

School Year:

2024-25



## 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>	November 12, 2024
<b>Schoolsite Council (SSC) Approval Date</b>	October 14, 2024
<b>Local Board Approval Date</b>	November 12, 2024

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

Livermore High School's mission is to provide a well-rounded, rigorous curriculum in a safe and supportive learning environment that promotes the intellectual, physical, social, and emotional growth of all students.

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 just a few blocks from Livermore's vibrant downtown, a city celebrated for its mix of award-winning wineries, family-owned ranches, and cutting-edge national research laboratories. This unique blend of agriculture and advanced technology gives Livermore its distinctive reputation as a place where cowboys and physicists live as neighbors and friends. With an estimated population of 87,000, Livermore is home to a diverse community comprising 53% White, 22% Hispanic, 14% Asian, and 2% African American, along with other ethnicities. The city's educational landscape reveals that 19% of adults have some college education, 28% hold a bachelor's degree, and 24% have graduate degrees. The median household income in Livermore is \$152,590.

LHS is one of two comprehensive high schools in the Livermore Valley Joint Unified School District (LVJUSD) and holds the distinction of being the first high school in the area, established in 1891. As we begin the 2024-2025 school year, our student population stands at approximately 1,805 students. Our student body reflects the city's diversity, with a slightly higher percentage of Hispanic students (37%) and a smaller White population (44%) compared to the city. Additionally, 28% of our students are classified as Socioeconomically Disadvantaged (SED), 15% are Students with Disabilities (SWD), and 7.7% are English Learners (ELs).

Our educational community prides itself on providing a robust curriculum that offers students a wide range of opportunities through various programs and electives to meet their individual needs. We offer Advanced Placement (AP) and Honors courses, Career Technical Education (CTE) pathways, and specialized programs to support our EL and special needs students. Our Green Engineering Academy, a California Partnership Academy, stands out with its emphasis on green engineering, integrating CTE coursework with business partnerships, mentoring, and internships. Livermore High also boasts the last remaining agricultural program in Alameda County, continuing to send graduates to prestigious agricultural colleges and universities. Our Art, Music, and Drama programs have earned recognition both locally and statewide, and our historic theater showcases the incredible talents of our students.

We believe that education should go beyond academics, which is why we developed the LIFE framework, a set of Student Learner Outcomes that guide our work. LIFE stands for Literacy and Critical Thinking (L), Innovation (I), Fitness (F), and Ethics (E). These outcomes are not just concepts; they are woven into our curriculum and regularly discussed in classrooms. Our goal is for all LHS students to graduate with the LIFE skills necessary to succeed in the world beyond high school.

Our dedicated teaching and support staff are the foundation of our rigorous academic program. We prioritize ongoing professional development, which includes administrative coaching, peer observation, and collaborative time for our staff. The Instructional Leadership Team (ILT), composed of educators from each curricular area, supports staff in implementing state standards and focusing on instructional strategies that promote effective teaching, learning, and student assessment.

Recognizing the challenges of the transition from middle to high school, our counseling team leads a comprehensive articulation effort with incoming eighth graders. Counselors visit our feeder middle schools to discuss course placement options and provide detailed information about LHS programs. They are accompanied by students from various programs and academies who share their positive experiences at LHS. Teachers then follow up with recruitment meetings for interested families.

A key focus at LHS is ensuring the success of our English Learner (EL) students. We closely monitor their academic progress and ELPAC levels and provide targeted support through a variety of resources. We offer four English Language Development (ELD) courses, one for each grade level, providing both designated and integrated ELD instruction. These courses are CSU/UC-approved and contribute to meeting English requirements. Thirty one teachers have been trained in the EL Achieve program which provides workshops, training sessions, and conferences designed to help them implement effective strategies for teaching English learners. In addition to this, we offer after-school tutoring and EL

support classes designed to help EL students succeed in their general education courses. For the 2024-2025 school year, Livermore High School has an EL teacher who is released for one period to serve as an EL coordinator, supporting our EL Liaison and EL paraeducator. Additionally, we have a designated counselor who works with Newcomer EL students and EL students who are also Socioeconomically Disadvantaged to ensure they have passing grades, consistent attendance, and are meeting math course and graduation requirements, with a focus on A-G readiness.

In the 2024-2025 school year, we are focusing on the development of Tier 2 academic interventions. After spending the previous year strengthening collaboration, creating pacing guides, and developing, administering, and analyzing common assessments, our faculty identified two main priorities: supporting our ninth-grade students and implementing targeted interventions for students in need. Collaboration will center around the Professional Learning Community (PLC) model, using data to inform instruction. Ninth-grade English teachers will also provide lessons on belonging to foster a greater sense of connectedness to the school, which is expected to boost academic achievement. In addition, the mission of Advancement Via Individual Determination (AVID) is to close the opportunity gap and prepare students for college and career readiness by fostering the skills needed for academic achievement.

At LHS, we are committed to expanding Positive Behavioral Interventions and Supports (PBIS) framework. This proactive and restorative approach helps keep students engaged in learning by promoting positive behavior and addressing issues before they escalate. In the 2023-2024 school year, LHS staff, students, and parents worked together to enhance behavioral expectations and supports for greater consistency across the school. We teach and reinforce our Cowboy HEROES values—Honor Education, be Respectful, be Open-Minded, be Engaged, and be Safe—through weekly PBIS lessons, a behavior recognition system, and efforts to promote a positive social culture on campus. Administrators also hosted grade-level assemblies to communicate expectations clearly to all students; LHS was awarded the California Gold Standard for those efforts. Additionally, our Wellness Center continues to play a critical role in supporting the mental health and social-emotional needs of our students. In the 2023-2024 school year, 751 students accessed the Wellness Center, and 127 referrals were made for one-on-one counseling services. For the 2024-2025 school year, student "Culture Keepers," trained in mental health support and de-escalation, will intern at several of LHS' feeder middle and elementary schools, providing social emotional learning (SEL) lessons on coping skills and mental health, and assisting in the development of Wellness Center programming at those schools. They will also host events at LHS and other feeder schools throughout the year to highlight suicide prevention month, Unity Day, and mental health awareness month. Lastly, these students will help curate the PBIS mini-lessons that all LHS students receive weekly.

We recognize that parents are vital partners in our school community. Our Parent Teacher Student Association (PTSA), established in 2011, serves as a crucial communication link with our parent population. They maintain multiple social media accounts and websites to keep parents informed and engaged. We also encourage parent involvement through our School Site Council, Booster organizations, and English Learner Advisory Committee (ELAC). Additionally, our principal sends out monthly newsletters with important information and highlights. The broader Livermore community is equally supportive of our school.

Finally, LHS was granted a six-year accreditation through June 2028, with a mid-cycle review scheduled for fall of this year. We are committed to addressing the critical areas for improvement identified in our schoolwide action plan, and these goals are reflected in our School Plan for Student Achievement, ensuring that we continue to provide the highest quality education for all of our students.

## 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) played an integral role in the development, review, and approval of the School Plan for Student Achievement (SPSA). We continuously monitor the Plan by regularly reviewing school, local, and state assessment data. Input from our Instructional Leadership Team (ILT) was also vital in shaping the SPSA. Progress on implementing the strategies outlined in the Plan is regularly communicated to the SSC, English Language Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), and ILT. Additionally, ILT members were actively involved in reviewing and providing feedback to ensure the SPSA reflects our shared goals for student success.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.34%	0.11%	%	6	2	
African American	1.56%	1.76%	1.94%	28	31	35
Asian	10.27%	10.42%	11.26%	184	184	203
Filipino	3.07%	2.66%	2.72%	55	47	49
Hispanic/Latino	30.37%	31.33%	33.17%	544	553	598
Pacific Islander	0.28%	0.17%	0.33%	5	3	6
White	44.95%	44.65%	41.93%	805	788	756
Multiple/No Response	8.99%	8.84%	8.65%	161	156	156
	<b>Total Enrollment</b>			1791	1765	1803

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	462	445	454
Grade 10	504	456	452
Grade 11	425	467	451
Grade 12	400	397	446
<b>Total Enrollment</b>	1,791	1,765	1,803

### Conclusions based on this data:

- The total student enrollment grew from 1,765 in the 2022-23 school year to 1,803 in the 2023-24 school year, representing an increase of 38 students. This marks a rebound from a previous decline (from 1,791 in 2021-22 to 1,765 in 2022-23), indicating a positive trend in student retention or recruitment.
- The percentage of Hispanic/Latino students increased significantly from 31.33% (553 students) in 2022-23 to 33.17% (598 students) in 2023-24. This represents an addition of 45 students and indicates a growing representation of this demographic. Conversely, the proportion of White students decreased from 44.65% (788 students) in 2022-23 to 41.93% (756 students) in 2023-24, a decline of 32 students. The percentage of Asian students also increased from 10.42% (184 students) to 11.26% (203 students), adding 19 students. This growth in these two subgroups contributes to the overall increase in student diversity.
- Enrollment in Grade 9 increased from 445 students in 2022-23 to 454 students in 2023-24, an addition of 9 students. This may reflect higher retention or successful recruitment strategies for incoming students. Enrollment in Grade 10 decreased from 456 students in 2022-23 to 452 students in 2023-24, a reduction of 4 students. This slight drop could be due to varying retention rates or shifting student interests. Enrollment in Grade 11 dropped from 467

students in 2022-23 to 451 students in 2023-24, a decrease of 16 students. This decline might indicate challenges in retaining students or transitioning them to the next grade. Enrollment in Grade 12 increased significantly from 397 students in 2022-23 to 446 students in 2023-24, an increase of 49 students. This notable rise could be due to improved graduation rates or increased student return rates for senior year.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	138	153	176	8.20%	7.7%	9.8%
Fluent English Proficient (FEP)	379	386	436	19.80%	21.2%	24.2%
Reclassified Fluent English Proficient (RFEP)	18	144		0.0%	1.0%	

### Conclusions based on this data:

1. The number of English Learners has risen significantly from 138 in the 2021-2022 school year to 176 in the 2023-2024 school year. This represents an increase from 8.2% to 9.8% of the student population, indicating a growing need for targeted language support services.
2. The number of Fluent English Proficient students has also increased substantially, growing from 379 in the 2021-2022 school year to 436 in the 2023-2024 school year. This growth corresponds to an increase in the percentage of FEP students from 19.8% to 24.2%, reflecting successful language acquisition and proficiency among more students.
3. There was a notable increase in the number of students reclassified as Fluent English Proficient, rising from 18 students in the 2021-2022 school year to 144 students in the 2023-2024 school year. This change indicates a substantial improvement in the number of students meeting the criteria for reclassification, moving from 0.0% to 1.0% of the student population.

# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	396	444	433	329	385	370	329	385	370	83.1	86.7	85.5
All Grades	396	444	433	329	385	370	329	385	370	83.1	86.7	85.5

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2600.	2617.	2598.	31.61	34.03	32.70	24.62	27.79	25.14	18.24	21.56	16.22	25.53	16.62	25.95
All Grades	N/A	N/A	N/A	31.61	34.03	32.70	24.62	27.79	25.14	18.24	21.56	16.22	25.53	16.62	25.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	30.70	33.51	31.35	46.81	49.09	43.24	22.49	17.40	25.41
All Grades	30.70	33.51	31.35	46.81	49.09	43.24	22.49	17.40	25.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	37.39	36.10	35.14	40.73	47.79	38.38	21.88	16.10	26.49
All Grades	37.39	36.10	35.14	40.73	47.79	38.38	21.88	16.10	26.49

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	17.33	19.22	19.73	65.05	68.83	64.59	17.63	11.95	15.68
All Grades	17.33	19.22	19.73	65.05	68.83	64.59	17.63	11.95	15.68

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	17.33	19.22	19.73	65.05	68.83	64.59	17.63	11.95	15.68
All Grades	17.33	19.22	19.73	65.05	68.83	64.59	17.63	11.95	15.68

<b>Grade 11</b>	24.62	29.09	24.86	58.66	58.70	58.65	16.72	12.21	16.49
<b>All Grades</b>	24.62	29.09	24.86	58.66	58.70	58.65	16.72	12.21	16.49

**Conclusions based on this data:**

1. The mean scale score for Grade 11 students improved from 2600.3 in the 2021-2022 school year to 2617.2 in the 2023-2024 school year. This indicates an upward trend in overall achievement. Additionally, the percentage of students meeting or exceeding standards increased from 56.23% (combined Standard Exceeded and Standard Met) in 2021-2022 to 61.82% in 2023-2024.
2. The percentage of Grade 11 students demonstrating reading skills at or above the standard increased from 77.51% in 2021-2022 to 82.60% in 2023-2024. This improvement reflects a positive trend in students' understanding of both literary and non-fictional texts.
3. While there was an overall improvement in reading and overall achievement, there was a notable decline in performance in writing and listening. The percentage of Grade 11 students above standard in writing decreased from 37.39% in 2021-2022 to 36.10% in 2023-2024, and the percentage of students demonstrating effective communication skills in listening to 19.22%.

These data points highlight areas of progress and concern, suggesting a need for targeted interventions in writing and listening while continuing to build on the gains in reading and overall achievement.

# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	396	444	432	315	381	369	315	381	369	79.5	85.8	85.4
All Grades	396	444	432	315	381	369	315	381	369	79.5	85.8	85.4

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2567.	2568.	2563.	20.63	18.64	18.70	16.83	16.27	17.62	17.78	19.16	18.97	44.76	45.93	44.72
All Grades	N/A	N/A	N/A	20.63	18.64	18.70	16.83	16.27	17.62	17.78	19.16	18.97	44.76	45.93	44.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	24.13	23.88	22.49	30.79	31.76	33.06	45.08	44.36	44.44
All Grades	24.13	23.88	22.49	30.79	31.76	33.06	45.08	44.36	44.44

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	22.54	17.06	20.87	47.94	55.91	52.85	29.52	27.03	26.29
All Grades	22.54	17.06	20.87	47.94	55.91	52.85	29.52	27.03	26.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	17.78	17.85	16.80	60.32	56.96	56.10	21.90	25.20	27.10
All Grades	17.78	17.85	16.80	60.32	56.96	56.10	21.90	25.20	27.10

### Conclusions based on this data:

- The percentage of Grade 11 students tested improved significantly from 79.5% in the 2021-2022 school year to 85.8% in the 2023-2024 school year. This increase in participation suggests better engagement and testing coverage among high school students.

2. The percentage of Grade 11 students exceeding mathematics standards decreased from 20.63% in the 2021-2022 school year to 18.64% in the 2023-2024 school year. This decline highlights a potential area of concern in maintaining or improving high-level mathematical proficiency among students.
3. The percentage of Grade 11 students performing at or near standard in Problem Solving & Modeling/Data Analysis increased from 47.94% in 2021-2022 to 55.91% in 2022-2023, reflecting an improvement in students' ability to solve real-world and mathematical problems. However, there is a decrease in the percentage of students above standard, from 22.54% in 2021-2022 to 17.06% in 2022-2023, suggesting that while overall performance has improved, the proportion of top performers has slightly decreased.

## 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	1515.1	1493.5	1505.4	1509.6	1493.0	1510.8	1520.0	1493.5	1499.4	41	44	47
<b>10</b>	1509.8	1513.9	1486.9	1509.5	1519.3	1479.3	1509.5	1508.1	1493.8	37	44	53
<b>11</b>	1489.4	1506.3	1500.6	1479.4	1499.5	1493.3	1498.9	1512.7	1507.6	32	26	45
<b>12</b>	1533.2	1519.0	1516.0	1543.4	1522.3	1518.4	1522.4	1515.3	1513.1	13	21	23
<b>All Grades</b>										123	135	168

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	4.88	4.55	10.64	34.15	11.36	25.53	34.15	36.36	31.91	26.83	47.73	31.91	41	44	47
<b>10</b>	18.92	9.09	1.89	18.92	18.18	22.64	29.73	38.64	30.19	32.43	34.09	45.28	37	44	53
<b>11</b>	0.00	11.54	11.11	9.38	26.92	13.33	43.75	23.08	24.44	46.88	38.46	51.11	32	26	45
<b>12</b>	15.38	4.76	13.04	15.38	33.33	13.04	38.46	28.57	34.78	30.77	33.33	39.13	13	21	23
<b>All Grades</b>	8.94	7.41	8.33	21.14	20.00	19.64	35.77	33.33	29.76	34.15	39.26	42.26	123	135	168

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	17.07	6.82	23.40	43.90	43.18	38.30	17.07	22.73	14.89	21.95	27.27	23.40	41	44	47
<b>10</b>	27.03	22.73	9.43	29.73	31.82	35.85	10.81	27.27	16.98	32.43	18.18	37.74	37	44	53
<b>11</b>	3.13	26.92	20.00	37.50	23.08	26.67	21.88	11.54	17.78	37.50	38.46	35.56	32	26	45
<b>12</b>	38.46	28.57	17.39	15.38	33.33	34.78	23.08	19.05	17.39	23.08	19.05	30.43	13	21	23
<b>All Grades</b>	18.70	19.26	17.26	34.96	34.07	33.93	17.07	21.48	16.67	29.27	25.19	32.14	123	135	168

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	2.44	0.00	0.00	4.88	4.55	12.77	51.22	27.27	34.04	41.46	68.18	53.19	41	44	47
<b>10</b>	5.41	2.27	3.77	18.92	6.82	7.55	32.43	31.82	28.30	43.24	59.09	60.38	37	44	53
<b>11</b>	0.00	0.00	4.44	0.00	7.69	8.89	31.25	34.62	17.78	68.75	57.69	68.89	32	26	45
<b>12</b>	0.00	4.76	0.00	15.38	4.76	13.04	15.38	33.33	30.43	69.23	57.14	56.52	13	21	23
<b>All Grades</b>	2.44	1.48	2.38	8.94	5.93	10.12	36.59	31.11	27.38	52.03	61.48	60.12	123	135	168

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	2.44	0.00	2.13	68.29	56.82	61.70	29.27	43.18	36.17	41	44	47
<b>10</b>	5.41	4.55	0.00	62.16	61.36	54.72	32.43	34.09	45.28	37	44	53
<b>11</b>	0.00	0.00	6.67	40.63	50.00	26.67	59.38	50.00	66.67	32	26	45
<b>12</b>	0.00	4.76	8.70	61.54	52.38	30.43	38.46	42.86	60.87	13	21	23
<b>All Grades</b>	2.44	2.22	3.57	58.54	56.30	45.83	39.02	41.48	50.60	123	135	168

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	65.85	61.36	65.96	19.51	13.64	10.64	14.63	25.00	23.40	41	44	47
<b>10</b>	59.46	68.18	52.83	8.11	11.36	15.09	32.43	20.45	32.08	37	44	53
<b>11</b>	50.00	57.69	53.33	12.50	3.85	13.33	37.50	38.46	33.33	32	26	45
<b>12</b>	61.54	61.90	65.22	15.38	19.05	4.35	23.08	19.05	30.43	13	21	23
<b>All Grades</b>	59.35	62.96	58.33	13.82	11.85	11.90	26.83	25.19	29.76	123	135	168

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	7.32	0.00	6.38	36.59	20.45	17.02	56.10	79.55	76.60	41	44	47
<b>10</b>	13.51	4.55	3.77	24.32	25.00	28.30	62.16	70.45	67.92	37	44	53
<b>11</b>	0.00	0.00	6.67	12.50	38.46	13.33	87.50	61.54	80.00	32	26	45
<b>12</b>	0.00	4.76	8.70	30.77	23.81	26.09	69.23	71.43	65.22	13	21	23
<b>All Grades</b>	6.50	2.22	5.95	26.02	25.93	20.83	67.48	71.85	73.21	123	135	168

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	0.00	0.00	0.00	60.98	43.18	55.32	39.02	56.82	44.68	41	44	47
<b>10</b>	2.70	2.27	0.00	56.76	54.55	45.28	40.54	43.18	54.72	37	44	53
<b>11</b>	0.00	0.00	2.22	40.63	53.85	48.89	59.38	46.15	48.89	32	26	45
<b>12</b>	7.69	0.00	0.00	38.46	52.38	56.52	53.85	47.62	43.48	13	21	23
<b>All Grades</b>	1.63	0.74	0.60	52.03	50.37	50.60	46.34	48.89	48.81	123	135	168

**Conclusions based on this data:**

1. In Grades 9 and 10, mean scale scores increased from 1515.1 to 1520.0 and from 1509.8 to 1513.9, respectively, showing a general improvement in English language proficiency.
2. The percentage of Grade 9 students at the highest proficiency level (Level 4) dropped significantly from 34.15% in 2021-2022 to 11.36% in 2022-2023, while Grade 12 students at Level 4 increased from 15.38% in 2021-2022 to 33.33% in 2022-2023.
3. The percentage of Grade 9 students at the highest proficiency level (Level 4) dropped significantly from 34.15% in 2021-2022 to 11.36% in 2022-2023, while Grade 12 students at Level 4 increased from 15.38% in 2021-2022 to 33.33% in 2022-2023, indicating a mixed trend in English language proficiency across these grades.



# 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 total number of students tested rose from 440 in the 2021-2022 school year to 493 in the 2022-2023 school year. This represents an increase of 53 students or approximately 12%. This growth suggests a higher level of engagement or an expanded effort to include more students in the fitness assessments.
2. In the 2022-2023 school year, 98% of students participated in the Physical Fitness Test. This high participation rate indicates that the majority of students were actively involved in the assessments, which could reflect improved administration of the tests or increased emphasis on physical fitness within the school.
3. In 2022-2023, all tested categories (Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility) were completed by 493 students. This consistent participation across all fitness categories demonstrates thorough coverage and suggests that the fitness program was comprehensive and well-implemented. This uniformity may also imply that resources and testing procedures were effectively managed.

# California Healthy Kids Survey

## Elementary Schools Grade 5:

Table

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

1.

2.

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

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

11<sup>th</sup> Grade

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

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.

1. There was an increase of 5 percentage points from 61% in the previous period vs. 66% in the current period, in the number of students who reported feeling "Very safe" or "Safe" at school. This improvement suggests that efforts to enhance the school environment or safety measures have been effective. Continued focus on maintaining and building upon this sense of safety is essential to ensure ongoing positive perceptions.

2. There was a slight decrease in the percentage of students reporting feeling connected to the school, dropping by 1 percentage point from 60% in the previous period vs. 59% in the current period.. This decrease, while minor, may warrant attention to understand any underlying factors contributing to reduced feelings of connectedness. Strategies might be needed to enhance student engagement and foster a stronger sense of belonging.

3. The percentage of students who reported having caring adult relationships increased by 4 percentage points, from 64% in the previous period vs. 68% in the current period. This improvement indicates a positive trend in the quality of relationships between students and adults at the school. It reflects well on the school's efforts to foster supportive and nurturing interactions between students and staff.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1765	31.2	8.7	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	153	8.7
Foster Youth	4	0.2
Homeless	20	1.1
Socioeconomically Disadvantaged	550	31.2
Students with Disabilities	270	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	1.8
American Indian	2	0.1
Asian	184	10.4
Filipino	47	2.7
Hispanic	553	31.3
Two or More Races	156	8.8
Pacific Islander	3	0.2
White	788	44.6

### Conclusions based on this data:

1. At Livermore High School, 31.2% of the student population were categorized as socioeconomically disadvantaged, meaning they are either eligible for free or reduced-price meals or have parents/guardians who did not receive a

high school diploma. The largest racial/ethnic groups were White students at 44.6%, followed by Hispanic students at 31.3%, and Asian students at 10.4%.

2. In the 2022-23 school year at Livermore High School, there were 153 English Learners, comprising 8.7% of the total student population and increase of 1% from the previous year, and 270 students with disabilities, accounting for 15.3% of the student body. This highlights that a notable portion of students requires additional support, both in acquiring English language skills and in addressing various disabilities.
3. The student enrollment at Livermore High School in 2022-23 is predominantly White (44.6%), followed by Hispanic (31.3%), Asian (10.4%), and Two or More Races (8.8%), with smaller percentages of Filipino (2.7%), African American (1.8%), American Indian (0.1%), and Pacific Islander (0.2%) students.

# School and Student Performance Data

## Overall Performance








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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Orange		
<b>College/Career</b>  Medium		

### Conclusions based on this data:

1. The suspension rates highlight considerable disparities among student groups, with the highest risk groups receiving Red ratings and categorized as Orange for all students. Specifically, Foster Youth, Students with Disabilities, and African American students face particularly high suspension rates, as indicated by their Red ratings. However, specific groups face much more significant challenges. For example, Students with Disabilities, Foster Youth, and English Learners receive a Red rating, indicating suspension rates likely exceeding 10%, far above state targets. Conversely, Filipino students have a Blue rating, with their suspension rates likely under 1-2%, showing a stark contrast between vulnerable and more secure student groups.
2. The Graduation Rate indicator is largely positive, with the majority of student groups, including All Students, Students with Disabilities, Asian, Hispanic, White, and Two or More Races receiving a Blue rating, which indicates high graduation rates. However, there are gaps for certain groups, particularly Socioeconomically Disadvantaged students, who received a Yellow rating, signaling a lower but not critical rate. Notably, English Learners, Foster Youth, and Homeless students do not have sufficient data reported, which may reflect inconsistencies in tracking or more significant challenges these groups face in completing high school. The data suggests that while many students are graduating successfully, targeted support for economically disadvantaged and underreported groups is necessary.
3. The academic performance indicators for English Language Arts (ELA) and Mathematics also reveal disparities. For ELA, Asian and Two or More Races students perform exceptionally well, achieving Blue ratings, whereas English Learners, Hispanic, and Students with Disabilities face challenges, reflected in their Orange and Red ratings. Mathematics shows a similar trend, with Asian students again receiving Blue, but English Learners, Hispanic, and Students with Disabilities underperforming with Red and Orange ratings. These gaps indicate that certain groups, especially English Learners and students with disabilities, need more robust academic interventions, particularly in math and language arts.

