Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Liberty Continuation High School	39685853934767	May 6, 2025	

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Liberty Continuation High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Liberty High School: Schoolwide Plan for Meeting ESSA Requirements in Alignment with the LCAP

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) and ensure alignment with Liberty Unified School District's Local Control and Accountability Plan (LCAP), Liberty High School has developed a comprehensive schoolwide plan grounded in the district's LCAP Goals #1, #2, and #3. This integrated approach supports federal, state, and local program goals with a focus on equity, academic achievement, and school climate.

LCAP Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
Liberty High School is committed to ensuring that all students have access to a rigorous, standards-aligned curriculum delivered by highly qualified and well-supported teachers in a safe and well-maintained learning environment.

ESSA-Aligned Strategies:
Regularly review and align curriculum with current state standards to ensure instructional relevance and rigor.
Provide ongoing, targeted professional development to support teachers in implementing high-quality instructional practices.
Monitor classroom environments and facility conditions to ensure they support effective learning.

LCAP Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress in English Language Proficiency for English Learners
We prioritize student growth in ELA and Math across all subgroups, with a specific focus on supporting English learners to achieve both academic success and English language proficiency.

ESSA-Aligned Strategies:
Implement data-driven instructional practices that track individual student progress in ELA and Math. Use tools such as iReady in both ELA and Math to identify student levels and inform individual students instructional-intervention plans.
Provide differentiated instruction and intervention for students who are not meeting grade-level standards.
Support English learners through designated and integrated English Language Development (ELD) and monitor their progress toward reclassification.

LCAP Goal #3: Safe and Connected School Environment
Creating a positive school culture where all students feel safe, supported, and connected is foundational to student success at Liberty High School. This includes fostering meaningful family engagement and reducing exclusionary practices.

ESSA-Aligned Strategies:
Conduct regular school climate surveys to gather input from students, staff, and families.
Use attendance and behavioral data to identify trends, monitor student engagement, and implement responsive interventions. Adjust SEL interventions and PBIS strategies based on survey data and student Input.
Strengthen family-school partnerships through workshops, communication tools, and inclusive events that support academic and social-emotional learning.

By aligning our schoolwide strategies with LUSD's LCAP goals, Liberty High School's ESSA plan ensures a cohesive approach to improving student outcomes. This plan emphasizes access to quality instruction, targeted academic support, and a safe, inclusive environment—ensuring all students have the opportunity to thrive both academically and socially.

Educational Partner Involvement

How, when, and with whom did your Liberty Continuation High 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

Overview

Liberty Continuation High School recognizes that meaningful collaboration with educational partners is essential to creating a responsive and effective School Plan for Student Achievement (SPSA). Given the unique challenges of serving a continuation high school population—including credit deficiencies, higher levels of trauma, inconsistent attendance, and student transiency—our engagement process is intentionally flexible, proactive, and student-centered.

Collaborative Partnership with SJCOE
Liberty works closely with the San Joaquin County Office of Education (SJCOE) to analyze data, identify root causes, and refine SPSA goals based on evidence-based practices. Through quarterly SJCOE network meetings and direct support from program specialists, our leadership team has gained valuable insight into:

Using disaggregated data to target interventions for students most at risk of not graduating.

Strengthening school climate and re-engagement strategies for students with behavioral and attendance challenges.

Aligning academic and social-emotional goals with broader LCAP priorities and federal program requirements.

Recommendations from SJCOE influenced Liberty's increased focus on early academic interventions, trauma-informed practices, and credit recovery pathways, all of which are embedded into this year's SPSA action steps.

Engagement with School Community Members, Staff, Parents, and Students
Staff Involvement: Teachers, classified staff, and support personnel participated in reviewing Dashboard and local data during staff professional learning sessions. These conversations helped identify gaps in graduation readiness, ELA and math performance, and social-emotional supports.

Parent and Family Engagement: Recognizing barriers to traditional family engagement, Liberty used one-on-one outreach via phone calls and parent conferences, alongside flexible meeting formats (in-person and virtual), to engage families in SPSA development. Topics included student progress, behavior supports, credit recovery, school-parent collaboration, and postsecondary planning.

