\$7200 4000-4999: Books And Supplies LCFF - Supplemental</p>	<p>\$990 1000-1999: Certificated Personnel Salaries</p> <p>\$7200 4000-4999: Books And Supplies LCFF - Supplemental</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>to support students in meeting ELA standards.</p> <p>English teachers will review results of assessments both individually and with colleagues to guide planning and instruction, and to determine when/how to revisit content that has been taught but not learned. Teachers will use results of assessments to differentiate goals and plans for diverse learners and for students with special needs [e.g., English Learners (ELs), students with Individualized Education Plans].</p> <p>EL students will continue to be provided with support in both push-in and pull-out models. Standards-aligned supplemental curriculum in support of newly arrived Level 1 and 2 EL students will be purchased and implemented within our English Language Development (ELD) classes. We will continue to use Achieve 3000 for differentiated ELA support for out EL students.</p> <p>We will continue to pilot the California State University (CSU) developed Expository Reading and Writing Curriculum (ERWC) in the 11th grade to increase the use of college-level reading and writing strategies in ELA college preparatory classes.</p>	<p>and hybrid learning modes and the possibility of toggling between modes. More focused attention is needed to implementing strategies to support EL students in meeting ELA standards.</p> <p>Course-alike English teachers individually and collectively (during collaboration time) analyzed results of assessments to guide planning and instruction. More focus is needed on using the results of these analyses to differentiate goals and plans for diverse learners and students with special needs.</p> <p>A standards-aligned curriculum was purchased (\$7,200 in LCFF supplemental funds) and implemented within our ELD classes. We continued to use Achieve 3000 for differentiated ELA support. EL students were provided support with both push-in (via the ELD paraprofessional at \$32,200 in LCFF supplemental funds) and pull-out (via the .25 FTE ELD teacher at \$32,200 in LCFF supplemental funds). After we pivoted to distance learning, the ELD paraprofessional was provided a district-funded cell phone to contact EL families in the evening to determine technology and other family needs to ensure students were able to access the curriculum.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>We will continue to promote "LHS Reads" for the whole school.</p>	<p>Piloting of the ERWC curriculum continued in the 11th grade. At the end of the pilot, the teachers decided to use StudySync, rather than the ERWC curriculum, in 11th-grade. However, ERWC will continued to be the curriculum used in English 12.</p> <p>LHS Reads continued, with selection of the novel Piecing Me Together by Renee Watson. The novel was promoted during English classes and posters on campus. Copies were purchased for students to check out of the library.</p>		
<p>Send our seven Algebra 1 teachers to Silicon Valley Mathematics Initiative (SVMI) training.</p> <p>Math teachers who teach freshmen will review their students' 8th-grade SBAC scores in the four strands to determine strengths, weaknesses, and where additional attention is needed. Instruction and Tier 1 interventions, including CAP strategies, will be adjusted accordingly.</p> <p>Math teaching staff will update pacing guides and common assessments as needed, and continue the process of employing GLAD strategies to support students in meeting Math standards.</p> <p>Math teachers will review results of assessments both individually and with</p>	<p>Four Algebra 1 teachers attended SVMI training (we incurred substitute costs for this of \$660). Two Algebra 1 teachers attended Google Classroom training for math. Four of our math teachers also attended training on building growth mindsets in math.</p> <p>The staff reviewed CAASPP data at the beginning the 2019-2020 school year to determine strengths, weaknesses, and where additional attention is needed. This analysis informed Tier 1 interventions/support and CAP strategies.</p> <p>Math teachers updated pacing guides and common assessments as needed. (After the pivot to distance learning, course-alike teachers also created "Accordion</p>	<p>1,120 1000-1999: Certificated Personnel Salaries</p>	<p>660 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>colleagues to guide planning and instruction, and to determine when/how to revisit content that has been taught but not learned. Teachers will use results of assessments to differentiate goals and plans for diverse learners and for students with special needs (e.g., ELs, students with IEPs).</p>	<p>Pacing Guides" to address pacing in onsite, distance, and hybrid learning modes and the possibility of toggling between them). More focused attention is needed to implementing strategies to support English Learner (EL) students in meeting math standards.</p> <p>Course-alike math teachers individually and collectively (during collaboration time) analyzed results of assessments to guide planning and instruction. More focus is needed on using the results of these analyses to differentiate goals and plans for diverse learners and students with special needs.</p>		
<p>Academic counselors will maintain status of each student's progress in meeting a-g completion and CTE pathway completion, working with students to encourage enrollment in these courses.</p> <p>Our EL/Migrant/First Generation counselor will meet with EL/Migrant/First Generation students to encourage enrollment in a-g approved courses and CTE pathways and will organize field trips to colleges and universities.</p>	<p>Counselors maintained status of every student's progress toward a-g completion and CTE pathway completion, working with students to encourage enrollment in these courses.</p> <p>Our EL/Migrant/First Generation counselor met regularly with EL/Migrant/First Generation students to encourage enrollment in a-g approved courses and CTE pathways and organized several field trips to colleges and universities.</p>	<p>0</p>	<p>0</p>

# Analysis

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

All strategies/activities were implemented, although greater attention to differentiating goals and plans for diverse learners and students with special needs is in order. Additionally, other strategies/activities were implemented in support of student learning while in a distance learning mode, including the development of "Accordion Pacing Guides" that addressed pacing in onsite, distance, and hybrid learning modes and the possibility of toggling between modes.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With the suspension of CAASPP administration and our District's high school level Literacy Benchmark during the 2019-2020 school year due to the COVID-19 pandemic and the switch to distance learning, the effectiveness of our strategies/activities in meeting articulated goals is difficult to measure. Where possible, we pulled data from the first two trimesters of the 2019-2020 school year (the two trimesters in which we were in onsite learning mode) and compared it to the same period from the 2018-2019 school year to measure progress. This local data shows an increase in students passing their English classes with a C or higher, as well as very slight increase in students passing their math classes with a C or higher. However, the data also shows a decrease in the percent of students passing Algebra 1 within the first trimester of the school year, and the percent of students passing Algebra 1 holding steady. The 2019 Fall Dashboard indicators show that we did not meet our goal of every English Learner moving up one performance level, nor did the graduation rate of every student group increase by 2%, although the overall rate increased.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

