



## 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>	Roxana Mohammed
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	October 24, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	October 10, 2023
<b>Local Board Approval Date</b>	November 14, 2023

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:** Livermore High School's mission is to provide all students a challenging, standards-based, socially responsible education in a safe and nurturing environment.

**Vision:** Livermore High School's vision is to foster the academic, social, emotional, and physical growth of every student. All students acknowledge their own and others' unique qualities, act with dignity and integrity, and graduate ready for college and/or a career.

## 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 85,000 residents, with an ethnic makeup of approximately 45% White, 31% Hispanic, 13% Asian, 9% Two or More Races, and 2% African American. The balance represents a diversity of other backgrounds. 23% of adults have some college education, 11% have a bachelor's degree, and 15% have a graduate degree. The median household income is \$131,664.

We are one of two comprehensive high schools in the Livermore Valley Joint Unified School District (LVJUSD) and hold the distinction of being the first high school in the area, opening in 1891. As the 2023-2024 school year begins, we have approximately 1805 students. Our ethnic makeup is reflective of the city's demographics but with a larger Hispanic population (LHS 27%, City 22.8%) and a smaller White population (LHS 50%, City 65.7%). Twenty-eight percent of our student population is Socioeconomically Disadvantaged (SED), 15% are Students with Disabilities (SWD), and 7.7% 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 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, 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 r Art, Music, and Drama programs are recognized locally and on the State level, and our historic theater 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: 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 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. 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 collaboration that is department and grade-level 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.

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.

A particular area of focus at LHS 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 funds are strategically employed to provide our EL student population with appropriate supplemental curricula, instructional bilingual aide support, and monitoring. Starting in the 2023-2024 school year, we are now providing four English Language Development (ELD) courses (one for each grade level) that offer designated and integrated ELD support with CSU/UC "B" (English) approval. This program was initiated last year. Furthermore, we provide two EL support courses per trimester (mixed grades) for the integrated support of EL students in their general education studies. We also offer after school tutoring twice a week for EL students during the school year to offer additional support.

Parents play a vital role in our school community. 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 and members of our School Site Council, Booster organizations, and English Learner Advisory Committee (ELAC). The community as a whole is also very supportive. Thanks to a community bond (Measure J) passed in 2016, LHS underwent a renovation of our stadium, which was completed in 2019, and a new gymnasium was constructed and opened in 2022. The aquatic center was completed in May 2023 and has already been used extensively by physical education teachers and the athletic program.

We will continue to expand our Positive Behavioral Interventions and Supports (PBIS) framework, focusing on proactive and restorative practices to keep students in the classroom and learning. During the 2022-2023 school year, LHS staff, students, and parents/guardians came together to further the discussion of behavioral expectations and supports for increased consistency across the school to continuously improve the efficiency and effectiveness of the learning environment for all students. As a school, we worked to teach and reinforce the Cowboy HEROES (Honor Education, be Respectful, be Open-Minded, be Engaged, and be Safe) behavior expectations. This year we will continue to collaborate with diverse groups of students to include student voice in our weekly PBIS lessons, behavior recognition system, and to promote a positive social culture and connectedness on campus. Based on an increase in the social/emotional issues of our students as evidenced by Coordination of Services Team (COST) referral data, our annual Panorama survey, biannual California Healthy Kids Survey results, and instances of student 5150 holds, we are continuing to utilize and grow the Wellness Center to provide mental health support and Tier-2 interventions for all students. Services provided through the Wellness Center include 1:1 counseling, crisis support, relaxation strategies, mindfulness, de-escalation tools, and substance abuse intervention. Additionally, our Wellness Center staff works to connect students and families to community mental health resources. Students are able to access the Wellness Center by appointment through a referral from a parent, teacher, administrator, or peer. In the 2022-23 school year 525 students accessed the Wellness Center and 127 referrals were made for one-on-one services.

In October 2021, the Western Association of School and Colleges (WASC) conducted an accreditation review of LHS and determined that LHS meets the WASC criteria for accreditation. LHS was granted a six-year accreditation status through June 30, 2028 with a mid-cycle visit during the 2024-2025 school year. The visit should demonstrate that the school has addressed the critical areas for follow-up through the schoolwide action plan. Therefore, the LHS Schoolwide Action Plan goals and tasks are reflected in this School Plan for Student Achievement.

## Educational Partner 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 (SSC) was consulted 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 Instructional Leadership Team (ILT) provided input on the SPSA. Regular updates on progress toward implementation of the strategies set forth in the SPSA are provided to the SSC, English Language Advisory Committee (ELAC), the Parent Teacher Student Association (PTSA) and our ILT. In addition, ILT members were asked to review the information provided to add feedback.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.34%	0.11%	9	6	2
African American	1.6%	1.56%	1.76%	29	28	31
Asian	9.2%	10.27%	10.42%	171	184	184
Filipino	2.4%	3.07%	2.66%	45	55	47
Hispanic/Latino	30.5%	30.37%	31.33%	567	544	553
Pacific Islander	0.3%	0.28%	0.17%	5	5	3
White	47.3%	44.95%	44.65%	880	805	788
Multiple/No Response	7.7%	8.99%	8.84%	143	161	156
Total Enrollment				1,860	1791	1765

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	526	462	445
Grade 10	454	504	456
Grade 11	435	425	467
Grade 12	445	400	397
Total Enrollment	1,860	1,791	1,765

### Conclusions based on this data:

1. In 2022-2023, LHS Hispanic/Latino students constituted the second-largest group, representing 31.33% of the total enrollment. Hispanic/Latino enrollment has remained relatively stable, with a small increase from 30.5% to 31.33%.
2. In 2022-2023, LHS Asian students are the third-largest ethnic group, comprising 10.42% of the total enrollment. Asian student enrollment has seen a modest increase from 9.2% to 10.42%.
3. African American, American Indian, Pacific Islander, and Filipino students collectively comprise a smaller percentage of the total enrollment, each representing less than 3% individually.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	152	138	153	8.20%	7.7%	8.7%
Fluent English Proficient (FEP)	368	379	386	19.80%	21.2%	21.9%
Reclassified Fluent English Proficient (RFEP)	0	18	144	0.0%	1.0%	2.7%

### Conclusions based on this data:

1. In 2022-2023, The percentage of English Learners as a portion of the total population has also seen fluctuations, starting at 8.20%, dropping to 7.7%, and then rising to 8.7%.  
Total English Learner (EL) Enrollment:  
20-21: 152 students  
21-22: 138 students  
22-23: 153 students
2. In 2022-2023, The number of students classified as Fluent English Proficient has shown a steady increase, progressing from 368 students to 386.
3. Reclassified Fluent English Proficient (RFEP) students have shown significant growth over the three years, from 0 in 20-21 to 144 in 22-23, indicating successful language proficiency development among a subset of ELs.



# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	413	396	444	308	329	385	306	329	385	74.6	83.1	86.7
All Grades	413	396	444	308	329	385	306	329	385	74.6	83.1	86.7

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2648.	2600.	2617.	41.50	31.61	34.03	32.68	24.62	27.79	16.01	18.24	21.56	9.80	25.53	16.62
All Grades	N/A	N/A	N/A	41.50	31.61	34.03	32.68	24.62	27.79	16.01	18.24	21.56	9.80	25.53	16.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	42.05	30.70	33.51	50.66	46.81	49.09	7.28	22.49	17.40
All Grades	42.05	30.70	33.51	50.66	46.81	49.09	7.28	22.49	17.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	41.95	37.39	36.10	44.30	40.73	47.79	13.76	21.88	16.10
All Grades	41.95	37.39	36.10	44.30	40.73	47.79	13.76	21.88	16.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.54	17.33	19.22	74.50	65.05	68.83	5.96	17.63	11.95
All Grades	19.54	17.33	19.22	74.50	65.05	68.83	5.96	17.63	11.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	39.67	24.62	29.09	53.11	58.66	58.70	7.21	16.72	12.21
All Grades	39.67	24.62	29.09	53.11	58.66	58.70	7.21	16.72	12.21

#### Conclusions based on this data:

1. In the 2022-2023 school year, Livermore High School observed a substantial increase in the percentage of enrolled 11th-grade students who took the English Language Arts/Literacy assessment. The participation rate rose from 83.1% in 2021-2022 to 86.7% in 2022-2023, indicating a significant improvement in the number of students taking the test.
2. 11th-grade students demonstrated a commendable performance in English Language Arts/Literacy. The mean scale score increased from 2600.3 in 2021-2022 to 2617.2 in 2022-2023, suggesting an overall improvement in achievement. There was also an increase in the percentage of students who exceeded the standard, rising from 31.61% to 34.03%. This suggests that 11th-grade students have shown improved proficiency and mastery in the subject. Moreover, there was a notable increase in the percentage of students who met the standard, from 24.62% to 27.79%. This reflects an improvement in the number of students meeting the expected level of proficiency.
3. In terms of specific skills, 11th-grade students demonstrated strong abilities in various areas:  
 Reading: The percentage of students performing above the standard increased from 30.70% to 33.51%. Similarly, the percentage at or near standard also saw improvement.  
 Writing: There was a consistent performance, with a significant portion of students performing above standard.  
 Listening: While the percentage above standard remained relatively stable, there was a slight increase in the percentage at or near standard, indicating that more students approached or met the expected level of proficiency.  
 Research/Inquiry: There was an improvement in the percentage of students performing above standard, from 24.62% to 29.09%. This indicates an enhancement in research and analytical skills among 11th-grade students.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	413	396	444	302	315	381	300	315	381	73.1	79.5	85.8
All Grades	413	396	444	302	315	381	300	315	381	73.1	79.5	85.8

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2643.	2567.	2568.	28.00	20.63	18.64	31.67	16.83	16.27	22.00	17.78	19.16	18.33	44.76	45.93
All Grades	N/A	N/A	N/A	28.00	20.63	18.64	31.67	16.83	16.27	22.00	17.78	19.16	18.33	44.76	45.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	40.00	24.13	23.88	43.33	30.79	31.76	16.67	45.08	44.36
All Grades	40.00	24.13	23.88	43.33	30.79	31.76	16.67	45.08	44.36

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	27.33	22.54	17.06	55.67	47.94	55.91	17.00	29.52	27.03
All Grades	27.33	22.54	17.06	55.67	47.94	55.91	17.00	29.52	27.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	28.00	17.78	17.85	58.67	60.32	56.96	13.33	21.90	25.20
All Grades	28.00	17.78	17.85	58.67	60.32	56.96	13.33	21.90	25.20

### Conclusions based on this data:

1. The 11th-grade participation rate in the mathematics assessments at Livermore High School displayed a notable increase from 73.1% in the 2020-2021 school year to 85.8% in the 2022-2023 school year, indicating a significant

rise in the number of students taking the test. The number of 11th-grade students tested also increased, from 302 in the 2020-2021 school year to 381 in the 2022-2023 school year.

2. The mean scale score for 11th-grade students in mathematics improved over the years, with a rise from 2567.2 in the 2021-2022 school year to 2568.3 in the 2022-2023 school year.
3. 11th-grade students exhibited varying levels of proficiency in different mathematical domains:  
Concepts & Procedures: While there was a slight decrease in the percentage of students performing above the standard (from 40.00% to 23.88%), a notable increase was observed in the percentage at or near standard (from 30.79% to 31.76%).  
Problem Solving & Modeling/Data Analysis: There was a slight decrease in the percentage of students performing above standard (from 22.54% to 17.06), but a significant increase in those at or near standard (from 47.94% to 55.91%).  
Communicating Reasoning: There was consistency in the percentage of students performing above the standard, with a substantial portion above standard. Similarly, the percentage at or near standard remained stable over the years.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1520.6	1515.1	1493.5	1525.5	1509.6	1493.0	1515.3	1520.0	1493.5	36	41	44
10	1531.2	1509.8	1513.9	1544.0	1509.5	1519.3	1518.1	1509.5	1508.1	39	37	44
11	1454.2	1489.4	1506.3	1430.8	1479.4	1499.5	1477.3	1498.9	1512.7	29	32	26
12	1524.7	1533.2	1519.0	1523.9	1543.4	1522.3	1525.1	1522.4	1515.3	19	13	21
All Grades										123	123	135

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	16.67	4.88	4.55	38.89	34.15	11.36	22.22	34.15	36.36	22.22	26.83	47.73	36	41	44
10	15.79	18.92	9.09	34.21	18.92	18.18	21.05	29.73	38.64	28.95	32.43	34.09	38	37	44
11	11.54	0.00	11.54	3.85	9.38	26.92	26.92	43.75	23.08	57.69	46.88	38.46	26	32	26
12	26.32	15.38	4.76	21.05	15.38	33.33	21.05	38.46	28.57	31.58	30.77	33.33	19	13	21
All Grades	16.81	8.94	7.41	26.89	21.14	20.00	22.69	35.77	33.33	33.61	34.15	39.26	119	123	135

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	36.11	17.07	6.82	30.56	43.90	43.18	11.11	17.07	22.73	22.22	21.95	27.27	36	41	44
10	36.84	27.03	22.73	36.84	29.73	31.82	2.63	10.81	27.27	23.68	32.43	18.18	38	37	44
11	15.38	3.13	26.92	15.38	37.50	23.08	7.69	21.88	11.54	61.54	37.50	38.46	26	32	26
12	36.84	38.46	28.57	31.58	15.38	33.33	5.26	23.08	19.05	26.32	23.08	19.05	19	13	21
All Grades	31.93	18.70	19.26	29.41	34.96	34.07	6.72	17.07	21.48	31.93	29.27	25.19	119	123	135

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.56	2.44	0.00	13.89	4.88	4.55	47.22	51.22	27.27	33.33	41.46	68.18	36	41	44
10	5.26	5.41	2.27	7.89	18.92	6.82	36.84	32.43	31.82	50.00	43.24	59.09	38	37	44
11	7.69	0.00	0.00	3.85	0.00	7.69	26.92	31.25	34.62	61.54	68.75	57.69	26	32	26
12	15.79	0.00	4.76	10.53	15.38	4.76	31.58	15.38	33.33	42.11	69.23	57.14	19	13	21
All Grades	7.56	2.44	1.48	9.24	8.94	5.93	36.97	36.59	31.11	46.22	52.03	61.48	119	123	135

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.33	2.44	0.00	63.89	68.29	56.82	27.78	29.27	43.18	36	41	44
10	7.89	5.41	4.55	71.05	62.16	61.36	21.05	32.43	34.09	38	37	44
11	3.85	0.00	0.00	38.46	40.63	50.00	57.69	59.38	50.00	26	32	26
12	10.53	0.00	4.76	52.63	61.54	52.38	36.84	38.46	42.86	19	13	21
All Grades	7.56	2.44	2.22	58.82	58.54	56.30	33.61	39.02	41.48	119	123	135

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	75.00	65.85	61.36	5.56	19.51	13.64	19.44	14.63	25.00	36	41	44
10	73.68	59.46	68.18	2.63	8.11	11.36	23.68	32.43	20.45	38	37	44
11	26.92	50.00	57.69	15.38	12.50	3.85	57.69	37.50	38.46	26	32	26
12	68.42	61.54	61.90	10.53	15.38	19.05	21.05	23.08	19.05	19	13	21
All Grades	63.03	59.35	62.96	7.56	13.82	11.85	29.41	26.83	25.19	119	123	135

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	13.89	7.32	0.00	44.44	36.59	20.45	41.67	56.10	79.55	36	41	44
10	5.26	13.51	4.55	36.84	24.32	25.00	57.89	62.16	70.45	38	37	44
11	7.69	0.00	0.00	26.92	12.50	38.46	65.38	87.50	61.54	26	32	26
12	21.05	0.00	4.76	26.32	30.77	23.81	52.63	69.23	71.43	19	13	21
All Grades	10.92	6.50	2.22	35.29	26.02	25.93	53.78	67.48	71.85	119	123	135

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	0.00	77.78	60.98	43.18	22.22	39.02	56.82	36	41	44
10	2.63	2.70	2.27	63.16	56.76	54.55	34.21	40.54	43.18	38	37	44
11	11.54	0.00	0.00	42.31	40.63	53.85	46.15	59.38	46.15	26	32	26
12	31.58	7.69	0.00	31.58	38.46	52.38	36.84	53.85	47.62	19	13	21
All Grades	8.40	1.63	0.74	57.98	52.03	50.37	33.61	46.34	48.89	119	123	135

### Conclusions based on this data:

1. In the 22-23 academic year, the percentage of students performing at Level 4 in Oral Language increased from 18.70% to 31.93% compared to the previous year. This represents a substantial improvement. The percentage of students at Level 3 in Oral Language also increased from 31.93% to 34.96%, indicating a positive trend.
2. In the 22-23 academic year, the percentage of students performing at Level 4 (Well Developed) increased from 8.94% to 26.89% compared to the previous year. This indicates a significant improvement in overall language proficiency. The percentage of students at Level 3 (Somewhat/Moderately Proficient) also increased from 16.81% to 21.14%, showing a positive trend in language proficiency. The percentage of students at Level 2 (Beginning Proficiency) decreased from 33.61% to 22.69%, indicating fewer students in the lower proficiency levels.
3. The percentage of students at Level 4 in Written Language increased from 2.44% to 7.56% in the 22-23 academic year, which signifies an improvement. The percentage of students at Level 3 in Written Language also increased from 7.56% to 8.94%, indicating a positive trend. The percentage of students at Level 2 decreased from 52.03% to 46.22%, showing a decrease in the lower proficiency levels.