# School and Student Performance Data

## Academic Performance English Language Arts

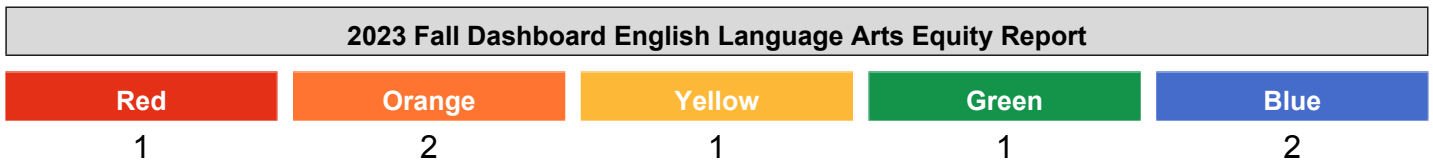
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green 8.5 points above standard Increased Significantly +30.7 points 410 Students	 Orange 98.4 points below standard Increased Significantly +30.5 points 40 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 8 Students	 Yellow 43 points below standard Increased Significantly +46.9 points 106 Students	 Orange 108.5 points below standard Increased Significantly +20.7 points 59 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	 No Performance Color 0 Students	 Blue 112.4 points above standard Increased Significantly +26.9 points 54 Students	Less than 11 Students  10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 60 points below standard Decreased -7.3 points 114 Students	 Blue 37.9 points above standard Increased Significantly +28.8 points 31 Students	Less than 11 Students  1 Student	 Green 6.4 points above standard Increased Significantly +43.3 points 199 Students

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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
179.2 points below standard Decreased Significantly -23.8 points 23 Students	8.1 points below standard 18 Students	1.4 points above standard Increased Significantly +26.6 points 277 Students

**Conclusions based on this data:**

- English Learners are currently performing 98.4 points below the standard, although they have made significant progress with an increase of +30.5 points. Despite this improvement, they remain well below the standard, indicating a need for continued focused support and interventions to bridge the performance gap. Students with Disabilities are 108.5 points below the standard but have also shown significant progress with an increase of +20.7 points. Although they have improved, they continue to perform significantly below the standard, necessitating specialized resources and tailored support to address their unique learning challenges. Socioeconomically Disadvantaged students are performing 43 points below the standard, despite making a substantial improvement of +46.9 points. Continued efforts are needed to enhance educational opportunities and support for these students to further close the performance gap.
- Asian students are performing 112.4 points above the standard and have made significant progress with an increase of +26.9 points. This group is excelling academically, and the current strategies and support mechanisms appear to be effective. Students of Two or More Races are performing 37.9 points above the standard and have shown significant progress with an increase of +28.8 points. They are thriving academically, and the current practices benefiting this group should be maintained and reinforced. Hispanic students are 60 points below the standard and have experienced a decline in performance by -7.3 points. This decrease indicates potential issues that need to be addressed, and targeted interventions and resources are essential to improve their academic outcomes.



3. Current English Learners are 179.2 points below the standard, with a concerning decrease of -23.8 points. This decline highlights the urgent need for improved instructional strategies and additional support to address their academic needs effectively. Reclassified English Learners are performing 8.1 points below the standard, showing stability in their performance. They are approaching grade-level expectations, and continued support is necessary to ensure they reach and maintain the standard. English Only students are performing 1.4 points above the standard and have made notable progress with an increase of +26.6 points. This group is currently thriving academically, indicating that the educational practices in place are effective for them.

# School and Student Performance Data

## Academic Performance Mathematics

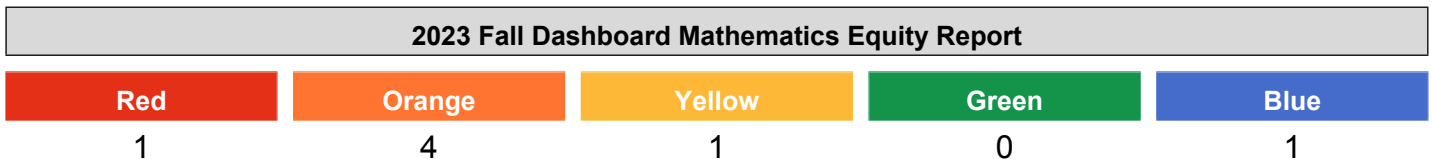
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 85.6 points below standard Increased Significantly +18.5 points 411 Students	<b>English Learners</b>  Red 199.1 points below standard Maintained -2 points 41 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b>  Orange 152.4 points below standard Increased Significantly +46.2 points 107 Students	<b>Students with Disabilities</b>  Orange 207.8 points below standard Increased +10.3 points 59 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	 No Performance Color 0 Students	 Blue 64.4 points above standard Increased Significantly +18.9 points 54 Students	Less than 11 Students  10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 162.9 points below standard Increased +4.8 points 115 Students	 Orange 77.9 points below standard Maintained -1.8 points 31 Students	Less than 11 Students  1 Student	 Yellow 90.2 points below standard Increased Significantly +15.3 points 199 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
241.8 points below standard Decreased -10.5 points 24 Students	150.5 points below standard 18 Students	96 points below standard Increased +11.3 points 277 Students

#### Conclusions based on this data:

- English Learners are performing 199.1 points below the standard. This group has maintained their performance level with only a slight decrease of -2 points. Despite this stability, their performance remains well below standard, indicating the need for enhanced instructional strategies and targeted support to address their learning needs. Students with Disabilities are 207.8 points below the standard, with a slight increase of +10.3 points from the previous measurement. Although there is some improvement, their performance continues to be significantly below the standard, highlighting the necessity for specialized interventions and resources to support their learning. Socioeconomically Disadvantaged students are 152.4 points below the standard, showing a notable improvement of +46.2 points. While this progress is encouraging, these students still perform below the standard, suggesting a need for continued support to further close the achievement gap.
- Asian students are performing 64.4 points above the standard and have shown significant progress with an increase of +18.9 points. This group is excelling academically in mathematics, indicating effective instructional practices and support. Hispanic students are 162.9 points below the standard, with a modest increase of +4.8 points. This increase, though positive, is insufficient to close the performance gap, and targeted interventions are needed to improve their mathematics outcomes. White students are 90.2 points below the standard, showing significant improvement with an increase of +15.3 points. Despite this progress, they still perform below the standard, and ongoing efforts are necessary to bring their performance up to the expected level.
- Current English Learners are 241.8 points below the standard, having decreased by -10.5 points. This decline indicates a need for urgent and enhanced instructional support to better meet their academic needs. Reclassified

English Learners are 150.5 points below the standard. Their performance has remained stable, suggesting that their progress is steady but additional support may be needed to further improve their mathematics skills. English Only students are 96 points below the standard, with an increase of +11.3 points. Although they are making progress, their performance still lags behind the standard, and additional support may be necessary to help them achieve at the expected level.

# School and Student Performance Data

## Academic Performance English Learner Progress

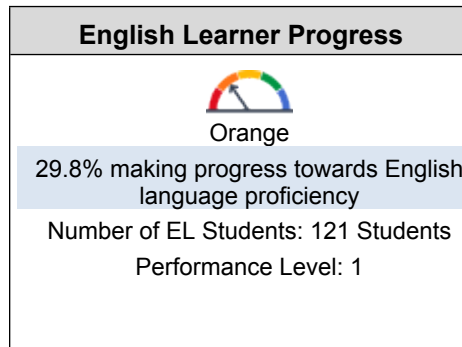
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 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.

### 2023 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	49	2	34

#### Conclusions based on this data:

1. Out of the 121 current English Learner (EL) students, 29.8% are making progress towards English language proficiency. This performance is classified under the "Orange" level, indicating that while there is some progress, it remains below the desired threshold for adequate progress. The relatively low percentage suggests a need for targeted interventions to better support these students in advancing their English proficiency.
2. Among the EL students, 34 have progressed at least one English Language Proficiency Indicator (ELPI) level, reflecting a positive movement in their language acquisition. However, 33 students have decreased by at least one ELPI level, indicating some setbacks in their language development. Additionally, 49 students have maintained their ELPI levels from lower categories (1, 2L, 2H, 3L, or 3H), and only 2 students have maintained the highest ELPI Level 4. This distribution highlights a mixed performance, with significant room for improvement, especially in advancing students from lower proficiency levels.
3. The data shows that of the 121 English Learner students, a significant number, 49, have maintained lower ELPI levels (1, 2L, 2H, 3L, or 3H), while only 34 have made progress to at least one higher ELPI level. This indicates that a

substantial portion of the EL student population is struggling to advance beyond initial proficiency levels. The overall performance data underscores that a substantial proportion of EL students are either not making significant progress or are experiencing setbacks. The small number of students maintaining the highest proficiency level suggests that achieving and maintaining advanced language skills remains a challenge. To improve outcomes, it is crucial to implement targeted instructional strategies, additional support mechanisms, and ongoing monitoring to effectively address the diverse needs of English Learners and enhance their language acquisition and academic success.

# School and Student Performance Data

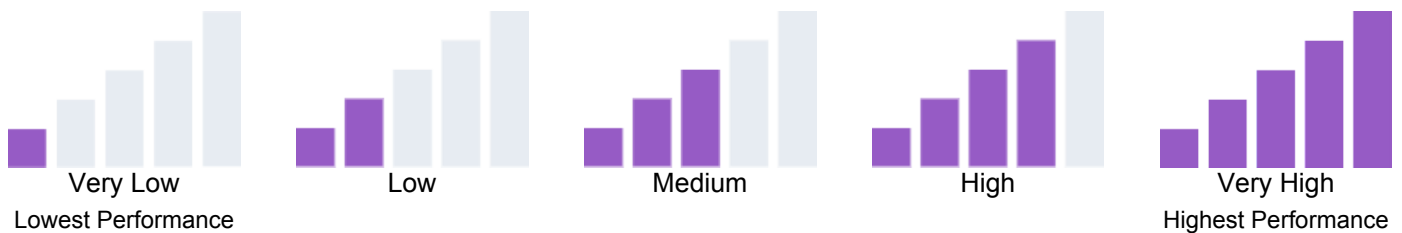
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

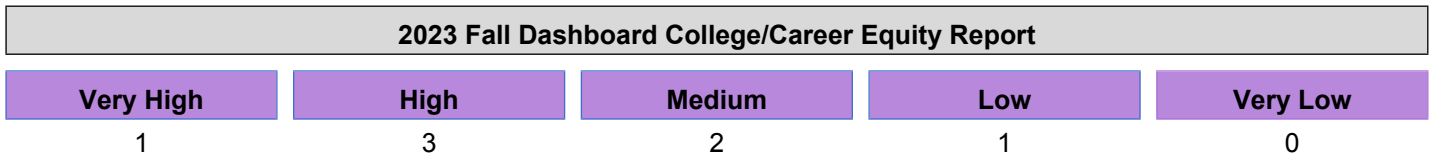
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

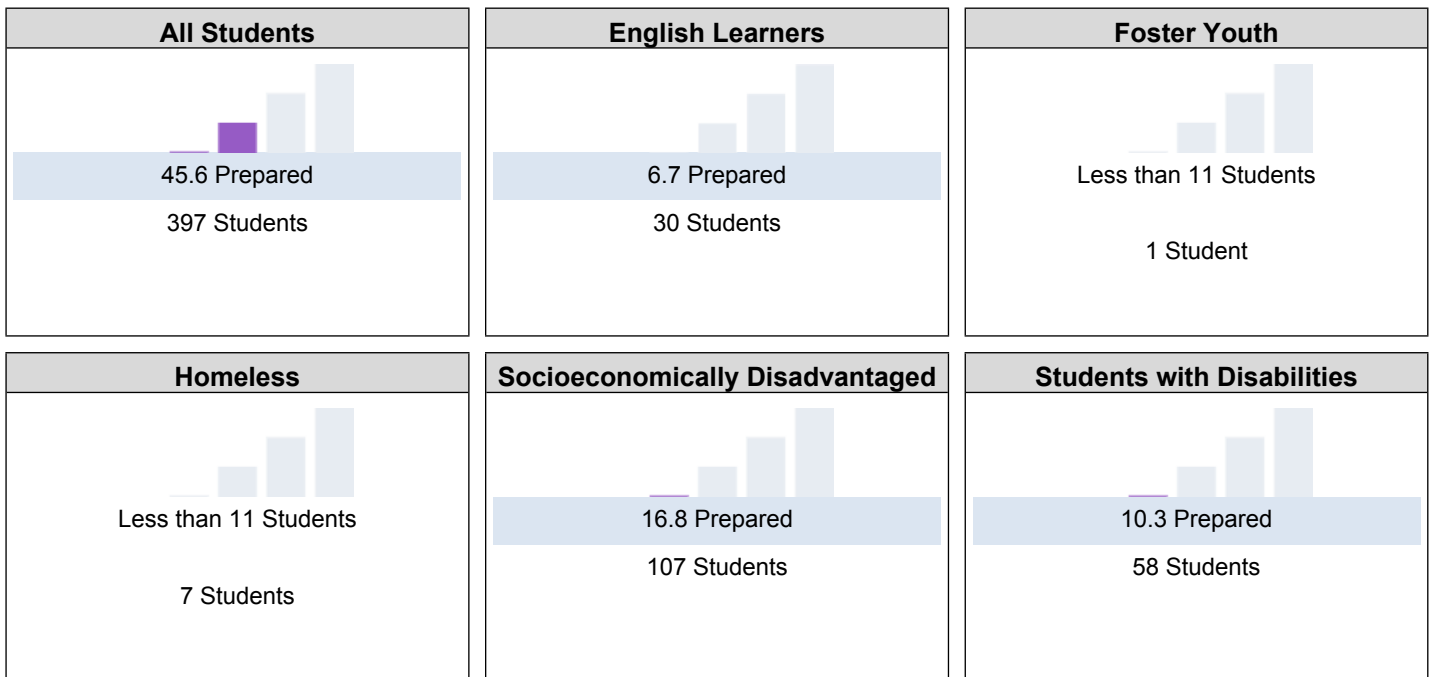


This section provides number of student groups in each level.