Student Input: Student voice is especially critical at Liberty. Administrators conducted small-group listening sessions and informal surveys to gather input on school climate, preferred learning environments, and supports needed to stay on track for graduation. Student feedback highlighted the need for increased mental health support, more flexible scheduling, after school interventions, and hands-on learning opportunities—all of which informed specific SPSA goals.

Processes for Meaningful Collaboration
Liberty utilized multiple structures to gather input and build shared ownership of the SPSA:

School Site Council (SSC) meetings reviewed SPSA goals, budget alignment, and student performance data.

Staff meetings and PLCs allowed certificated and classified staff to collaborate on goal development and progress monitoring.

Joint staff meetings with the other continuation school, Plaza Robles, and the County Office to generate shared ideas, review different practices, and implement improved strategies.

Student voice groups and informal check-ins with administration provided real-time insights from those most impacted.

Family engagement nights and individualized support meetings were used to discuss school priorities and gather suggestions from parents and caregivers.

Ongoing Engagement & Continuous Improvement
Liberty will continue to involve educational partners throughout the year through the following strategies:

Quarterly SSC meetings to review implementation progress and make real-time adjustments to the SPSA.

Monthly staff meetings with embedded data reviews and updates on SPSA action steps.

Student feedback cycles through short surveys, district surveys, and regular administrative check-ins.

End of quarter school wide celebrations and student engagement activities with the One Eighty Counseling and Resources Team.

Consistent family communication through bilingual newsletters, weekly newsletters, updated website postings, and outreach via ParentSquare to maintain transparency and trust.

This ongoing engagement ensures that the SPSA remains a living document, responsive to emerging student needs and grounded in the collective input of Liberty's educational partners.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

College/Career Indicator (CCI): The All Student group is in the Red performance level, with only 1.1% of students identified as "Prepared", and a status of maintaining (-0.8%). This reflects a critical need to increase student access to and completion of college and career readiness pathways.

Suspension Rate: The All Student group is in the Orange performance level, with 2.9% of students suspended for at least one day, an increase of 2.4 percentage points. This indicates a need for stronger Tier 1 behavioral supports and schoolwide SEL practices.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

There were no student groups identified as performing two or more levels below the All Student group on any indicator.

* For the College/Career Indicator, the All Student group is already in the Red, and the subgroups (Hispanic and Socioeconomically Disadvantaged) are also in the Red, so no subgroup is two levels below.
* For the Graduation Rate, the All Student group is in Yellow, and the subgroups (Hispanic and Socioeconomically Disadvantaged) are also in Yellow.
* For the Suspension Rate, the All Student group is in Orange, and subgroups like Hispanic, Socioeconomically Disadvantaged, and White are also in Orange, while English Learners and Long-Term English Learners are in Blue— which is above, not below, the All Student group.

Thus, while there are notable performance gaps, no student group is currently performing two or more levels below the All Student group in any state indicator.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement
Our goal is to increase academic growth and achievement for all students by implementing high-impact instructional strategies, using data to inform teaching, and providing targeted interventions and enrichment opportunities—ensuring that every student makes measurable progress toward college and career readiness.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the California Dashboard and local data, several areas of significant need have been identified despite the absence of color-coded performance indicators due to low student counts (fewer than 11 students in student groups). While performance colors were not provided, the available scale score data indicates substantial academic challenges across subject areas.

In English Language Arts (ELA), all students scored an average of 73.8 points below standard, with a decline of 40.9 points from the previous year. Although only 13 students were tested, the magnitude of the decline indicates a need for intervention in literacy instruction.
In mathematics, students scored 186.9 points below standard. While the school maintained performance levels from the previous year (a change of -0.7 points), the scale score remains significantly below grade-level expectations. No student groups received performance colors due to low subgroup counts.