# School and Student Performance Data

## Physical Fitness Test Results (PFT) 21-22

Number of Students Tested

<b>Total student tested = 440</b>	440
<b>Aerobic Capacity</b>	277
<b>Abdominal Strength and Endurance</b>	273
<b>Trunk Extensor Strength and Flexibility</b>	274
<b>Upper Body Strength and Endurance</b>	274
<b>Flexibility</b>	274
<b>Total student tested = 277</b>	

## Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

<b>Total student tested = 493</b>	98%
<b>Aerobic Capacity</b>	493
<b>Body Composition</b>	490
<b>Abdominal Strength and Endurance</b>	493
<b>Trunk Extensor Strength and Flexibility</b>	493
<b>Upper Body Strength and Endurance</b>	493
<b>Flexibility</b>	493

### Conclusions based on this data:

1. The highest number of students, 277, were assessed for Aerobic Capacity with slight variations in the areas of Abdominal Strength (273) , Trunk Extensor Strength and Flexibility (274), Upper Body Strength and Endurance (274), and Flexibility (274). This is approximately 63% of the 9th grade class of 440 for 22-23.
2. Abdominal Strength and The Mile Run are areas of highest overall performance as of the 22-23 school year.
3. Upper Body Strength, Trunk Extension Strength, and Flexibility are areas in which students struggles the most.

### 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 %

- Our most recent California Healthy Kids Survey (CHKS) was taken in the 2021-2022 school year with 87% participation in 9th grade and 82% participation in 11th grade.

- The data shows an upward trend in School Connectedness over the years (2018-2022), with values ranging from 61 to 88. This suggests that students' sense of belonging and connection to their school environment has been on the rise, indicating positive developments in the school's efforts to foster a supportive and inclusive atmosphere.
- Academic Motivation appears to be relatively stable over the years, with scores ranging from 56 to 75. This suggests that the students' motivation to engage with their academic studies has remained consistent, without significant fluctuations.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,791	23.6	7.7	0.2
Total Number of Students enrolled in Livermore High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	138	7.7
Foster Youth	3	0.2
Homeless	15	0.8
Socioeconomically Disadvantaged	423	23.6
Students with Disabilities	261	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	1.6
American Indian	6	0.3
Asian	184	10.3
Filipino	55	3.1
Hispanic	544	30.4
Two or More Races	161	9.0
Pacific Islander	5	0.3
White	805	44.9

### Conclusions based on this data:

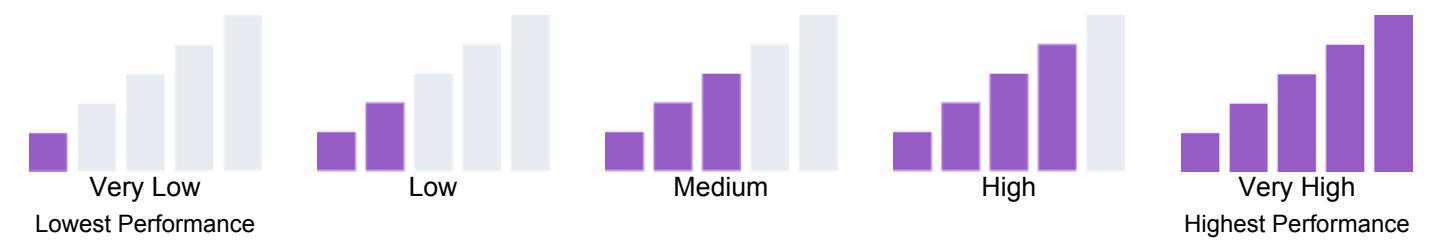
1. Nearly a quarter (23.6%) of the student population at LHS are classified as socioeconomically disadvantaged. This indicates that a significant portion of the student body comes from families that may face financial challenges, as evidenced by their eligibility for free or reduced-priced meals.
2. Approximately 7.7% of students at LHS are English Learners. This suggests that a notable portion of the student body is in the process of acquiring proficiency in English and may require additional support in both language instruction and academic subjects. In addition, a significant number of students (14.6%) have identified disabilities. This implies that there may be a need for specialized educational support and accommodations for this group.
3. The largest ethnic or racial group is White, accounting for 44.9% of the student population. The Hispanic population comprises a significant portion, representing 30.4% of students. Asian, Two or More Races, and Filipino students collectively make up a substantial proportion, totaling 22.4% of the student body. African American, American Indian, Pacific Islander, and Homeless student populations are relatively smaller, each accounting for less than 2% of the total.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Graduation Rate</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>VeryLow</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

### Conclusions based on this data:

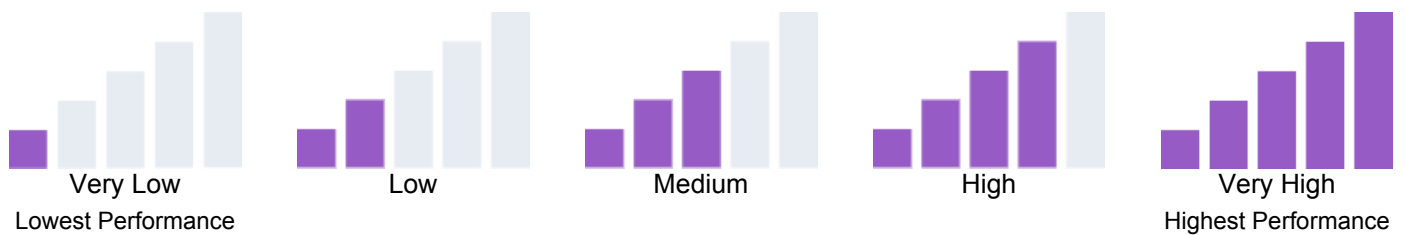
1. There are 287 students with disabilities at Livermore High School. The performance level for students with disabilities is categorized as "Low" which implies that the overall performance of students with disabilities in the given category (which is not specified in the provided data) is below the expected standard. The data also indicates that 6.3% of students with disabilities were suspended for at least one day. This suggests a noteworthy proportion of students in this group facing disciplinary actions involving suspension.
2. The data indicates that the Academic Engagement level was last modified on January 12, 2023 and is categorized as "Very High." This suggests that the school has a high level of student participation, interest, and involvement in their academic activities. This is a positive sign as it indicates that students are actively engaged in their learning, which can lead to better educational outcomes.
3. The performance level for African American students is categorized as "Low" with a gauge level of 2 out of 5. This indicates that the overall performance of African American students in the given category (which is not specified in the provided data) is below the expected standard. The data shows that 7.1% of African American students were suspended for at least one day. The English Learner Progress is assessed as "Very Low," indicated by a performance level gauge at level 1 out of 5, with only 30.9% of English Learner students making progress towards achieving English language proficiency.

# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



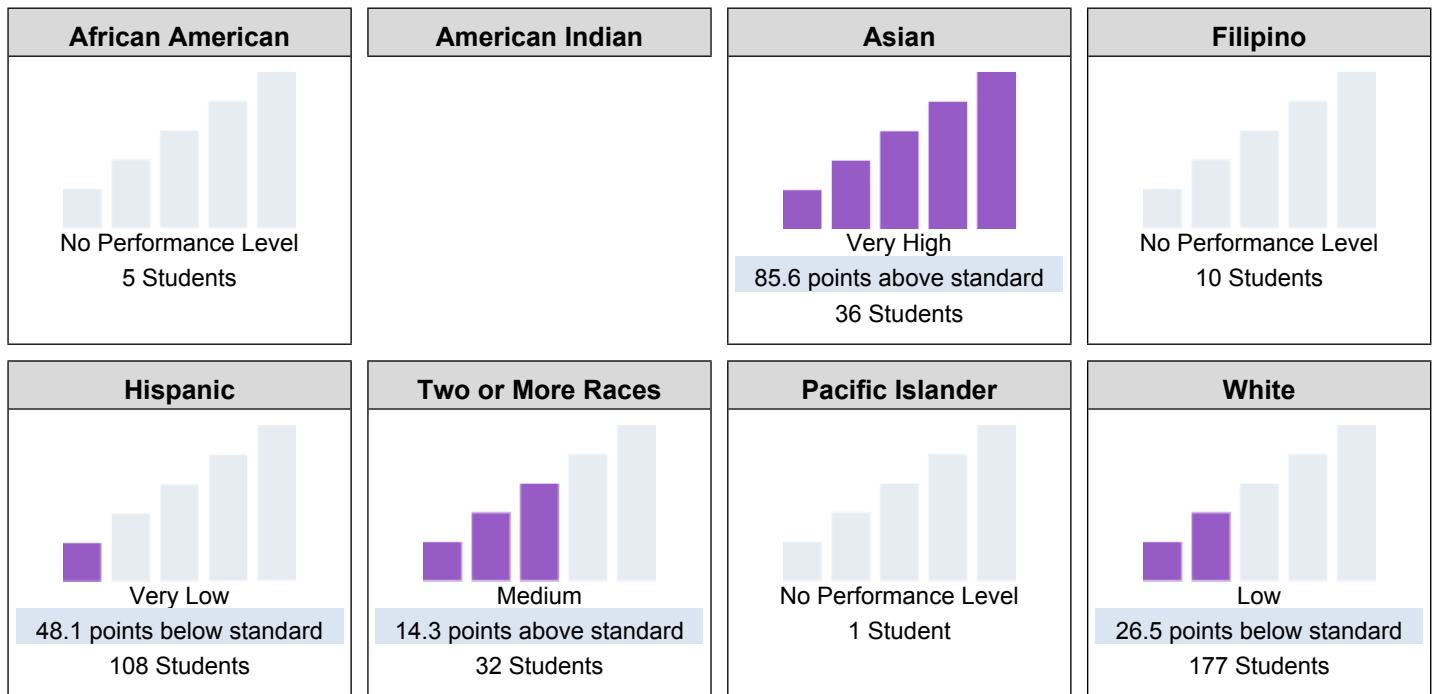
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	1	1	0	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>15.3 points below standard</p> <p>368 Students</p>	<p>Very Low</p> <p>128.9 points below standard</p> <p>36 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>3 Students</p>	<p>Very Low</p> <p>83.3 points below standard</p> <p>76 Students</p>	<p>Very Low</p> <p>124.5 points below standard</p> <p>48 Students</p>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
155.5 points below standard 28 Students	8 Students	16.3 points below standard 277 Students

#### Conclusions based on this data:

- The performance level for all students in English Language Arts is categorized as "Low," indicating that the overall performance of the entire student population is below the expected standard. The data was last modified on January 12, 2023, by "DTS Data Update." There are 368 students included in this assessment, and their performance is reported to be 15.3 points below the standard.
- The performance level for English Learners is categorized as "Very Low," indicating a significantly lower level of performance in English Language Arts. They are reported to be 128.9 points below the standard. This indicates a substantial need for support and resources to improve English language proficiency and a area critical area for targeted intervention.
- The performance level for Asian students is categorized as "Very High," indicating that their performance in English Language Arts is well above the expected standard. They are reported to be 85.6 points above the standard. The performance level for Hispanic students is categorized as "Very Low," indicating that their performance in English Language Arts is significantly below the expected standard. They are reported to be 48.1 points below the standard. The performance level for students with Two or More Races is categorized as "Medium," indicating that their performance in English Language Arts is slightly above the expected standard. They are reported to be 14.3 points above the standard. The performance level for White students is categorized as "Low," indicating that their performance in English Language Arts is below the expected standard. They are reported to be 26.5 points below the standard. For Current English Learners, their performance in English Language Arts is reported to be 155.5

points below the standard. There are 28 students in this category. Performance levels are not provided for Reclassified English Learners, and English Only students are reported to be 16.3 points below the standard.

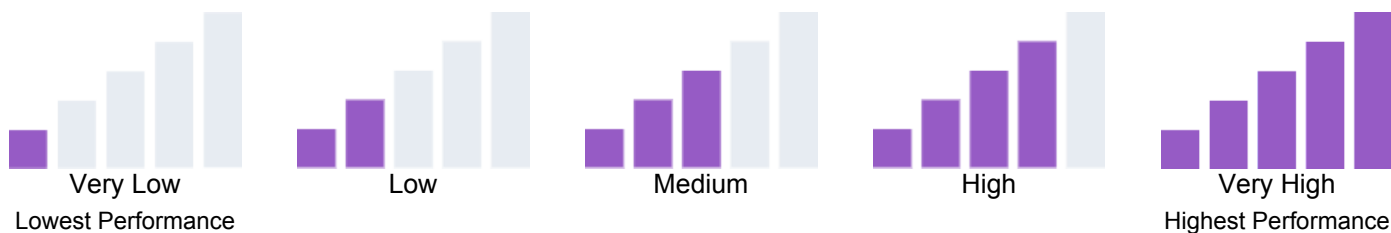


# School and Student Performance Data

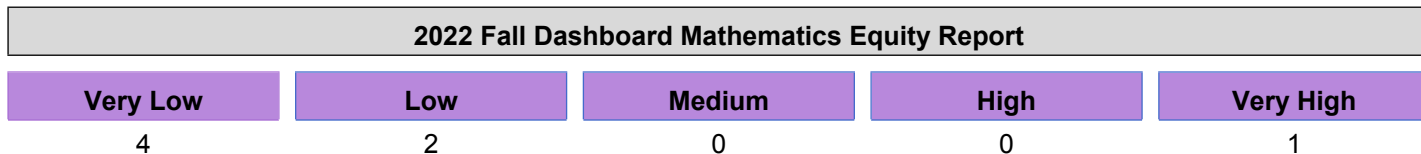
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

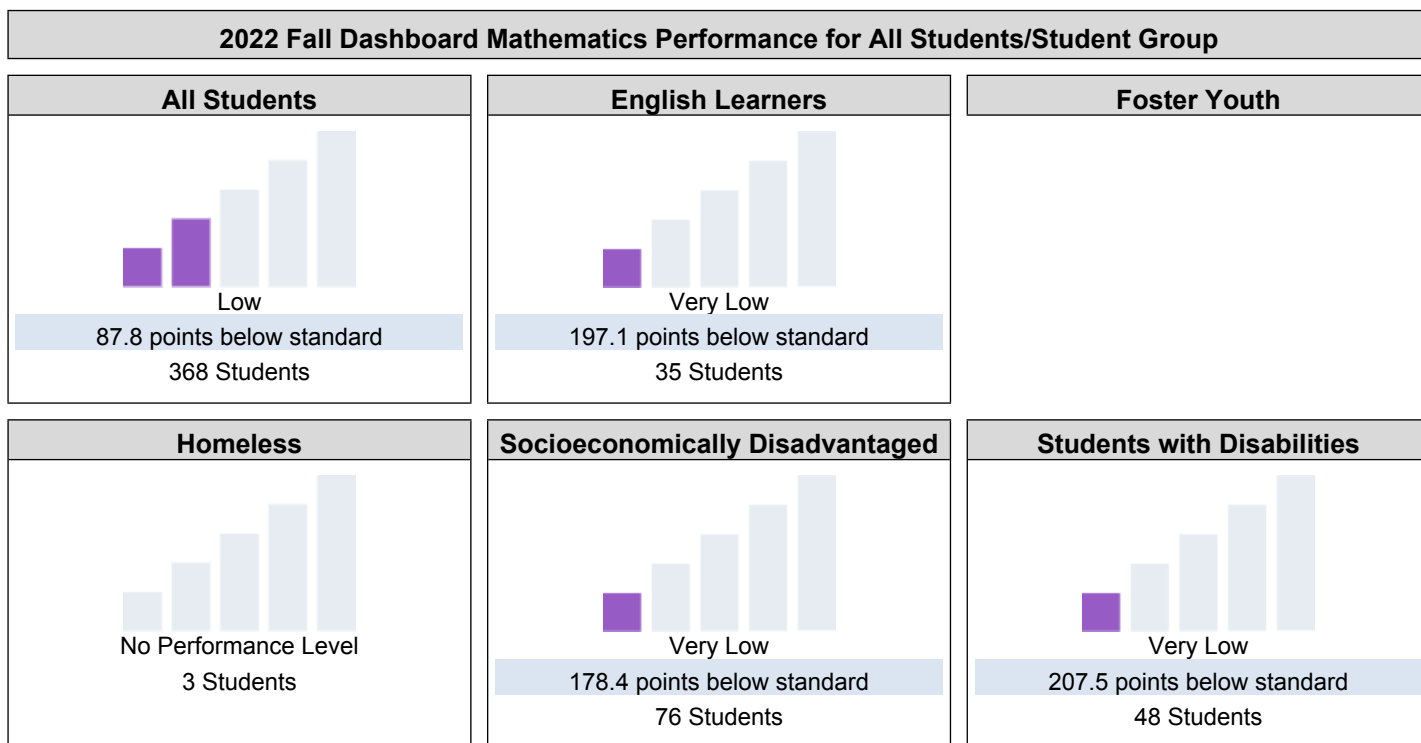
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