While we had planned on 7 Algebra teachers attending the Silicon Valley Math Initiative (SMVI) training, 4 attended, resulting in less spent on substitute costs than estimated. Each grade level that used StudySync (9, 10, and 11) were provided release time, during which they collaboratively developed pacing guides with common assessments. This resulted in \$990 in substitute costs that were not proposed.

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

See Goal 1 in "Goals, Strategies, and Proposed Expenditures" for the following ELA changes:

Goals:

- All students will increase by 3% in English Language Arts (ELA) skills in Reading and Writing as measured by the CAASPP.
- The English 9A pass rate (C or better) will increase to 80%
- 75% of our EL students will move up one level as measured by the ELPAC.

Strategies:

- Additional focus will be paid in English courses to reading and writing instruction.
- Special Education (SPED) teachers will use our District-provided Sunday reading intervention system for students reading far below grade level.
- Professional development will be provided by members of our SPED team to all English teachers on strategies for differentiating instruction, assignments, and assessments for students with IEPs and 504s, including specific strategies for use during distance learning.
- Professional development will be provided by members of our English Language Development (ELD) team to all English teachers on strategies for differentiating instruction, assignments, and assessments for EL students, including specific strategies for use during distance learning.
- A section of ELD tutoring will be provided each trimester to ELD Level 3 and 4 students.

See Goal 1 in "Goals, Strategies, and Proposed Expenditures" for the following Math changes:

Goals:

- Increase the percentage of students near, at, or above standard in every CAASPP Math strand as measured by the CAASPP.
- The Algebra 1 pass rate (C or better) will increase by 5%.

Strategies:

- Our 3-trimester Algebra 1 course will be changed to 2-trimester course, as the 3-trimester course was teaching the same material, only at a slower rate. Students who need additional support will take one trimester of an actual intervention course, followed by the 2-trimester course.

- Freshmen who failed their 8th grade math course will be placed in a 3-trimester Math Academy course designed to fill gaps in learning and prepare students for success in math as they enter 10th grade.
- Additional focus will be paid to concepts and procedures in math courses.
- Professional development will be provided by members of our SPED team to all math teachers on strategies for differentiating instruction, assignments, and assessments for students with IEPs and 504s, including specific strategies for use during distance learning.
- Professional development will be provided by members of our ELD team to all math teachers on strategies for differentiating instruction, assignments, and assessments for EL students, including specific strategies for use during distance learning.

See Goal 1 in "Goals, Strategies, and Proposed Expenditures" for the following Graduation Rate changes:

Goals:

- Increase the graduation rate such that every student group has a rate of at least 96%.

Strategies:

- Administrators, counselors, and the EL/Immigrant/First Generation Counselor will continue to focus attention on student meeting of graduation requirements, with increased attention on Filipino, Hispanic, and Two or More Races student groups.

See Goal 1 in "Goals, Strategies, and Proposed Expenditures" for the following College/Career Readiness changes:

Goals:

- Increase the a-g completion rate to 60%, with no student group in the Dashboard red zone.
- Increase Career Technical Education (CTE) pathway completion by 5% overall, with a special focus on SED, SWD, and EL groups.

Strategies:

- Academic counselors, will maintain status of each student's progress in meeting a-g completion and CTE pathway completion, working with students to encourage enrollment in these courses, with a special focus on Socially Economically Disadvantaged students, (SED), EL students, and Students with Disabilities (SWD).
- Our EL/Migrant/First Generation Counselor will meet with EL/Migrant/First Generation students to encourage enrollment in a-g approved courses and CTE pathways and will organize field trips to colleges and universities, whether the trips are online during distance learning or in person during onsite learning.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 2

Conditions for Learning: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>PBIS, Choose Love - Respectful and Inclusive Environment for All Students:</p> <p>PBIS High School Cohort Choose Love data Panorama Social-Emotional Survey COST data Student referrals to partner agencies</p>	<p>Increase in attendance from T1 to T3 at counselor-led Social/Emotional Learning (Choose Love lessons) weekly CAP time.</p> <p>Choose Love lessons will be implemented within FIT (9th-grade), Health (9th grade), and some English courses at the 10th and 11th grade levels.</p> <p>The Choose Love Survey will show an increase in ability to express gratitude, resiliency, and compassion as measured by movement toward "strongly agree" in the post-test as compared to the baseline/pre-test.</p> <p>The California Healthy Kids Survey of 2019-2020 will show an increase of 5% in 9th and 11th grade students reporting a moderate to high connection to school, a perception of school as very safe or safe, and a moderate to high level of caring relationships with adults on campus.</p> <p>Our District's annual Panorama Social Emotional Learning Survey will show an increase of 5% in the percentage of students feeling a sense of belonging at the school and feeling a strong connection between teachers and students within and beyond the classroom.</p> <p>Administrators, teachers, and Child Welfare and Attendance Assistants (CWAs) will continue to refer students to the Coordination of Services Team (COST) via the district's COST referral form, and the COST team will continue to work with on-site partner agencies to provide students the support they need.</p>	<p>Counselors continued to offer Counselor CAP with Choose Love; however, very few students attended these sessions. Further, the pivot to distance learning due to the COVID-19 pandemic in the spring of 2020 brought CAP to an early end for the year.</p> <p>Choose Love lessons were implemented within FIT classes, Health classes, and some 10th grade English courses.</p> <p>The Choose Love Survey was not used, as our school district subsequently adopted the Panorama Survey to monitor Social-Emotional Learning (SEL) over time. The Panorama Survey was given in the fall of 2019 and again in the spring of 2020, with spring data being collected shortly after LHS moved to distance learning.</p> <p>The California Healthy Kids Survey was conducted after the school had shifted to distance learning in the spring of 2020. The response rate for freshmen was 71%; for juniors, 49%. Responses that were previously reported as as high or moderate are now reported as agree or strongly agree, making a direct comparison difficult. For School Connectedness, freshmen responded agree or strongly agree at 60%; juniors reported 59%. Caring Adults was 64% for freshmen and 68% for juniors. School Safety was 61% for freshmen and 66% for juniors.</p> <p>Per the District's Panorama Social Emotional Learning Survey, LHS saw a 1% increase in the percentage of students feeling a Sense of Belonging from spring of 2018-19 to</p>