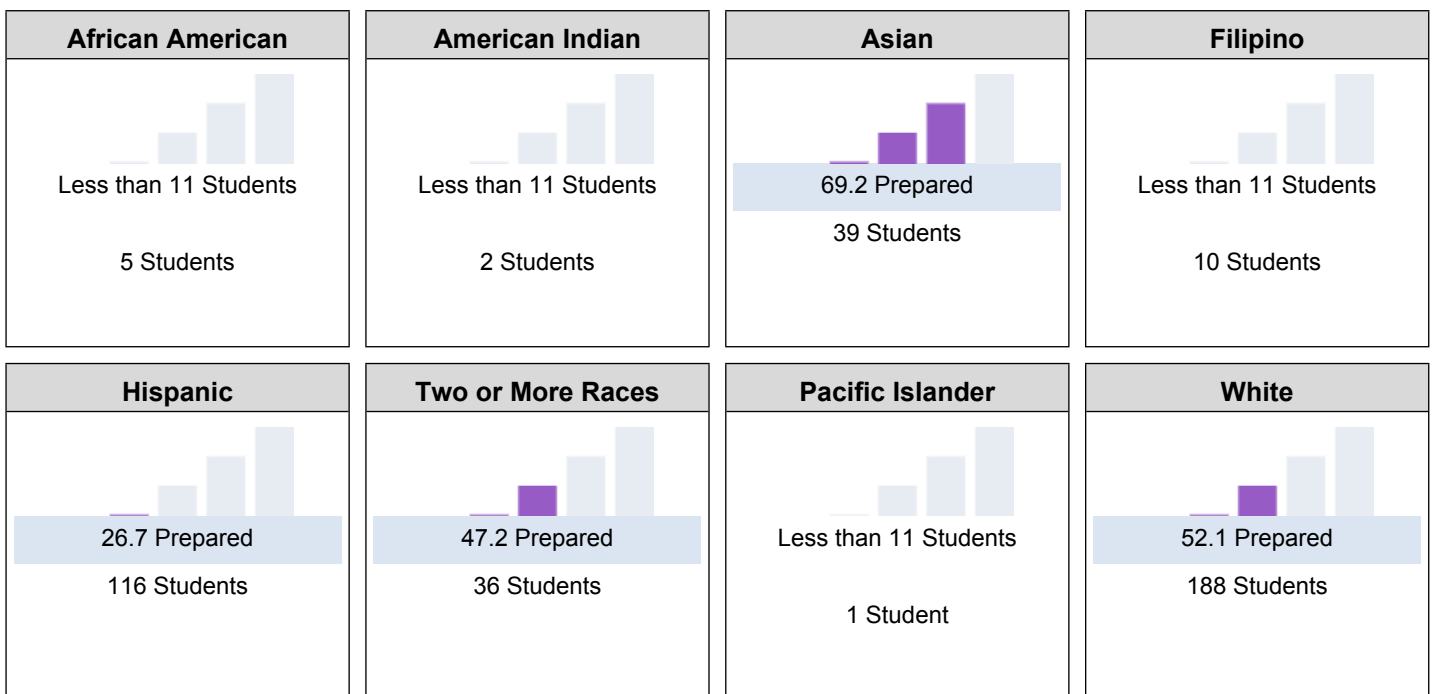


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

## 2023 Fall Dashboard College/Career Report for All Students/Student Group



## 2023 Fall Dashboard College/Career Report by Race/Ethnicity



### Conclusions based on this data:

1. The percentage of all students who are deemed "Prepared" for college or career is 45.6%. This reflects a medium performance level and suggests that nearly half of the students are meeting the criteria for being considered prepared for post-secondary education or career opportunities. This represents a substantial proportion of the student body, indicating a moderate level of readiness for future endeavors.
2. English Learners are performing at a "Very Low" level, with only 6.7% deemed "Prepared." This indicates a significant gap in college and career readiness for this group, highlighting the need for targeted interventions to support these students in reaching preparedness standards. Socioeconomically disadvantaged students have a "Low" performance level with 16.8% prepared. This suggests that students from lower socioeconomic backgrounds face challenges in



achieving college and career readiness, underscoring the need for additional resources and support. Students with disabilities are also performing at a "Low" level, with 10.3% prepared. This data highlights the challenges faced by students with disabilities in meeting college and career readiness benchmarks and suggests a need for tailored support services.

3. Asian students have the highest performance level, categorized as "High," with 69.2% deemed "Prepared." This indicates a strong level of readiness among this group, reflecting successful educational practices or support mechanisms that are effectively supporting their preparedness. White students are classified under the "Medium" performance level, with 52.1% prepared. This shows a relatively high level of college and career readiness but still reflects room for improvement compared to Asian students. Hispanic students have a "Low" performance level with 26.7% prepared, suggesting a significant gap in preparedness compared to other groups. This highlights the need for focused strategies to improve outcomes for Hispanic students.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Graduation Rate

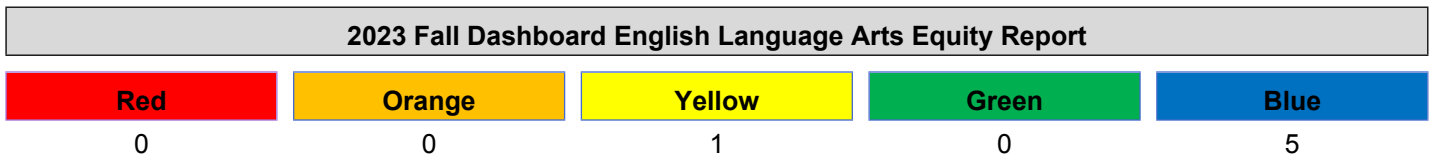
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Blue 97.7% graduated Maintained 0.4 397 Students	<b>English Learners</b> 90% graduated Increased Significantly 15.9 30 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 93.5% graduated Decreased -1.5 107 Students	<b>Students with Disabilities</b>  Blue 96.6% graduated Increased Significantly 10.1 58 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	Less than 11 Students  2 Students	 Blue 97.4% graduated Maintained -0.3  39 Students	Less than 11 Students  10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.7% graduated Increased 2.5  116 Students	 Blue 97.2% graduated Decreased -2.8  36 Students	Less than 11 Students  1 Student	 Blue 99.5% graduated Maintained 0  188 Students

**Conclusions based on this data:**

1. The overall graduation rate for all students is exceptionally high at 97.7%, which places it in the Blue category, representing the highest performance level. The graduation rate has been maintained with a slight increase of 0.4%, indicating strong student engagement and successful completion of high school for the majority of students. This high graduation rate reflects well on the school's ability to support students through to graduation.
2. The graduation rate for English Learners is 90% which is a significant increase of 15.9%, which is a notable improvement. This growth highlights the effectiveness of interventions and support systems that help English Learners succeed academically. Despite being a traditionally underserved group, the significant increase in their graduation rate is a positive indicator of the school's efforts to close equity gaps. Despite a relatively high graduation rate of 93.5%, there was a decrease of 1.5% from the previous year, placing this group in the Yellow category. While still strong, the decline suggests that additional support may be necessary to sustain or improve graduation rates for this group, particularly as they face more challenges that may impact their educational outcomes. Students with disabilities achieved a significant increase of 10.1% in their graduation rate, taking the graduation rate to 96.6%, placing them in the Blue category. This improvement indicates that the school has successfully implemented programs and accommodations that support students with disabilities, helping them complete their high school education at a high rate.
3. Hispanic students have seen an increase of 2.5% in their graduation rate, placing them in the Blue category, with a graduation rate of 95.5%. This increase demonstrates the school's progress in improving outcomes for Hispanic students, contributing to overall equity in graduation rates. At 99.5% graduation rate, White students achieved an outstanding graduation rate, placing them in the Blue category. Their graduation rate has been maintained with no change, reflecting consistent academic engagement and success. At 97.2% graduation rate, Students of Two or More Races are also in the Blue category, though their graduation rate has decreased by 2.8%. Despite the decrease, the graduation rate remains high, indicating strong overall performance but suggesting potential areas for investigation into the factors contributing to the decline.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

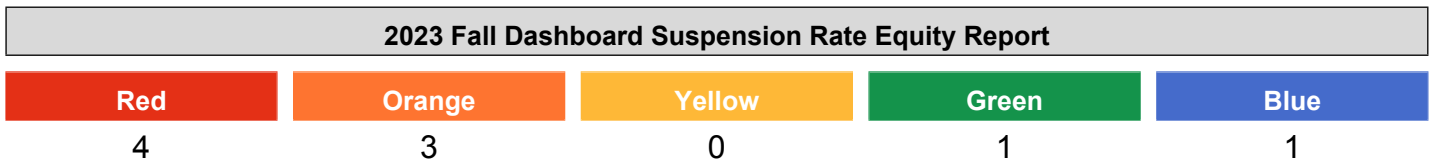
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>4.7% suspended at least one day</p> <p>Increased 1.2 1827 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>9.7% suspended at least one day</p> <p>Increased Significantly 4.2 175 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 5 Students</p>
<p><b>Homeless</b></p> <p>13.8% suspended at least one day</p> <p>Declined -3.4 29 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>8.3% suspended at least one day</p> <p>Increased Significantly 3.5 480 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>10.8% suspended at least one day</p> <p>Increased Significantly 4.6 295 Students</p>

## 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red	Less than 11 Students 2 Students	 Orange	 Blue
14.3% suspended at least one day		1.6% suspended at least one day	0% suspended at least one day
Increased 7.1 35 Students		Increased 0.5 189 Students	Maintained 0 47 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange	 Green	Less than 11 Students 3 Students	 Orange
6.5% suspended at least one day	5% suspended at least one day		3.9% suspended at least one day
Increased 2.2 589 Students	Declined -0.5 159 Students		Increased 0.6 803 Students

### Conclusions based on this data:

- For all students, the suspension rate is 4.7%, placing them in the Orange category. This figure reflects an increase of 1.2 percentage points from the previous year, signaling a concerning trend in student behavior or disciplinary practices.
- Breaking down the suspension rates by student group reveals significant disparities. English Learners have a suspension rate of 9.7%, categorized as Red, and this rate increased significantly by 4.2 percentage points. This high suspension rate suggests that English Learners face challenges that may stem from communication barriers or a lack of culturally responsive interventions. Foster Youth data is not fully disclosed due to the small group size, but Homeless students, with a suspension rate of 13.8%, show a decline of 3.4 percentage points. While the rate remains high, the decline suggests that interventions for homeless students may be working. Socioeconomically disadvantaged students have a suspension rate of 8.3%, placing them in the Red category, with a significant increase of 3.5 percentage points. This indicates that students facing economic challenges may be at higher risk of disciplinary issues, emphasizing the need for additional support. Students with disabilities face an even higher suspension rate of 10.8%, also categorized as Red, and this rate increased by 4.6 percentage points. This data points to potential inadequacies in special education services or behavioral supports that meet their unique needs.
- When looking at suspension rates by race and ethnicity, African American students have the highest rate at 14.3%, categorized as Red, with a sharp increase of 7.1 percentage points. This highlights the need to address racial disparities in disciplinary actions, possibly through restorative practices and equity training for staff. Asian students have a lower suspension rate of 1.6%, falling into the Orange category, but their rate still increased by 0.5 percentage points. This indicates that even within lower-risk groups, improvements can still be made. Filipino students stand out with a 0% suspension rate, earning them a Blue category performance. This suggests strong engagement and support for Filipino students, resulting in a positive school climate for this group. Hispanic students have a suspension rate of 6.5%, categorized as Orange, with an increase of 2.2 percentage points. This moderate increase indicates that Hispanic students face growing challenges in school, potentially related to socio-economic factors. Students identifying as Two or More Races show a suspension rate of 5%, placing them in the Green category. Their rate declined by 0.5 percentage points, signaling positive progress in reducing suspensions for this group. Finally, White students have a suspension rate of 3.9%, categorized as Orange, with a slight increase of 0.6 percentage points. Though their suspension rate is relatively low, the increase underscores the need for consistent behavior management across all racial groups.

