School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Vista High School	30665143033610		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the La Vista High School Single Plan for Student Achievement is to develop goals to

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of ESSA is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, to close educational achievement gaps, improve the educational opportunities and outcomes for children from lower-income families and ensure equal access to high-quality education for all students in the United States. La Vista High School is a credit acceleration continuation high school program. LVHS students are behind in credit and at risk of not graduating on time. They range in age from 16 to 19. In addition, high school age students participating in the Teenage Pregnantand Parenting Program attend LVHS. Students are referred to LVHS by one of the District's comprehensive high schools, the Orange County Department of Education ACCESS/Horizon, or Otto Fisher (the school operated in Orange County Juvenile Hall) because of credit deficiency in required courses or because of pregnant or parenting status. LVHS offers all the required courses for graduation in the District. The flexibility in class scheduling enables students to work at the pace outlined in their individual learning plans. The goal of LVHS is to facilitate students in an accelerated learning environment allowing them to catch up on their credits and graduate on time from either the comprehensive school or from La Vista. Supports in place to achieve this goal include having a small campus culture, small class sizes, increased access to counselors, commitment of staff members to helping students achieve success, and instructional aide support in reading and math intervention, and special education classes. Social/emotional support is also available to improve student outcomes through the use of Restorative Circles and Restorative Practices instituted in 2015 by trained staff and expanding school wide by 2017. Restorative Circles are practiced school wide once a week during fifth period classes. Staff are highly trained and dedicated to implementing the 12 Highly EffectiveInstructional Practices, EL Strategies, and Instructional Technology Applications to support student learning.

The LVHS master schedule includes all courses needed to meet the District's graduation requirements. Through the use of researchbased, data-driven instruction, curriculum, and assessment, content area teachers are able to identify areas of academic needs to target instruction to increase student achievement. Students have the opportunity to take up to eight classes daily and also may enroll in Regional Occupational Program (ROP) course(s) during the school day, late afternoon, evenings, or Saturdays. Students have the option of graduating from LVHS or, if sufficient credits are earned, returning to one of the District's six comprehensive high schools for graduation. Additionally, LVHS serves special education students, pregnant and parenting students and fifth-year seniors.

La Vista High School works with a wide array of partnerships within the local community. Examples of these partners are: North Orange County Regional Occupational Program (NOCROP), Fullerton Loves Orange County Kids (FLOCK), Fullerton Community College, the Fullerton Assistance League, the Alternative Parent Teacher Association (PTSA), Adult Education Block Grant (AEBG), the Fullerton Collaborative, the Parent Institute, and the Fullerton Sunrise Rotary Club. In addition, representatives from Women, Infants, Children Program (WIC), Fullerton Needlework Guild, La Habra Resource Center, Anaheim Resource Center, Orange County Department of Education Quality Start OC -QRIS program, Adolescent Family Life Program (AFLP) and Cal State Fullerton University Intern Program provide support for the students in the Teenage Pregnant and Parenting Program.

Staff Description
In 2017-2018, the staff of La Vista consisted of 19 classroom teachers, 1 ROP teacher, 2 counselors, 1 guidance technician, 2 assistant principals, 1 principal, a school secretary, a data technician, 3 senior records clerks, 1 custodians, 1 campus supervisor, 4 instructional aides, 9 child care workers and 3 District-employee food service workers. Support staff includes 1 full-time and 2 part time psychologists, 1 full-time and 1 part-time speech and language pathologist, a school nurse, a 40% EL/Community Liaison and 1 computer technician who works from the District. La Vista also has the support services of a Fullerton Police Department school resource officer, who is shared with two other high schools.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Fullerton Joint Union High School District created three detailed surveys, one for each stakeholder group: parents, staff members, and students. The surveys were built upon the goals, stakeholder values, and eight State priorities identified in the LCAP from the previous year and asked respondents to indicate their perceptions on the extent to which the District met the LCAP goals from the previous year. The surveys were conducted between January and April 2018, to allow for timely engagement in the development of the LCAP. Responses were collated and analyzed to determine common themes. Common themes were integrated into the goals, actions, services, and expenditures of the LCAP. The hypothesis was that common themes would result from an analysis of the survey data, annual update meetings and LCAP draft review, and comment meetings. These common themes would represent the educational values of our collective stakeholder groups for the students in the District. These values, in turn, would become key considerations in the development of the LCAP.

The common themes that arose from the surveys and stakeholder meetings impacted the formulation of the LCAP in several key areas:

1. Increase student preparation for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first century skills.

2. Support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting UC/CSU "a-g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses

3. Hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff members to continue implementing state standards, integrate best instructional practices and use technology as both a learning and teaching tool

4. Improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships

5. Include restorative practices to the overall educational program and provide students with mental health, social/emotional support and/or interpersonal relational skills training, in addition to traditional academic support according to how these conditions affect academic performance

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the 2018/2019 school year both formal and informal observations took place.   Administrators formally evaluated eleven certificated staff members, two of whom were probationary or temp teachers, resulting in thirteen formal classroom observations. Additionally, the LVHS administrative team commits to and schedules informal walk-throughs of each classroom on a weekly basis. All visits are documented on a Google observation form.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

LVHS uses the results from the following state and local assessments to modify instruction and improve student achievement: California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), California Alternative Assessment (CAA), Alternative School Accountability Measure (ASAM) and District benchmark exams. Classroom teachers utilize common formative assessments created during monthly PLCs and department meetings.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