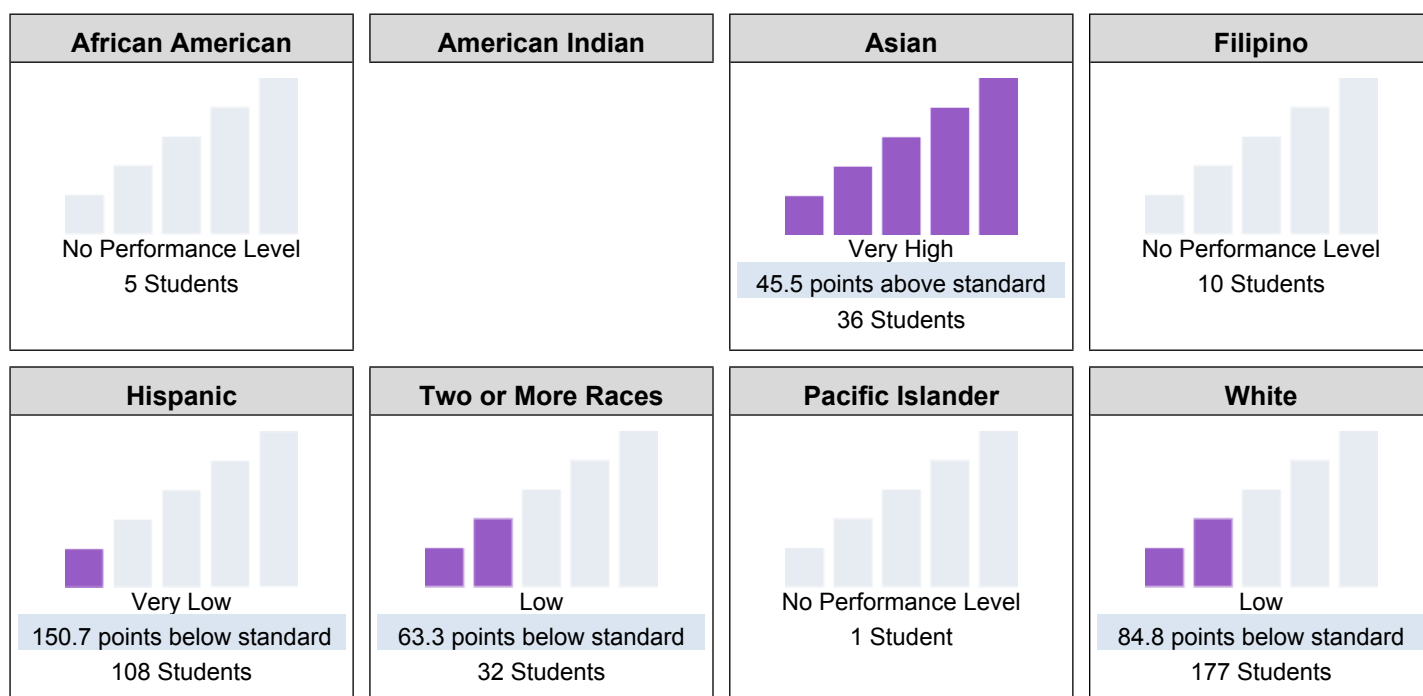
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
231.2 points below standard 27 Students	8 Students	87.4 points below standard 277 Students

### Conclusions based on this data:

1. The performance level for all students in Mathematics is categorized as "Low," with a gauge level of 2 out of 5. This indicates that the overall performance of all students in Mathematics is below the expected standard. The data indicates that students are 87.8 points below the standard.
2. The performance level for English Learners in Mathematics is categorized as "Low," indicating a significantly lower level of performance in Mathematics. They are reported to be 92 points below the standard. This indicates a substantial need for support and resources to improve mathematical proficiency.
3. The performance level for Hispanic students in Mathematics is categorized as "Low," indicating that their performance in Mathematics is significantly below the expected standard. They are reported to be 83.4 points below the standard. This highlights a critical area for targeted intervention and support for Hispanic students. The performance level for Asian students in Mathematics is categorized as "Very High," indicating that their performance is significantly above the expected standard. They are reported to be 45.5 points above the standard.

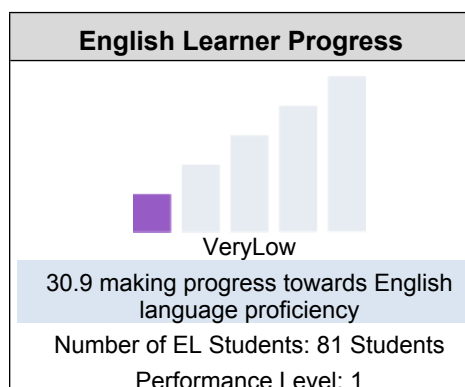
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
33.3%	35.8%	0.0%	30.9%

#### Conclusions based on this data:

- 30.9% of the English Learners progressed by at least one ELPI level. This indicates that a notable proportion of English Learners made positive strides in their language acquisition progress.
- 35.8% of the English Learners maintained their language proficiency levels at ELPI levels 1, 2L, 2H, 3L, or 3H. This suggests that a significant portion of English Learners remained at their current proficiency levels without significant improvement or regression.
- 33.3% of the English Learners experienced a decrease of at least one ELPI level. This indicates that a portion of the English Learners faced challenges and regressed in their language acquisition progress.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. Among all students, the graduation rate for the 2021-22 cohort is exceptionally high at 97.4%. This indicates that a large majority of students successfully graduated within the specified time frame. Out of 416 students in the cohort, 405 students graduated. Of those students, 49.3% met A-G requirements and 35% completed at least one CTE (Career and Technical Education) Pathway with a grade of C- or better (or Pass) in the capstone course. Of these students 20.4% met both A-G and one CTE pathway completion.
2. The graduation rate for English Learners is lower at 74.1% for the 2021-22 cohort. This suggests that there may be additional challenges faced by English Learners in achieving graduation. The graduation rate for Students with Disabilities is at 86.4% for the 2021-22 cohort. While slightly lower than the overall average, a majority of these students successfully graduated. Out of 59 students in the cohort, 51 students graduated. Asian, Filipino, Hispanic, White, Two or More Races have graduation rates ranging from 92.9% to a perfect 100%. All of these groups have high graduation rates, indicating a strong overall performance in terms of completing their education within the specified time frame.
3. The graduation rate for Socioeconomically Disadvantaged students is high at 95.0% for the 2021-22 cohort. This indicates that a significant majority of these students successfully graduated. Out of 140 students in the cohort, 133 students graduated.

## School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

## 2022 Fall Dashboard Chronic Absenteeism Equity Report

## Very High

High

## Medium

**Low**

**Very Low**

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.

## 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

### All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

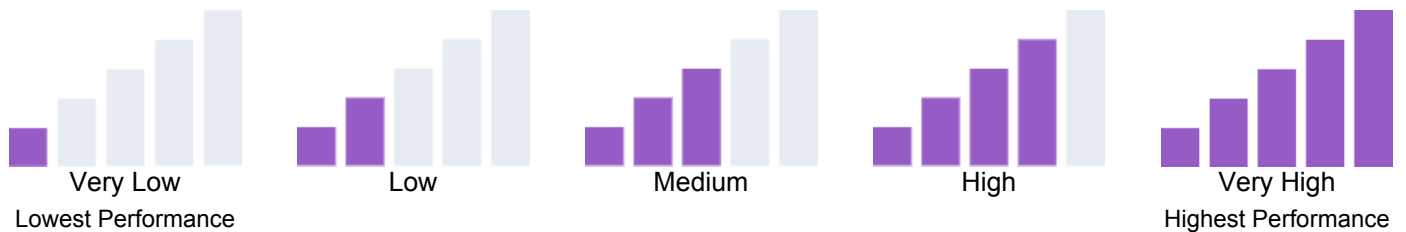
1. The California Department of Education's Dataquest website shows that in 2022-2023, Livermore High, there were 1,792 students eligible for chronic absenteeism assessment, out of which 241 had been identified as chronically absent, resulting in a chronic absenteeism rate of 13.4%. This indicates that a notable proportion of eligible students at Livermore High have been consistently missing school.
2. In 2022-2023 Hispanic or Latino students have the highest chronic absenteeism rate at 17.2%. This indicates that a significant portion of Hispanic or Latino students are missing a substantial number of school days, which can potentially impact their academic progress.  
African American students also have a relatively high chronic absenteeism rate at 36.4%, highlighting another group that may be facing challenges in regular school attendance.  
Asian students have the lowest chronic absenteeism rate at 7.0%. This group exhibits a higher level of regular attendance compared to other ethnicities in the dataset.  
White students also show relatively low chronic absenteeism rates at 11.1%, which is notably lower than the rates for Hispanic or Latino and African American students.

3. The LHS 2022-2023 Chronic Absenteeism rate was 27.34%.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



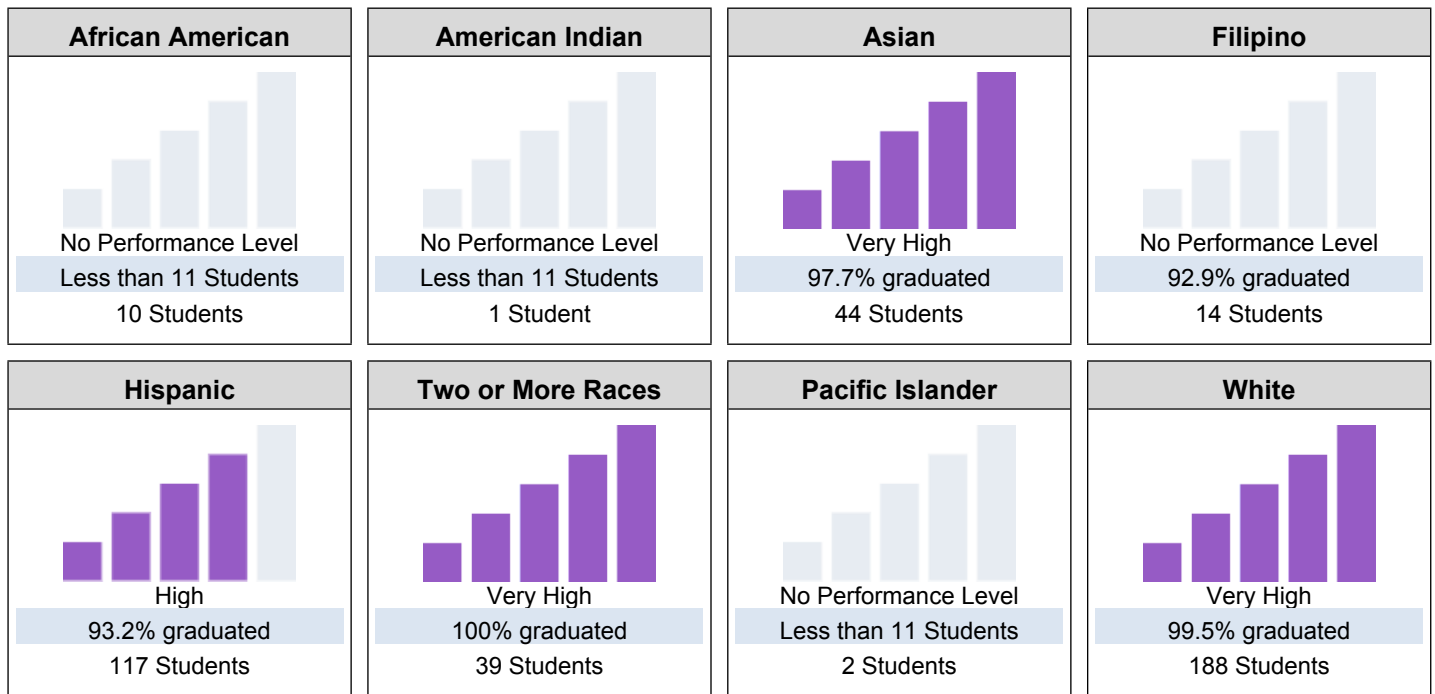
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	1	4

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>97.4% graduated</p> <p>416 Students</p>	<p>No Performance Level</p> <p>74.1% graduated</p> <p>27 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Very High</p> <p>95% graduated</p> <p>140 Students</p>	<p>Medium</p> <p>86.4% graduated</p> <p>59 Students</p>

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### Conclusions based on this data:

1. The overall graduation rate for all students in the 2022-2023 school year was 97.7%. This means that a large majority of students successfully completed their academic requirements and graduated. Asian, two or More races, and White students have very high graduation rates, ranging from 97.7% to 100%. This is a positive sign of academic success within these communities. Filipino and Hispanic Students also have high graduation rates, at 92.9% and 93.2% respectively. African American, American Indian, and Pacific Islander students lower graduation rates. It's important to note that for African American and American Indian students, the data reflects less than 11 students, making it difficult to draw statistically significant conclusions.
2. The graduation rate for socioeconomically disadvantaged students is 95%. This is a positive indicator that the school or educational institution is effectively addressing the needs of students from economically disadvantaged backgrounds.
3. Our lowest rates were for our English Learner (EL) and Students with Disabilities (SWD) student groups, with the graduation rate for English Learners at 74.1%, which is notably lower compared to the overall rate and 86.4% for SWD. This suggests that there may be specific challenges or support needs for these students.

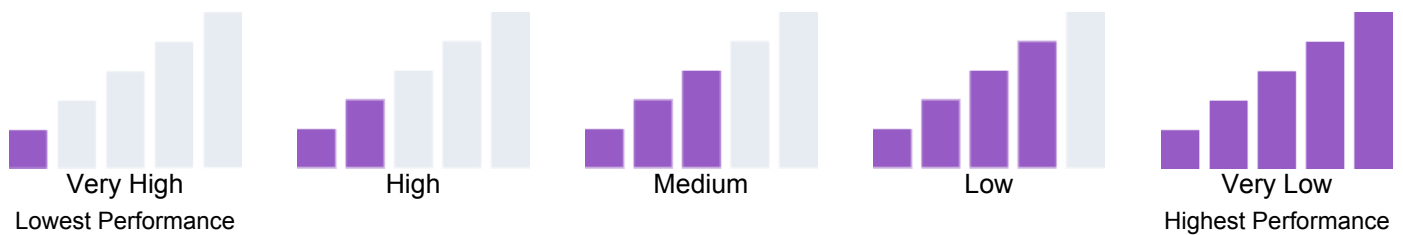


# School and Student Performance Data

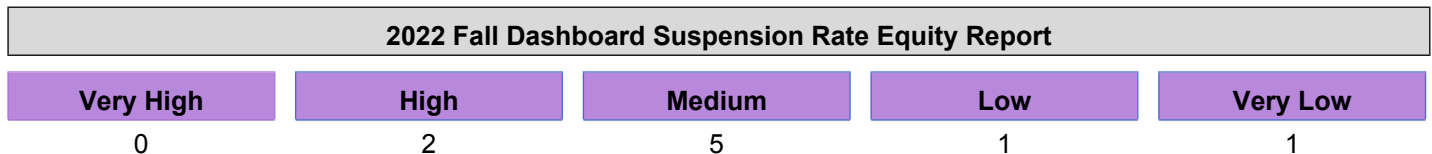
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

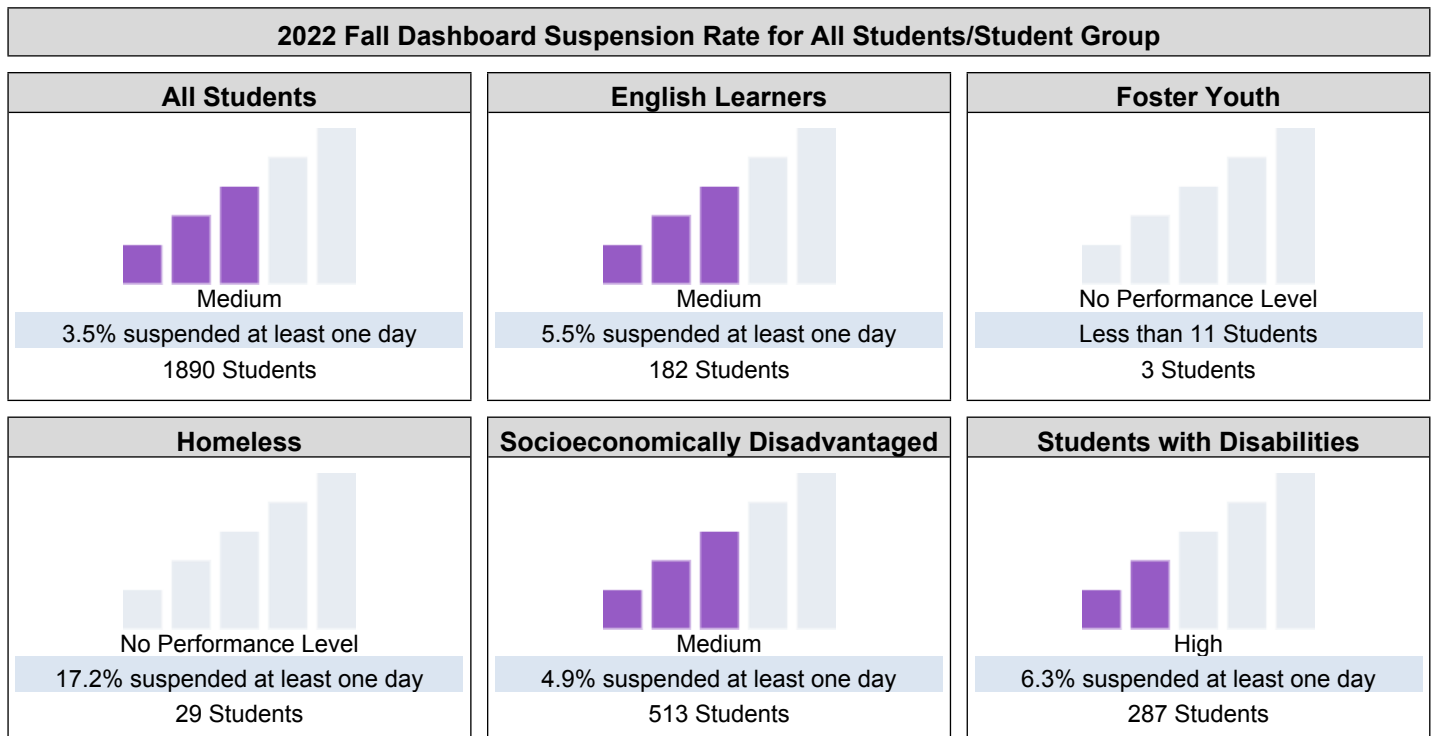
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