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

fall of 2019-20 and a decrease of 1% in Social Connection. However, it is important to note that the rate of response grew from 443 responses in spring 2018-19 to 1,264 responses in fall 2019-20. When the results were shared with teachers in the fall, we discussed the timing of the survey, having administered it shortly after starting the academic year before teachers had much of a chance for building strong relationships with their students. The spring survey looked very different as it was measuring areas appropriate for distance learning. Of concern is that the one question that was the same on fall and spring surveys, which involved Emotional Regulation, saw a 7% dip.

COST meetings were held weekly when school was meeting in person. Since pivoting to distance learning, we have switched to meeting twice per month. In the 2019-2020 school year, COST monitored over 100 students, connecting them to appropriate social and emotional supports. Students were referred to school counselors, Horizons, and La Familia as partner agencies. Counselors made regular use of CareSolis to refer students and saw a quick turnaround in response time using this service. With the shift to distance learning in the spring of 2020, meetings became much more dependent on input from CWA's in providing support for families facing food and housing insecurity.

Suspensions:

Suspension Data  
CWA phone logs/data  
District CWA Aide support data  
(anecdotal and call logs)

Decrease in the suspension rates of our African American, SWD, and Hispanic student groups by 2% each and decrease the overall suspension rate to below 1%.

The Fall 2019 Dashboard shows that LHS had a 3.4% increase overall in the suspension rate, bringing it to 4.8% and moving LHS from the green into the orange zone.

Every student group increased in suspensions, with three falling within the red zone: African American at 13.3%, Socioeconomically Disadvantaged (SED) at 7.4%, and Students with Disabilities (SWD) at 12.3%. Our Two or More Races group increased by 6.6%, bringing the suspension rate to 7.5%, and moving from the green to the orange zone. Other groups in the orange zone are English Learners (ELs) at

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

8.3%, Filipino at 2.9%, Hispanic at 5.5%, and White at 4.4%.

Our student groups with the high suspension rates as reported in the Fall 2019 Dashboard are African American students at 13.3% and Students with Disabilities (SWD) at 12.3%.

Our internal reports show that for 2019-2020, LHS had 90 suspensions--for a total of 247 days--for the August through February timeframe (we pivoted to distance learning in early March), which was 33 more suspensions--for a total of 113 more days--than for the same time period during the 2018-2019 school year.

**Attendance/Chronic Absenteeism:**

Average Daily Attendance reports  
Attendance summary of chronic and severe attendance issues

Increase in the average daily attendance rate to 96% overall, with a 5% improvement in the targeted habitually truant population, which is those students who have missed 10-19% of the school year.

Our overall ADA was last recorded prior to the move to distance learning in the spring of 2020 due to the COVID-19 pandemic. At that time, our overall ADA was 96.5%, up from the previous year.

LHS had an overall chronic absenteeism rate of 10.1% in the 2018-2019 school year (the most recent year available), up from 7.3% the previous year. CALPADS reporting for LHS in the 2019-2020 school year shows a chronic absenteeism rate of 6.8. The decline is likely due to the switch to distance learning in the last 3 months of the school year.

Our African American student group had the highest rate of chronic absenteeism in 2018-2019 at 18.2%, followed by Pacific Islander at 12.5%.

Our lowest rate of chronic absenteeism in 2018-2019 was our Asian student group at 2.9.

**Physical Fitness:**

Fitnessgram results for grade 9  
PE Department analysis and planned adjustment as needed in key curricular areas  
Goal sheets with individual goals for improvement for each 9th grade student

Increase in percentage of students passing 5 to 6 standards on the Fitnessgram to 80%.