# Annual Review and Update

## SPSA Year Reviewed: 2023-24

### 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
<p>ELA/ELD:</p> <p>Course pass rates CAASPP ELA performance data from Spring 2022 District Literacy Benchmark Assessment for 2022-2023 ELPAC data from 2022-2023</p>	<p>All students will increase by 3% over the 2023-2024 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>45% of our EL students will move up at least one ELPI performance level.</p>	<p>For the 2023-24 academic year, Livermore High School had achieved a 58% proficiency rate in English Language Arts (ELA), a notable decrease from 62% in the previous year. The school's decline in ELA shows a negative trend for students in their performance on the ELA CAASPP.</p> <p>For the 2023-24 school year, 28% of Livermore High School's English Learners progressed at least one ELPAC level, an increase from 21% in the previous year. This reflects a positive trend in supporting English Learners</p> <p>Administration attended 3 sessions of EL Achieve. They also conducted unscheduled classroom observations to evaluate the use of EL Achieve strategies in trained and untrained teachers. Observation data was discussed and analyzed at the EL Achieve trainings. Administrators incorporated EL Achieve strategies into the formal evaluation process.</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 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>The pass rate for ninth grade students in Algebra 1 in the 2023-24 school year improved by 8.22% from the 2022-2023 school year. For the 2024-2025 school year, the Algebra 1 pass rate will increase from 57% to 70% and the percentage of 9th grade students scoring "proficient" on the Algebra 1 final will increase from 27% to 40%.</p>
<p>Students College and Career Ready: Collaboration and Articulation meeting notes</p>	<p>Anticipate sustained progress in facilitating articulation between</p>	<p>Livermore High School successfully facilitated sustained articulation progress between middle and high</p>



Metric/Indicator	Expected Outcomes	Actual Outcomes
California Dashboard	<p>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 Fair, a vital resource serving the three Tri-Valley school districts.</p> <p>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.</p> <p>Continued collaboration between CTE teachers and Las Positas in streamlining articulation processes for their courses.</p>	<p>schools, as well as between high school and post-secondary institutions.</p> <p>The 2023-2024 EXPO night was successfully executed, offering students and parents a comprehensive look at various programs and informative presentations.</p> <p>Ongoing collaboration between counselors, English, and Math teachers with Las Positas Community College effectively addressed articulation concerns.</p> <p>The English and Math departments continued to strengthen articulation efforts with Core and Math teachers at our feeder middle schools.</p> <p>College visits and presentations through our Career Center, ELAC, and EL/Immigrant/First Generation Counselor continued, providing students valuable insights into future educational opportunities.</p> <p>We successfully supported and promoted the Tri-Valley College and Career Fair, which remained an essential resource for the three Tri-Valley school districts.</p> <p>The 8th-grade Ambassador program was introduced earlier in the year, with students visiting LHS classes, interacting with staff, and sharing their experiences with peers.</p> <p>CTE teachers continued their collaboration with Las Positas, streamlining articulation processes for their courses.</p> <p>College and Career Readiness Indicator showed that 45.8% of students were prepared.</p>
<p>Graduation Rates:</p> <p>Assessment of Fall 2023 Dashboard Graduation Rate</p> <p>2024 Graduation Rate</p>	<p>Increase the graduation rate such that every student group has a rate of at least 96%.</p>	<p>The graduation rate increased from the 2022-2023 school year in that 97.7% of our seniors graduated in the 2023-2024 school year.</p> <p>In addition, 90% of our SWD graduated in 2023-2024 up 3.6%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		from the 2022-2023 school year. We will continue to provide support for our EL and SWD to ensure that there is continued growth in this area.
College/Career Readiness: University of California/California State University (UC/CSU) A-G Completion CTE Pathway Completion	<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>	<p>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>LHS school transferred one student less than the previous year in the 2023-2024 school 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>Reduced class sizes for Algebra 1.</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</p>	<p>English teachers collaborated to create and implement common rubrics for assessing reading and writing instruction. During regular PLC meetings, they evaluated the usability and effectiveness of the rubrics for consistent grading and instructional improvement.</p> <p>Class sizes were reduced to an average of 25 students per class.</p> <p>The English teaching staff met during collaboration time to review the results of common assessments, updating assessments and pacing guides as necessary. The analysis of assessment data informed instructional planning and adjustments, ensuring that content,</p>	<p>ELD After School Tutoring Classes - 1 hour per week 2000-2999: Classified Personnel Salaries Unrestricted 6,000</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</p>	<p>ELD After School Tutoring Classes - 1 hour per week 2000-2999: Classified Personnel Salaries Unrestricted 6,000</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</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 grades at to assess student progress in all courses, with particular focus on A-G courses. Full LHS faculty will review semester grades at the end of each semester to assess student progress in all courses, with particular focus on A-G courses.</p>	<p>particularly in reading and writing, was revisited when necessary to support student learning.</p> <p>In alignment with the WASC Action Plan, the full LHS faculty reviewed student progress, with a focus on A-G courses, at the end of each trimester.</p>	<p>LCFF - Supplemental 39,411</p>	<p>LCFF - Supplemental 39,411</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. In addition, teachers of designated EL courses will be trained using EL Achieve, Off2Class, EDGE, StudySync, and Listenwise.</p>	<p>90% of teachers participating in ELD and SPED training demonstrated increased proficiency in implementing targeted strategies for English Learners and Special Education students. This was reflected through improved classroom practices observed during walkthroughs and student performance data. English Learners showed progress in language acquisition and academic achievement, evidenced by higher ELPAC scores and course grades.</p>	<p>Purchase of online subscription to Listenwise, a literacy and language support program. 4000-4999: Books And Supplies General Fund 6,300</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>Purchase of online subscription to Listenwise, a literacy and language support program. 4000-4999: Books And Supplies General Fund 6,300</p> <p>Books and supplies 4000-4999: Books And Supplies LCFF - Supplemental 2,500</p> <p>There were no costs accrued for EL professional development 00</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</p>	<p>Special Education students gained greater access to the general curriculum, resulting in higher success rates in meeting IEP goals and achieving proficiency in grade-level standards</p>	<p>Translation Services 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1,000</p> <p>None Specified None Specified</p>	<p>Translation Services 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1,000</p>
<p>Mathematics: Students who struggle with Algebra concepts will be placed in an</p>	<p>Students who struggled with Algebra concepts were enrolled in an intervention course. Approximately 30</p>	<p>Edpuzzle 0000: Unrestricted None Specified 4,099</p>	<p>Edpuzzle 0000: Unrestricted None Specified 4,099</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>intervention course in which approximately 30 students will take a parallel support class in the afternoon to review the day's learning and to get support on their homework.</p>	<p>students participated in a parallel support class held in the afternoon, where they reviewed the day's learning and received additional help with homework.</p>	<p>DeltaMath 0000: Unrestricted Unrestricted 4,140</p>	<p>DeltaMath 0000: Unrestricted Unrestricted 4,140</p>
<p>Additional focus will continue to be paid to concepts and procedures in math courses, including during Tier-2 interventions via support sessions during Cowboy Advisory Period (CAP).</p>	<p>Additional focus was placed on key math concepts and procedures through Tier-2 interventions during Cowboy Advisory Period (CAP). Support sessions provided targeted assistance to students, reinforcing foundational math skills.</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>The math teaching staff met during collaboration time to review the results of common assessments. They updated assessments and pacing guides as needed. Data analysis guided instructional adjustments, including reteaching content, particularly in the area of concepts and procedures.</p>		
<p>In line with our current WASC Action Plan, the full LHS faculty will review semester grades to assess student progress in all courses, with particular focus on A-G courses.</p>	<p>In alignment with the WASC Action Plan, the full LHS faculty reviewed trimester grades to assess student progress across all courses, with a particular emphasis on A-G courses. This review guided instructional adjustments and targeted student support.</p>		
<p>In line with our current WASC Action Plan, we will provide ongoing integrated ELD training to teachers via monthly Wednesday site-dedicated time for training,</p>	<p>Teachers participated in monthly Wednesday site-dedicated collaboration sessions to receive ongoing integrated English Language Development (ELD)</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>In addition, selected math teachers are being trained in EL strategies through EL Achieve.</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 Trauma informed strategies in the classroom.</p> <p>Two math teachers and an administrator will continue to be active members of the district-wide Algebra Task Force (ATF), focused on enhancing mathematical reasoning. By analyzing final exam data from Algebra 1, Algebra 2, and Geometry, they will continue to refine assessments to better align with course standards, leading to action plans for improving instruction.</p>	<p>training, as outlined in the WASC Action Plan. Selected math teachers also received additional EL strategies training through EL Achieve.</p> <p>Teachers engaged in a book study of Teach Like A Champion, focusing on strategies for establishing high behavioral expectations, building student motivation, and fostering trust. This exposed teachers to techniques aimed at increasing student engagement in the classroom.</p> <p>Teachers received professional development focused on trauma-informed strategies to create supportive classroom environments that addressed the social-emotional needs of students.</p> <p>Two math teachers and an administrator participated in the district-wide Algebra Task Force (ATF). They analyzed final exam data from Algebra 1, Algebra 2, and Geometry courses, refining assessments to better align with course standards. The team developed action plans to improve instruction and enhance mathematical reasoning skills.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Articulation:</p> <p>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.</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>Collaboration with middle school staff on early exposure to pathways.</p>	<p>Presentations to middle schools by our counselors regarding course registration and student life continued. Release time was provided to English 9 and Algebra 1 teachers to collaborate with feeder school Core and Math teachers to determine the strengths and areas for growth of incoming students.</p> <p>Our counseling staff attended conferences for CSU and UC to learn up-to-date information, including financial aid details.</p> <p>Counselors and English and math teachers collaborated with Las Positas Community College on articulation issues.</p> <p>LHS provided college visits and presentations through the Career Center, English Learner Advisory Council (ELAC), and AAREA.</p> <p>Collaboration with middle school staff took place to provide early exposure to pathways for students.</p>	<p>Release time for English 9 and Algebra 1A teachers to articulate 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>Release Time for Teacher collaboration Title II Part A: Improving Teacher Quality 1,720</p>
<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</p>	<p>The Principal, Vice Principals, Counselors, and EL liaisons focused attention on reviewing student progress toward meeting graduation requirements, with increased attention on English Learners (EL), Students with Disabilities (SWD), African American,</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>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 4,200</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
American, and LatinX student groups, to provide support in meeting graduation requirements.	and Latinx student groups.		
<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 SPED and EL 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 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</p>	<p>Academic Counselors maintained the status of each student's progress in meeting A-G completion and Career Technical Education (CTE) pathway completion. They worked closely with students to encourage enrollment in these courses, with special focus on SPED and EL student groups.</p> <p>The full LHS faculty reviewed trimester grades at the end of each trimester to assess student progress in all courses, with particular attention on A-G courses.</p> <p>LHS developed an action plan, with input from the full faculty, to increase the representation of student groups in A-G courses (including AP and Honors) and CTE pathways, aiming to mirror the proportionality of the student group population. The plan also sought to decrease the representation of these groups in remedial and non A-G courses.</p> <p>During Wednesday collaboration time, teachers and administrators reviewed student progress toward A-G completion, identifying areas of student weakness and adjusting instruction accordingly. They also reviewed strengths and</p>	None Specified None Specified 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>areas of strength and weaknesses through the use of PLCs in their common assessments to determine next steps for teaching and learning.</p>	<p>weaknesses through the use of PLCs, based on common assessment results, to determine next steps for teaching and learning.</p>		
<p>The College and Career Center Personnel will host college, career/industry and military fairs.</p>	<p>The College and Career Center personnel hosted college, career/industry, and military fairs.</p>		
<p>The College and Career Personnel will provide an activity where students are tasked with locating resources in the CCC, providing them with an introduction to its services.</p>	<p>The College and Career Center personnel provided an activity where students were tasked with locating resources in the CCC, offering them an introduction to its services.</p>		

## Analysis

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

All strategies and activities planned to meet these goals were implemented with fidelity.

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

The goals were met as follows:  
 The graduation rate increased from the 2022-2023 school year in that 97.7% of our seniors graduated in the 2023-2024 school year.  
 For the 2023-24 school year, 28% of Livermore High School’s English Learners progressed at least one ELPAC level, an increase from 21% in the previous year. This reflects a positive trend in supporting English Learners.  
 For the 2023-24 academic year, Livermore High School had achieved a 58% proficiency rate in English Language Arts (ELA), a notable decrease from 62% in the previous year. The school's decline in ELA shows a negative trend for students in their performance on the ELA CAASPP.  
 The pass rate for ninth grade students in Algebra 1 in the 2023-2-24 school year improved by 8.22% from the 2022-2023 school year.  
 The 2023-2024 EXPO night was successfully executed, offering students and parents a comprehensive look at various programs and informative presentations.  
 The 8th-grade Ambassador program was introduced earlier in the year, with students visiting LHS classes, interacting with staff, and sharing their experiences with peers.



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

Money allocated was used and leftover money was redistributed and approved by SSC.

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

There will be more focused attention give to data collection, analysis, and Tier 2 interventions.