For English Learner Progress, 38.2% of English learners made progress toward English language proficiency, reflecting an increase of 7.2 percentage points. While this growth is encouraging, the overall percentage remains low, indicating a continued need for targeted language development supports.
In science, the 15 students tested scored 32 points below standard, representing a decline of 7.5 points from the previous year. No performance colors were reported.
To address these areas of need, the school is prioritizing the following actions:
Strengthening core instruction in ELA and math through data-driven, evidence-based practices.

Providing targeted small-group and individual academic interventions, especially in early literacy and foundational math skills.
Implementing integrated English Language Development (ELD) strategies across content areas to accelerate English learner growth.
Expanding professional development for teachers focused on instructional clarity, formative assessment, and differentiation.
Increasing the use of common formative assessments and data team meetings to monitor student progress and adjust instruction in real-time.
These steps are aligned with the school's efforts to improve student outcomes and ensure equitable access to high-quality instruction for all learners, especially in a small-school context where data privacy often limits Dashboard visibility.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: ELA	All Students were listed as No Performance Color on the 2024 California Dashboard. This was 73.8 points below standard. English Learners were listed as No Performance Color on the 2024 California Dashboard. This was not listed due to privacy for the less than 11 students.	All Students will perform yellow on the 2025 California Dashboard. English Learner Students will perform yellow on the 2025 California Dashboard.
11th Grade CAASPP English Language Arts	During the 2023-2024 school year, 0% of 11th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. During the 2023-2024 school year, 0% of 11th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2024-2025 school year, 5% of 11th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA. During the 2024-2025 school year, 5% of 11th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.

iReady MOY ELA Assessment	During the 2024-2025 school year, 0% of 11th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2024-2025 school year, 0% of 11th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2025-2026 school year, 3-5% of 11th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2025-2026 school year, 3-5% of 11th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
CAASPP Mathematics	During the 2023-2024 school year, 0% of 11th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. During the 2023-2024 school year, 0% of 11th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	During the 2024-2025 school year, 5% of 11th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics. During the 2024-2025 school year, 5% of 11th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.
iReady MOY Mathematics Assessment	During the 2024-2025 school year, 0% of 11th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2024-2025 school year, 0% of 11th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2025-2026 school year, 45% of 11th grade students will perform one grade level below at grade level or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2025-2026 school year, % of 11th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
California Dashboard: Mathematics	All Students were listed as No Performance Color on the 2024 California Dashboard for Mathematics. This was 186.9 points below standard. English Learners were listed as No Performance Color on the 2024 California Dashboard for Mathematics. This was not listed due to privacy for the less than 11 students.	All Students will perform yellow on the 2025 California Dashboard for Mathematics. English Learners will perform yellow on the 2025 California Dashboard for Mathematics.
California Science Test CAST	During the 2023-2024 school year, 0% of 11th grade students met or exceeded standards on CAST Assessment in Science. During the 2023-2024 school year, 0% of 11th grade English Learner students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 5% of 11th grade students will meet/exceed standards on the CAST Assessment in Science. During the 2024-2025 school year, 5% of 11th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.

California Dashboard: Science	All Students were listed as No Performance Color on the 2024 California Dashboard for Science. This was 32 points below standard. English Learners were listed as No Performance Color on the 2024 California Dashboard for Science. This was not listed due to privacy for the less than 11 students.	All Students will perform yellow on the 2025 California Dashboard for Science. English Learners will perform yellow on the 2025 California Dashboard for Science.
California Dashboard: English Learner Progress Indicator	38.2 % made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	43 % will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	After-School ELA and Math Credit Recovery Intervention Description: Implement after-school intervention sessions focused on ELA and math to provide targeted support for students who are credit deficient. These sessions will be led by credentialed teachers and scheduled beyond regular school hours to meet the unique needs of continuation high school students. Timecards will be used to compensate teachers for planning and delivering instruction. The goal is to help students recover missing credits, strengthen foundational skills, and stay on track for graduation.	All Students	$3,000 Title I 1120 Teacher Temp After-School Teacher TIme Cards $751 Title I 3000 Benefits Benefits for After-School Teacher TIme Cards