Due to the pivot to distance learning in the spring of 2020, FitnessGram testing was not completed for the 2019-2020 school year. Only those students who had PE in Trimester 2 were tested, which was approximately 1/3 of our 9th grade students.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PBIS, Choose Love - Respectful and Inclusive Environment for All Students:</p> <p>Our District high school PBIS cohort began in September 2019, with the first of four full-day PBIS trainings provided by the high school cohort's PBIS consultant. The LHS PBIS team, comprised of all 5 administrators and 8 staff members, will attend a series of four trainings this school year. The team will roll out PBIS to the entire LHS staff beginning with a focus on developing schoolwide behavioral expectations and recognitions by the end of the 2019-2020 school year.</p> <p>LHS administrators, along with a member of the LHS secretarial staff, will be trained by our district PBIS coaches in the collection and analysis of SWIS data to determine when and where behavioral issues are occurring on campus. SWIS data will help us to collect, summarize, and use student behavior data to make more effective and efficient decisions in support of a respectful and inclusive environment for all students.</p> <p>LHS has been selected as one of 20 sites within the United States to be a pilot school for the Teen Mental Health First Aid</p>	<p>The LHS Positive Behavioral and Intervention Supports (PBIS) team attended three full-day PBIS trainings (cost of substitutes. was covered by our District office) during the 2019-2020 school year. The team gathered input from stakeholder group via in-person workshops, regularly scheduled meeting times, and surveys to identify key values for the school. A Student Forum, comprised of students from a variety of groups on campus, conducted a data walk and determined five specific areas: Honor Education, be Respectful, be Open-Minded, be Engaged, be Safe. This became the Cowboy HEROES. This were shared with staff to affirm these as our schoolwide behavior expectations. The Student Forum then worked to develop a behavior matrix for these five areas. Teaching staff developed classroom behavior expectations in these areas as well. With the shift to distance learning, Student Forum acknowledged the need to develop Cowboy HEROES from home to share with teachers and students. The fourth PBIS training did not occur by the end of the academic year, nor did developing a system for recognitions.</p>	<p>\$3,040 1000-1999: Certificated Personnel Salaries General Fund</p>	<p>0 None Specified None Specified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(tMHFA) curriculum. Teen Mental Health First Aid helps students better recognize and support peers with mental health issues and also helps them to feel comfortable talking to someone if they themselves are suffering with social and/or emotional problems. Making positive life changes to attitudes toward mental health issues is paramount to the healthy development and successful future of our students. The pilot will be conducted during the 2019-2020 school year and will involve five 45-minute periods of instruction for all 10th grade students during their 10th grade World History classes. Four of our staff members have been trained as instructors.</p>	<p>The SWIS training occurred, with an office staff member initially collecting the data. A concern is the inability to collect during key times: passing periods and lunch. This is when the majority of student behaviors for referrals occur. Currently, LHS is not making consistent use of SWIS data to make informed decisions.</p> <p>All 10th grade students received the Teen Mental Health First Aid curriculum, which was delivered by our trained staff members.</p> <p>While LHS did not refer students to counselor-led CAP, "Choose Love" curriculum was integrated in the FIT curriculum, Health curriculum, and was utilized by some teachers.</p>		
<p>Continue implementation of social/emotional curriculum with selected staff trained in "Choose Love," and encourage students (and also assign students, as appropriate, in lieu of disciplinary measures) to attend the counselor-led CAP sessions focused on SEL.</p>	<p>Surveys given on climate during the 2019-2020 school year did not include the Choose Love pre- and post-survey assessment. It did include the California Healthy Kids Survey given to 9th and 11th graders in the spring, and the Panorama Survey given both fall and spring, which was open to all students.</p>		
<p>Administer homeroom surveys on school climate and impact of Choose Love through pre- and post-survey assessment.</p>	<p>CAP, COST, and targeted FIT presentations have allowed for an increase in agency services and helped to drive the need for the formation of the Wellness Center to centralize all services, which currently include:</p>		
<p>With the use of Choose Love and CAP, along with COST and targeted Freshmen in Transition (FIT) course presentations, we are</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>increasing both services and opportunities to connect with caring adults for counseling and mentoring. Over the last two school years, there has been a substantial (double) increase in the both site and agency services to support students.</p> <p>Administrators, teachers, and CWAs will continue to refer students to COST via our District's COST referral form, and the COST team will continue to work with on-site partner agencies to provide students the support they need, beginning with a faculty meeting focused on how to use our District's COST referral form.</p>	<p>African American Scholars Program (AASP) that was reactivated at the beginning of the 2020-2021 school year, African American Body of Laboratory Employees (AABLE), Horizons Counseling Services, La Familia, and counseling through the Migrant Ed program. COST utilized the outside agency CareSolis to connect families quickly with necessary services.</p> <p>With the shift to distance learning, COST went from weekly to twice a month meetings and shifted its focus to concerns for student housing, economic, and food insecurity. Over 100 students were referred to COST during the 2019-2020 school year. COST utilized the outside agency CareSolis to connect families quickly with necessary services. The school still has a need for social emotional support services for students, and COST has revealed the significant lack of remediation options built in to academic offerings. With the creation of the LHS Wellness Center, the school has developed a Wellness Center referral, which includes a recommendation to COST that will prompt the completion of the COST referral form</p>		
<p>Suspensions:</p>	<p>The LHS PBIS team attended 3 training last year, with the last one</p>	<p>0</p>	<p>0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>The LVUSD high school PBIS cohort began in September 2019, with the first of four full-day PBIS trainings provided by the high school cohort's PBIS consultant. The LHS PBIS team, comprised of all 5 administrators and 8 staff members, will attend a series of four trainings this school year. The team will roll out PBIS to the entire LHS staff beginning with a focus on developing schoolwide behavioral expectations and recognitions by the end of the 2019-2020 school year. (Cost is listed under Strategy/Activity 1.)</p>	<p>postponed until the 2020-2021 school year due to the COVID-19 pandemic.</p> <p>As discussed above, the schoolwide behavioral expectations have been rolled out.</p> <p>The SWIS training occurred, with an office staff member initially collecting the data. A concern for the data collection is the inability to collect during key times: passing periods and lunch. This is when the majority of student behaviors for referrals occur. Currently, LHS is not making consistent use of SWIS data to make informed decisions.</p>		
<p>LHS administrators, along with a member of the LHS secretarial staff, will be trained in the collection and analysis of SWIS data to determine when and where behavioral issues are occurring on campus so they can be addressed. SWIS data will help us to collect, summarize, and use student behavior data to make more effective and efficient decisions to reduce suspensions.</p>	<p>We began a partnership with African American Body of Laboratory Employees (AABLE) October of 2019. Meetings were held every two weeks.</p> <p>We partnered with Horizons during the 2019-2020 school year to develop a 3-tiered suspension reduction program: 1) Tier I: Early Intervention - for students who have committed a first violation and includes a Saturday Educational Awareness workshop for students and parents, followed by separate group processing sessions for students and parents; 2) Tier II: Moderate Intervention - for students who have repeated violations or whose first offense is of sufficient severity and</p>		