# Annual Review and Update

## SPSA Year Reviewed: 2023-24

### 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>Wayfinder Panorama Social-Emotional Survey COST data</p>	<p>By the end of the 2023-2024 school year, all juniors at Livermore High School will have completed and SEL program, increasing their ability to recognize and respond to mental health challenges in their peers.</p> <p>Results from the 2023-2024 California Healthy Kids Survey will show a 5% increase in 9th and 11th graders agreeing or strongly agreeing that they feel connected to the school, that there are caring adults on campus, and that school is a safe place.</p> <p>The 2023-2024 Panorama Social Emotional Learning (SEL) Survey will show a 5% improvement in students' self-reported scores in Growth Mindset, Self-Management, and Emotional Regulation, reflecting enhanced student resilience and emotional well-being.</p> <p>Peer Mediators will successfully resolve conflicts before escalation in at least 80% of cases referred to them.</p> <p>95% of students will demonstrate familiarity with and adherence to the Cowboy HEROES values (Honor Education, Respect, Open-mindedness, Engagement, Safety) as evidenced by weekly PBIS lessons and positive behavior data collected schoolwide.</p> <p>Livermore High School will implement restorative practices as part of the Multi-Tiered Systems of Support (MTSS), with 100% of students assigned behavioral electronic modules for violations completing reflective and educational tasks</p>	<p>An Academic Counselor took on the role of PBIS Team lead, supported by PBIS VP lead Noble and district PBIS Coordinator Mallory Rachel. The PBIS team met 6 times (see Agendas and Meeting Minutes). Lead created the PBIS one-pager to share with staff.</p> <p>The Spring 2024 Panorama survey for Livermore High School reveals key insights into student experiences, focusing on Cultural Awareness, Sense of Belonging, and Teacher-Student Relationships. LHS received a 55% favorable rating (slightly above the district's 54%). However, only 41% of students felt encouraged to learn about different cultures, 37% were confident discussing race, and 38% believed the school helps students speak out against racism. More consistent curriculum integration and safe spaces for discussions are needed. Only 41% of students felt valued (below the district's 43%). A mere 10% felt completely understood, and 32% felt connected to adults. This indicates a need for stronger student-staff relationships and inclusivity efforts. While 49% reported positive relationships with teachers, only 41% felt teachers would show concern if they were upset. Students feel respected (78%), but emotional support and connection need improvement.</p> <p>PBIS implementation has shown significant improvement per the Tiered Fidelity Inventory (TFI) (see TFI progress chart and TFI result comparison) and Self Assessment Survey (SAS) (see 2023-2024 SAS</p>

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

aimed at future behavior improvement.

By the end of the 2023-2024 school year, 100% of LHS staff will have completed training on Trauma-Informed Practices, resulting in a 10% reduction in behavior referrals related to trauma-triggered responses and improved staff-student interactions during moments of conflict.

By Spring 2025, Livermore High School will increase student confidence in Cultural Awareness and Action by 10%, as measured by the Panorama survey. Specifically, at least 50% of students will feel encouraged to learn about different cultures, 47% will feel confident discussing race, and 48% will believe the school helps students speak out against racism.

Additionally, LHS will increase the percentage of students who feel valued and connected to adults by 10%. At least 51% of students will feel valued, 42% will feel completely understood, and 42% will report strong connections with adults on campus.

Lastly, LHS will improve teacher-student relationships by increasing the percentage of students who feel teachers would show concern if they were upset to 51%, while maintaining or improving the 78% respect rating.

results and 2022-2023 SAS results) results. According to the TFI, LHS improved from 70% to 80% for Tier 1 (PBIS) and from 65% to 77% for Tier 2 (COST) support. To remain at the PBIS Silver recognition level, LHS had to show improvement each year and the school did that in 2022-2023 and 2023-2024.

Discipline flowchart updated to streamline classroom vs. office managed behaviors and a new referral system was implemented through PowerSchool log entries to document behaviors, staff interventions, and administrative interventions/actions. Sample Syllabus template includes HEROES behavioral expectations to streamline for students.

Discipline referral data from Educlimber analyzed- identified 9th graders in 5th period were having more behavioral challenges. Student and staff surveys implemented to gather strategies to address the challenges, summarized here.

Restorative practices implemented with modules.

HEROES mini lessons (SEL lessons), based on monthly themes, created with Wayfinder by the student Culture Keepers (High School tutors who work in the Wellness Center)

Implementation of a schoolwide rewards system began this year, recognizing students who demonstrate the LHS Cowboy HEROES qualities (Honor Education, be Respectful, be Open-minded, be Engaged, and be Safe) with a certificate, positive email home, food ticket, and a post on the LHS social media page.

Boundary Builders student group created based on Principal's Advisory Committee (PAC) discussions about a need to educate and support students regarding healthy relationships and boundaries.

PBIS PD included 4 staff members attending the 10th Annual High School PBIS symposium in

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

December 2023 which covered trauma informed practices and alternatives to exclusionary discipline. A districtwide Restorative Practices training for administrators took place over 3 half-day sessions.

Anti-bullying assembly by Kevin Bracy

Horizons Anti-Bullying Assembly for 9th grade classes

Anti-hate assembly 'Violins of the Holocaust' and showcase of the violins in the library

2 PDs at faculty meetings on decreasing hate speech and profanity

PFLAG training for all staff to support LGBTQ+ students presented to staff twice during the school year.

Discipline data analyzed in April 2024. The data shows a significant decrease in referrals, demonstrating improvement in behavior from trimester 1 to trimester 2. A district and school wide focus on eliminating hate speech and profanity, to ensure a positive climate, has resulted in fewer incidents of hate speech.

67 students were suspended in 2023-2024, compared to 69 in 2022-2023.

Because LHS earned the PBIS Silver Medal Recognition, the school qualifies for a grant for CA-ISP PBIS PD. It will be offered to all staff 6 times in 2024-2025 and continue in 2025-2026. The modules will include data dives, equity work, SEL, culturally responsive practices, and trauma-informed practices.

In the 2023-2024 school year, Livermore High School earned the PBIS Gold Medal Award.

PBIS website will be shared on the LHS website to share information with staff, students, and families.

The overall suspension rate increased from 3.5% to 4.7% with all

Suspensions:  
Suspension Data

Decrease the school's overall suspension rate at below 3.5% and

Metric/Indicator	Expected Outcomes	Actual Outcomes
	every student group's suspension rate at no more than 2%.	subgroups showing an increase in suspension rates.
Attendance/Chronic Absenteeism: Attendance Records Attendance summary of chronic and severe attendance issues	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.	Attendance decreased to 92.66%.
Physical Fitness: FitnessGram results for grade 9	Continue to administer the Physical Fitness Test to all 9th grade students.	All students in the 9th grade will participate in the Physical Fitness Test

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PBIS, tMHFA - Respectful and Inclusive Environment for All Students:	An Academic Counselor took on the role of PBIS Team lead, supported by PBIS VP lead Noble and district PBIS Coordinator Mallory Rachel. The PBIS team met 6 times. Lead created the PBIS one-pager to share with staff.	Peer mediation training for our Wellness Center Peer Mediators will also help their peers resolve conflict before they escalate 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 1,250	Peer mediation training for our Wellness Center Peer Mediators was done through our Wellness Center staff None Specified 00
	According to the TFI, LHS improved from 70% to 80% for Tier 1 (PBIS) and from 65% to 77% for Tier 2 (COST) support. LHS received the PBIS Gold award for the 2023-2024 school year.	Funding for supplies for the Wellness Center 4000-4999: Books And Supplies General Fund 1,000	Funding for supplies for the Wellness Center 4000-4999: Books And Supplies 1,000
	Discipline flowchart updated to streamline classroom vs. office managed behaviors and a new referral system was implemented through PowerSchool log entries to document behaviors, staff interventions, and administrative interventions/actions. All teachers included HEROES behavioral	Funding for supplies for PAC 4000-4999: Books And Supplies General Fund 900	Funding for supplies for PAC 4000-4999: Books And Supplies General Fund 900

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>expectations in their syllabus.</p> <p>Restorative practices implemented with reflective behavioral modules.</p> <p>Implementation of Wayfinder (SEL) program.</p> <p>HEROES mini lessons (SEL lessons), based on monthly themes, created with Wayfinder by the student Culture Keepers were presented every Wednesday during extended third period classes.</p> <p>Implementation of a schoolwide rewards system began this year, recognizing students who demonstrate the LHS Cowboy HEROES qualities (Honor Education, be Respectful, be Open-minded, be Engaged, and be Safe) with a certificate, positive email home, food ticket, and a post on the LHS social media page.</p> <p>Boundary Builders student group created based on Principal's Advisory Committee (PAC) discussions about a need to educate and support students regarding healthy relationships and boundaries, created Wednesday schoolwide lessons and lunch time activities around healthy relationships.</p> <p>PBIS PD included 4 staff members attending the 10th Annual High School PBIS symposium in</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>December 2023 which covered trauma informed practices and alternatives to exclusionary discipline. A districtwide Restorative Practices training for administrators took place over 3 half-day sessions.</p> <p>Anti-bullying assembly by Kevin Bracy</p> <p>Horizons Anti-Bullying Assembly for 9th grade classes</p> <p>Anti-hate assembly 'Violins of the Holocaust' and showcase of the violins in the library</p> <p>2 PDs at faculty meetings on decreasing hate speech and profanity</p> <p>PFLAG training for all staff to support LGBTQ+ students presented to staff twice during the school year.</p> <p>Discipline data analyzed in April 2024. The data shows a significant decrease in referrals, demonstrating improvement in behavior from trimester 1 to trimester 2. A district and school wide focus on eliminating hate speech and profanity, to ensure a positive climate, has resulted in fewer incidents of hate speech.</p> <p>67 students were suspended in 2023-2024, compared to 69 in 2022-2023.</p> <p>PBIS link on the school website.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Point person for LGBTQIA+ was identified and support links for families was added to the school website.</p>		
<p>Suspensions:</p> <p>We will continue to provide programmatic support to meet with LHS African American students four times this year with the partnership of AAREA 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>In addition, African American scientists (ABLE) from LLNL will provide mentors to those students who need additional support.</p> <p>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.</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</p>	<p>The overall suspension rate increased from 3.5% to 4.7% with all subgroups showing an increase in suspension rates.</p> <p>We continued implementing our MTSS/PBIS Framework, with a particular focus on lowering suspension rates schoolwide. We also implemented and utilized restorative practices as a part of our Multi-Tiered Systems of Support (MTSS). As a part of tiered interventions and our discipline matrix, students were given electronic module assignments created based on their behavioral violations. These modules added an educational component to the consequences given to students.</p> <p>In addition, African American scientists (ABLE) from LLNL provided mentors to students who needed additional support.</p> <p>We continued collaborating with partner agencies (e.g., Project Eden) to implement a suspension reduction program that infused tiered student services</p>	<p>None Specified None Specified</p>	<p>None Specified None Specified</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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. 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.</p> <p>In addition, administration and counselors will work together to implement restorative practices in lieu of suspension.</p>	<p>within our disciplinary protocol.</p> <p>We continued the work of providing professional development to our staff on trauma-informed decisions about classroom management, equipping staff with Tier-1 strategies linked back to schoolwide expectations and grounded in the vision of creating a school where all students feel safe to learn, regardless of the trauma they bring with them.</p>		
<p>Attendance/Chronic Absenteeism:</p> <p>Students identified as at risk of being habitually</p>	<p>Students identified as at risk of habitual truancy were closely monitored by our CWA Aides, administrative team, and</p>	<p>None Specified None Specified</p>	<p>None Specified None Specified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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>counseling staff through attendance records in PowerSchool, academic performance, and scheduled check-ins, alongside consistent communication with families.</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>We successfully expanded student clubs and selected programs for targeted groups, such as African American and Hispanic students, to create a more inclusive environment. "Club Rush" continued to thrive, supporting all students in forming new interest-based clubs that reflect the Livermore High School demographic. The Associated Student Body (ASB) website played a key role in facilitating new club enrollment and helping students develop 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>La Familia team was not able to run any groups for the 23-24 school year, although they did meet with students individually.</p>		
<p>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-</p>	<p>AAREA supported African American students by running group sessions and offering one-on-one mentorship, particularly for those in need of extra assistance. They also partnered with ABLE (African American Body of Lab Employees from LLNL) to provide additional mentors for our students.</p> <p>CWA Aides monitored student attendance, identifying at-risk students and assisting the</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>emotional concerns. In addition, AAREA will partner with ABLE(African American Body of Lab Employees from LLNL) to provide additional mentors for our students.</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>Blackboard will be used to send monthly messages home on the importance of attendance.</p>	<p>Coordination of Services (COST) team in creating individualized academic plans for each student. Additionally, we utilized Blackboard to send monthly messages to families, emphasizing the importance of regular attendance.</p>		
<p>Physical Fitness: 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>Workouts were consistently implemented to help students increase their aerobic capacity and upper body strength, with the intensity of the workouts gradually increasing in duration and repetitions as the trimester progressed. This approach effectively enhanced student fitness levels over time. 100% of the 9th graders participated in the PFTs.</p>	None Specified None Specified	None Specified
<p>A Principal's Advisory Committee (PAC),consisting of a diverse group of LHS students chosen based on teacher recommendations, will offer the principal valuable input on areas requiring attention and improvement.The PAC will meet 1-2 times per</p>	<p>We established a Principal's Advisory Committee (PAC), consisting of a diverse group of Livermore High School students selected based on teacher recommendations. The PAC met 1-2 times per month, providing the principal with valuable input on areas needing</p>	None Specified None Specified 0	None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>month to hear student voice regarding concerns and ideas on campus. They will have the opportunity to provide feedback on school initiatives.</p>	<p>attention and improvement. These meetings allowed students to voice their concerns, share ideas, and offer feedback on school initiatives, fostering a stronger connection between the student body and school leadership.</p>		
<p>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. This will 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.</p>	<p>As part of our Multi-Tiered Systems of Support (MTSS), we successfully implemented restorative practices into our tiered interventions and discipline matrix. Students who engaged in behavioral violations were assigned electronic modules tailored to their specific infractions. These modules added an educational component to the disciplinary process, empowering students with the knowledge to make better decisions in the future. Through these assignments, students were able to reflect on their actions, understand the consequences of their behavior, and develop strategies for improved decision-making moving forward.</p>	<p>None Specified None Specified</p>	<p>None Specified</p>

## Analysis

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

All strategies and activities planned to meet these goals were implemented with fidelity.