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Analysis

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

Newly identified Title 1 for the 2025-2026 School Year

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

SEL/Behavioral (Social-Emotional Learning/Positive Behavioral Interventions and Supports)
Liberty High School will increase its tiered supports to strengthen social-emotional and behavioralinterventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Liberty High School will increase its tiered supports to strengthen social-emotional and behavioralinterventions, ensuring a more comprehensive and effective system for addressing student needs.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of California Dashboard data highlights a need for improvement in the area of school climate, as measured by the suspension rate indicator. The All Student group is currently in the Orange performance level, with 2.9% of students suspended for at least one day, reflecting an increase of 2.4 percentage points from the previous year. This data is based on a total enrollment of 207 students.

Several student groups also fall within the Orange performance level, including Hispanic, Socioeconomically Disadvantaged, and White students. Notably, no student groups were represented in the Green or Yellow performance levels. The only student groups in Blue were English Learners and Long-Term English Learners. All other student groups did not receive a performance color due to low enrollment counts.

To address these needs, the school is implementing the following actions:
Strengthening Tier 1 Positive Behavioral Interventions and Supports (PBIS) to create a consistent and supportive school climate.
Increasing staff training on restorative practices, trauma-informed care, and de-escalation strategies.
Enhancing Tier 2 interventions for students with repeated behavior challenges, with a focus on root cause analysis through Behavior Support Team meetings.
Promoting student connectedness through SEL lessons, relationship-building strategies, and inclusive school wide activities.
Monitoring behavior data more frequently to identify trends, address disproportionality, and provide targeted supports to affected student groups.
These actions aim to reduce exclusionary discipline, improve school connectedness, and ensure that all students—especially those in historically underserved groups—experience a safe, inclusive, and supportive learning environment.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group orange. Which is an decrease of 2.4 percent.	2025 CA Dashboard Suspension Indicator: yellow Which is decrease of 5 percent.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 0% Tier 2 TFI Score 0% Tier 3 TFI Score 0% New Metric	2025-2026 Local Data: Tier 1 TFI Score 80% Tier 2 TFI Score 80% Tier 3 TFI Score 80%
PBIS Recognition	0 for the 2024-2025 School Year	Silver for the 2025-2026 School Year
Panorama Survey	Panorama indicates 48 percent of students having the Self Efficacy of all and many strengths combined.	2025 Panorama Survey Self Efficacy of all and many strengths increased by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Project 180: Student Engagement and Mindset Initiative Description: Implement Project 180 to foster a positive learning environment, increase student engagement, and promote a growth mindset among at-risk students. Teachers will integrate Project 180 principles into daily instruction, classroom culture, and student-teacher relationships. Activities may include reflection journals, student-led conferences, consistent feedback cycles, and showcasing student work. Timecards may be used for teacher collaboration, planning, and analysis of student progress aligned with Project 180 goals.	All Students	$0 LCFF 5800 Prof and Operating/Consultants Equity Multiplier Funds

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Analysis

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

New to Title 1 for the 2025-2026 School Year

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Parent Involvement:**
> Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> At the continuation high school level, parent and guardian involvement is often limited due to a variety of barriers, including nontraditional work schedules, past school experiences, and a lack of access to consistent communication. Climate survey results indicate lower levels of parent connectedness and involvement compared to traditional school settings. Additionally, attendance and behavioral data show that many students face challenges that could be better addressed through stronger school-home partnerships. To support students in feeling safe, connected, and successful at school, there is a need to build more inclusive, flexible, and proactive systems that engage families as valued partners in their students' education.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-sponsored parent engagement events will average 8-10 parent participants per event, as documented by sign-in sheets or attendance records.	School-sponsored parent engagement events 3-6 parent participants per event, as documented by sign-in sheets or attendance records.	Increased parent participation in school-sponsored events will strengthen home-school partnerships and support student achievement, with an average of 8-10 parents attending each event.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Sponsored Parent Engagement Events Description: Host a series of school-sponsored events throughout the year to increase parent involvement and build strong home-school connections. Events	All Students	$500 Title I: Parent Involvement 4325 Food For Meetings Light Refreshments $116 Title I: Parent Involvement

may include academic workshops, student showcases, cultural nights, and informational sessions focused on supporting student learning and well-being. Each event will include sign-in sheets to track participation, with a goal of averaging 8-10 parent attendees per event. Bilingual support, light refreshments, and communication		5715 Print Shop Fliers