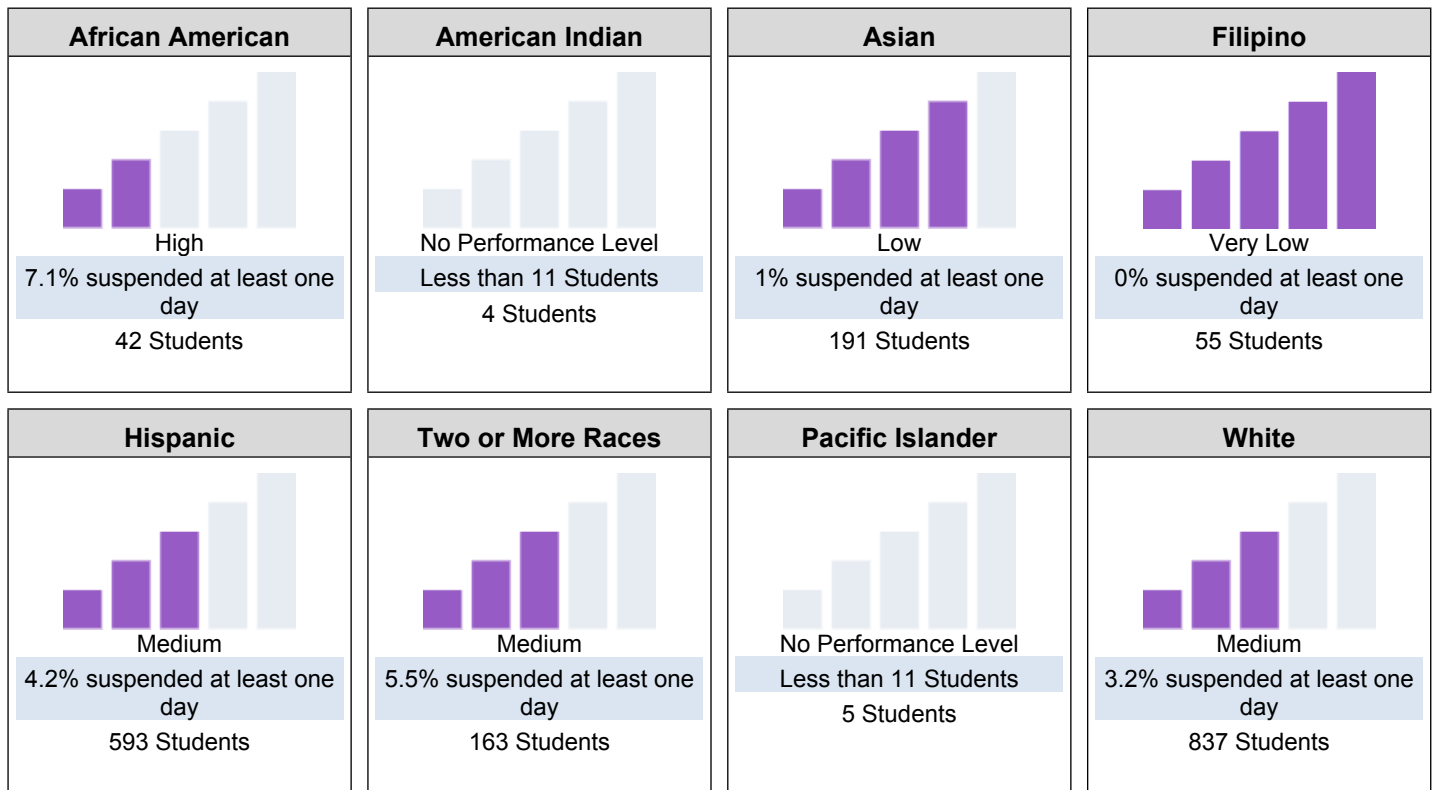
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

- The overall suspension rate for the 2022-2023 school year increased to 4.6% from 3.4% in the previous year. While this still represents a relatively small percentage of students facing suspension, it marks a slight rise. This is generally positive for the overall school environment.

Among English Learners, the suspension rate stands at 5.5%, surpassing the overall rate. This suggests that English Learners may encounter specific challenges or issues that increase their likelihood of suspension.

Likewise, socioeconomically disadvantaged students experience a suspension rate of 4.9%, slightly higher than the overall rate. This indicates that there may be factors related to socioeconomic status contributing to a greater likelihood of suspension among this group.
- African American students have a relatively higher suspension rate of 7.1%. This is an area of concern, as it indicates a potential disparity in the disciplinary measures applied to African American students compared to other racial/ethnic groups.
- Our SWD group has a higher suspension rate of 6.3%, indicating that there may be specific challenges or support needs for students with disabilities.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 1

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
ELA/ELD:  Course pass rates CAASPP ELA performance data from Spring 2021 District Literacy Benchmark Assessment for 2022 ELPAC data from 2021-2022	<p>All students will increase by 3% over the 2021-2022 CAASPP levels in ELA Reading and Writing strands.</p> <p>The English 9A pass rate (with C or higher) 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 remain our greatest areas of concern. Focused attention to these two groups is required to meet these target increases.</p>	<p>We met and exceeded our expected outcomes for students proficient in ELA in 2022-2023</p> <p>We did not meet the goal of increasing our English 9A pass rate to 80%, with our ELA 9A pass rate at 77.5% in T1 and 77.8% in T2.</p> <p>Preliminary data for ELPAC testing indicate that 78.95% of students fall into the category of Novice English Learners, while a smaller proportion 21.05% are classified as Initial Fluent English Proficient IFEP, based on their performance in the Initial English Language Proficiency Assessment (ELPAC).</p> <p>In the 22-23 academic year, the percentage of students performing at Level 4 in Oral Language increased from 18.70% to 31.93% compared to the previous year. This represents a substantial improvement. The percentage of students at Level 3 in Oral Language also increased from 31.93% to 34.96%, indicating a positive trend.</p> <p>In the 22-23 academic year, the percentage of students performing at Level 4 (Well Developed) increased from 8.94% to 26.89% compared to the previous year. This indicates a significant improvement in overall language proficiency. The percentage of students at Level 3 (Somewhat/Moderately Proficient) also increased from 16.81% to 21.14%, showing a positive trend in language proficiency. The percentage of students at Level 2 (Beginning Proficiency) decreased from 33.61% to 22.69%, indicating fewer students in the lower proficiency levels.</p> <p>\</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>The percentage of students at Level 4 in Written Language increased from 2.44% to 7.56% in the 22-23 academic year, which signifies an improvement. The percentage of students at Level 3 in Written Language also increased from 7.56% to 8.94%, indicating a positive trend. The percentage of students at Level 2 decreased from 52.03% to 46.22%, showing a decrease in the lower proficiency levels.</p>
<p>Mathematics:</p> <p>Algebra 1 grades from the 2020-2021 and 2021-2022 school years CAASPP Math performance data from Spring 2019 and 2022</p>	<p>Improve Algebra 1 end-of-course performance 6% from the 2020-2021 74% pass rate (C or better) to a 80% 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 remain our greatest areas of concern and require focused attention to meet these target increases.</p>	<p>We fell short of achieving our target to raise the pass rate for Algebra 1 to 80%. Currently, our pass rate stands at 70% (covering only T1 and T2).</p> <p>CASSPP data indicates that there was decline from 38% to 35% on student math proficiency between 2021-2022 and 2022-2023.</p> <p>We enhanced our assistance for English Learner (EL) students by offering supplementary part-time support, in addition to the full-time EL Liaison who delivers both in-class and specialized support for these students</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 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</p>	<p>Middle and high schools, as well as post-high school institutions, demonstrate improved articulation processes, resulting in smoother transitions for students.</p> <p>The annual EXPO night for the 2022-2023 school year was successfully executed, offering students and parents the opportunity to explore diverse program booths and attend presentations providing</p>

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

Career Center, ELAC, and EL/Immigrant/First Generation Counselor.

We will continue to support and promote the Tri-Valley College and Career Fair, which serves the three Tri-Valley school districts.

comprehensive information about available courses and programs.

There was ongoing collaboration between our counselors, English, and Math teachers with Las Positas staff, allowing us to effectively address articulation concerns, ensuring better alignment between high school and college-level coursework.

The LHS math teachers engaged in a collaborative effort with GHS math instructors to establish best practices and assessments

Successful articulation efforts were implemented between our English and Math departments and the Core and Math teachers at our feeder middle schools, enhancing curriculum continuity.

Students benefited from continued college visits and presentations facilitated through our Career Center, ELAC, and EL/Immigrant/First Generation Counselor, providing them with valuable insights into their future educational pathways.

The Tri-Valley College and Career Fair was well received, serving as a crucial resource for students across the three Tri-Valley school districts.

The 8th grade Ambassador program did not take place this year due to unforeseen circumstances.

CTE teachers sustained their collaboration with Las Positas in refining articulation processes for their courses, ensuring alignment with college-level expectations; all CTE courses applied for articulation with LPC.

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Graduation Rates:</p> <p>Assessment of Fall 2022 Dashboard Graduation Rate</p> <p>2023 Graduation Rate</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 and SWD student groups to ensure they meet these target increases.</p>	<p>The districtwide graduation rate surpassed the target of 96%, reaching an impressive 99.4%. At Livermore High School, the overall graduation rate stood at 97.7%. However, there were some subgroups that did not meet the goal of a 96% graduation rate: 86.4% for SWD, 93.2% for Hispanic students, 95% for socioeconomically disadvantaged students, and 74.1% for EL students.</p>
<p>College/Career Readiness:</p> <p>University of California/California State University (UC/CSU) A-G Completion</p> <p>CTE Pathway Completion</p>	<p>Increase the A-G completion rate from 49.3.% to 60% and such that no student group is in the red zone.</p> <p>Increase CTE pathway completion by 15% overall (from 35.1% to 50%), with a special focus on EL and SWD student groups.</p> <p>Decrease the number of students transferring to Del Valle High School.</p>	<p>We did not reach our target of increasing the A-G completion rate from 49.3% to 60%. Instead, we saw a 5% decrease, going from 50% to 45%. Districtwide, there was a 4% drop in students meeting A-G requirements, falling from 51% to 45%.</p> <p>Additionally, preliminary reports suggest a decline in students meeting college and career readiness goals, with a significant 20.4% decrease compared to the last available data from 2019.</p> <p>In the 2022-23 school year, the transfer count to Del Valle remained steady at 41, mirroring the figures from the preceding 2021-2022 academic year.</p>

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA/ELD:</p> <p>Additional focus will continue to be paid in English courses to Reading and Writing instruction, including during Tier-1 interventions via Cowboy Advisory Period (CAP).</p> <p>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. In line with our current WASC Action Plan, the full LHS faculty will review trimester grades at the end of each trimester to assess student progress in all courses, with particular focus on A-G courses. Full LHS faculty will review trimester grades at the end of each trimester to assess student progress in all courses, with particular focus on A-G courses.</p> <p>In line with our current WASC Action Plan, we will provide ongoing integrated ELD training to teachers via monthly Wednesday site-dedicated collaboration</p>	<p>A sustained emphasis on Reading and Writing instruction within English courses, including during Tier-1 interventions through Cowboy Advisory Period (CAP), has led to improved literacy skills and overall student performance in these areas.</p> <p>The English teaching staff consistently convened during collaboration time to assess the results of common assessments, update assessments and pacing guides, and use assessment data to inform instructional planning. This approach has resulted in more targeted and effective teaching, particularly in the domains of Reading and Writing.</p> <p>In line with the WASC Action Plan, the full LHS faculty regularly reviewed trimester grades to assess student progress, with a specific focus on A-G courses. This ongoing assessment process has allowed for timely adjustments in teaching and support to enhance student achievement.</p> <p>The provision of integrated ELD training for teachers via dedicated collaboration time and district-wide professional development days has significantly enhanced their ability to support</p>	<p>ELD After School Tutoring Classes - 2 hours per week 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,184</p> <p>Twenty copies of the 2022-2023 LHS Reads selection for the library 4000-4999: Books And Supplies Discretionary 500</p> <p>Current .5 FTE ELD Instructional Aide/Bilingual 2000-2999: Classified Personnel Salaries LCFF - Supplemental 39,411</p> <p>Additional .FTE ELD Instructional Aide/Bilingual 2000-2999: Classified Personnel Salaries LCFF - Supplemental 39,411</p> <p>Purchase of online subscription to Listenwise, a literacy and language support program. 4000-4999: Books And Supplies LCFF - Supplemental 5,875</p> <p>Books and supplies 4000-4999: Books And Supplies LCFF - Supplemental 2,500</p> <p>Professional Development in ELD 2000-2999: Classified Personnel Salaries LCFF - Supplemental 2,149</p>	<p>ELD Tutoring Classes - one per trimester, for a total of three classes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 35,672</p> <p>0</p> <p>ELD Instructional Aide/Bilingual 2000-2999: Classified Personnel Salaries LCFF - Supplemental 37,030</p> <p>Release time (substitute coverage costs) for 4 ELD teachers to review StudySync tutorials explaining ELD supports. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 540</p> <p>Purchase of online subscription to Listenwise, a literacy and language support program. 4000-4999: Books And Supplies LCFF - Supplemental 5,875</p> <p>Books and supplies 4000-4999: Books And Supplies LCFF - Supplemental 1,330</p> <p>Professional Development in ELD 2000-2999: Classified Personnel Salaries LCFF - Supplemental 907</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
time for training. In addition they will be provided addition support during the district wide PD day where there will be opportunity to collaborate extensively. In addition, teachers of designated EL courses will be trained using EL Achieve, Off2Class, EDGE, StudySync, and Listenwise.	English Language Learners effectively.  Ongoing training for teachers on differentiating instruction to meet the needs of SPED students, delivered through a variety of methods, has resulted in more inclusive and effective teaching practices.	Translation Services 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 500	Translation Services 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 500
In line with our current WASC Action Plan, we will provide ongoing training to teachers on how to effectively differentiate instruction to meet needs of SPED students via monthly Wednesday site-dedicated collaboration time for training, weekly tips to faculty, and workshops provided via our annual districtwide PD day and with through the book study of Teach Like a Champion.	The continuation of four designated ELD courses, along with an ELD Support course per trimester, has successfully provided targeted support for EL students, aligning with CSU/UC "b" approval.	None Specified None Specified	
We will continue to offer four designated ELD courses (one per grade level) as introduced during the 2020-2021 school years. These courses provide both designated and integrated ELD support with CSU/UC "b" approval. Further, we provide two ELD Support courses per trimester (mixed grades) for the integrated support of EL students in their general education studies. Additionally, beginning in the 2023-2024 school year, we offer a Newcomer ELD course as an elective to help newcomer students	After-school ELD tutoring two days per week has ensured additional support for EL students beyond regular class hours, promoting their language development and academic success.  We did not engage in the The "LHS Reads" initiative.		