<p>We will partner with the African American Body of Laboratory Employees (AABLE)--a group of African American employees at Lawrence Livermore National Laboratory--to meet with LHS African American students two times per month to provide mentorship, college/career guidance, and to build community and self-confidence. We</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>had a significant increase in suspensions of our African American student group of 4.3%, bringing their suspension rate to 6.8%, which we attribute to the abrupt end of our African American Scholar's Program (AASP) at the beginning of the 2018 school year due to the consultant group going out of business. As a result, some of the gains in our African American student group's connectedness to campus were lost. Focused attention on finding a replacement contractor to help us meet these needs will be a priority. Moving forward, AABLE will help to reconnect students to the LHS campus.</p> <p>We will continue to collaborate with partner agencies (e.g., Horizons) to implement a suspension reduction program that infuses tiered student services within our disciplinary protocol.</p> <p>We will introduce the staff to trauma informed decisions about classroom management by providing an overview of the impact of trauma on students and exploring how adverse life experiences can impact behavior in the classroom. This training will help build a schoolwide understanding that behaviors are not always best dealt with via disciplinary measures.</p>	<p>includes two Brief Intervention sessions with the student and one optional session with parents; and 3) Tier III: Intensive Intervention - for students who have repeated violations or who have continued to violate education code after Tier II interventions. Tier III may include a variety of supports, from individual and family counseling, anger management classes, group or educational classes/workshops, Parent Project parenting classes and/or attendance at Horizons Prison Outreach Program and documented community service hours.</p> <p>LHS held two in-person trainings on Trauma Awareness while we were still in onsite learning mode. These were delivered by outside providers. Once we shifted to distance learning, teachers received weekly trauma informed tips (both trauma-informed do's and trauma-informed don'ts) with follow-up talking points.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Attendance/Chronic Absenteeism:</p> <p>CWA Aides, in monitoring student attendance, will create an early warning system to identify at-risk students and assist other support staff in creating individualized academic plans for each student who has been identified.</p> <p>Students identified as at risk of being habitually truant will be closely monitored by CWAs, administrative team, and counseling staff via attendance in Powerschool, grades, and scheduled check-ins, as well as consistent contact with families.</p> <p>Blackboard will be used to send messages home on the importance of attendance on a monthly basis.</p> <p>Continue to "grow" student clubs and selected programs for identified groups (i.e, AABLE Project) to create a more inclusive environment for all students. Support "Club Rush" to assist all students in creating new, interest-based clubs that serve the LHS demographic. Continue to support the Associated Student Body (ASB) website to facilitate new club enrollment and development of club by-laws.</p> <p>Our EL/Migrant/First Generation Counselor support will continue to</p>	<p>While CWA Aides did not create an official system for identifying at-risk students, they contacted students who were missing school and/or not completing work to create a plan prior to the student becoming habitually truant. They worked with students' parents, teachers, counselors, and administrators to create academic plans to get the students back on track. When all else failed, they sent families to the Student Attendance Review Board (SARB),</p> <p>Our CWA Aides, admin team, and counselors closely monitored students at risk of being habitually truant, making regular contact with families to determine supports needed to get the students to school, including status of housing, food, clothing, etc.- particularly with the onset of COVID-19 rendering some parents out of work. In some instances, District level CWAs took students shopping for clothing and/or provided vouchers to families. After the pivot to distance learning, our District set up four mail distribution locations for any student to access.</p> <p>During the 2019-2020 school year, a message was sent out monthly to families on the importance of daily attendance. After the onset of COVID-19, we sent many messages to families via Blackboard regarding the importance</p>	<p>\$800 5000-5999: Services And Other Operating Expenditures General Fund</p>	<p>\$300 5000-5999: Services And Other Operating Expenditures General Fund</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>run a boys group for Hispanic students and will provide one-to-one mentorship and counseling services for those determined in need of additional support based on grades, attendance, or social/emotional concerns.</p> <p>La Familia will continue to run a girls group for Hispanic students and will provide one-to-one mentorship and counseling services for those determined in need of additional support based on grades, attendance, or social/emotional concerns.</p>	<p>of completing essential assignments for Tier 2 and 3 classes so that credit could be earned and students kept on track for graduation.</p> <p>We continued to "grow" student clubs and selected programs for identified groups to create a more inclusive environment for all students. We supported a "Club Rush" to assist all students in creating new, interest-based clubs that serve the LHS demographic. We continued to support the Associated Student Body (ASB) website to facilitate new club enrollment and development of club by-laws.</p> <p>Our EL/Migrant/First Generation Counselors provided a group for Hispanic boys that met weekly and also provided one-to-one support regarding grades, attendance, and/or social/emotional concerns. After the move to distance learning, the group meetings were suspended.</p> <p>La Familia continued to run a girls group for Hispanic students and provided one-to-one mentorship and counseling services for those determined in need of additional support based on grades, attendance, or social/emotional concerns. After the move to distance learning, the</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	group meetings were suspended.		
<p>Physical Fitness:</p> <p>Physical Fitness Testing: Release time will be provided for two PE Department representatives to review PFT data, and prepare the parent notification letter for all parents of 9th grade students.</p> <p>Teachers, department wide, will adjust warm-ups and curriculum as appropriate and report back department decisions to site administration.</p> <p>Individual student planning documents will be considered and additional release time provided, based on a four-week "Fitness Intensive" component, where students are pre-assessed and personal goals are determined.</p> <p>Goal sheets with individual goals for improvement for each 9th grade student. Additional intervention for those students at risk of failing the Fitnessgram during CAP.</p>	<p>Release time was not taken to preview PFT data, although it was reviewed. Parents notification letters were not prepared.</p> <p>Prior to pivoting to distance learning, the PE department adjusted Work Out(s) of the Day to prepare students for the FitnessGram, particularly in the areas in which LHS students struggle the most.</p> <p>Each student in PE 1A prepared personal goals for improving their physical fitness based on the standards and their pre-test results.</p>	<p>\$640 1000-1999: Certificated Personnel Salaries</p>	<p>0 None Specified None Specified</p>
		0	0