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Analysis

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

New to Title 1 for the 2025-2026 School Year

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness
Our goal is to increase the percentage of students who meet the California Department of Education's criteria for College and Career Preparedness by expanding access to rigorous coursework, supporting completion of A–G requirements, increasing CTE pathway completion, and providing students with the skills, experiences, and supports necessary to succeed in postsecondary education and the workforce.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal #1: All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A comprehensive review of California Dashboard data highlights several areas of significant need related to college and career readiness, graduation, and school climate.

The College/Career Indicator (CCI) shows that the All Student group is in the Red performance level, with only 1.1% of students identified as "Prepared". This represents a performance status of maintaining, with a slight change of -0.8 percentage points from the prior year. Subgroups also in the Red include Hispanic and Socioeconomically Disadvantaged students. There are no student groups performing in the Orange, Yellow, Green, or Blue levels. All other student groups lack performance color designations due to low enrollment numbers. This data reveals a gap in access to or completion of pathways that qualify students as college or career ready (e.g., A–G completion, CTE pathway completion, dual enrollment, AP/IB exams, etc.).

In addition, the graduation rate for the All Student group is currently in the Yellow performance level at 75.4%, showing a 9.4 percentage point increase from the previous year. While this improvement is promising, the overall rate remains below the state's desired target. Subgroups in Yellow include Hispanic and Socioeconomically Disadvantaged. No student groups were in the Green or Blue levels.

School climate data further supports the need for improvement. The Suspension Rate for the All Student group is in the Orange level at 2.9%, an increase of 2.4 percentage points. Student groups in the Orange include Hispanic, Socioeconomically Disadvantaged, and White students. No student groups were in the Yellow or Green, while English Learners and Long-Term English Learners were in Blue. All other student groups did not receive performance colors due to low counts.

The combination of low CCI preparedness, moderate graduation rates, and high suspension rates among overlapping student groups indicates the need for a multi-pronged approach that improves access to rigorous academic and career pathways, increases student engagement, and addresses behavioral and social-emotional needs.

To address these areas of need, the school is taking the following steps:

Expanding access to A–G aligned coursework, dual enrollment, CTE pathways, and work-based learning opportunities to improve College/Career Indicator outcomes.

Strengthening early identification and academic counseling systems to support students at risk of not graduating or not completing college/career readiness pathways.

Providing targeted support for historically underserved student groups, particularly Hispanic and Socioeconomically Disadvantaged students, through academic intervention, mentoring, and engagement programs.

Enhancing Tier 1 PBIS systems and staff capacity for restorative practices to reduce exclusionary discipline and improve school connectedness.

Monitoring student progress regularly using disaggregated data to ensure equity in access and outcomes, and to make timely adjustments to support services.

This goal is based on disaggregated data from the following sources:

- 2024 Graduation Rate
- 2024 a-g Requirements Met
- 2024 College & Career Readiness-CA Dashboard
- 2024 Suspension Rate

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- College/Career	2024 CA Dashboard College/Career Indicator: ALL Student Group Red 1.1 % Prepared Which is an decrease of 0.8 %	2025 CA Dashboard College/Career Indicator: ALL Student Group Orange 10 % Prepared Which is an increase/decrease of 8.9 %
CA Dashboard- Graduation Rate	2024 CA Dashboard Graduation	2025 CA Dashboard Graduation