LVHS uses data to monitor student progress on curriculum-embedded assessments and modify instruction in MATH 180, READ 180, APEX, National Geographic Learning Cengage ELD curriculum, and benchmark assessments in every department. Teachers use the data from common, formative assessments to drive curricular and instructional decisions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The majority of LVHS teachers are highly qualified. The few teachers teaching subjects outside their teaching credentials are qualified, however, under the Small School's Act: ED 44865.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are provided with instructional materials that are standards based and approved by the District. All teachers have professional development provided by the District in their specific content area and professional development provided by the school in such areas as Google Applications for Educators, Restorative Practices, Trauma Informed Instruction and Elevated Achievement Group's 12 Highly Effective Instructional Practices. Teachers in specialized programs such as READ 180, MATH 180 and APEX receive curriculum-specific professional development from the companies providing the curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to content standards, assessed student performance and professional needs: MATH 180 training, READ 180 training, APEX training, special education-specific training, English and math digital curriculum training, Elevated Achievement Group's 12 Highly Effective Instructional Practice training, EL Strategies, Aeries.net training, Next Generation Science Standards training, ELD training, DBQ training, ERWC training, Google Applications for Educators, Restorative Practices, and Trauma Informed Instruction.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

LVHS has department chairs in English, math, social science, science, and counseling. These teacher leaders provide ongoing instructional assistance and support for teachers and the guidance staff. LVHS has identified four core values that drive the school's academic focus: 1. The 12 Highly Effective Instructional Strategies; 2. EL Instructional Strategies; 3. Restorative Practices; and 4. Technology Instructional Applications. Elevated Achievement Group provides coaching to LVHS teachers on the 12 Highly Effective Instructional Strategies, peer-observations and school-wide data collection to improve curriculum, instruction, assessment and culture. A LVHS teacher has been trained to support the 12 practices, provide additional trainings and facilitate quarterly instructional rounds data collection and analysis.The LVHS ELD department chair provides ongoing training and round-table support for EL instructional strategies. All teachers are trained in Restorative Practices and, in 2019-2020, will complete training and be certified in Trauma Informed Instruction. The technology department chair has created a badging to expose teachers to Google Applications for Educators and help them achieve mastery with various instructional applications. Four new badges will be introduced In 2019-2020 bringing the badge total to seventeen. Finally, teachers engage in structured professional development that is conducted by content experts in a variety of areas. In English, science and math, a District teacher on special assignment provides ongoing professional development during the summer and throughout the year. Social science received training in Document Based Questions (DBQ) aligned to Common Core State Standards. Special education teachers are offered a series of District trainings throughout the school year.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in monthly PLC meeting in math, English, READ 180, MATH 180, social science, science, special education and counseling.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards as evidenced by pacing guides, syllabi and teacher collaboration.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not applicable

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Not applicable

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standard-based instructional materials are appropriate to all student groups and all students have access to standards based instructional materials per the Williams Settlement Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

LVHS uses State Board of Education-adopted and standards-aligned instructional materials, including intervention materials (READ 180, MATH 180, National Geographic Learning Cengage ELD curriculum, instruction and assessment, and Advanced Literacy APEX). Students have access to standards-aligned core courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Instructional aides in READ 180, MATH 180 and ELD classrooms

Instructional aides in Lunch-Time Tutoring

APEX on-line curriculum contains features to support at-risk students including unit overviews, standards lists, academic vocabulary lists with definitions and audio support for pronunciation, chapter objectives, chapters organized (chunked) by objective, interactive activities, a help/hint feature, feedback features, study guides, and quizzes. In addition, Apex offers a multitude of alternative courses to meet the subject areas students most have difficulty with. These alternative courses offer a curriculum that bridges the gaps that exist in student learning, as well as addressing motivation levels by breaking the courses of study down into even more manageable units.

Counselor support

Student support group (PALS) assisting in moderate-severe classrooms

Attendance and productivity monitoring

EL/Community Liaison

Lunch-Time Tutoring

Academy class for all students teaches study skills, allows time for credit remediation, and provides a safe space for students to participate in Restorative Practices

Evidence-based educational practices to raise student achievement

READ 180 curriculum, instruction and assessment

MATH 180 curriculum, instruction and assessment

National Geographic Learning Cengage ELD curriculum, instruction and assessment

APEX on-line curriculum contains features to support at-risk students including unit overviews, standards lists, academic vocabulary lists with definitions and audio support for pronunciation, chapter objectives, chapters organized (chunked) by objective, interactive activities, a help/hint feature, feedback features, study guides, and quizzes. In addition, Apex offers a multitude of alternative courses to meet the subject areas students most have difficulty with. These alternative courses offer a curriculum that bridges the gaps that exist in student learning, as well as addressing motivation levels by breaking the courses of study down into even more manageable units.

Common Assessments

Professional Learning Communities (PLCs)

Benchmarking

SMART Goals

Collection of school-wide data on student learning indicators in instruction, curriculum, assessment and culture through the Instructional Rounds process

Schoolwide commitment to the 12 Highly Effective Instructional Practices

Schoolwide Restorative Practices

Staff trained in Restorative Practices and Trauma Informed Instruction

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

EL/Community Liaison
ELAC
DELAC
Lunch-Time Tutoring
Intervention classes: Accelerated Math, READ 180, and APEX
McKinney-Vento Services
Free and Reduced Lunch
AB 216, 1806, 365, 2306
Academy
Fullerton Loves Orange County Kids (FLOCK)
Alternative Parent Teacher Student Association (PTSA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent University
Alternative Parent Teacher Student Association (PTSA)
School Site Council
ELAC
DELAC
Adult Education Block Grant (AEBG)
Blended Classes with Fullerton Community College

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide support classes, technology for Title I classes, an EL/Community Liaison, a stipend to continue professional development of the 12 Highly Effective Instructional Practices and classified support in meeting needs of under-performing students.

Comprehensive Support and Improvement (CSI)

Marked by the passage of the Local Control Funding Formula in 2013, California began developing an integrated local, state, and federal accountability and continuous improvement system which includes utilizing the Every Student Succeeds Act (ESSA) to support State efforts. The ESSA requires the California Department of Education (CDE) to determine school eligibility for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) based on the criteria in California's ESSA State Plan. Schools may be identified for either CSI or ATSI based in part on the following criteria:

An average graduation rate of 67% and below between 2017/18 school years
Low performance on CAASPP tests in English language arts and math (orange or red for either or both on the California School Dashboard).