## Analysis

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

Most strategies/activities were implemented, although some were purposefully not implemented for good reasons, such as not using the Choose Love Survey since our District purchased the Panorama Survey for monitoring the social-emotional learning of students over time. Other strategies that were not implemented include a) release time being taken

by two PE teachers to review the FitnessGram data and prepare letters to parents regarding FitnessGram testing, b) the development of a system of recognitions for positive behaviors, and c) use of SWIS data to make more effective decisions in support of a respectful environment for all students. Additional strategies/activities were implemented in support of student learning while in a distance learning mode, including development of a Positive Behavior Matrix for learning from home.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our strategies for reducing suspension rates were not successful, as the Fall 2019 Dashboard shows a increase in every student group's suspension rate, with our African American student group rate reaching 18.2%. With the suspension of the ADA tracking and the Physical Fitness Testing due to the COVID-19 pandemic and the switch to distance learning, the effectiveness of some of our strategies/activities in meeting articulated goals is difficult to measure.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our District paid the substitute costs for teachers to attend the High School PBIS Cohort training, saving the site \$3,040. \$800 was estimated for entrance fees clubs may encounter, but only \$300 was needed. Release time was not taken to preview PFT data, although it was reviewed, resulting in \$640 not being spent for substitute costs.

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

See Goal 2 in "Goals, Strategies, and Proposed Expenditures" for the following changes to PBIS, Choose Love, and Respectful and Inclusive Environments for All Students:

Goals:

- The California Healthy Kids Survey of 2022 will show an increase of 5% in 9th and 11th grade students agreeing or strongly agreeing that they have a sense of school connectedness, that there are caring adults on campus, and that school is a safe place.
- Our District's Panorama Survey of 2020-2021 will show an increase of 5% in the percentage of students feeling a sense of belonging at school, a sense of social connection, and that they feel able to regulate their emotions.

Strategies:

- Development of a Wellness Center on the LHS campus to develop Tier 2 and Tier 3 social and emotional supports for students.
- Ongoing Tier 1 PBIS professional development in trauma informed decisions about classroom management and via the Rise Up program provided by Kaiser Permanente.
- Professional development will be provided to our Student Forum, Culture Keepers, and Peer Mediators via the Ghosted program provided by Kaiser Permanente.

See Goal 2 in "Goals, Strategies, and Proposed Expenditures" for the following changes to Suspensions:

Goals:

- Decrease in the overall suspension rate to below 1% and every student group's rate to no more than 2%.

Strategies:

- Provide African American students not only mentorship via the African American Body of Laboratory Employees (AABLE) but social/emotional support via the recently resurrected African American Scholars Program (AASP).

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 3

Parent and Community Engagement and Communication: Enhance parent and community engagement and communication.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teachers posting grades every two weeks to district-approved online gradebook	100% of teachers will update their gradebook every two weeks per contract requirement	Due to the change in contract language, LHS teachers were reminded every two weeks to update their gradebook and did so.
Teacher maintenance of individual home page	100% of teachers will maintain a homepage via Blackboard	Teachers maintain a home page via Blackboard, although with the pivot to distance learning and the adoption of Schoology, the Blackboard pages have not necessarily been kept up to date. Once teachers are comfortable with the new Schoology learning platform and able to direct attention back to their Blackboard homepage, they will be tasked with updating their pages.
LHS maintenance of school website	Parents/Guardian surveys will show increased satisfaction with school website	<p>We did not administer school specific end-of-year surveys during the 2019-2020 school year due to the switch to distance learning. However, no negative feedback was received regarding the LHS website.</p> <p>The LHS website has been instrumental in serving as one of several ways of ensuring that information gets to students/families during Distance Learning. For instance, while we provide a weekly homeroom for students, the information shared in the homeroom is also posted on the website each week. Similarly, the weekly distance learning schedule and a link to logging into Schoology is available on the website in addition to having been sent to each student/parent via Blackboard.</p> <p>We now have a Wellness Center section of our website, which provides pertinent social/emotional wellness information to students during the isolating period of distance learning, including a number to call if</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		a student needs to talk to a crisis counselor immediately.
Parent participation in educational workshops	Parent/Guardian satisfaction with workshops presented as evidenced by exit surveys	Parents attended a series of four in-person workshops during the 2019-2020 school year, with attendance ranging from 20 - 60. The workshops were provided by Horizons Family Counseling and covered the following topics: 1) Tobacco/Vaping and Addiction; 2) Marijuana and Its Impact on the Teen Brain; 3) Dangerous Teen Games/Challenges; 4) Internet and Video Game Overuse Through Addiction.
Parent participation in PTSA, Boosters, and ELAC  Parent input on topics/issues	Noticeable increase in parent involvement in student life, including Back-to-School Night, EXPO, and similar events  Obtainment of better data on parent responses to topics/issues that can be used for continuous school improvement	Parents participate in PTSA, Boosters, and English Learner Advisory Committee (ELAC). Since the pivot to distance learning, attendance has increased as parents no longer have to drive to attend a meeting. As a result, we will consider continuing these meetings online after onsite learning resumes.  Back-to-School night has also changed due to distance learning. In September 2020, we held our first virtual Back-to-School "Night." Every teacher prepared a slide deck and either posted a video or a photo of themselves along with the slide deck. The presentations were available for a week. Parents logged into their student's classes via Schoology to access the slide deck. Parents were provided each teacher's contact information so they could submit any questions.  During Back-to-School night, a PTSA meeting was held that had the largest attendance of any PTSA meeting in the last several years, with 58 people in attendance. Again, we attribute this to the ease with which parents can attend virtual meetings, versus onsite meetings.  Our last EXPO was held just before the change to distance learning in the spring of 2020. It was very well attended. If we are still in distance learning--or hybrid learning--mode in the Spring of 2021, we will hold a virtual EXPO so that students and families are still able to learn about our various classes and programs