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>develop their English Proficiency skills.</p> <p>We will provide after-school ELD tutoring two days per week.</p> <p>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.</p>			
<p>Mathematics:</p> <p>Additional focus will continue to be paid to concepts and procedures in math courses, including during Tier-1 interventions via support sessions during Cowboy Advisory Period (CAP).</p> <p>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.</p> <p>2</p> <p>In line with our current WASC Action Plan, the full LHS faculty will review trimester grades at the</p>	<p>The continued emphasis on concepts and procedures in math courses, including targeted Tier-1 interventions during Cowboy Advisory Period (CAP), has resulted in enhanced understanding and proficiency among students.</p> <p>Math teaching staff consistently met during collaboration time to assess the outcomes of common assessments, revise assessments and pacing guides as necessary, and utilize assessment data to refine planning and instruction. This approach has led to more tailored and effective teaching, particularly in the realm of concepts and procedures.</p> <p>In accordance with the WASC Action Plan, the entire LHS faculty regularly reviewed trimester grades, evaluating student</p>	<p>None Specified None Specified 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>end of each trimester to assess student progress in all courses, with particular focus on A-G courses.</p> <p>In line with our current WASC Action Plan, we will provide ongoing integrated ELD training to teachers via monthly Wednesday site-dedicated collaboration time for training, weekly tips to the faculty, and workshops provided via our annual districtwide PD day. In addition, selected math teachers are being trained in EL strategies through EL Achieve.</p> <p>In line with our current WASC Action Plan, we will provide ongoing training to teachers on how to effectively differentiate instruction to meet needs of SPED students via monthly Wednesday site-dedicated collaboration time for training, weekly tips to faculty, and workshops provided via our annual District-wide PD day.</p>	<p>progress across all courses, with a specific emphasis on A-G courses. This ongoing assessment process has facilitated timely adjustments in teaching and support to optimize student achievement.</p> <p>The delivery of integrated ELD training for teachers, including monthly dedicated collaboration time, weekly tips, and workshops during the annual districtwide PD day, has significantly enhanced their capacity to support English Language Learners effectively. Additionally, selected math teachers have received specialized training in EL strategies through EL Achieve, ensuring a more inclusive learning environment.</p> <p>Continual training for teachers on differentiating instruction to meet the diverse needs of SPED students, delivered through monthly dedicated collaboration time and regular tips, as well as workshops during the annual districtwide PD day, has resulted in more inclusive and effective teaching practices.</p>		
<p>Articulation:</p> <p>Presentations to middle schools by our counselors</p>	<p>The ongoing presentations to middle schools by our counselors, focused on</p>	<p>Release time for English 9 and Algebra 1A teachers to articulate</p>	<p>Release time for English 9 and Algebra 1A teachers to articulate</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>regarding course registration and student life will continue. Also, we will provide release time to English 9 and Algebra 1 teachers to articulate with feeder school Core and Math teachers to determine strengths/areas for growth of incoming students.</p> <p>Our counseling staff will continue to attend conferences for CSU and UC to learn up-to-date information, including information on financial aid.</p> <p>Counselors and English and math teachers will continue to collaborate with Las Positas Community College on articulation issues.</p> <p>LHS will continue to provide college visits and presentations via our Career Center, English Learner Advisory Council (ELAC), and AAREA.</p>	<p>course registration and student life, have provided valuable guidance to incoming students. Additionally, release time for English 9 and Algebra 1 teachers to engage in articulation discussions with feeder school Core and Math teachers has facilitated a more streamlined transition for students, identifying both strengths and areas for growth.</p> <p>Our counseling staff's attendance at CSU and UC conferences has ensured access to the latest information, including updates on financial aid. This up-to-date knowledge equips them to better guide students through the college application and financial aid process.</p> <p>The continued collaboration between counselors, English, and math teachers with Las Positas Community College on articulation matters has resulted in a smoother transition for students moving from high school to higher education. This partnership promotes alignment in curriculum and expectations.</p> <p>LHS's continuous offering of college visits and presentations through our Career Center, English Learner Advisory Council (ELAC), and AAREA has provided valuable exposure and information to students, aiding them in making informed</p>	<p>with feeder school English 8 and Math 8 teachers. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 4,680</p>	<p>with feeder school english 8 and Math 8 teachers 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 1,720</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	decisions about their post-secondary education and career paths.		
<p>Graduation Rate:</p> <p>Principal, Vice Principals, Counselors, and EL liaisons will continue to focus attention on reviewing progress toward students meeting of graduation requirements, with increased attention on EL, SWD, African American, and Latin X student groups, to provide support in meeting graduation requirements.</p>	<p>The Principal, Vice Principals, Counselors, and EL liaisons have maintained their concerted efforts in reviewing the progress of students towards meeting graduation requirements. There has been a heightened focus on supporting EL, SWD, African American, and Latin X student groups, with the aim of providing targeted assistance to ensure their successful fulfillment of graduation requirements. This approach has contributed to improved outcomes for these specific student demographics.</p>	<p>Provide release time for faculty, particularly new teachers, to visit colleague's classrooms to observe a variety of instructional strategies. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 4,185</p>	<p>Release time was not provided due to the shortage of substitute teachers during the 2021-2022 school year. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality</p>
<p>College/Career Readiness:</p> <p>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.</p> <p>Full LHS faculty will review trimester grades at the end of each trimester to assess student progress in all courses, with particular focus on A-G courses.</p> <p>LHS will develop an action plan with input from full faculty to increase</p>	<p>Academic Counselors have successfully maintained records of each student's advancement in meeting A-G completion and Career Technical Education (CTE) pathway requirements. They actively collaborated with students to promote enrollment in these courses, giving special attention to students in the Socioeconomically Disadvantaged (SED), English Learner (EL), and Students with Disabilities (SWD) groups. This targeted approach has resulted in increased participation and success in these academic pathways.</p> <p>The full LHS faculty consistently reviewed</p>	<p>None Specified None Specified 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>representation of student groups in A-G courses (including AP and Honors courses) and CTE pathways to mirror proportionality of student group population and to decrease representation in remedial and non A-G courses.</p> <p>During Wednesday collaboration time, teachers and administrators will review student progress toward A-G completion, noting areas of student weakness and inform instruction accordingly. In addition, they will review areas of strength and weaknesses through the use of PLCs in their common assessments to determine next steps for teaching and learning.</p> <p>The College and Career Center Personnel will host college, career/industry and military fairs. In FIT, students are taken to the College and Career Center and are asked to navigate the services provided, through the use of guided assignments.</p>	<p>trimester grades at the conclusion of each term to comprehensively evaluate student progress across all courses, with a specific emphasis on A-G courses. This regular assessment ensured a focused approach to monitoring and enhancing student performance.</p> <p>LHS has developed a strategic action plan, drawing on input from the entire faculty, to promote equitable representation of student groups in A-G courses, including AP and Honors classes, and CTE pathways. This plan aimed to align course enrollment with the proportional representation of student groups in the overall population, while concurrently reducing representation in remedial and non A-G courses.</p> <p>During Wednesday collaboration time, teachers and administrators diligently reviewed student advancement towards A-G completion. They identified areas of student weakness and adapted instruction accordingly. Additionally, through Professional Learning Communities (PLCs), educators evaluated areas of strength and weakness via common assessments, determining tailored approaches for future teaching and learning.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	The College and Career Center Personnel have successfully organized and hosted college, career/industry, and military fairs. In the FIT program, students were directed to the College and Career Center, where they were encouraged to explore and navigate various post-secondary options, providing them with valuable exposure to potential educational and career pathways.		

## Analysis

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

English teaching staff had met during collaboration time to review common assessment results and update assessments and pacing guides as necessary. This analysis was guiding adjustments to planning and instruction, especially in Reading and Writing. The full LHS faculty had reviewed trimester grades, with a particular focus on A-G courses, to assess student progress. Ongoing integrated ELD training for teachers occurred through monthly site-dedicated collaboration time and districtwide PD day workshops. Teachers of designated EL courses received specific training using various resources. Students needing additional support had taken one trimester of an intervention course followed by the 2-trimester course. Academic Counselors had tracked students' progress in meeting A-G and CTE pathway completion. They had worked with students to encourage enrollment, particularly for specific student groups. All teaching staff had met to review common assessment results and update assessments and pacing guides in their PLC groups. This analysis had guided adjustments to planning and instruction.

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

The strategies/activities have increased students' performance in math and increased learning for all students in other core areas. These strategies and activities provide a comprehensive framework to address the specified goals in each area and support the overall educational development of students at LHS.

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

There were no material differences.

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.

LHS will continue its efforts in prioritizing the establishment of meaningful connections and the refinement of effective instructional techniques. This includes a dedicated focus on data analysis to cater to the unique needs of our EL, SWD, African American, and LatinX student populations.



# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 2

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, tMHFA - Respectful and Inclusive Environment for All Students:</p> <p>PBIS High School Cohort Teen Mental Health First Aid (tMHFA) Panorama Social-Emotional Survey California Healthy Kids Survey (CHKS) COST data Internal Site Surveys via the LHS Wellness Center Principal's Advisory Committee (PAC, formerly Student Forum)</p>	<p>The Teen Mental Health First Aid (tMHFA) program will continue to be the main Social Emotional Learning (SEL) program used at LHS. All juniors will be trained during the 2022-2023 school year.</p> <p>The California Healthy Kids Survey of 2022-2023 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 areas of Growth Mindset, Self-Management, 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 agencies (such as Horizons counseling and Project Eden) to provide students the support they need.</p> <p>In regard to our Wellness Center, we will work with the Tri Valley Regional Occupational Program (TVROP) to develop a CTE Human Services Pathway for students to explore careers in the human services field, expand our Wellness Center services to include workshops and assemblies, and provide LHS student interns to other school sites in our District to open and maintain wellness centers.</p>	<p>LHS had three part time additional counseling interns that provided support in the Wellness Center. Furthermore, one intern was able to support bilingual students and families in Spanish.</p> <p>The PBIS team included students in the 2022-2023 school year. They provided feedback on PBIS initiatives such as reward systems.</p> <p>While there has been advancement in the Human Services pathway, unfortunately, we have not been able to secure a teacher for the course. Nonetheless, we remain committed to the development of this pathway for students keen on pursuing a career in the human services industry.</p> <p>The COST team supported 26 students in the 2022-2023 school year. Students were provided resources such as academic counseling, social emotional counseling, addiction counseling, tutoring, and attendance interventions.</p> <p>The Student Forum met once a month to discuss students' concerns and ideas about Livermore High School. District leadership and City officials presented information to the students and gave opportunities for students to provide valuable feedback on school and city plans. Students were also able to vote on school initiatives, such as PBIS rewards systems.</p> <p>The 2022-2023 California Healthy Kids Survey indicated that in the proportion of 9th and 11th-grade students who agree or strongly agree that they experience School</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	In the area of PBIS, we will expand our Tier-1 academic interventions by working as department and course-alike teams to create common formative assessments, review the outcomes, and adjust instruction accordingly either on the spot, via CAP, and/or via upcoming lessons.	<p>Connectedness, have access to Caring Adults on campus, and perceive the school as a safe environment (School Safety).</p> <p>The District's Panorama Social Emotional Learning Survey will indicate a 5% improvement in the domains of Growth Mindset, Self-Management, and Emotional Regulation among the students.</p> <p>Administrators, teachers, and Child Welfare and Attendance Aides will persist in referring students to the Coordination of Services Team (COST) by utilizing the District's COST referral form. The COST team will maintain its collaboration with on-site partner agencies, such as Horizons Counseling and Project Eden, to deliver the necessary support and assistance to students in need.</p>
<p>Suspensions:</p> <p>Suspension Data</p>	Maintain the school's overall suspension rate at below 1% and every student group's suspension rate at no more than 2%.	The suspension rates for the 2021-2022 academic year show that 3.5% of the student population experienced at least one day of suspension. This figure includes 7.1% of African American students and 6.3% of students with disabilities (SWD).
<p>Attendance/Chronic Absenteeism:</p> <p>Attendance Records</p> <p>Attendance summary of chronic and severe attendance issues</p>	Increase the average daily attendance (ADA) rate to a minimum of 97% overall, with a 5% improvement in the chronically truant population, which is those students who have missed 10-19% of the school year.	The district saw an improvement in daily average attendance, rising from 93.35% in 2021-2022 to 94.4%. At LHS, attendance also showed an increase, reaching 94.43% compared to the previous year's 93.84%.
<p>Physical Fitness:</p> <p>FitnessGram results for grade 9</p>	Continue to administer the Fitnessgram to all 9th grade students.	98% of students participated in the PFTs in the 2022-2023 school year.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PBIS, tMHFA - Respectful and Inclusive Environment for All Students:</p> <p>LHS will continue to provide a Wellness</p>	LHS had three part time additional counseling interns that provided support in the Wellness Center. Furthermore, one intern was able to support	Peer mediation training for our Wellness Center Peer Mediators will also help their peers resolve conflict before they escalate 5800: Professional/Consulting	Peer mediation training for our Wellness Center Peer Mediators will also help their peers resolve conflict before they escalate. 5800: Professional/Consulting



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Center to provide Tier-2 and Tier-3 social and emotional supports for students. The Wellness Center now houses 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 also help their peers resolve conflicts before they escalate and help to restore relationships between peers who have reached this point. During the 2023-2024 school year, we will continue to work with TVROP to develop a CTE Human Services Pathway for students to explore careers in the human services field, expand our Wellness Center services to include workshops and assemblies, and provide LHS student interns to other school sites in our District to open and maintain wellness centers.	<p>bilingual students and families in Spanish.</p> <p>The PBIS team included students in the 2022-2023 school year. They provided feedback on PBIS initiatives such as reward systems.</p> <p>While there has been advancement in the Human Services pathway, unfortunately, we have not been able to secure a teacher for the course. Nonetheless, we remain committed to the development of this pathway for students keen on pursuing a career in the human services industry.</p> <p>The COST team supported 26 students in the 2022-2023 school year. Students were provided resources such as academic counseling, social emotional counseling, addiction counseling, tutoring, and attendance interventions. Administrators, teachers, and CWA Aides consistently referred students to our Coordination of Services Team (COST) using the designated District COST referral form. The COST team maintained its collaborative efforts with on-site partner agencies, ensuring students received the necessary support. A dedicated faculty meeting was held, focusing on the effective utilization of our District's COST referral form.</p>	<p>Services And Operating Expenditures LCFF - Base 1,250</p> <p>Funding for supplies for the Wellness Center 4000-4999: Books And Supplies General Fund 1,000</p> <p>Funding for supplies for Student Forum 4000-4999: Books And Supplies General Fund 600</p>	<p>Services And Operating Expenditures LCFF - Base 1,250</p> <p>Funding for supplies for the Wellness Center 4000-4999: Books And Supplies General Fund 1,000</p> <p>Funding for supplies for Student Forum 4000-4999: Books And Supplies General Fund 292</p>
In the area of PBIS, we will expand our Tier-1 academic interventions by working as department and course-alike teams to create common formative assessments, review the outcomes, and adjust instruction accordingly either on the spot, via CAP, and/or via upcoming lessons. LHS has increased the number of collaboration time			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>dedicated to department or course alike teamwork.</p> <p>In line with our current WASC Action Plan, we will continue with implementation of a MTSS/PBIS framework, with a particular focus on lowering suspension rates schoolwide. We will identify students to be part of the PBIS team, identify a parent to be part of the PBIS team, ensure copies of classroom behavior expectations are posted in classrooms, revisit the behavior matrix regularly, develop lessons for teaching behavior expectations, revisit the classroom managed vs. office managed behaviors in departments, and provide professional development time for behavior-specific praise, and resources to support the integration of behavior-specific praise into teaching practice.</p> <p>We will continue with the Teen Mental Health First Aid (tMHFA) curriculum, training all 11th grade students during the 2nd and 3rd Trimesters. tMHFA 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 problem. Making positive life changes to attitudes toward mental health issues is paramount to the</p>	<p>The Student Forum met once a month to discuss students' concerns and ideas about Livermore High School. District leadership and City officials presented information to the students and gave opportunities for students to provide valuable feedback on school and city plans. Students were also able to vote on school initiatives, such as PBIS rewards systems.</p> <p>As per our existing WASC Action Plan, we successfully implemented a MTSS/PBIS framework, placing a special emphasis on reducing schoolwide suspension rates. We identified students to join the PBIS team, included a parent in the team, and ensured that classroom behavior expectations were visibly posted. We consistently reviewed the behavior matrix, created lessons for teaching behavior expectations, and revisited the distinction between classroom managed and office managed behaviors in various departments. Additionally, we allocated dedicated professional development time for behavior-specific praise and provided resources to seamlessly integrate behavior-specific praise into teaching practices.</p> <p>In accordance with our plan, we successfully implemented the Teen Mental Health First Aid (tMHFA) curriculum,</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>healthy development and successful future of our students.</p> <p>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.</p> <p>Student Forum, consisting of a diverse group of LHS students chosen based on teacher recommendations, has been formed to offer the principal valuable input on areas requiring attention and improvement.</p>	<p>providing comprehensive training to all 11th grade students during the 2nd and 3rd Trimesters. This curriculum empowered students to effectively identify and offer support to peers facing mental health challenges. Moreover, it equipped them with the confidence and skills to initiate conversations if they themselves encountered social or emotional difficulties. This initiative played a crucial role in fostering positive attitudes towards mental health, ultimately contributing to the healthy growth and future success of our students.</p>		
<p>Suspensions:</p> <p>We will continue to provide programmatic support to meet with LHS African American students two times per month to discuss the social/emotional experiences of our African American students, build a community of support, and provide academic mentorship and college/career guidance.</p> <p>We will continue to collaborate with partner agencies (e.g., Project Eden) to implement a suspension reduction program that infuses</p>	<p>We successfully maintained our commitment to offer programmatic support, conducting bi-monthly meetings with African American students at LHS. These sessions were dedicated to open discussions about the social and emotional experiences of our African American student body. Through these meetings, we were able to foster a strong sense of community and support. Furthermore, we provided valuable academic mentorship and comprehensive guidance regarding college and</p>	None Specified None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>tiered student services within our disciplinary protocol.</p> <p>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.</p> <p>In line with our current WASC Action Plan, we will continue implementation of our MTSS/PBIS Framework, with a particular focus on lowering suspension rates schoolwide.</p>	<p>career pathways. This initiative resulted in a more inclusive and empowered learning environment for our African American students.</p> <p>We were not successful in our efforts to collaborate with partner agencies (e.g., Project Eden) to implement a suspension reduction program that infuses tiered student services within our disciplinary protocol.</p> <p>We successfully executed our current WASC Action Plan by consistently implementing the MTSS/PBIS Framework. Our dedicated efforts were specifically directed towards reducing suspension rates throughout the entire school. This proactive approach led to noticeable improvements in overall student behavior</p>		
<p>Attendance/Chronic Absenteeism:</p> <p>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.</p> <p>Blackboard will be used to send messages home on the importance of</p>	<p>Students identified as at risk of being habitually truant were closely monitored by our CWA Aides, administrative team, and counseling staff. This was done through regular checks on attendance in Powerschool, tracking of grades, and scheduled check-ins. Additionally, consistent communication with families was maintained to address any concerns and provide necessary support.</p>	<p>None Specified None Specified</p>	<p>Competition Entrance Fees for Science Club 5000-5999: Services And Other Operating Expenditures General Fund 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>attendance on a monthly basis.</p> <p>We will continue to "grow" student clubs and selected programs for identified groups (e.g, African American and Hispanic) to create a more inclusive environment for all students. We will continue to support "Club Rush" to assist all students in creating new, interest-based clubs that serve the LHS demographic. We will continue to support the Associated Student Body (ASB) website to facilitate new club enrollment and development of club bylaws.</p> <p>La Familia will continue to run a boys group and 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.</p>	<p>Monthly messages emphasizing the importance of attendance were effectively sent home using the Blackboard system. This ongoing communication played a key role in reinforcing the significance of regular school attendance.</p> <p>We successfully expanded student clubs and programs tailored to specific groups, such as African American and Hispanic students. This initiative created a more inclusive environment for all students. The support for "Club Rush" enabled students to establish new interest-based clubs that catered to the diverse demographic at LHS. The ASB website continued to serve as a valuable platform for enrolling in new clubs and developing club bylaws.</p> <p>La Familia sustained its boys and girls groups for Hispanic students, providing crucial mentorship and counseling services. These services were extended to those identified as needing additional support based on factors such as grades, attendance, or social-emotional concerns. This initiative ensured that students received personalized care and guidance to enhance their overall well-being and academic success.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Physical Fitness:</p> <p>Teachers, department-wide, will adjust warm-ups and curriculum as appropriate to support standards.</p> <p>Workouts will continue to help students increase their aerobic capacity and upper body strength. The workouts will increase in duration and repetitions as the trimester progresses.</p>	<p>Teachers, across departments, successfully adapted warm-up activities and curriculum to align with and reinforce established standards. This proactive approach ensured that students received targeted support in their learning.</p> <p>The fitness program effectively aided students in enhancing their aerobic capacity and upper body strength. As the trimester advanced, the workouts progressively intensified in terms of duration and repetitions. This systematic approach resulted in noticeable improvements in students' physical fitness levels over the course of the trimester.</p> <p>In the 2022-2023 academic year, participation served as the basis for evaluating the Physical Fitness test. According to this measure, the PFT achieved an impressive 98% participation rate.</p>	None Specified None Specified	
<p>Attendance/Chronic Absenteeism:</p> <p>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.</p>	<p>CWA Aides, through diligent attendance monitoring, successfully identified at-risk students. They collaborated with the Coordination of Services (COST) team to develop tailored academic plans for each identified student. These individualized plans played a crucial role in</p>	None Specified None Specified 0	



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Blackboard will be used to send monthly messages home on the importance of attendance.</p>	<p>providing targeted support for students who required additional assistance.</p> <p>Students flagged as being at-risk of habitual truancy received comprehensive attention from CWA Aides, the administrative team, and counseling staff. Through careful tracking of attendance in PowerSchool, monitoring of grades, and regular check-ins, as well as consistent communication with families, these students were provided with the necessary support and intervention. This collaborative effort contributed to improvements in attendance and overall student well-being.</p> <p>The Blackboard platform was effectively utilized to deliver monthly messages emphasizing the significance of regular attendance. This consistent communication with families served as a valuable reminder of the importance of consistent school attendance, fostering a culture of punctuality and engagement within the school community.</p>		
		None Specified None Specified	

## Analysis

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

The strategies and activities outlined aimed to create a respectful and inclusive environment for all students at LHS, focusing on PBIS and Teen Mental Health First Aid (tMHFA). We provided Tier-2 and Tier-3 social and emotional supports through the Wellness Center, which included Culture Keepers and Peer Mediators trained in areas like Mental Health Awareness, Healthy Relationships, and mindfulness. We expanded Tier-1 academic interventions through departmental and course-alike teams creating common formative assessments, reviewing outcomes, and adjusting instruction in PLCs. We provided tMHFA training to all 11th-grade students during 2nd and 3rd Trimesters to enhance their ability to recognize and support peers with mental health issues. The Coordination of Services Team (COST): Administrators, teachers, and CWA Aides referred students to COST for additional support and worked with on-site partner agencies

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

These strategies collectively contributed to the establishment of a safe, supportive, and inclusive environment for all students at LHS.