La Sierra High School was identified for having a graduation rate below 67% (65.6) What this means is that the District was eligible to receive additional grant funds to support improvement plans to close the achievement gap at La Sierra. The District qualifies for grant funds in the amount of approximately $332,000 to support improvement plans for La Sierra and one other school in the Fullerton Joint Union High School District. The state allows for the Local Control Accountability Plan (LCAP) and the Single Plan for Student Achievement (SPSA) to serve as the improvement plan to support improvement efforts. The District will apply for the grant funds citing the improvement efforts already in place at each of the District schools that have been identified for CSI by the due date of February 22, 2019. Funds must be used to support the CSI schools only but may be distributed between the two schools according to need.

Fiscal support (EPC)

The District provides the school a budget including Title I, Title III, and LCFF Base funds to meet the needs of all students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is reviewed and approved by the School Site Council in the fall, the principal gives an overview of the SPSA to the School Board in October, and the SPSA is reviewed by the School Site Council in January.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	1.36%	0.25%		5	1
African American	2.6%	3.25%	1.52%	12	12	6
Asian	1.9%	2.98%	4.56%	9	11	18
Filipino	0.4%	0.81%	0.25%	2	3	1
Hispanic/Latino	83.9%	79.95%	85.32%	392	295	337
Pacific Islander	0.2%	0.54%	0.25%	1	2	1
White	9.2%	9.76%	7.85%	43	36	31
Multiple/No Response	1.7%	0.27%	%	8	1	
			Total Enrollment	467	369	395

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9		2	
Grade 10	3	1	4
Grade 11	208	131	167
Grade 12	256	235	224
Total Enrollment	467	369	395

Conclusions based on this data:

1. The majority of students enrolled in LVHS are Hispanic/Latino.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	124	78	144	26.6%	21.1%	36.5%
Fluent English Proficient (FEP)	169	124	131	36.2%	33.6%	33.2%
Reclassified Fluent English Proficient	35	20	22	21.0%	16.1%	28.2%

Conclusions based on this data:

1. The percentage of EL students enrolled at LVHS increased 10% in the two years between 2016-2017 and 2018-2019.

2. The percentage of FEP students enrolled at LVHS decreased 3% in the two years between 2016-2017 and 2018-2019.

3. The percentage of RFEP students enrolled at LVHS increased 7% in the two years between 2016-2017 and 2018-2019.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	246	198	210	238	193	195	238	193	199	96.7	97.5	92.9
All	246	198	210	238	193	195	238	193	199	96.7	97.5	92.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2502.	2464.	2470.	0.00	0.52	1.54	17.65	7.25	11.79	36.55	23.83	27.18	45.80	68.39	59.49
All Grades	N/A	N/A	N/A	0.00	0.52	1.54	17.65	7.25	11.79	36.55	23.83	27.18	45.80	68.39	59.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.72	4.15	5.15	49.16	36.79	33.51	44.12	59.07	61.34
All Grades	6.72	4.15	5.15	49.16	36.79	33.51	44.12	59.07	61.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.27	1.04	2.08	41.77	22.80	36.46	56.96	76.17	61.46
All Grades	1.27	1.04	2.08	41.77	22.80	36.46	56.96	76.17	61.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	3.78	5.18	5.15	68.49	54.40	50.00	27.73	40.41	44.85
All Grades	3.78	5.18	5.15	68.49	54.40	50.00	27.73	40.41	44.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.52	3.11	3.61	49.16	39.90	39.69	48.32	56.99	56.70
All Grades	2.52	3.11	3.61	49.16	39.90	39.69	48.32	56.99	56.70

Conclusions based on this data:

1. LVHS had a solid participation rate

2. The majority of LVHS students fall into the standard not met (68%) and standard nearly met (24%) bands.

3. LVHS will participate in and analyze District benchmark testing and interim aligned to common core standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	247	196	206	239	191	192	239	191	193	96.8	97.4	93.2
All	247	196	206	239	191	192	239	191	193	96.8	97.4	93.2

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

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2446.	2423.	2428.	0.00	0.52	0.00	0.84	0.52	0.00	8.37	5.76	5.21	90.79	93.19	94.79
All Grades	N/A	N/A	N/A	0.00	0.52	0.00	0.84	0.52	0.00	8.37	5.76	5.21	90.79	93.19	94.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.42	0.52	0.00	5.86	5.76	3.65	93.72	93.72	96.35
All Grades	0.42	0.52	0.00	5.86	5.76	3.65	93.72	93.72	96.35

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.84	0.52	0.00	22.18	11.52	19.79	76.99	87.96	80.21
All Grades	0.84	0.52	0.00	22.18	11.52	19.79	76.99	87.96	80.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.52	0.00	38.91	27.75	32.81	61.09	71.73	67.19
All Grades	0.00	0.52	0.00	38.91	27.75	32.81	61.09	71.73	67.19

Conclusions based on this data:

1. LVHS had a solid participation rate

2. The majority of LVHS students (93%) fall into the standard not met band.

3. LVHS will participate in and analyze District benchmark testing and interim testing aligned to common core standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*		*		*		*	
Grade 10	1499.3		1491.0		1507.1		12	
Grade 11	1516.7		1512.6		1520.4		50	
Grade 12	1503.5		1494.6		1512.1		35	
All Grades							98	

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*		36.00		34.00		*		50	
12	*		*		*		40.00		35	
All Grades	11.22		31.63		26.53		30.61		98	

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	34.00		36.00		*		*		50	
12	*		31.43		*		31.43		35	
All Grades	29.59		31.63		16.33		22.45		98	

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*		*		36.00		44.00		50	
12	*		*		40.00		42.86		35	
All Grades	*		17.35		33.67		45.92		98	

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	24.00		46.00		30.00		50	
12	*		40.00		42.86		35	
All Grades	21.43		41.84		36.73		98	

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	50.00		34.00		*		50	
12	48.57		31.43		*		35	
All Grades	44.90		38.78		16.33		98	

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*		30.00		64.00		50	
12	*		42.86		54.29		35	
All Grades	*		35.71		60.20		98	