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>prior to registering for classes for the 2021-2022 school year.</p> <p>We have been receiving increased responses from parents/guardians regarding school topics and issues since we have entered distance learning. For example, our Greenhorn Meeting for freshmen parents was better attended in September 2020 than ever before, with over 200 parents logging in. We downloaded the questions that parents submitted in the "chat" portion of the online meeting and developed a Q &amp; A sheet that was then sent to parents via Blackboard.</p> <p>Similarly, our first online English Learner Advisory Committee (ELAC) meeting of the 2020-2021 school year was better attended during distance learning than when the meetings are held onsite, although still poorly attended.</p> <p>As we work on our WASC self-study during the 2020-2021 school year, we will be sending surveys to parents/guardians and holding online meetings to obtain their input on various school topics/issues.</p>

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers posting grades every two weeks to district-approved online gradebook	Teachers were reminded every two weeks that grades were to be posted to the approved online gradebook, and they did so.	0	0
Teacher maintenance of individual home page	Teachers created and maintained a Blackboard home page during the 2018-2019 school year, but new teachers hired in 2019-2020 were not instructed to do so. In the meantime, LHS has moved to Schoology, which requires each teacher to maintain a	0	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	home page, which they are all doing.		
LHS maintenance of school website	LHS has done a good job in maintaining its Blackboard homepage. The page is easy to navigate and has current, important information, including how to reach support if a student is in crisis. After the pivot to distance learning, the homepage has become a very important part of our strategy of ensuring redundancies in the conveying of important informat, such as the distance learning schedule, how to log onto Schoology, information from the weekly homeroom, etc.	0	0
Provide a minimum of four educational workshops for parents/guardians	Parents attended a series of four in-person workshops during the 2019-2020 school year, with attendance ranging from 20 - 60. The workshops were provided by Horizons Family Counseling and covered the following topics: 1) Tobacco/Vaping and Addiction; 2) Marijuana and Its Impact on the Teen Brain; 3) Dangerous Teen Games/Challenges; 4) Internet and Video Game Overuse Through Addiction. The workshops were provided free of charge.	0	0
Obtain parent/guardian input on topics/issues via parent groups (WASC, PBIS, etc.) and surveys	Since the move to distance learning, attendance at PTSA meetings and parent-outreach meetings has increased. Parents prefer being able to log on from home, rather than having to drive to the site. As a	\$400 4000-4999: Books And Supplies	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>result, LHS will consider continuation of parent online meetings as a means of obtaining great parent/guardian input on topics/issues.</p> <p>Parent/guardian surveys during the 2019-2020 school year were primarily issued by our District to gather input on distance learning needs. As we work on our WASC self-study during the 2020-2021 school year, we will be sending surveys to parents/guardians and holding online meetings to obtain their input on various school topics/issues.</p>		

## Analysis

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

All strategies/activities were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All strategies were effective in achieving the articulated goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

\$400 was estimated for supplies for parents meetings, but the funds were not needed.

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

See Goal 3 in "Goals, Strategies, and Proposed Expenditures" for the following changes to Maintenance of the School Website:

Goals:

- Parent/Guardian surveys will show satisfaction with, and suggestions for, the LHS website.

Strategies:

- Development of a Wellness Center section of the website that provides pertinent social/emotional wellness information to students during the isolating period of distance learning, including a number to call if a student needs to talk to a crisis counselor immediately.

See Goal 3 in "Goals, Strategies, and Proposed Expenditures" for the following changes to Parent Participation in Educational Workshops:

Goals:

- Parent/Guardian satisfaction with workshops presented (whether online during distance learning or in person during onsite learning) as evidenced by exit surveys.

Strategies:

- Provide exit surveys after each of the four workshops presented during the 2020-2021 school year.

See Goal 3 in "Goals, Strategies, and Proposed Expenditures" for the following changes to Participation in PTSA, Boosters, and ELAC:

Goals:

- Continued increases in parent participation in PTSA, Boosters, and ELAC.
- Continued increases in parent involvement in Back-to-School Night, EXPO, and similar events.
- Continued increases in parent responses to topics/issues that can be used for continuous school improvement (via online meetings, surveys, etc.).