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

There are no material differences.

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.

LHS will continue its efforts in prioritizing the establishment of meaningful connections and the refinement of effective, researched based techniques. This includes a dedicated focus on data analysis to cater to the unique needs of our EL, SWD, African American, and LatinX student populations; this will allow LHS to provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels for all students.



# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3

Enhance parent and community engagement and communication.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LHS maintenance of school website and Schoology Learning Platform home pages.	<p>Teachers will continue to maintain Schoology home pages so that students and parents/guardians can view up-to-date assessments and grades for each of their classes.</p> <p>Survey link on LHS website will continue to be used to obtain feedback on how the site can be improved.</p> <p>LHS will work with our District to find out if searches performed on our websites can be more user-friendly.</p> <p>LHS will share the access codes needed for parents to register on the Schoology parent portal.</p>	<p>Teachers have consistently upheld their responsibility to update and maintain their Schoology home pages. As a result, students and parents/guardians can readily access current assessments and grades for all classes, fostering transparency and open communication.</p> <p>The survey link prominently displayed on the LHS website has been utilized to gather valuable feedback from stakeholders. This input has been instrumental in identifying areas for improvement, ensuring that the website meets the needs and preferences of our school community.</p> <p>LHS has initiated collaboration with our District to enhance the user-friendliness of website searches. Through this joint effort, we aim to optimize the online experience for visitors, making information retrieval more efficient and intuitive. This effort will continue into the 2023-2034 school year.</p> <p>LHS has successfully provided access codes necessary for parents to register on the Schoology parent portal. This proactive step has enabled parents to engage more closely with their child's academic progress, fostering a stronger home-school partnership.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent participation in educational workshops	Focus will continue to change from parent workshops to additional student workshops, specifically in the areas of anti-bullying and harassment. Additional workshops are in line with our WASC Action Plan, Goal 2, Task 2: "Provide annual anti-harassment and anti-bullying workshops for students." Expected outcome is a reduction in instances of bullying and harassment.	<p>While workshops were not conducted, students were introduced to anti-bullying lessons during Homeroom sessions led by their teachers. According to student feedback, these lessons were positively received.</p> <p>Furthermore, the extra time allocated on Wednesdays was focused on promoting positive behaviors and implementing interventions.</p>
<p>Parent participation in PTSA, Boosters, and ELAC</p> <p>Parent input on topics/issues</p> <p>Parent participation in AAREA.</p>	<p>Increased parent participation in PTSA, Boosters, and ELAC. In line with our WASC Action Plan, we will include information on how to participate in school governance (PTSA, SSC, ELAC) on the LHS website, via principal's monthly letters, via Blackboard emails, at annual Greenhorn Meeting, at Back-to-School Night, and via any other opportunities that present themselves.</p> <p>Increased parent enrollment in Schoology. In line with our WASC Action Plan, we will include information on how to enroll in Blackboard and Schoology on the LHS website, via principal's monthly letters, via Blackboard emails, at annual Greenhorn Meeting, at Back-to-School Night, and via any other opportunities that present themselves.</p> <p>Continued increases in parent responses to topics/issues that can be used for continuous school improvement (via online meetings, surveys, etc.).</p>	<p>As part of our commitment outlined in the WASC Action Plan, we have successfully increased parent participation in PTSA, Boosters, and ELAC. This was achieved through comprehensive dissemination of information on how to engage in school governance, including PTSA, SSC, and ELAC. This information was made accessible on the LHS website, through monthly letters from the principal, Blackboard emails, the annual Greenhorn Meeting, Back-to-School Night, and any other suitable opportunities.</p> <p>Aligned with our WASC Action Plan objectives, we have observed an increase in parent enrollment in Schoology. This progress was made possible through widespread communication regarding the enrollment process. Information on how to enroll in these platforms was made available on the LHS website, distributed via monthly letters from the principal, shared through Blackboard emails home to parents, discussed at the annual Greenhorn Meeting, presented at Back-to-School Night, and addressed during any other relevant occasions.</p> <p>We have experienced a continued rise in parent responses to topics and issues that contribute to ongoing school improvement efforts. This heightened level of engagement was fostered through various channels, including online meetings and surveys. These responses have proven invaluable in shaping and</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		refining our continuous improvement initiatives.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will continue to maintain Schoology home pages so that students and parents/guardians can view up-to-date assessments and grades for each of their classes.	Teachers have consistently upheld their responsibility to update and maintain their Schoology home pages. As a result, students and parents/guardians can readily access current assessments and grades for all classes, fostering transparency and open communication.	None Specified None Specified 0	
Continue to provide survey link on website to obtain feedback on how the site can be improved.	The survey link prominently displayed on the LHS website has been utilized to gather valuable feedback from stakeholders. This input has been instrumental in identifying areas for improvement, ensuring that the website meets the needs and preferences of our school community.	None Specified None Specified 0	
Provide educational workshops via assemblies for students on anti-harassment and anti-bullying.	While workshops were not conducted, students were introduced to anti-bullying lessons during Homeroom sessions led by their teachers. According to student feedback, these lessons were positively received.	Anti-harassment and anti-bullying assemblies 5000-5999: Services And Other Operating Expenditures General Fund 2,000	Anti-harassment and anti-bullying assemblies 4000-4999: Books And Supplies General Fund 2,000
Obtain parent/guardian input on topics/issues via parent groups and surveys	We have experienced a continued rise in parent responses to topics and issues that contribute to ongoing school improvement efforts. This	Supplies for various parent/guardian meetings 4000-4999: Books And Supplies Discretionary 600	Supplies for various parent/guardian meetings 4000-4999: Books And Supplies Discretionary 294

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	heightened level of engagement was fostered through various channels, including online meetings and surveys. These responses have proven invaluable in shaping and refining our continuous improvement initiatives.		
		None Specified	

## Analysis

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

Teachers maintained their Schoology home pages to ensure that students and parents/guardians had access to current assessments and grades for each class. A monthly family newsletter, personally authored by the Principal, was distributed. It spotlighted accomplishments, highlighted opportunities for engagement, and provided advance notice of upcoming events.

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

These strategies collectively aimed to foster transparency, collaboration, and a safe, inclusive environment for both students and their families.

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

No material differences

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.

Monthly Family Newsletter from the Principal highlighting achievements, opportunities for involvement, and upcoming events. These were done quarterly last year.

# 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
ELA/ELD:  Course pass rates CAASPP ELA performance data from Spring 2022 District Literacy Benchmark Assessment for 2022-2023 ELPAC data from 2022-2023	<p>In the 2022-2023 academic year, we observed a general improvement, with a 4% increase in students demonstrating proficiency in English Language Arts (ELA), advancing from 57% to 61%.</p> <p>The 2022 ELA CA Dashboard data on student performance indicates that students with a performance of +75.0 points or higher are categorized as having a "Very High Placement." This level is predominantly associated with Asian students.</p> <p>A "High Placement" corresponds to students who have achieved between +30.0 to +74.9 points in the current year. This category is not specifically linked to any particular ethnic group.</p> <p>The "Medium Placement" classification applies to students who have attained scores ranging from 0.0 to +29.9 points in the current year. This level is primarily associated with students of Two or More Races.</p> <p>"Low Placement" encompasses students with scores ranging from -45.0 to -0.1 points in the current year.</p>	<p>All students will increase by 3% over the 2022-2023 CAASPP levels in ELA Reading and Writing strands.</p> <p>The English 9A pass rate (C or higher) will increase by 5% to 84%, 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 remain our greatest areas of concern. Focused attention to these two groups is required to meet these target increases.</p> <p>Instruction in diverse ELD tools such as EL Achieve, Off2Class, EDGE, StudySync, and Listenwise will contribute to improved student performance across all academic domains.</p> <p>The continuation of four designated ELD courses, along with two ELD Support courses per trimester, will successfully provide targeted support for EL students, aligning with CSU/UC "b" approval.</p>

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

This category applies to the general student population.

Lastly, a "Very Low Placement" corresponds to students with scores of -45.1 points or lower in the current year. This level is linked to English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students.

The latest available English Language Acquisition data is from the Fall 2019 Dashboard. However, our internal records reveal that during the 2021-2022 academic year, 27% of our English Learner (EL) students advanced by at least one ELPI level. This represents a 13% decrease compared to the Fall 2019 Dashboard. Unfortunately, the results for 2022-2023 continue this downward trend, declining from 30% in 2021-2022 to 21% in 2022-2023. We did not meet the expected outcome of 75% of students moving up at least one ELPI performance level.

Our EL and SWD student groups remain our greatest areas of concern. Focused attention was increased in the area of ELD by increasing the hours of our Bilingual ELD to full time. In addition to the UC/CSU approved course-level ELD courses designed to better support our EL students, we have added an additional EL support class each trimester, taking the number of designated support classes to two per trimester. Moreover, in order to aid students who are new to English, we have established a dedicated "Newcomer" class designed to facilitate language acquisition and provide additional support.

Beginning in the 2021-2022 school year, focused attention was increased in the area of Special Education (SPED) by implementing a standardized process whereby SPED case managers provide general education teachers with the "Individualized Education Program (IEP) At a Glance" pages at the start of each trimester for the SPED students in the general education teachers' classes. This provides

The introduction of a Newcomer ELD course will support newcomer students in developing their English proficiency skills, enhancing their ability to engage with the curriculum.

The provision of after-school ELD tutoring two days per week will ensure additional support for EL students beyond regular class hours, promoting their language development and academic success.

The "LHS Reads" initiative will engage the entire school community by selecting and purchasing books for the library, ensuring that all students have access to the selected reading materials. This will assist in fostering a culture of reading and literacy at the school.

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

general education teachers with information about specific accommodations and goals for their SPED students. We will continue these efforts for the 2022-2023 school year.

Additional focus will continue to be paid in English courses to Reading and Writing instruction, including during Tier-1 interventions via Cowboy Advisory Period (CAP).

Reading and Writing instruction, including during Tier-1 interventions via Cowboy Advisory Period (CAP).

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. In line with our current WASC Action Plan, the full LHS faculty will review trimester grades at the end of each trimester to assess student progress in all courses, with particular focus on A-G courses. Full LHS faculty will review trimester grades at the end of each trimester to assess student progress in all courses, with particular focus on A-G courses.

In line with our current WASC Action Plan, we will provide ongoing integrated ELD training to teachers via monthly Wednesday site-dedicated collaboration time for training. In addition they will be provided addition support during the district wide PD day where there will be opportunity to collaborate extensively. In addition, teachers of designated EL courses will be trained using EL Achieve, Off2Class, EDGE, StudySync, and Listenwise.

In line with our current WASC Action Plan, we will provide ongoing training to teachers on how to effectively differentiate instruction to meet needs of SPED students via monthly



Metric/Indicator	Baseline	Expected Outcome
	<p>Wednesday site-dedicated collaboration time for training, weekly tips to faculty, and workshops provided via our annual districtwide PD day and with through the book study of Teach Like a Champion.</p> <p>We will continue to offer four designated ELD courses (one per grade level) as introduced during the 2020-2021 school year. These courses provide both designated and integrated ELD support with CSU/UC "b" approval. Further, we provide two EL Support courses per trimester (mixed grades) for the integrated support of EL students in their general education studies.</p> <p>We will provide after-school ELD tutoring two days per week.</p> <p>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.</p> <p>Teachers will participate in a book study, Teach Like A Champion, focused on high behavioral expectations and building student motivation and trust. Teachers will be exposed to strategies to promote and encourage more student engagement in class.</p> <p>Teachers will be provided professional development on how to use Artificial Intelligence for instructional purposes.</p> <p>Teachers will be provided professional development on Trauma informed strategies in the classroom.</p>	
<p>Mathematics:</p> <p>Algebra 1 grades from the 2020-2021 and 2021-2022 school years CAASPP Math performance data from Spring 2019 and 2022</p>	<p>The Spring 2023 CAASPP data indicates a 3% decline in student proficiency levels in Math compared to the prior year.</p> <p>For the 2023-2024 school year, we will reintroduce the three-trimester Algebra 1 course. This will provide ample time for reteaching concepts that students may find challenging. In addition, students who struggle with</p>	<p>Improve Algebra 1 performance in 2023-2024 (C or better) to an 85% pass rate.</p> <p>Increase the percentage of students Near, At, or Above standards in every CAASPP Math strand such that no student group is in the red zone.</p> <p>Our EL, SWD, and Hispanic student groups remain our greatest areas of</p>



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

Algebra concepts will be placed in an intervention course in which approximately 30 students will take a parallel support class in the afternoon during Trimester 2 and Trimester 3 to review the day's learning and to get support on their homework.

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

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. In line with our current WASC Action Plan, the full LHS faculty will review trimester grades at the end of each trimester to assess student progress in all courses, with particular focus on A-G courses.

In addition, to ensure that more students are meeting A-G requirements in math, we will pilot a Financial Cycle math course that will provide students with real life skills around financial issues with the use of Algebra 2. This course meet UC/CSU requirements.

In line with our current WASC Action Plan, we will provide ongoing integrated ELD training to teachers via monthly Wednesday site-dedicated collaboration time for training, weekly tips to the faculty, and workshops provided via our annual districtwide PD day. In addition, selected math teachers are being trained in EL strategies through EL Achieve.

In line with our current WASC Action Plan, we will provide ongoing training to teachers on how to effectively differentiate instruction to meet needs of SPED students via monthly

concern and require focused attention to meet these target increases.

Metric/Indicator	Baseline	Expected Outcome
	<p>Wednesday site-dedicated collaboration time for training, weekly tips to faculty, and workshops provided via our annual District-wide PD day.</p> <p>Teachers will participate in a book study, Teach Like A Champion, focused on high behavioral expectations and building student motivation and trust. Teachers will be exposed to strategies to promote and encourage more student engagement in class.</p> <p>Teachers will be provided professional development on how to use AI for instructional purposes.</p> <p>Teachers will be provided professional development on Trauma informed strategies in the classroom.</p>	
<p>Articulation:</p>	<p>Our middle to high school articulation can be seen in the annual meetings between the middle school and high school counselors to discuss programs, expectations, and registration for incoming high school students. Representatives from our GEA and Agriculture programs visited the middle schools in person during the 2021-2022 school year to showcase their offerings to incoming freshmen prior to student registration for their 9th grade courses.</p> <p>We also hosted our annual EXPO night (held virtually) in which 8th grade students visit various programs and attend presentations that share information on our courses and programs.</p> <p>Our English and Math departments have continued their annual articulation and alignment meetings with our local community college (Las Positas) to discuss areas of need that the college perceives in incoming students. They bring back information about how recent graduates are performing at the college level to better inform our instruction.</p> <p>Realizing that we could do a better job of articulation between middle and high school teachers in core subject matter areas, we began</p>	<p>Anticipate sustained progress in facilitating articulation between middle and high schools, as well as between high school and post-high school institutions.</p> <p>Foresee the successful execution of the annual EXPO night in the 2023-2024 school year, providing students and parents the opportunity to explore various program booths and attend informative presentations regarding courses and programs.</p> <p>Expect ongoing collaboration between our counselors, English, and Math teachers with Las Positas Community College to address articulation concerns effectively.</p> <p>Articulation efforts between our English and Math departments and the Core and Math teachers at our feeder middle schools.</p> <p>Continuation of college visits and presentations through our Career Center, ELAC, and EL/Immigrant/First Generation Counselor, empowering students with valuable information about their future educational pathways.</p> <p>Ongoing support and promotion for the Tri-Valley College and Career</p>

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

articulation in the 2022-2023 school year between our Algebra I teachers and 8th grade math teachers at two feeder middle schools. We plan to continue regular articulation meetings during the 2023-2024 school year. We will also begin such articulation between high school English and feeder middle school Core teachers.