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*		68.00		*		50	
12	*		51.43		*		35	
All Grades	16.33		61.22		22.45		98	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
369	**84.3%**	**21.1%**	**2.2%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	78	21.1%
Foster Youth	8	2.2%
Homeless	8	2.2%
Socioeconomically Disadvantaged	311	84.3%
Students with Disabilities	59	16.0%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	3.3%
American Indian	5	1.4%
Asian	11	3.0%
Filipino	3	0.8%
Hispanic	295	79.9%
Two or More Races	4	1.1%
Pacific Islander	2	0.5%
White	36	9.8%

Conclusions based on this data:

1. A strong majority of students, 84.3% at LVHS are socioeconomically disadvantaged.

2. One fifth of LVHS students are English Learners.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

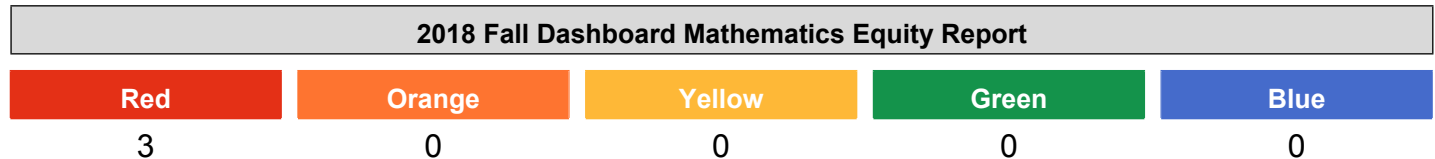| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Graduation Rate** Orange	**Suspension Rate** Red
Mathematics Red		
English Learner Progress No Performance Color		
College/Career Red		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
3	0	0	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
111 points below standard	131.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -33 points	Declined -21.9 points	
92 students	35 students	2 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	110 points below standard	146.4 points below standard
	Declined -30.5 points	Increased 3.6 points
5 students	82 students	12 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
2 students	1 students	2 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
115 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -34.6 points	1 students		8 students
78 students			

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
141.3 points below standard	124.9 points below standard	88.2 points below standard
Declined -23 points	Declined -33.5 points	Declined -25.2 points
15 students	20 students	35 students

Conclusions based on this data:

1. The majority of students at LVHS performed below standard on the ELA CAASPP.

2. Current and reclassified scored significantly lower on the ELA CAASPP when compared to their English only peers.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	0	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
199.9 points below standard	207.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -22.3 points	Declined -7.3 points	
91 students	35 students	2 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	200.1 points below standard	219.8 points below standard
	Declined -21.1 points	Increased 7.6 points
4 students	81 students	12 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
2 students	1 students	2 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
203.1 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -25.1 points			
78 students			8 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
238 points below standard	184.7 points below standard	202.8 points below standard
Declined -21.6 points	Declined -20.4 points	Declined -22.9 points
15 students	20 students	34 students

Conclusions based on this data:

1. The majority of students at LVHS performed below standard on the math CAASPP.

2. English Learners scored lower than English Only students, but Reclassified English Learners scored higher than both.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
98	11.2%	31.6%	26.5%	30.6%

Conclusions based on this data:

1. Over half (57.1%) of LVHS English Learners perform in the Beginning and Somewhat Developed (level 1 & 2) levels.
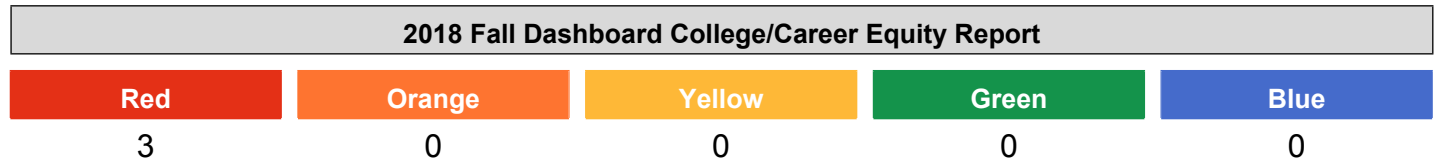
School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
3	0	0	0	0

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
1.7% prepared	0% prepared	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.9%	Maintained 0%	4 students
172 students	45 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
0% prepared	0.7% prepared	0% prepared
16 students	Declined -2.5%	Maintained 0%
	150 students	28 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6 students	2 students	5 students	2 students

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
0% prepared	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	5.3% prepared
Declined -3.6%	2 students	1 students	Maintained 0.5%
135 students			19 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	4.7 Prepared	1.7 Prepared
Approaching Prepared	29.1 Approaching Prepared	7.6 Approaching Prepared
Not Prepared	66.3 Not Prepared	90.7 Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

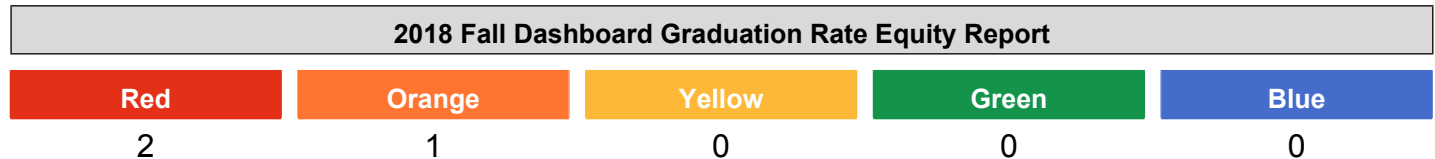**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	1	0	0	0

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
69.2% graduated	55.6% graduated	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.3%	Declined -10.2%	4 students
172 students	45 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
81.3% graduated	68.7% graduated	53.6% graduated
16 students	Maintained +2.3%	Declined -5%
	150 students	28 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6 students	2 students	5 students	2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
66.7% graduated	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	84.2% graduated
Declined -4.3%	2 students	1 students	Increased +8%
135 students			19 students

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

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
71.5% graduated	69.2% graduated

Conclusions based on this data:

1. The graduation rate remained stable between 2017 and 2018.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	0	0	0	0
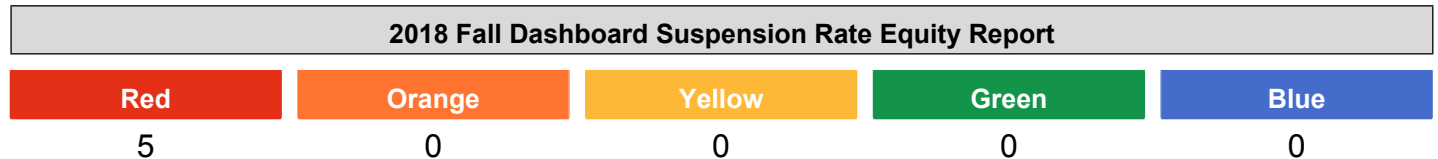
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
12.5% suspended at least once	11.5% suspended at least once	26.5% suspended at least once
Increased 4.6%	Increased 6.1%	Increased 12.2%
654 students	183 students	34 students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
8.6% suspended at least once	12.7% suspended at least once	18.1% suspended at least once
Declined -6.2%	Increased 4.5%	Increased 5%
35 students	559 students	94 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
18.5% suspended at least once	Less than 11 Students - Data 5 students	8.7% suspended at least once	Less than 11 Students - Data 5 students
Declined -5.3%		Increased 8.7%	
27 students		23 students	

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	Red
12.2% suspended at least once	23.5% suspended at least once	Less than 11 Students - Data 3 students	12.5% suspended at least once
Increased 4.1%	Increased 17.6%		Increased 8.2%
518 students	17 students		56 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	8% suspended at least once	12.5% suspended at least once

Conclusions based on this data:

1. The suspension rate increased by 4.5% between 2017 and 2018.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills (State Priority 4 and 8).

Goal 1

All LVHS students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills (State Priority 4 and 8).

This school goal relates to Board Priorities A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), H (At-Risk Students) and District Goal 1(High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation)

Identified Need

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Participation in and Performance on CAASPP	CAASPP Data 2018-2019 Not Available 2017-2018 ELA 193 Tested 95% Completed Exam 68% Standard Not Met 24% Standard Nearly Met 7% Standard Met 1% Standard Exceeded Math 191 Tested 94% Completed Exam 93% Standard Not Met 6% Standard Nearly Met 1% Standard Met 1% Standard Exceeded	LVHS has a strong participation rate. Percents of students meeting or exceeding standards in ELA (1%) and math (1%) remained relatively unchanged over the last two years. In an effort to increase rates on the CAASPP, LVHS will participate in and analyze District benchmark testing and interim testing aligned to common core standards. In addition, math and English classes have both transitioned to digital textbooks which better prepare students for the CAASPP online exams. Comprehensive Support and Improvement (CSI) funds are available to support La Vista

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2016-2017 ELA 237 Tested 96.7% Completed Exam 46% Standard Not Met 36% Standard Nearly Met 18% Standard Met 0% Standard Exceeded Math 239 Tested 96.8% Completed Exam 91% Standard Not Met 8% Standard Nearly Met 1% Standard Met 0% Standard Exceeded	students' low performance on CAASPP tests in English language arts and math (orange or red for either or both on the California School Dashboard).
Pupil Participation in and Performance on CAST	CAST Data 2018-2019 Not Available Tested % Completed Exam % Standard Not Met % Standard Nearly Met % Standard Met % Standard Exceeded 2017-2018 Data Not Released 2016-2017 Pilot Year- No Data	
Fullerton College Counseling 140 Enrollment - Dual Enrollment	Counseling 140 Enrollment 2018-2019 - 30 students 2017-2018 - 36 students 2016-2017 - 52 students 2015-2016 - 50 students 2014-2015 - 34 students 2013-2014 - 44 students 2012-2013 - 42 students	Enrollment in Counseling 140 declined in 2017-2018 as did the enrollment at LVHS, but also declined in 2018-2019. Recruitment will be focused on increasing enrollment in Counseling 140.
Fullerton College/LVHS Ethnic Studies 150 Introduction to	Ethnic Studies 150 Introduction to Chicano/Chicana Studies Enrollment	Improve recruitment into this blended college course which allows students to earn college

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chicano/Chicana Studies Course - Blended	2018-2019 - Not Offered 2017-2018 - 28 2016-2017 - 48 2015-2016 - 30	and high school credit concurrently. The course was not offered in 2018-2019 due to staffing issues at Fullerton College, but will be reinstated in 2019-2020.
Community College Extended Opportunity Program & Services (EOPS) and Males Achieving Success (MAS) Conference Field Trips	EOPS 2018-2019 - 11 students 2017-2018 - 29 students 2016-2017 - 26 students MAS 2018-2019 - 54 students 2017-2018 - 39 students 2016-2017 - 47 students	The MAS Conference is a student equity initiative to help address the achievement gap for Latino males in higher education, featuring empowering workshops from an array of diverse speakers that promote higher education, career exploration, and self-development and it continues to grow in popularity with LVHS students.
Community College/Careers Event	2018-2019 - 40 Vendors, 90 Students 2017-2018 - 30 Vendors, 100+ Students 2016-2017 - 26 Vendors, 100+ Students	Improve attendance at the event by holding it during the school day.
Paid Student Internships in Printing Program	Three students were hired and received an hourly wage for after school work in the LVHS print shop.	Continue to offer paid internships in the LVHS print shop.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Ethnic Studies 150 Introduction to Chicano/Chicana Studies

Strategy/Activity

Host Fullerton College Ethnic Studies 150 Introduction to Chicano/Chicana Studies Course - one in fall and one in spring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7500	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

Improve performance on CAASPP by increasing focus on instruction, curriculum and assessment aligned to the common core, through the adoption of digital textbooks, and by assigning more performance task assessments.
Improve enrollment numbers in Fullerton College courses: Counseling 140, and Ethnic Studies 150 Introduction to Chicano/Chicana Studies by increasing focus on recruitment strategies.
Continue partnering with Fullerton College and other local community college on field trip opportunities and vendor participation at the Community College/Career Fair.

Briefly 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.