Strategies:

- Participation has increased in some areas due to the pivot to distance learning such that meetings are held online rather than on the school campus (PTSA, ELAC, other information meetings), such that we will carefully consider which meetings should continue online even after a return to onsite learning so that parents can log into the meetings rather than having to drive to campus.
- As we work with our Western Association of School and Colleges (WASC) accreditation self-study, we will administer surveys to parents/guardians and hold online meetings to increase parent/guardian input to school improvement.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$3,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	32,020.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$245,331	242,081.00
LCFF - Supplemental	\$83,470	83,470.00
Title II Part A: Improving Teacher Quality	\$3,500	0.00
Other	\$33,516	33,516.00

## Expenditures by Funding Source

Funding Source	Amount
Discretionary	820.00
General Fund	24,450.00
LCFF - Base	3,250.00
None Specified	0.00
Title II Part A: Improving Teacher Quality	3,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,100.00
4000-4999: Books And Supplies	1,570.00
5000-5999: Services And Other Operating Expenditures	350.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Discretionary	820.00
1000-1999: Certificated Personnel Salaries	General Fund	24,100.00
5000-5999: Services And Other Operating Expenditures	General Fund	350.00
4000-4999: Books And Supplies	LCFF - Base	750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	2,500.00
None Specified	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	3,500.00

# School Site Council Membership

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

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

Name of Members	Role
Helen Gladden	Principal
Kathy Adelman	Other School Staff
Sofia Rodriguez	Classroom Teacher
Tom Curl	Classroom Teacher
Carol Myllenbeck	Classroom Teacher
Heema Sinibaldi	Classroom Teacher
Eden Crowhurst	Secondary Student
Kavyasri Murugesh	Secondary Student
Arshpreet Aujla	Secondary Student
Clifford Adams	Parent or Community Member
Carolyn Trinta	Parent or Community Member
Kate McKinnon	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

	English Learner Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/5/2020.

Attested:



Principal, Helen N. Gladden on 10/5/2020
SSC Chairperson, on 10/5/2020

[ Section ]

You have modified data that has not been saved.

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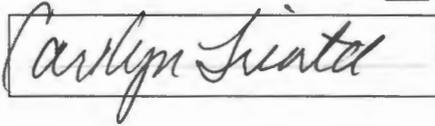
Attested:

Clear



Principal, Helen N. Gladden on 10/5/2020

Clear



SSC Chairperson, Carolyn Trinta on 10/5/2020

[Previous Section](#)  
[School Site Council Membership](#)

**Current Section**  
**Recommendations and Assurances**

[Next Section](#)  
[Addendum](#)

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# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

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

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

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2020-2021 State and Federally – Funded Categorical Programs

#### **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 our District SPSA Goals.***
- \$66,463

#### **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 our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$64,690

#### **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 our District SPSA Goals.***
- \$204,194

#### **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 our District SPSA Goals.***
- \$259,691

#### **Title IV-A, Student Support and Academic Enrichment:**

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after school elementary math programs for at-risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$35,789

**Livermore Valley Joint Unified School District**  
**2020-2021 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 intersession. Funds also support 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 Programs – *Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students 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 Speech and Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in 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 General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide 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.

*\*\*During the period of COVID-19 pandemic accommodation, programs listed above are functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.*

## Appendix D: Programs Included in this Plan

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.

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

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$245,331
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$83,470
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$328,801</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$33,516

## Appendix E: Planned Improvements in Student Performance LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

**Projected LCFF Supplemental Funds \$83,470**

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	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
.25 FTE EL Teacher/Liaison	2020-2021	Principal	31,478.00	
Bilingual Instructional Paraprofessional @20 hours per week: push into classrooms, individual instructional help.	2020-2021	Principal	32,160.00	
<u>Total:</u>			63,638	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
Achieve 3,000, Online Language Learning Subscription, books, cell phone coverage for Instructional Paraprofessional, printer cartridges	2020-2021	Principal/EL Liaison/Teacher	14,226.00	
<u>Total:</u>			14,226	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
Staff Development and Professional Collaboration, training costs, substitute costs: 5 days substitute cost for ELD teacher release time, conference registration to EL Conference TBD	2020-2021	Principal/EL Liaison/Teacher	4,406.00	
<u>Total:</u>			4,406	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
English Learner Advisory Committee Monthly Meetings - materials, supplies, interpreters	2020-2021	Principal/EL Liaison/Teacher	1,200.00	
<u>Total:</u>			1,200	
<u>Grand Total:</u>			83,470	

## Appendix F

### School Site: Livermore High School LVJUSD Site Allocation Plan for Title I

#### \$0 Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

<b>Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students</b>	<b>Timeline/ Accountability</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>
High quality, supplemental direct language, reading and writing instruction:			
Supplemental materials, computers, software, books, supplies may be purchased:			
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			

## **Appendix G: Title I School-Level Parental Involvement Policy Livermore High School, Livermore, CA**

Livermore High School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

### **School-Parent Compact**

### **Building Capacity for Involvement**

### **Accessibility**

## Appendix H

### **Livermore Valley Joint Unified School District Gifted and Talented Education Plan- ALL SITES**

#### **PROGRAM DESCRIPTION:**

Livermore High School provides high quality, differentiated opportunities for learning to address the unique abilities and talents of our Gifted and Talented Education (GATE) 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, emotional, and 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

### **Livermore Valley Joint Unified School District Technology Funding Plan – ALL SITES Technology Funds:**

#### **PROGRAM DESCRIPTION:**

PROGRAM DESCRIPTION: What is your plan for utilizing site technology funds to support the instructional program for students?

The objective of the Livermore High School Technology plan is to provide the necessary tools to support student achievement of the California 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 2018-2019 school year.

Our IT 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.

# Appendix I

## Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2020-21

Elementary School Name:    Date    English Learner Liaison:

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
  - Focus on **ELD standards**, not a unit or theme
  - Small groups should be kept to a maximum of 6 students
  - 15 minutes of **Designated ELD** instruction per day (5 days a week)
  - May be scheduled during reading and writing block (15 minutes/level)
  - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK				

## Appendix J

### 2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

**PROGRAM DESCRIPTION:**

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

**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:** After School Education and Safety (ASES) – Academic Enrichment and Support  
**SCHOOL GOAL:** Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

<p><b>What data did you use to form this goal?</b> Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p><b>What were the findings from the analysis of this data?</b> Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.