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

The Spring 2024 Panorama survey for Livermore High School reveals key insights into student experiences, focusing on Cultural Awareness, Sense of Belonging, and Teacher-Student Relationships. LHS received a 55% favorable rating (slightly above the district's 54%). However, only 41% of students felt encouraged to learn about different cultures, 37% were confident discussing race, and 38% believed the school helps students speak out against racism. More consistent

curriculum integration and safe spaces for discussions are needed. Only 41% of students felt valued (below the district's 43%). A mere 10% felt completely understood, and 32% felt connected to adults. This indicates a need for stronger student-staff relationships and inclusivity efforts. While 49% reported positive relationships with teachers, only 41% felt teachers would show concern if they were upset. Students feel respected (78%), but emotional support and connection need improvement. Sixty seven students were suspended in 2023-2024, compared to 69 in 2022-2023.

Boundary Builders student group created based on Principal's Advisory Committee (PAC) discussions about a need to educate and support students regarding healthy relationships and boundaries.

Implementation of a schoolwide rewards system began this year, recognizing students who demonstrate the LHS Cowboy HEROES qualities (Honor Education, be Respectful, be Open-minded, be Engaged, and be Safe) with a certificate, positive email home, food ticket, and a post on the LHS social media page.

HEROES mini lessons (SEL lessons), based on monthly themes, created with Wayfinder by the student Culture Keepers (High School tutors who work in the Wellness Center)

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

Money allocated was used and leftover money was redistributed and approved by SSC.

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.

We will add positive postcards mailed home from their teachers

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 3

Enhance parent and community engagement and communication.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>LHS maintenance of school website and Schoology Learning Platform home pages.</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>	<p>Continued maintenance of school website and Schoology Learning Platform home pages.</p>
<p>Anti Bullying Assemblies</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 outcome is a reduction in instances of bullying and harassment.</p>	<p>Kevin Bracy-anti Bullying Assembly</p> <p>Learning modules for those that engage in bullying behavior.</p> <p>Professional Development for teachers twice during the school year on how to disrupt hate speech and vulgar language.</p> <p>Anti Bullying campaign in October through the Wellness Center-informational tables, positive affirmations activities, PBIS lessons and teaching students how to be an upstander, and Unity Day.</p>
<p>Parent participation in PTSA, Boosters, and ELAC</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</p>	<p>Opening of the Family Resource Center to provide support for newcomer students, EL students and students new to LHS was delayed due to lack for staffing and furniture for the center.</p> <p>Survey to ELAC parents about topics that they would like discussed during the ELAC meeting.</p> <p>Monthly Family Newsletter from the Principal highlighting achievements, opportunities for involvement, and</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>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 for parents/guardians of EL students in gathering their feedback via surveys.</p> <p>Monthly Family Newsletter from the Principal highlighting achievements, opportunities for involvement, and upcoming events in English and Spanish.</p>	<p>upcoming events in English and Spanish.</p>

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<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>Teachers consistently maintained their Schoology home pages, allowing students and parents/guardians to access up-to-date assessments and grades for each class. This practice ensured clear communication and provided real-time visibility into student</p>	<p>None Specified None Specified 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	progress throughout the school year		
Principal's Advisory Committee (PAC)	<p>PAC met biweekly to discuss and action plan school concerns. Students met with city leaders, developers and transportation. They also assisted Horizons with creating a Healthy Relationship workshop for students and their families.</p> <p>From this, the club Boundary Builders was formed to run a school campaign on healthy relationships and boundaries before each prom.</p>	Safe and Inclusive Environment 0001-0999: Unrestricted: Locally Defined General Fund 900	PAC meetings 0001-0999: Unrestricted: Locally Defined General Fund 900
<p>Provide educational workshops via assemblies for students on anti-harassment and anti-bullying.</p> <p>Positive Coaching Alliance for athletes on good sportsmanship.</p>	<p>PBIS lessons during PBIS Wednesdays provided lessons and anti-bullying.</p> <p>Kevin Bracy, anti-bullying assembly was attended by all students and staff.</p>	Anti-harassment and anti-bullying assemblies 5000-5999: Services And Other Operating Expenditures General Fund 5,000	Anti-harassment and anti-bullying assemblies 5000-5999: Services And Other Operating Expenditures Foundation 5,000
<p>Obtain parent/guardian input on topics/issues via parent groups and surveys.</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-</p>	<p>We successfully obtained parent/guardian input on various topics and issues through parent groups and surveys. Parent participation increased in PTSA, Boosters, and ELAC, aligning with our WASC Action Plan. Information on how to participate in school governance (PTSA, SSC, ELAC) was made readily available on the Livermore High School website, in the principal's monthly letters, through Blackboard emails, at the annual Greenhorn Meeting (both in person</p>	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 600



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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. In addition, CWAs will assist parents who have not or do not have access to Blackboard and Schoology.</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>and virtual), at Back-to-School Night, and through other opportunities as they arose.</p> <p>Parent enrollment in Blackboard and Schoology saw notable increases. In accordance with our WASC Action Plan, we provided guidance on enrolling in Blackboard and Schoology via the LHS website, principal's letters, Blackboard emails, the Greenhorn Meeting, and Back-to-School Night. Additionally, CWA Aides offered support to parents who had not yet accessed these platforms.</p> <p>We continued to see an increase in parent responses to surveys and input on topics that contributed to ongoing school improvement.</p> <p>The principal sent a monthly Family Newsletter highlighting achievements, opportunities for involvement, and upcoming events.</p> <p>There was no opportunity provided for parent participation in AAREA led activities/functions.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Monthly Family Newsletter from the Principal highlighting achievements, 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>			
		None Specified	

## Analysis

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

All strategies and activities planned to meet these goals were implemented with fidelity.

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

We successfully met several important goals aimed at supporting our diverse student and parent communities. The Family Resource Center was opened, providing essential support to newcomer students, English Learners, and those new to Livermore High School. Additionally, a survey was conducted to gather input from ELAC parents on topics they would like to see discussed at future ELAC meetings, ensuring their voices are heard and needs are met. We also introduced a monthly Family Newsletter from the Principal, available in both English and Spanish, highlighting student achievements, opportunities for involvement, and important upcoming events.

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

Money allocated was used and leftover money was redistributed and approved by SSC.

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.

We will continue to build on Homework Club during lunch, supervised by EL staff, that will ensure students are receiving the support that they need. The teachers will be supported by high school students who will assist in tutoring in targeted content areas.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

College/Career Readiness

### Goal Statement

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>ELA/ELD:</p> <p>Course pass rates            CAASPP ELA performance data from Spring 2022            District Literacy Benchmark Assessment for 2022-2023            ELPAC data from 2022-2023</p>	<p>The percentage of students proficient in ELA decreased from 62% in 2022-23 to 58% in 2023-2024.</p> <p>For the 2023-24 school year, 28% of Livermore High School's English Learners progressed at least one ELPAC level, an increase from 21% in the previous 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>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 Family Resource Center (FRC) will open in 2024-2025 to connect families of ELs to the school and community resources. Bilingual staff will work in the center and communicate with families.</p>
<p>Mathematics:</p> <p>Algebra 1 B Grades-End of Tri 2            CAASPP Math performance data</p>	<p>Livermore High School saw 38.98% of Grade 9 students achieve proficiency on the Algebra I final exam in the 2023-24 school year, a</p>	<p>Improve Algebra 1 performance in 2023-2024 (C or better) to an 75% pass rate.</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>significant improvement from 16.05% in the 2022-23 school year.</p> <p>Math proficiency slightly increased from 35% in 2022-23 to 36% in 2023-24.</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>Graduation Rates:</p> <p>Assessment of Fall 2023 Dashboard Graduation Rate 2024 Graduation Rate</p>	<p>Graduation rates for the 2023-2024 was 97.7%.</p> <p>The percentage of students completing UC A-G requirements at Livermore High School was 46% in the 2023-24 academic year.</p> <p>English Learners a graduation rate of 74.1%. English Learners made up 6.5% of the total graduates.</p> <p>Socioeconomically Disadvantaged students represent 33.7% of the total graduates.</p> <p>Students with Disabilities also have a graduation rate at 86.4%.</p> <p>Hispanic students have a graduation rate of 93.2%.</p> <p>White students had a graduation rate of 99.5%.</p> <p>Both Asian students and students of Two or More Races achieved a graduation rate of 100.0%.</p>	<p>Increase the graduation rate such that every student group has a rate of at least 96%.</p> <p>Increase the graduation rate to 99%.</p>
<p>College/Career Readiness: University of California/California State University (UC/CSU) A-G Completion</p>	<p>In the 2023-24 school year, 58.7% of students at Livermore High School were deemed college and career ready.</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)</p>	<p>Raise the percentage of students deemed college and career ready to 63%.</p> <p>Increase A-G completion rates for Hispanic students to 35% from the 28.1%</p> <p>Increase CTE pathway completion by 10% overall.</p> <p>Increase A-G completion rates for students with disabilities to 10%.</p> <p>Increase the percentage of students earning A, B, or C grades in core classes to 90% from 85%</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>successfully met the A-G criteria with a grade of C or better (or Pass).</p> <p>Asian students have the highest completion rate at 75.0%, indicating a strong performance in meeting these criteria. Other high-performing groups include Two or More Races (66.7%) and White students (54.8%).</p> <p>Hispanic students and students with disabilities have relatively lower completion rates at 26.5% and 3.4% respectively.</p> <p>The percentage of students earning A, B, or C grades in core classes has improved to 85% in the 2023-24 year, compared to 83% the previous year.</p>	

## Planned Strategies/Activities

### Strategy/Activity 1

#### ELA/ELD:

Focused attention was increased in the area of ELD by adding an EL coordinator who is released one period a semester to coordinate intervention, provide support and communicate with families. The coordinator is also a part of the Instructional Leadership Team. 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 semester, taking the number of designated support classes to two per semester. 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. Off2Class will be used twice per week to assist English language development. The Coordinator will offer ELD PD to all staff, teach several ELD courses, and help with ELPAC testing.

The Family Resource Center (FRC) will open in 2024-2025 to connect families of ELs to the school and community resources. Bilingual staff will work in the center and communicate with families.

LHS is looking to increase the hours for the second Bilingual Instructional Aide from 0.50 FTE to 0.75-1 FTE.

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 general education teachers with information about specific accommodations and goals for their SPED students. We will continue these efforts for the 2024-2025 school year.

An additional 16 teachers from various departments will be trained during the 2024-2025 school year.

Reading and Writing instruction with common language across all ELA courses and Tier-2 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 semester

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

We will provide ongoing integrated ELD training to teachers via monthly Wednesday site-dedicated collaboration time for training. In addition they will be provided additional support during the districtwide 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 Wednesday site-dedicated collaboration time for training presented by SPED staff, and workshops provided via our annual districtwide PD day and through the book study of "Teach Like a Champion". The focus was around High Behavioral Expectations integrating site initiatives into the methods suggested in the book with teachers actively involved and participating in discussion about methodology and personal experiences that impact student learning at Livermore High. Teach Like a Champion offers practical teaching techniques that empower educators to foster a positive and productive learning environment, with an emphasis on classroom culture, management, questioning, and instruction. It provided a valuable resource for our teachers looking to refine their instructional skills and enhance student learning experiences. Throughout the year, we dedicated four faculty meetings to exploring High Behavioral Expectations by modeling strategies and sharing best practices among staff members based on their experiences with students in the classroom.

We will provide after-school ELD tutoring during lunch time the Learning Resource Hub.

LHS purchased 4 ELD units for the English Department for iELD from EL Achieve.

In addition to the StudySync ELD curriculum, LHS will continue to use the National Geographic/Cengage Learning EDGE curriculum, Off2Class supplemental online curriculum, and Listenwise. These materials offer differentiated curriculum based on students' ELP.

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.

In line with our current WASC Action Plan, the full LHS faculty will review grades at the end of the semester 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 site-dedicated collaboration time for training. In addition, teachers of designated EL courses will be trained using EL Achieve, Off2Class, EDGE, StudySync, and Listenwise.

We will provide ongoing training to teachers on how to effectively differentiate instruction to meet needs of SPED students during site-dedicated collaboration time for training, and workshops through the book study of Teach Like a Champion, that focuses 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 in addition to ongoing professional development on strategies Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies.

We will provide three EL Support courses per semester (mixed grades) for the integrated support of EL students in their general education studies.

We will provide daily after-school and lunch time ELD tutoring provided by EL staff.

Teachers will be provided professional development on Trauma-informed and verbal de-escalation strategies in the classroom.

Administration and counselors will manually review transcripts of all current 11th and 12th grade students to ensure students are in line to graduate on time and are college and career ready.

Teachers will be provided six training opportunities offered by the Santa Clara County Office of Education around data review and high-quality, professional learning in SEL; trauma-informed practices; and culturally relevant, affirming, and sustaining practices— all in a manner that aligns with local CA MTSS.