LEA/LCAP Goal

District schools will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting UC/CSU "a-g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses.(State Priority 1 and 7)

Goal 2

LVHS will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting UC/CSU "a-g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses.(State Priority 1 and 7)

This school goal directly relates to Board Priorities A (Preserve Core Programs), E (Common Core Standards), F (Technology Plan), H (At-Risk Students) and District Goal 1 (High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation) and District Goal 4 (Sound management of District resources will be provided).

Identified Need

Support The Overall Learning Program and Increase Student Opportunities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrollment of Students in Career Technical Education (CTE) courses	Students have the opportunity to enroll in one of three different Career Technical Education (CTE) pathways: Graphic Production Technologies, Art of Video Production or Childcare. Three students were hired and received an hourly wage for after school work in the LVHS print shop.	Continue to enroll students into the three CTE pathways and to hire paid interns to work in the LVHS Print Shop.
Access to "a – g" Courses	All core academic classes except American Government have received a-g approval.	The final course, American Government, will receive a-g approval in 2019-2020.
Access to Honors Classes	Honors English III and English IV and honors U.S. History are part of the LVHS master schedule.	Continue to offer these honors courses.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to Expository Reading and Writing (ERWC) Course Modules	The full Expository Reading and Writing Course (ERWC) cannot be implemented at LVHS due to the quarter system, but one ERWC module is taught in English I, English II and English III, and two ERWC modules are taught in English IV.	Continue to offer ERWC modules in English courses.
Participation in Lunch-Time Tutoring	Lunch-Time Tutoring Participation Data 2018-2019 An average of 62 students participated in tutoring for more than one time each quarter. An average of 40 of those students attended tutoring for 5 times or more each quarter. The average rate of attendance for students who attended more than one time a quarter was 11 times a quarter. 2017-2018 An average of 53 students participated in tutoring for more than one time each quarter. An average of 33 of those students attended tutoring for 5 times or more each quarter. The average rate of attendance for students who attended more than one time a quarter was 11 times a quarter. 2016-2017 An average of 83 students participated in tutoring for more than one time each quarter. An average of 55 of those students attended tutoring for 5 times or more each quarter. The average rate of attendance for students who attended more than one time a quarter was 10 times a quarter. 2015-2016	Participation in the lunch-time tutoring program more than one time each quarter increased by 9 students in 2018-19 compared to the year before while the rate of attendance of students accessing the service multiple times stayed consistent at 11 times a quarter. Instructional aide support is available to support students in lunchtime tutoring.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	An average of 103 students participated in tutoring for more than one time each quarter. An average of 71 of those students attended tutoring for 5 times or more each quarter. The average rate of attendance for students who attended more than one time a quarter was 9 times a quarter.	
Mainstreaming Experience Between La Sierra On-Site Adult Transition Students with High School Students from La Vista (PALS)	PALS Participation 2018-2019: 16 Students 2017-2018: 12 Students	Continue to offer the PALS class to LVHS students.
Credit Productivity Data - Schoolwide	Productivity as Measured in Average Units Earned Per Month 2018-2019: 9.0 units 2017-2018: 9.1 units 2016-2017: 9.8 units 2015-2016: 9.5 units 2014-2015: 9.6 units 2013-2014: 9.7 units 2012-2013: 10.5 units 2011-2012: 10.7 units	The number of units students earn each month has decreased over the last two years. Academic Saturday School will be implemented in 2019-2020 to provide additional opportunity for students to earn credits.
Credit Growth for Special Education Students in 11th Grade at LVHS Compared to Their 10th Grade Year at Comprehensive High School	Credit Growth of Special Education Students at LVHS Compared to Previous Year at Comprehensive High School 2018-2019: 37.5 Units 2017-2018: 57.0 Units 2016-2017: 73.5 Units 2015-2016: 45.4 Units 2014-2015: 56.3 Units	Special education students at LVHS benefit from the interventions available at LVHS.
Access to APEX On-Line Curriculum via Learning Lab	Apex on-line curriculum contains features to support at-risk students including unit overviews, standards lists, academic vocabulary lists with definitions and audio support for pronunciation, chapter objectives, chapters organized	Continue to offer APEX online curriculum via learning lab classes.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(chunked) by objective, interactive activities, a help/hint feature, feedback features, study guides, and quizzes. In addition, Apex offers a multitude of alternative courses to meet the subject areas students most have difficulty with. These alternative courses offer a curriculum that bridges the gaps that exist in student learning, as well as addressing motivation levels by breaking the courses of study down into even more manageable units	
Enrollment in Math Classes after Passing Algebra	Math Enrollment in Classes Above Algebra I: Geometry 2018-2019: 78 Students 2017-2018: 60 Students 2016-2017: 57 Students 2015-2016: 39 Students Math 20 2018-2019: 243 Students 2017-2018: 189 Students 2016-2017: 136 Students 2015-2016: 106 Students	Enrollment consistently increases in both the Geometry and Math 20 classes.
School-Wide Reading Improvement	Average Reading Improvement from School-Wide Gates McGinitie (2011-2018) and Nelson Denny (starting 2018-2019) Pre/Post Test Measured in Grade Level Equivalents (GLE) 2018-2019: 1.9 GLE 2017-2018: .9 GLE 2016-2017: 1.4 GLE 2015-2016: 1.6 GLE 2014-2015: 1.1 GLE 2013-2014: 1.4 GLE 2012-2013: 1.7 GLE 2011-2012: 2.0 GLE	LVHS students consistently gain an average of over a year's reading growth which is notable for at-risk students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
READ 180 Data	Average Reading Improvement from Full-Semester Participants in the READ 180 Program Measured in Lexile Growth in the Program's Reading Inventory (RI) Exam 2018-2019: 80 Lexile Points Growth 2017-2018: 63 Lexile Points Growth 2016-2017: 64 Lexile Points Growth 2015-2016: 50 Lexile Points Growth 2014-2015: 89 Lexile Points Growth Percent of READ 180 Students Who Reached Their Personal Growth Reading Goal 2018-2019: 77% 2017-2018: 66% Percent of READ 180 Students Who Increased Their Lexile Score Whether or Not They Reached Their Personal Growth Reading Goal 2018-2019: 81% 2017-2018: 76%	Students' average growth of 80 lexiles in a semester is well above the READ 180 expectation of 50 lexiles in a year.
MATH 180 Data	MATH 180 Grade Level Equivalency (GLE) Growth 2018-2019: 1.7 GLE 2017-2018: 2.0 GLE 2016-2017: 1.0 GLE	Students continue to show strong math growth in MATH 180, bringing them closer to algebra readiness, especially considering their remediated or plateaued growth prior to enrolling in this math intervention course.
ELA and math teachers, as well as teachers in all CORE areas, will develop common assessments and benchmarks and will use Illuminate as a tool to drive instruction, to define students' strengths and areas of focus.	ELA and math teachers have already developed common assessments and benchmarks using the newly adopted Pearsons online curriculum.	ELA and math teachers, as well as teachers in all CORE areas, will continue to develop common assessments and benchmarks and will use Illuminate as a tool to drive instruction, to define students' strengths and areas of focus.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide instructional aides to support special education classes, intervention classes using READ 180 and MATH 180 curriculum, the TAPP childcare center and the lunch-time tutoring program.	There are 13 instructional aides on the LVHS staff.	Continue to provide instructional aides to support special education classes, intervention classes using READ 180 and MATH 180 curriculum and lunch-time tutoring program.
Counselors will meet with each student to develop an individual learning plan regarding progress toward graduation including meeting all graduation requirements, reading interventions and math interventions, future goals, and post-high school plans.	Counselors meet with each of their students a minimum of one time per quarter.	Counselors will continue to meet with each student to develop an individual learning plan regarding progress toward graduation including meeting all graduation requirements, reading interventions and math interventions, future goals, and post-high school plans.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