College visits, both virtual and in person, were held during the 2022-2023 school year. Our College and Career Center offered 15 virtual visits to colleges/universities, including to our local community college. Our African American Scholars Program took an in-person visit to Saint Mary's College. We also held a mini-college fair during lunch time, with representatives from various colleges/universities setting up tables in our quad. Our ELAC group also hosted a presentation by a counselor from our local community college, Las Positas College. The presentation was in Spanish as well as English.

We continued to support and promote the Tri-Valley College and Career Fair, which was held virtually during the 2021-2022 school year. The Fair has made a return to being held in person during the 2022-2023 school year and will continue to be in person during the 2023-2024 school year.

Our counselors will continue to deliver presentations to middle schools, focusing on course registration and student life.

Additionally, we will allocate release time for English 9 and Algebra 1 teachers to engage in discussions with feeder school Core and Math teachers. These sessions aim to identify the strengths and areas for improvement of incoming students.

Our counseling staff will maintain their attendance at conferences held by CSU and UC. This ensures they remain updated with the latest information, including details about financial aid opportunities.

Fair, a vital resource serving the three Tri-Valley school districts.

Introduce an 8th grade Ambassador program to feeder middle schools earlier in the year, where students will visit LHS classes, interact with staff, and subsequently disseminate this information to their peers.

Continued collaboration between CTE teachers and Las Positas in streamlining articulation processes for their courses.

Metric/Indicator	Baseline	Expected Outcome
	<p>Counselors, along with English and math teachers, will continue their collaborative efforts with Las Positas Community College to address articulation matters and facilitate a smooth transition for students.</p> <p>LHS will continue to offer college visits and presentations through our Career Center, English Learner Advisory Council (ELAC), and AAREA, providing valuable opportunities for students to explore their post-secondary options.</p> <p>We will continue our collaborative efforts with middle school staff to provide early exposure to various educational pathways, assisting students in making informed decisions about their academic journeys.</p>	
<p>Graduation Rates:</p> <p>Assessment of Fall 2023 Dashboard Graduation Rate</p> <p>2024 Graduation Rate</p>	<p>The district wide graduation rate surpassed the target of 96%, reaching an impressive 99.4%. At Livermore High School, the overall graduation rate stood at 97.7% for the 2022-2023 school year.</p> <p>There are significant disparities in graduation rates among different student groups. For example: English Learners have a lower graduation rate of 74.1%, indicating a need for targeted support and resources to improve outcomes for this group.</p> <p>English Learners made up 6.5% of the total graduates, indicating that a relatively small proportion of English Learners successfully graduated.</p> <p>Socioeconomic Disadvantaged students represent a significant portion, accounting for 33.7% of the total graduates. This suggests that there was a relatively higher proportion of students from economically disadvantaged backgrounds successfully completing their education.</p> <p>Students with Disabilities also have a lower graduation rate at 86.4%, suggesting the importance of tailored educational strategies.</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 and SWD student groups to ensure they meet these target increases.</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>Hispanic students have a high graduation rate of 93.2%, but there is still room for improvement in order to approach the overall rate of 96%.</p> <p>Some student groups achieved exceptionally high graduation rates: White students had a graduation rate of 99.5%, demonstrating a high level of success in completing their high school education.</p> <p>Both Asian students and students of Two or More Races achieved a perfect graduation rate of 100.0%, indicating very successful outcomes within these groups.</p>	
<p>College/Career Readiness: University of California/California State University (UC/CSU) A-G Completion CTE Pathway Completion</p>	<p>The largest ethnic/racial group in the Combined Graduation Rate is White students, accounting for 45.2% of the total graduates. They are followed by Hispanic students at 28.1%, and Asian students at 10.6%. American Indian, Pacific Islander, and Filipino students have relatively lower representation in the Combined Graduation Rate, each accounting for less than 1% of the total graduates.</p> <p>In the combined four- and five-year graduation rate, a total of 205 students (or 49.3% of the cohort) successfully met the a-g criteria with a grade of C or better (or Pass). This indicates that roughly half of the students in the cohort completed the coursework required for UC or CSU admission.</p> <p>There are notable disparities among different student groups in meeting a-g requirements: Asian students have the highest completion rate at 75.0%, indicating a strong performance in meeting these criteria.</p> <p>Other high-performing groups include Two or More Races (66.7%) and White students (54.8%).</p> <p>Hispanic students (26.5%) and students with disabilities (3.4%) have relatively lower completion rates, suggesting that additional support or resources may be needed for these groups.</p>	<p>Increase the A-G completion rate from 53.8% to 60% and such that no student group is in the red zone.</p> <p>Increase CTE pathway completion by 10% overall, with a special focus on EL and SWD student groups.</p> <p>Decrease the number of students transferring to Del Valle High School by offering increased access to credit recovery programs.</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>Of note is the number of LHS transfers to Del Valle High School, our District's continuation high school. Our pre-pandemic number in 2018-2019 was 46. In the 2022-2023 school year, there was a 40.6% decrease in the number of students transferring to Del Valle High School compared to the previous year. The count dropped from 69 in the 2021-2022 school year to 41..</p>	

## Planned Strategies/Activities

### Strategy/Activity 1

ELA/ELD:

Additional focus will continue to be paid in English courses to Reading and Writing instruction, including during Tier-1 interventions via Cowboy Advisory Period (CAP).

Reading and Writing instruction, including during Tier-1 interventions via Cowboy Advisory Period (CAP).

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. In line with our current WASC Action Plan, the full LHS faculty will review trimester grades at the end of each trimester to assess student progress in all courses, with particular focus on A-G courses. Full LHS faculty will review trimester grades at the end of each trimester to assess student progress in all courses, with particular focus on A-G courses.

In line with our current WASC Action Plan, we will provide ongoing integrated ELD training to teachers via monthly Wednesday site-dedicated collaboration time for training. In addition they will be provided addition support during the district wide PD day where there wi be opportunity to collaborate extensively. In addition, teachers of designated EL courses will be trained using EL Achieve, Off2Class, EDGE, StudySync, and Listenwise.

In line with our current WASC Action Plan, we will provide ongoing training to teachers on how to effectively differentiate instruction to meet needs of SPED students via monthly Wednesday site-dedicated collaboration time for training, weekly tips to faculty, and workshops provided via our annual districtwide PD day and with through the book study of Teach Like a Champion.

We will continue to offer four designated ELD courses (one per grade level) as introduced during the 2020-2021 school year. These courses provide both designated and integrated ELD support with CSU/UC "b" approval. Further, we provide two EL Support courses per trimester (mixed grades) for the integrated support of EL students in their general education studies.

We will provide after-school ELD tutoring two days per week.

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.

Teachers will participate in a book study, Teach Like A Champion, focused on high behavioral expectations and building student motivation and trust. Teachers will be exposed to strategies to promote and encourage more student engagement in class.

Teachers will be provided professional development on how to use AI for instructional purposes.

Teachers will be provided professional development on Trauma informed strategies in the classroom.

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

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

### Timeline

8/23/2023 - 6/8/2024

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

Amount	5,184
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD After School Tutoring Classes - 2 hours per week
Amount	500
Source	Discretionary
Budget Reference	4000-4999: Books And Supplies
Description	Twenty copies of the 2022-2023 LHS Reads selection for the library
Amount	39,411
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Current .5 FTE ELD Instructional Aide/Bilingual
Amount	39,411
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional .FTE ELD Instructional Aide/Bilingual
Amount	5,875
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies



<b>Description</b>	Purchase of online subscription to Listenwise, a literacy and language support program.
<b>Amount</b>	2,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Books and supplies
<b>Amount</b>	2,149
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Professional Development in ELD
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Translation Services
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

## Strategy/Activity 2

### Mathematics:

For the 2023-2024 school year, we will reintroduce the three-trimester Algebra 1 course. This will provide ample time for reteaching concepts that students may find challenging. In addition, students who struggle with Algebra concepts will be placed in an intervention course in which approximately 30 students will take a parallel support class in the afternoon during Trimester 2 and Trimester 3 to review the day's learning and to get support on their homework.

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

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. In line with our current WASC Action Plan, the full LHS faculty will review trimester grades at the end of each trimester to assess student progress in all courses, with particular focus on A-G courses.

In addition, to ensure that more students are meeting A-G requirements in math, we will pilot a Financial Cycle math course that will provide students with real life skills around financial issues with the use of Algebra 2. This course meets UC/CSU requirements.

In line with our current WASC Action Plan, we will provide ongoing integrated ELD training to teachers via monthly Wednesday site-dedicated collaboration time for training, weekly tips to the faculty, and workshops provided via our annual districtwide PD day. In addition, selected math teachers are being trained in EL strategies through EL Achieve.

In line with our current WASC Action Plan, we will provide ongoing training to teachers on how to effectively differentiate instruction to meet needs of SPED students via monthly Wednesday site-dedicated collaboration time for training, weekly tips to faculty, and workshops provided via our annual District-wide PD day.



Teachers will participate in a book study, Teach Like A Champion, focused on high behavioral expectations and building student motivation and trust. Teachers will be exposed to strategies to promote and encourage more student engagement in class.

Teachers will be provided professional development on how to use AI for instructional purposes.

Teachers will be provided professional development on Trauma informed strategies in the classroom.

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

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

### Timeline

8/23/2023 - 6/8/2024

### Person(s) Responsible

Principal, Vice Principals, General Education Teachers, and Special Education Teachers

### 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. Also, we will provide release time to English 9 and Algebra 1 teachers to articulate with feeder school Core and Math teachers to determine strengths/areas for growth of incoming students.

Our counseling staff will continue to attend conferences for CSU and UC 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.

LHS will continue to provide college visits and presentations via our Career Center, English Learner Advisory Council (ELAC), and AAREA.

Collaboration with middle school staff on early exposure to pathways.

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

All students

### Timeline

8/23/2023 - 6/8/2024

### Person(s) Responsible

Principal, Counselors, English 9A and Algebra 1A teachers, Career Center staff, EL/Immigrant/First Generation Counselor

### Proposed Expenditures for this Strategy/Activity

Amount	4,680
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for English 9 and Algebra 1A teachers to articulate with feeder school English 8 and Math 8 teachers.

### Strategy/Activity 4

Graduation Rate:

Principal, Vice Principals, Counselors, and EL liaisons will continue to focus attention on reviewing progress toward students meeting of graduation requirements, with increased attention on EL, SWD, African American, and LatinX 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 Socio-economic disadvantaged, Hispanic, African-American and Two or More Races student groups.

### Timeline

8/23/2023- 6/8/2024

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

Amount	4,185
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide release time for faculty, particularly new teachers, to visit colleague's classrooms to observe a variety of instructional strategies.

### 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 SPED and EL student groups.

Full LHS faculty will review trimester grades at the end of each trimester to assess student progress in all courses, with particular focus on A-G courses.

LHS will develop an action plan with input from full faculty to increase representation of student groups in A-G courses (including AP and Honors courses) and CTE pathways to mirror proportionality of student group population and to decrease representation in remedial and non A-G courses.

During Wednesday collaboration time, teachers and administrators will review student progress toward A-G completion, noting areas of student weakness and inform instruction accordingly. In addition, they will review areas of strength and weaknesses through the use of PLCs in their common assessments to determine next steps for teaching and learning.

The College and Career Center Personnel will host college, career/industry and military fairs.

In the FIT classes, students visit the College and Career Center where they engage in guided assignments to explore the available services. Additionally, the College and Career Personnel conduct sessions during FIT classes to familiarize students with the resources offered by the center. This includes an activity where students are tasked with locating resources in the CCC, providing them with an introduction to its services.

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

All students

**Timeline**

8/23/2023- 6/8/2024

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity**

Amount	0
Source	None Specified
Budget Reference	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
PBIS, tMHFA - Respectful and Inclusive Environment for All Students:  PBIS High School Cohort Teen Mental Health First Aid (tMHFA) Panorama Social-Emotional Survey California Healthy Kids Survey (CHKS) COST data	<p>The National Council for Behavioral Health has extended LHS' initiative to educate every 11th-grade student about teen mental health. This training is integrated into all 11th-grade US History courses and will continue in the upcoming academic year, 2023-2024.</p> <p>Our Spring 2023 Panorama survey showed that 51% (down 1% from the Fall 2020 rate but equal to the Spring 2021 rate) feel that they are able to regulate their emotions (staying in control when under pressure, pulling oneself out of a bad mood, ability to relax after being upset, etc.). 54% (0% change from the Fall 2021 rate) feel that they have a growth mindset (believe they can change their talents, the amount of effort they put forth, their level of intelligence, etc.). 73% (down 3% from the Fall 2021 rate) feel that they can self-manage (come to class prepared, follow directions in class, not procrastinate, resist distractions and stay focused, etc.). We did not meet the expected outcome of a 5% increase in students feeling that they can regulate their emotions.</p> <p>Administrators, teachers, and CWA Aides continued to refer students to</p>	<p>The Teen Mental Health First Aid (tMHFA) program will continue to be the main Social Emotional Learning (SEL) program used at LHS. All juniors will be trained during the 2023-2024 school year.</p> <p>The California Healthy Kids Survey of 2022-2023 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 areas of Growth Mindset, Self-Management, 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 agencies to provide students the support they need.</p> <p>LHS will continue to provide a Wellness Center to provide Tier-2</p>

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

our COST via our District's COST referral form, and the COST team continued to work with on-site partner agencies to provide students the supported they need. During the 2020-2021, 87 students received support via COST.

During the 2022-2023 school year, 26 students were referred to COST. Thirty seven s students from the 2021-2022 school year were "graduated" or exited from COST. For the 2023-2024 school year, there are currently thirty four students, with sixteen students already graduated or transferred to LST support.

During the 2022-2023 school year, we continued to build the capacity of our Wellness Center, keeping one room as our de-escalation center, opening a full-time Culture Keeper Hub in a separate room, hiring part-time clerical staff, hosting external therapeutic community agency providers on site Monday - Friday, and expanding our data tracking and analysis (kiosk form, referrals, feedback survey, follow up packet). In the 2023-24 school year, there is part time clerical support, two intern counselors who play in active role in mentoring and counseling students, in addition to taking part in school initiatives.

In the area of PBIS, we continued professional development on Tier-1 strategies, expanded Tier-2 and -3 supports for social/emotional learning via the Wellness Center, and built capacity with our Wellness Center Culture Keepers. We also developed an acknowledgement system (Thank You tickets) to implement in 2023-2024.

In addition,LHS is piloting Wayfinder, a program for SEL, that is used by Culture keepers to create schoolwide monthly themed lessons that are facilitated by teachers every Wednesday.

and Tier-3 social and emotional supports for students. The Wellness Center now houses 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 also help their peers resolve conflicts before they escalate and help to restore relationships between peers who have reached this point.

In the area of PBIS, we will expand our Tier-1 academic interventions by working as department and course-alike teams to create common formative assessments, review the outcomes, and adjust instruction accordingly either on the spot, via CAP, and/or via upcoming lessons.

LHS is working on Positive Behavioral Interventions and Supports (PBIS) by articulating and establishing positive behaviors and reviewing what each behavior looks like in different parts of campus. The acronym that encapsulates our school-wide values is Cowboy HEROES . It stands for and reminds students to Honor Education, be Respectful, be Open-minded, be Engaged and be Safe. Weekly PBIS student created lessons are taught schoolwide weekly to help support students exhibiting positive behaviors on campus.

We also will implement and utilize restorative practices as a part of our Multi-Tiered Systems of Support (MTSS). As a part of tiered interventions and discipline matrix, students are given electronic module assignments that are created and based on students' behavioral violation. These modules are meant to add an educational component to the consequence given to the student. Our goal is to empower students with the knowledge that will allow them to make better choices in the future and provide the reasoning and personal reflection in the electronic module assignments for them to do so.

Metric/Indicator	Baseline	Expected Outcome
		It is important that all LHS staff understand how to work with students using trauma-informed practices as often behavior escalates when students with trauma are triggered by responses of others due to their prior traumatic experiences. With proper training and knowledge, our staff will learn to address behaviors and student need without escalating the situation at hand. Often our students misbehave and respond the way they do due to previously experienced trauma. We believe that knowing how to work with these students is critical to the process. All staff will be trained on Trauma Informed Practices as an all staff professional development.
Suspensions:  Suspension Data	In the 2022-2023 school year, the percentage of students suspended stayed consistent with the 3.4% from the previous year.	Decrease the school's overall suspension rate at below 3.5% and every student group's suspension rate at no more than 2%.
Attendance/Chronic Absenteeism:  Attendance Records Attendance summary of chronic and severe attendance issues	The Average Daily Attendance rate for the 2022-2023 school year improved to 94.43%, showing an increase from the previous year's 93.84% in the 2021-2022 school year. In the same academic year, the Chronic Absenteeism rate for 2022-2023 stood at 27.34%.	Increase the average daily attendance (ADA) rate to a minimum of 97% overall, with a 5% improvement in the chronically truant population, which is those students who have missed 10-19% of the school year.
Physical Fitness:  FitnessGram results for grade 9	During the 2022-2023 academic year, schools were mandated to disclose only the participation rates for the Physical Fitness test. Livermore High School achieved a 98% student participation rate in the PFT.	Continue to administer the Fitnessgram to all 9th grade students.

## Planned Strategies/Activities

### Strategy/Activity 1

PBIS, tMHFA - Respectful and Inclusive Environment for All Students:  
LHS will continue to provide a Wellness Center to provide Tier-2 and Tier-3 social and emotional supports for students. The Wellness Center now houses 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 also help their peers resolve conflicts before they escalate and help to restore relationships between peers who have reached this point. During the 2023-2024 school year, we will continue to work with TVROP to develop a CTE Human Services Pathway for students to explore careers in the human services field, expand our Wellness Center services to include workshops and assemblies, and provide LHS student interns to other school sites in our District to open and maintain wellness centers.