By the end of the academic year, 90% of English teachers will report that the development of common rubrics effectively standardize grading practices across all grade levels, leading to a measurable increase in student performance in reading and writing as evidenced by district benchmarks and teacher assessments. Furthermore, student feedback will show an increased understanding of assessment criteria, promoting self-awareness and growth in their reading and writing skills

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

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

### Timeline

8/13/24-5/29/25

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,000
<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	ELD After School Tutoring Classes - 2 hours per week
<b>Amount</b>	500
<b>Source</b>	Discretionary
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Twenty copies of the 2022-2023 LHS Reads selection for the library
<b>Amount</b>	39,411
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Current .5 FTE ELD Instructional Aide/Bilingual
<b>Amount</b>	39,411
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional .FTE ELD Instructional Aide/Bilingual
<b>Amount</b>	5,875
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	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>	Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Books and supplies
<b>Amount</b>	2,149
<b>Source</b>	Unrestricted
<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:

Teachers engaging in standards based grading starting with Algebra 1. Additional focus will continue to be paid to concepts and procedures in math courses, including during Tier-2 interventions via support sessions during Cowboy Advisory Period (CAP).

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 line with our current WASC Action Plan, we will provide ongoing integrated ELD training to teachers during Faculty or collaboration time.

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 Trauma-informed strategies in the classroom.

Teachers will be provided professional development on Tier 2 interventions



Teachers will be provided six training opportunities offered by the Santa Clara County Office of Education around data review and high-quality, professional learning in SEL; trauma-informed practices; and culturally relevant, affirming, and sustaining practices— all in a manner that aligns with local CA MTSS.

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

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

### Timeline

8/13/2024- 5/29/2025

### 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

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

### Timeline

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

## 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

8/13/24-5/29/25

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,185
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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.

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

All students

### Timeline

8/13/24-5/29/25

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions for Learning

### Goal Statement

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Respectful and Inclusive Environment for all students. Tiered Fidelity Inventory Panorama Social-Emotional Survey COST data	<p>Panorama data from Livermore High School's Spring 2024 survey indicated the following results:</p> <p>Cultural Awareness and Action, the school reported a 55% favorable response, with 41% of students feeling encouraged to learn about different races and cultures frequently, while 37% lacked confidence that honest conversations about race could take place among their peers. Additionally, 38% of students felt the school effectively helps them speak out against racism.</p> <p>Teacher-Student Relationships category showed 49% of students reporting favorable relationships with their teachers.</p> <p>78% of students felt respected by most or all of their teachers, while 41% believed their teachers would show concern if they were upset. Additionally, 46% felt that teachers showed genuine interest in how they were doing.</p> <p>Sense of Belonging data presents that 41% of students reporting a strong sense of belonging.</p>	<p>The California Healthy Kids Survey of 2024-2025 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>Increase TFI for Tier-1 to 85% and Tier-2 to 82%.</p> <p>Graduate 45 students from COST services.</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>During the 2023-2024 school year there were a total of eighty five students on COST and 33 of them were either graduated or transferred to LST support. For the 2024-2025 school year there are currently thirty five students receiving services from COST.</p> <p>Livermore High School moved from the being awarded the silver medal in PBIS initiative in 2022-2023 to being awarded the Gold Award for the 2023-2024 school year</p> <p>The PBIS TFI Tier 1 score was 80% and Tier 2 was 77%.</p>	
<p>Suspensions: Suspension Data</p>	<p>According to the 2023 California School Dashboard, Livermore High School has an Orange performance level for suspension rates.</p> <p>The percentage of students suspended decreased from 4.7% in 2022-23 to 3.7% in 2023-24.</p> <p>In 2023-2024 the risk index for suspensions for certain subgroups are as follows:</p> <p>Of the 49 Black or African American students enrolled, 15 received at least one major referral, with a risk index of 31%.</p> <p>Of the 800 White students enrolled, 102 received at least one major referral, with a risk index of 13%.</p> <p>Of the 590 Hispanic/Latinx students enrolled, 121 received at least one major referral, with a risk index of 21%.</p> <p>Of the 293 Asian students enrolled, 26 received at least one major referral, with a risk index of 9%.</p>	<p>Decrease the school's overall suspension rate at below 3.5% and every student group's suspension rate at no more than 2%.</p>
<p>Attendance/Chronic Absenteeism: Attendance Records Attendance summary of chronic and severe attendance issues</p>	<p>Livermore High School's average daily attendance is 92.66%.</p>	<p>Increase the average daily attendance (ADA) rate to a minimum of 95% overall, with a 5% improvement in the chronically truant population, which a those students who have missed 10-19% of the school year.</p>

Metric/Indicator	Baseline	Expected Outcome
Physical Fitness: FitnessGram results for grade 9	Livermore High School achieved a 100% student participation rate in the PFT.	Continue to administer the Fitnessgram to all 9th grade students with 100% participation in the 2024-2205 school year

## Planned Strategies/Activities

### Strategy/Activity 1

#### 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 2024-2025 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. We will build on

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. EL students will be presented the lessons by EL staff.

The Principal's Advisory Committee (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 and community 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.

Ninth grade Health students will participate in the Teens for Life workshop, offered through the Alameda County Office of Education. The Teens for Life Program is an interactive, classroom-based suicide prevention curriculum designed for high school and middle school students. Led by personnel trained by Crisis Support Services of Alameda County, the one-hour workshop focuses on reducing stigma around mental disorders, recognizing the warning signs of depression and suicide, and encouraging help-seeking behavior for students in crisis. Tenth and Eleventh grade History students will also participate in mental health activities and lessons.

This year, Livermore High School's Wellness Center is launching a groundbreaking pilot program that expands the reach of our Culture Keepers into elementary and middle schools across the district. The Culture Keepers will support the development of new Wellness Centers at these school levels, working closely with staff and students to establish socially and emotionally inclusive environments. By providing younger students with tools and strategies for emotional literacy, resilience, and self-care, this initiative will help embed key components of Social-Emotional Learning (SEL), Wellness, and Positive Behavioral Interventions and Supports (PBIS) across the district. The goal is to foster a sense of well-being and connectedness for all students, laying a strong foundation for future academic and personal success. We are optimistic that this collaboration will enhance the overall wellness culture and provide lasting benefits to students and staff at every school site

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.

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. In addition, the staff will be participating in training in restorative practices in the class and beyond. In addition, we will develop learning modules for inappropriate school behavior so that students have the opportunity to reflect on their behaviors.

A new mentor program is starting to support Latinx students, students supported through COST (Coordination of Services Team) and other students who need academic, social-emotional, or behavioral support.

We will partner with the African American Regional Educational Alliances (AAREA) to offer bi-monthly student workshops, and collaborate with the African American Body of Lab Employees (ABLE) to provide mentorship opportunities and career panels for African American students, supporting academic success and career readiness, and school connection

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 2024-2025 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.

Schoolwide Grade level PBIS- Code of Conduct Assemblies for all grade levels.

Anti-bullying assembly scheduled for Fall 2024.

A focus on Tier-2 supports/interventions will use the Wayfinder Waypoints assessments and Educlimber Thresholds to identify students in need of Tier-2 support. The Wellness Center counselors and staff will hold small groups offering tailored support based on the assessments. Site admin lead PD will focus on Tier-2 Academic interventions in the classroom.

Two administrators and the PBIS lead will attend the California PBIS Annual Conference in October 2024, which will cover topics such as Restorative Practices/alternatives to exclusionary discipline, mental health, and classroom

management. These ideas learned from the workshop will be incorporated into staff development or PBIS schoolwide lessons.

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

All students

### Timeline

8/13/24-5/29/25

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,250
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Peer mediation training for our Wellness Center Peer Mediators will also help their peers resolve conflict before they escalate
<b>Amount</b>	1,500
<b>Source</b>	General Fund
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Funding for supplies for the Wellness Center
<b>Amount</b>	600
<b>Source</b>	General Fund
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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 and 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. In addition, the staff in the Wellness Center will develop a peer mentoring model as well as build on our restorative practices tool kit.

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

All students

### Timeline

8/13/24-5/29/25

### 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.

Finalsite 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 and 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.

AAREA will partner with African American Body of Lab Employees (ABLE) 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.

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



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

All students

### Timeline

8/13/24-5/29/25

### 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, departmentwide, 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 semester progresses.

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

All Students

### Timeline

8/13/24-5/29/25

### 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), consisting of a diverse group of LHS students chosen based on teacher recommendations, will 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

8/13/24-5/29/25

**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**

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

**Timeline**

**Person(s) Responsible**

**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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent participation in PTSA,SSC and ELAC, and Greenhorn Meeting, FRC parent sign in, and student attendance at PAC	<p>In 2023-2024, our parent participation in PTSA was at an average of 15 parents per general meeting.</p> <p>Our ELAC parent participation had an average of 45 parents at each meeting.</p> <p>SSC was made up of the requisite number of members.</p> <p>In 2023-2024, 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.</p> <p>There is no baseline for parent use of the Family Resource Center (opened October 2024)</p> <p>An an average of 93% attendance for students in Principal's Advisory Committee.</p>	<p>Increase parent participation in PTSA meetings by 5%, aiming for an average of 16 parents per general meeting.</p> <p>Increase ELAC parent participation by 5%, with a goal of reaching an average of 47 parents per meeting.</p> <p>Maintain the requisite number of members in SSC with 100% participation.</p> <p>Increase attendance by 5% for our annual "Greenhorn Meeting" for freshmen parents, aiming to exceed previous attendance with both in-person and online options available.</p> <p>Establish a baseline for Family Resource Center usage and increase parent participation by 5% following its October 2024 opening.</p> <p>Increase student attendance in the Principal's Advisory Committee by 5%, reaching a goal of at least 98%.</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

8/14/24-5/29/25

### 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

8/14/24-5/29/25

### Person(s) Responsible

Principal, Executive Assistant

### Proposed Expenditures for this Strategy/Activity

Amount	900.00
Source	Unrestricted
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

8/14/24-5/29/25

## 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 Finals site emails, at annual Greenhorn Meeting-both in person and virtual, at Back-to-School Night, and via any other opportunities that present themselves.

In line with our WASC Action Plan, we will include information on how to enroll in Schoology on the LHS website, via principal's monthly letters, via Finals site 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 Schoology.

Continued increase 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

8/14/24-5/29/25

## Person(s) Responsible

Administrators

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	600
<b>Source</b>	Discretionary
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies for various parent/guardian meetings

**Strategy/Activity 5**

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

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

<b>Budget Reference</b>	None Specified
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# 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	\$9,050
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	110,381.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary	\$174,891	173,791.00
Title II Part A: Improving Teacher Quality	\$ 9,050	4,865.00
Other	\$ 31,580	31,580.00

## Expenditures by Funding Source

Funding Source	Amount
Discretionary	1,100.00
General Fund	13,100.00
LCFF - Supplemental	85,197.00
None Specified	0.00
Title II Part A: Improving Teacher Quality	4,185.00
Unrestricted	6,799.00



# 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:

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

Name of Members	Role
Roxana Mohammed	Principal
Karla Pascual	Other School Staff
Eric Hendrickson	Classroom Teacher
Melanie Gavin	Classroom Teacher
Renee Hennessy	Classroom Teacher
Jose Rodriguez	Classroom Teacher
Destiny Berry	Secondary Student
Nikhil Madineni	Secondary Student
Ezequiel Munzon	Secondary Student
Mike Gorham	Parent or Community Member
Erica Cung	Parent or Community Member
Elvira Alafita	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 10/7/24

SSC Chairperson, Michael Gorham on 10/14/2024

# 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 2024-2025 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.**
- \$84,562

#### **Title II, Part A, Supporting Effective Instruction:**

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.*
- \$92,858

#### **Title III, Language Instruction for English Learners (EL):**

Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.

- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- *Supplemental materials to support immigrant and EL students.*
- \$153,655

#### **Title III, Language Instruction for Immigrant Students**

Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth.

Supplemental materials to support immigrant and EL students.

- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- \$32,434

#### **Title IV, Part 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.*
- \$66,107

## 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	\$9,050
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$9,050</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	\$174,891
	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$9,050</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$33,066

# 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?

Our plan for utilizing site technology funds at Livermore High School focuses on aligning resources with the goal of supporting student achievement in key areas such as Literacy, Mathematics, and Writing, as outlined by the California State Standards. Our primary objective is to ensure that students graduate “college and/or career ready” by providing them with access to the necessary technology.

To date, we have invested in student workstations, teacher stations, and discipline-specific software for classrooms and labs. These purchases have been made possible through site technology funding, as well as support from the GEA grant, District Educational Services, and the LHS Alumni Association.

Looking forward, we will continue to prioritize technology upgrades based on the collaborative efforts of our IT Specialist and a representative group of LHS faculty. Our focus areas include planned classroom upgrades, lab hardware and software improvements, and ongoing maintenance. Additionally, we will support professional development to ensure that staff can effectively integrate technology into their teaching, with an emphasis on leveraging AI tools for instructional purposes.

By maintaining this proactive approach, we are confident that our technology plan will continue to enhance the instructional program and contribute to the academic success of all students at Livermore High School.

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