CTE Graphic Production Technologies Students

Strategy/Activity

Graphic Production Technologies Teacher Stipend

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide student planners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,224	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

Look for opportunities to expand CTE experiences for students at LVHS.
Submit American Government for a-g approval.
Continue to offer honor classes in English and U.S. History and explore opportunities to increase honors offerings.
Analyze passage rates of students exposed to ERWC modules in English classes.
Continue monitoring lunch-time tutoring participation.
Continue to offer the PALS class.
Continue analyzing credit productivity school wide and for special education students.
Continue offering differentiated APEX curriculum.
Continue to track enrollment in math classes above algebra I
Continue to monitor school-wide reading improvement through Nelson Denny testing - switched from Gates McGinitie in 2018-2019.
Continue to analyze lexile growth in the READ 180 reading intervention program.
Continue to analyze lexile growth in the MATH 180 math intervention program

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

READ and MATH 180 is now being offered at all schools in the District so the licenses are now being purchased at the District level.

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.

LEA/LCAP Goal

The District will hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff members to continue implementing state standards, integrate best instructional practices and use technology as both a learning and teaching tool. (State Priority 1 and 2)

Goal 3

LVHS will hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff members to continue implementing state standards, integrate best instructional practices and use technology as both a learning and teaching tool. (State Priority 1 and 2)

This goal directly relates to Board Priorities C (Employee and District Excellence), D (Employee Relations),and F (Technology Plan). This school goal relates to District Goal 4 (Sound management of District resources will be provided).

Identified Need

High-Quality Instruction

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% Highly-Qualified Teachers	Two LVHS teachers are teaching outside their credential areas, however, they qualify to teach these courses through the Small School's Act EC44865.	The Small School's Act EC44865 states that a valid teaching credential shall be deemed qualifying for the assignment. Therefore, all LVHS teachers are qualified in the assignments they teach.
Williams's Settlement Report	100% of students are receiving instructional materials per the Williams' Settlement Report.	LVHS is in full compliance with student access to instructional materials.
District and Site Professional Development Plan	LVHS is following the District and Site Professional Development Plan. A list pf release time awarded for professional development is kept by the school secretary.	LVHS is focused on it's four CORE values for high-quality instruction and the majority of professional development is focused on the four CORE values: The 12 Highly Effective Instructional Strategies EL Strategies Instructional Technology Applications