	Indicator: ALL Student Group Yellow Which is an increase of 9.4 percent.	Indicator: ALL Student Group Green Which is an increase of 9.6 percent
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group Orange Which is an increase of 2.4 percent.	2025 CA Dashboard Suspension Indicator: ALL Student Group Blue . Which is an decrease of 2.9 percent.
A-G Completion Rate	2022 - 2023 District Data Indicator: 73.63 % of students met all A-G Requirements	2024 District Data Indicator: Increase of 5 percent

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	College and Career Readiness Field Trips Description: Organize field trips to local colleges, vocational training programs, career expos, and industry sites to expose students to postsecondary opportunities and career pathways. These experiences are designed to motivate students, especially those at risk of not graduating, by connecting academic learning to real-world goals. The trips will include pre- and post-trip reflection activities and align with college and career readiness standards.	All Students	$2,999 Title I 5872 Field Trips Entrance Fees and Charter Busses

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Analysis

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

Liberty is new to Title 1 for the 2025-2026 School Year

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Comprehensive Support & Improvement (CSI) - Graduation Rate for the 2024-2025 School Year
The Comprehensive Support & Improvement CSI Goal is to enhance academic achievement and well-being outcomes for all students by implementing targeted interventions, fostering a positive school climate, and engaging stakeholders collaboratively. Through these efforts, we aim to ensure that every student reaches their full potential academically, socially, and emotionally. This goal and plan will be used to meet federal CSI planning requirements.

CSI Exit for the 25-26 School Year - See Analysis Below

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1 - All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2024-2025 Identified Need:
CDE CA Dashboard Data for the 2023-24 school year indicates that Liberty High performed in the (Red) performance level with a graduation rate of 67%. There were no student groups that demonstrated a performance gap two performance levels below the "All Student" group performance level.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	Liberty High School will increase the Graduation Rate by 5% increasing performance from the (Red) to the (Orange) performance level as measured by the 2024 CA Dashboard.	Liberty increased the graduation rate by 9.4%, moving the All Student group to Yellow.

Analysis

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

Liberty High School successfully implemented targeted academic interventions, expanded credit recovery opportunities, and strengthened student support systems, including after-school tutoring and counselor outreach. These strategies led to a 9.4% increase in the graduation rate, exceeding the expected 5% gain. As a result, Liberty moved the All Student group from Red to Yellow on the CA Dashboard and officially exited CSI status, demonstrating the effectiveness of the implemented strategies in supporting student achievement and progress toward graduation.

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

Funds were reallocated through the School Site Council (SSC) to ensure that resources were being used to their fullest effect in support of graduation outcomes. Adjustments were made to better align expenditures with student needs, allowing for more targeted academic interventions and expanded credit recovery opportunities.

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

As a result of this analysis, Liberty High School will continue to track and support student progress toward meeting graduation requirements through targeted interventions outlined in the Title I plan. As an Equity Multiplier school, Liberty will also leverage additional resources to expand credit recovery options, provide academic counseling, and address barriers to graduation. Metrics and strategies will be refined to ensure continued growth and maintain progress on the California Dashboard.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$7,366.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$7,366.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$6,750.00
Title I: Parent Involvement	$616.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $7,366.00

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

State or Local Programs	Allocation ($)
LCFF	$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $7,366.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	6,750.00
Title I: Parent Involvement	616.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	3,000.00
3000 Benefits	751.00
4325 Food For Meetings	500.00
5715 Print Shop	116.00
5800 Prof and Operating/Consultants	0.00
5872 Field Trips	2,999.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800 Prof and Operating/Consultants	LCFF	0.00
1120 Teacher Temp	Title I	3,000.00
3000 Benefits	Title I	751.00
5872 Field Trips	Title I	2,999.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	116.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,751.00
Goal 2	0.00
Goal 3	616.00
Goal 4	2,999.00

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Dr. Eugene Christmas	Principal
Jeff Simpfenderfer	Classroom Teacher
Alyson Gregg	Other School Staff
Joy Smart	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**

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 May 6, 2025.

Attested:

[signature]	Principal, Dr. Eugene Christmas on 5-6-2025
[signature]	SSC Chairperson, Jeff Simpfenderfer on 5-6-2025