In the area of PBIS, we will expand our Tier-1 academic interventions by working as department and course-alike teams to create common formative assessments, review the outcomes, and adjust instruction accordingly either on the spot, via CAP, and/or via upcoming lessons. LHS has increased the number of collaboration time dedicated to department or course alike teamwork.

In line with our current WASC Action Plan, we will continue with implementation of a MTSS/PBIS framework, with a particular focus on lowering suspension rates schoolwide. We will identify students to be part of the PBIS team, identify a parent to be part of the PBIS team, ensure copies of classroom behavior expectations are posted in classrooms, revisit the behavior matrix regularly, develop lessons for teaching behavior expectations, revisit the classroom managed vs. office managed behaviors in departments, and provide professional development time for behavior-specific praise, and resources to support the integration of behavior-specific praise into teaching practice. It is important that all LHS staff understand how to work with students using trauma-informed practices as often behavior escalates when students with trauma are triggered by responses of others due to their prior traumatic experiences. With proper training and knowledge, our staff will learn to address behaviors and student need without escalating the situation at hand. Often our students misbehave and respond the way they do due to previously experienced trauma. We believe that knowing how to work with these students is critical to the process. All staff will be trained on Trauma Informed Practices as an all staff professional development. LHS staff has provided feedback in regards to the type of professional development training that they felt would support the achievement of students both behaviorally as well as academically. The two areas of focus chosen were high behavioral expectations and building student motivation and trust. We have committed sitewide to an all staff book study using *Teach Like a Champion* by Doug Lemov to guide our conversations. We meet monthly to review research-based techniques and strategies and view video clips of students in action in a variety of classrooms of different levels. We discuss and reflect on the teachers and students in the videos while sharing best practices as well as problem-solve together. We review and spiral back to our overall common vision, expectations, language, and practices in order to build consistency across the campus in support of student success.

LHS is working on Positive Behavioral Interventions and Supports (PBIS) by articulating and establishing positive behaviors and reviewing what each behavior looks like in different parts of campus. The acronym that encapsulates our school-wide values is Cowboy HEROES. It stands for and reminds students to Honor Education, be Respectful, be Open-minded, be Engaged and be Safe. Weekly PBIS student created lessons are taught schoolwide weekly to help support students exhibiting positive behaviors on campus. Furthermore, student Culture Keepers will play an active role in crafting PBIS lessons for Wednesdays, centered around specific themes such as September's focus on Connections and October's emphasis on Anti-bullying. These lessons will align with LHS's behavioral expectations, known as Cowboy HEROES.

The Principal's Advisory Committee (PAC, formerly called Student Forum) will meet 1-2 times per month to hear student voice regarding concerns and ideas on campus. They will have the opportunity to provide feedback on school initiatives.

We will also implement and utilize restorative practices as a part of our Multi-Tiered Systems of Support (MTSS). As a part of tiered interventions and discipline matrix, students are given electronic module assignments that are created and based on students' behavioral violation. These modules are meant to add an educational component to the consequence given to the student. Our goal is to empower students with the knowledge that will allow them to make better choices in the future and provide the reasoning and personal reflection in the electronic module assignments for them to do so.

We will continue with the Teen Mental Health First Aid (tMHFA) curriculum, training all 11th grade students during the 2nd and 3rd Trimesters. tMHFA 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 problem. Making positive life changes to attitudes toward mental health issues is paramount to the healthy development and successful future of our students.

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.



A Principal's Advisory Committee, consisting of a diverse group of LHS students chosen based on teacher recommendations, has been formed to offer the principal valuable input on areas requiring attention and improvement.

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

All students

### Timeline

8/23/2023 - 6/8/2024

### Person(s) Responsible

Administrative Team, Teachers, CWA Aides, Wellness Center Counselor, Wellness Center Secretary

### Proposed Expenditures for this Strategy/Activity

Amount	1,250
Source	LCFF - Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Peer mediation training for our Wellness Center Peer Mediators will also help their peers resolve conflict before they escalate
Amount	1,000
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Funding for supplies for the Wellness Center
Amount	600
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Funding for supplies for Student Forum

### Strategy/Activity 2

Suspensions:

We will continue to provide programmatic support to meet with LHS African American students one time per month to discuss the social/emotional experiences of our African American students, build a community of support, and provide academic mentorship and college/career guidance.

We will continue to collaborate with partner agencies (e.g., Project Eden) 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.

In line with our current WASC Action Plan, we will continue implementation of our MTSS/PBIS Framework, with a particular focus on lowering suspension rates schoolwide. We will also implement and utilize restorative practices as a part of our Multi-Tiered Systems of Support (MTSS). As a part of tiered interventions and discipline matrix, students are



given electronic module assignments that are created and based on students' behavioral violation. These modules are meant to add an educational component to the consequence given to the student. Our goal is to empower students with the knowledge that will allow them to make better choices in the future and provide the reasoning and personal reflection in the electronic module assignments for them to do so.

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

All students

### **Timeline**

8/23/2023 - 6/8/2024

### **Person(s) Responsible**

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

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

**Source**

None Specified

**Budget Reference**

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.

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

La Familia will continue to run a boys group and 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.

AAREA will run groups for African American students will provide one-to-one mentorship for all African American students at LHS, particularly those determined to be in need of additional support based on grades, attendance, or social-emotional concerns. In addition, AAREA will partner with ABLE(African American Body of Lab Employees from LLNL) to provide additional mentors for our students.

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

## Timeline

8/23/2023 - 6/8/2024

## Person(s) Responsible

Principal, Teachers, EL/Migrant/First Generation Counselor, CWA Aides, CWA Specialist, Vice Principals, and Attendance and Clerical Staff

## Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

## Strategy/Activity 4

Physical Fitness:

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

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

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/23/2023 - 6/8/2024

## Person(s) Responsible

Principal, Physical Education Teachers

## Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

## Strategy/Activity 5

A Principal's Advisory Committee (PAC), formerly called Student Forum, consisting of a diverse group of LHS students chosen based on teacher recommendations, has been formed to offer the principal valuable input on areas requiring attention and improvement. The PAC will meet 1-2 times per month to hear student voice regarding concerns and ideas on campus. They will have the opportunity to provide feedback on school initiatives.

## Students to be Served by this Strategy/Activity

All students, specifically our African American and EL student groups and other marginalized groups

## Timeline

8/23/2023 - 6/8/2024

## Person(s) Responsible

## Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 6

Restorative Discipline Practises:

We will implement and utilize restorative practices as a part of our Multi-Tiered Systems of Support (MTSS). As a part of tiered interventions and discipline matrix, students are given electronic module assignments that are created and based on students' behavioral violation. These modules are meant to add an educational component to the consequence given to the student. Our goal is to empower students with the knowledge that will allow them to make better choices in the future and provide the reasoning and personal reflection in the electronic module assignments for them to do so.

## Students to be Served by this Strategy/Activity

All students

## Timeline

8/23/2023 - 6/8/2024

## Person(s) Responsible

Principal and Vice Principals

## Proposed Expenditures for this Strategy/Activity

<b>Source</b>	None Specified
<b>Budget Reference</b>	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 and Schoology Learning Platform home pages.	<p>All LHS teachers continued to maintain Schoology home pages during the 2022-2023 school year so students and parents/guardians could view up-to-date assessments and grades for each of their classes.</p> <p>The link on the LHS website continued to be used to obtain feedback on how the site can be improved. Since the link was first posted during the 2021-2022 school year, 24 people have responded. Of those, 62.5% found what they needed on the site. Of those who did not, a few requested a school map, which we do not post for safety reasons. Others expressed frustration at site searches showing results for the entire school district, rather than just for Livermore High School.</p> <p>We are in the process of transitioning to a new website platform for the 24-25 school year.</p>	<p>Teachers will continue to maintain Schoology home pages so that students and parents/guardians can view up-to-date assessments and grades for each of their classes.</p> <p>LHS will work with our District to find out if searches performed on our websites can be more user-friendly.</p>
Parent Workshops	<p>We did not provide parent workshops at the site level for parents during the 23-24 school year as attendance had been very poor in the previous two school years, even with the workshops offered online. Instead, parents were able to attend workshops hosted by our District. Our District hosted 21 Livermore Learns online webinars that included The</p>	<p>Focus will continue to change from parent workshops to additional student workshops, specifically in the areas of anti-bullying and harassment. Additional workshops are in line with our WASC Action Plan, Goal 2, Task 2: "Provide annual anti-harassment and anti-bullying workshops for students." Expected</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>Importance of Social-Emotional Learning, Growth Mindset, Anxiety and Depression, and Managing Stress &amp; The Importance of Self-Care (for teens and parents), Preparing for Life Beyond Graduation (for students and parents).</p>	<p>outcome is a reduction in instances of bullying and harassment.</p>
<p>Parent participation in PTSA, Boosters, and ELAC</p> <p>Parent input on topics/issues</p>	<p>In 2022-2023, our parent participation in PTSA and Boosters remained consistent with previous years. PTSA attracts primarily the parents who hold a PTSA office and Athletic Boosters attracts primarily the coaches. However, our ELAC participation has increased significantly since we were able to increase our bilingual aide's hours to full time. She reaches out to ELAC parents regularly; therefore, parents seem to feel more comfortable attending the meetings. ELAC meetings during the 2022-2023 school year attracted over 40 parents per meeting.</p> <p>Back-to-School Night during the 2022-2023 school year was well attended and we hope that it will continue to be so. The LHS EXPO saw a strong turnout, as well</p> <p>In 2022-2023, we held our annual freshmen parents "Greenhorn Meeting;" and we held it both in person during the school day and again online in the evening so that parents who could not attend during the day would have the opportunity to attend from their home. Attendance was very high. We attracted over 100 parents during the in-person meeting and approximately 200 during the online meeting. We welcomed questions and then posted Q&amp;As on our website.</p>	<p>Increased parent participation in PTSA, Boosters, and ELAC. In line with our WASC Action Plan, we will include information on how to participate in school governance (PTSA, SSC, ELAC) on the LHS website, via principal's monthly letters, via Blackboard emails, at annual Greenhorn Meeting-both in person and virtual, at Back-to-School Night, and via any other opportunities that present themselves.</p> <p>Increased parent enrollment in Blackboard and Schoology. In line with our WASC Action Plan, we will include information on how to enroll in Blackboard and Schoology on the LHS website, via principal's monthly letters, via Blackboard emails, at annual Greenhorn Meeting, at Back-to-School Night, and via any other opportunities that present themselves.</p> <p>Continued increases in parent responses to topics/issues that can be used for continuous school improvement (via online meetings, surveys, etc.).</p> <p>Establishment of a Parent Resource Center designed to serve all caregivers, with a specific focus on English Learner (EL) students and their parents. This center will provide after-school offerings, including tutoring and workshops to assist parents in navigating high school and providing support.</p> <p>Support provided of parents/guardians of EL students in gathering their feedback via surveys.</p> <p>Monthly Family Newsletter from the Principal highlighting achievements,</p>

Metric/Indicator	Baseline	Expected Outcome
		<p>opportunities for involvement, and upcoming events.</p> <p>Parents will have more opportunities to participate in AAREA to learn about the program and connect. There will be an AAREA parent engagement meeting and a gathering at the end of the year.</p>

## Planned Strategies/Activities

### Strategy/Activity 1

Teachers will continue to maintain Schoology home pages so that students and parents/guardians can view up-to-date assessments and grades for each of their classes.

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

All students (and parents/guardians)

#### Timeline

8/21/2023 - 6/9/2024

#### Person(s) Responsible

Administrators, Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

### Strategy/Activity 2

Principal's Advisory Committee

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

Recommended students who will discuss/provide feedback to administration about areas of improvement. PBIS student generated lessons, specifically in the areas of anti-bullying and harassment and Cowboy HEROES, LHS behavior expectations will be instituted during the the Cowboy Advisory Period every Wednesday. Use of lessons around SEL, through the use of the Wayfinder platform, will assist in students gathering their data on SEL health as the year progresses. These activities are in line with our WASC Action Plan, Goal 2, Task 2: "Provide annual anti-harassment and anti-bullying workshops for students." Expected outcome is a reduction in instances of bullying and harassment and better mental health and coping skills.

#### Timeline

8/21/2023 - 6/9/2024

#### Person(s) Responsible

Principal, Executive Assistant

### Proposed Expenditures for this Strategy/Activity

**Amount** 500.00

**Source** None Specified

**Budget Reference** None Specified

### Strategy/Activity 3

Provide educational workshops via assemblies for students on anti-harassment and anti-bullying.

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

All students

### Timeline

8/21/2023 - 6/8/2024

### Person(s) Responsible

Administrators will collaborate with community resources (Horizons) to facilitate workshops addressing prevalent mental health topics often discussed in counseling sessions.

### Proposed Expenditures for this Strategy/Activity

**Amount** 5,000

**Source** General Fund

**Budget Reference** 5000-5999: Services And Other Operating Expenditures

**Description** Anti-harassment and anti-bullying assemblies

### Strategy/Activity 4

Obtain parent/guardian input on topics/issues via parent groups and surveys.

Increased parent participation in PTSA, Boosters, and ELAC. In line with our WASC Action Plan, we will include information on how to participate in school governance (PTSA, SSC, ELAC) on the LHS website, via principal's monthly letters, via Blackboard emails, at annual Greenhorn Meeting-both in person and virtual, at Back-to-School Night, and via any other opportunities that present themselves.

Increased parent enrollment in Blackboard and Schoology. In line with our WASC Action Plan, we will include information on how to enroll in Blackboard and Schoology on the LHS website, via principal's monthly letters, via Blackboard emails, at annual Greenhorn Meeting, at Back-to-School Night, and via any other opportunities that present themselves. In addition, CWAs will assist parents who have not or do not have access to Blackboard and Schoology.

Continued increases in parent responses to topics/issues that can be used for continuous school improvement (via online meetings, surveys, etc.).

Establishment of a Parent Resource Center designed to serve all caregivers, with a specific focus on English Learner (EL) students and their parents. This center will provide after-school offerings, including tutoring and workshops to assist parents in navigating high school and providing support.

Support provided of parents/guardians of EL students in gathering their feedback via surveys.

Monthly Family Newsletter from the Principal highlighting achievements, opportunities for involvement, and upcoming events.

Parents will have more opportunities to participate in AAREA to learn about the program and connect. There will be an AAREA parent engagement meeting and a gathering at the end of the year.

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

All parents/guardians

### Timeline

8/21/2023 - 6/9/2024

### Person(s) Responsible

Administrators

### Proposed Expenditures for this Strategy/Activity

Amount	600
Source	Discretionary
Budget Reference	4000-4999: Books And Supplies
Description	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

Budget Reference	None Specified
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# 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	113,345.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$208,359	207,109.00
LCFF - Supplemental	\$95,030	0.00
Title II Part A: Improving Teacher Quality	\$8,865	0.00
Other	\$31,914	31,914.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,049.00
2000-2999: Classified Personnel Salaries	80,971.00
4000-4999: Books And Supplies	11,075.00
5000-5999: Services And Other Operating Expenditures	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	1,250.00
None Specified	500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Discretionary	1,100.00
4000-4999: Books And Supplies	General Fund	1,600.00
5000-5999: Services And Other Operating Expenditures	General Fund	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,250.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,184.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	80,971.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,375.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500.00
None Specified	None Specified	500.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	8,865.00

# 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
Roxana Mohammed	Principal
Kathy Adelman	Other School Staff
Dawn Matthews	Classroom Teacher
Melanie Gavin	Classroom Teacher
Renee Hennessy	Classroom Teacher
Jose Rodriguez	Classroom Teacher
Audrey Goldt	Secondary Student
Caiden Coyle	Secondary Student
Guadalupe Martinez Torres	Secondary Student
Jeffrey Vail	Parent or Community Member
Francisco Espinoza Loza	Parent or Community Member
Gina DiPrima	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 10/16/2023.

Attested:

	Principal, Roxana Mohammed on 10/16/23
	SSC Chairperson, Gina DePrima on 10/16/23

# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner 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).

## Educational Partner 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 Educational Partner 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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2023-2024 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.*
- **Supporting our District SPSA Goals.**
- \$98,677

#### **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*
- **supporting our District SPSA Goals.**
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$138,502

#### **Title III, Language Instruction for Limited English Proficient (LEP):**

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.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting our District SPSA Goals.*
- \$157,783

#### **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, 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.*
- \$34,456

## 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	\$8,865
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$8,865</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	\$208,359
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$95,030
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$303,389</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$31,914

## Appendix E: Planned Improvements in Student Performance

### LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

**Projected LCFF Supplemental Funds \$95,030.00**

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	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>
1 .00 FTE Instructional Aides	2023-2024	Principal	83,778	
Certificated Tutoring - 2 hours per week	2023-2024	Principal	1500.00	
<u>Total:</u>			85,278	
<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>
ListenWise	2023-2024	Principal/EL Liaison	5,900	
Supplemental books, curriculum, and supplies	2023-2024	Principal	1000	
<u>Total:</u>			6,900	
<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: Conferences / Workshops	2023-2024	Principal	1204	
<u>Total:</u>			1,204	
<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	2023-2024	Principal/EL Liaison/Teacher	1648.00	
<u>Total:</u>			1,648	
<u>Grand Total:</u>			95,030	

## Appendix H

### **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.

The recent purchase of 70 computers to replace outdated equipment in the classrooms, the development of a targeted lab to support EL student instruction. Technology funding as well as support from the GEA grant, District Educational Services and the LHS Alumni Association have supplemented our equipment purchases.

Internal and external staff development resources will also be pursued to further support both the LHS faculty and the district technology initiatives in the 2023-2024 school year. We will also provide professional development around the use of AI for instructional purposes.

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