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Restorative/Trauma-Informed Instructional Practices
Google Applications for Education Training and Google	All staff members (teachers, administrators, counselors, instructional aides and office staff) are participating in the third wave of technology badging/training through level seventeen led by the site technology instructional coach. In the first year all staff badged on four levels of Basic Training, GoGuardian, Peardeck, Turnitin, and two levels of EAG Basic Training. In the second year four more badges were added: EdPuzzle, GoFormative, Classrmscreen, and Kahoot.	Teachers will develop mastery and begin using the four new technology apps: Quizlet, Pocket Points, Flipgrid, Start.me LVHS will purchase site licenses for the apps that generate strong positive staff response. The site technology instructional coach will continue to support the utilization of technology instructional applications and oversee the school wide badging process.
Instructional Rounds Data	LVHS teachers participate in peer-to-peer instructional rounds observations and collected school-wide data on the student learner indicators of curriculum, instruction, assessment and culture. 2018-2019 Strengths: #1. Climate/Culture - Overall Score 89% very supportive / supportive A respectful environment that recognizes and promotes each student. LVLS Traditional Classrooms fall 86% - spring 100% = average 93% LSHS Nontraditional Classroom fall 75% - spring 93% = average 84%	The site teacher trainer will continue to oversee instructional rounds, facilitate peer-to-peer observations/de-briefs and to present professional development on the 12 Highly Effective Instructional Strategies.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	#2. Climate/Culture - Overall Score 87% very supportive / supportive A collaborative academic environment that enhances student productivity. LVLS Traditional Classrooms fall 83% - spring 85% = average 84% LSHS Nontraditional Classroom fall 87% - spring 90% = average 89% #3. Curriculum - Overall Score 85.5% very supportive/ supportive A unit/lesson that provides an integrated approach and that supports conceptual redundancy. LVLS Traditional Classrooms fall 77% - spring 92% = average 85% LSHS Nontraditional Classroom fall 87% - spring 86% = average 86.5% Areas of Need: #1. Instruction - Overall Score 40% very supportive/ supportive Opportunities for meaningful engagement using structured communication. LVLS Traditional Classrooms fall 19% - spring 40% = average 30% LSHS Nontraditional Classroom fall 46% - spring 53% = average 50% #2. Assessment - Overall score 65% Data that is used to monitor current understanding and provide feedback. LVLS Traditional Classrooms fall 56% - spring 76% = average 66%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LSHS Nontraditional Classroom fall 71% - spring 56% = average 64% #3. Climate/Culture - Overall score 70.5% A collaborative environment that encourages academic risk-taking. LVLS Traditional Classrooms fall 57% - spring 82% = average 70% LSHS Nontraditional Classroom fall 63% - spring 78% = average 71% The overall area of strength for both schools is climate and culture, with instruction receiving high scores as well. The results are likely due to all staff being trained in Restorative Practices and continued work and practice on curriculum with Elevated Achievement Group consultants. The areas of need in Climate and Instruction are correlated as fragile students, lacking confidence in their academic skills, are reluctant to have academic conversations which is a risk taking endeavor. The need in assessment switched this last year from instruction that is differentiated based on student needs as determined by data, to monitoring current understanding and providing feedback. This is an area we may need to explore in the current school year. 2017-2018 Strengths: #1. Curriculum - Overall Score 241.6	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Accessible standards with relevant and measurable objective(s) that drive all learning. Score 83.2 Unit/lesson(s) that provide an integrated approach and that support conceptual redundancy of the objective(s). Score 80.9 Access to curriculum materials that match the content and rigor of the objective(s). Score 77.5 #2. Climate/Culture - Overall Score 219.1 A respectful environment that recognizes and promotes each student. Score 77.5 A cooperative academic environment that encourages risk taking. Score 70.8 A collaborative academic environment that enhances student productivity. Score 70.8 #3. Instruction - Overall Score 202.3 Opportunities for meaningful engagement where instructional time is used efficiently. Score 79.8 Opportunities for meaningful engagement using effective instructional strategies. Score 67.4 Opportunities for meaningful engagement using structured communication. Score 55.1 Areas of Need: #4. Assessment - Overall Score 151.7 Data that is used to differentiate based on predetermined student needs. Score 39.3 Data that is used to monitor current understanding and to	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	adjust instruction as needed. Score 55.1 Data that is used to monitor current understanding and provide feedback. Score 57.3 2016-2017 Strengths: #1. Climate/Culture A respectful environment that recognizes and promotes each student. Score 3.3/4 #2. Curriculum Access to curriculum materials that match the content and rigor of the objective. Score 3.2/3.7 #3. Instruction Opportunities for meaningful engagement where instructional time is used efficiently. Score 3.6/3.3 Areas of Need: #4. Assessment Data that is used to differentiate based on predetermined student needs. Score 1.4/1.2 The overall area of strength switched from Climate and Culture in 2016-2017 to Curriculum in 2017-2018 due to the training and focus put into Curriculum over the last two years. The areas of strength under each category (Curriculum, Climate/Culture and Instruction) remained the same for the last two years as did the area needing the most focus in our weakest category (Assessment).	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	Reclassification Rates 2018-2019: 3 students out of 150 - 2% 2017-2018: 28 students out of 96 - 29% 2016-2017: 12 students out of 143 - 8% 2015-2016: 47 students out of 168 - 27% 2014-2015: 46 students out of 159 - 29%	LSHS reclassification rates were impacted by the new ELPAC test. Not only is the test different, there was only one opportunity (versus two in the previous years) to reclassify students using the new guidelines for reclassification.
English Learner Training	The LVHS EL Liaison provides EL Instructional Strategies training at staff professional development days.	The EL Liaison will support follow up support to teachers who desire additional coaching or push-in support.
Trauma Informed Instruction Training	The Trauma-Informed Academy covers the five following topics: ACEs and Trauma Awareness Dysregulation Don't React, Respond! Just Breathe: Practical Self-Regulation Strategies Scenarios	All teachers and instructional aides will complete the training and receive certification in trauma informed instruction by the end of 2019-2020.
Participation in Common Core professional development in ELA, mathematics, literacy, and Next Generation Science Standards (NGSS) trainings	A list pf release time awarded for professional development is kept by the school secretary.	Teachers will continue to participate in Common Core professional development in ELA, mathematics, literacy, and Next Generation Science Standards (NGSS) trainings.
Restorative Practice Training	LVHS staff is 100% trained in Restorative Practices. New staff members will be trained in 2019-2020.	All new staff members will be trained in Restorative Practices by the end of the 2019-2020 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher-trainer stipend for Instructional Rounds/12 Strategic Instructional Practices

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Substitutes for Instructional Rounds

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ed Puzzle Inc One-Year License

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
390	Title I

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

EAG Consultant Fee

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,200	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Platinum Computer Head Phones

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1218.50	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

LVHS will continue to place teachers into positions for which they are highly qualified and will rely on the Small School's Act to qualify teachers only when no other options are available.
LVHS will continue to provide required instructional materials to all students.
LVHS will continue to follow the District and Site Professional Development Plan.
All LVHS teachers will be badged through level seventeen of Google Badging by the end of the 2019-2020 school year.
All LVHS teachers will continue to participate in the 12 Highly Effective Instructional Strategies trainings provided by site teacher trainer and supplemented by Elevated Achievement Group
Teachers will continue to participate in the instructional rounds process to collect school-wide data on instruction, curriculum, assessment and culture.

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

The site technology instructional applications coach will not receive a period of release in 2019-2010, but will receive a leadership stipend instead.

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.

LEA/LCAP Goal

The District will improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships. (State Priority 3 and 5)

Goal 4

LVHS will improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships. (State Priority 3 and 5)

This goal directly relates to Board Priorities F (Technology Plan), H (At-Risk Students) and I (Enhance District Communication). This school goal relates to District Goal 5 (There will be effective internal and external communications), and District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Identified Need

Improve Internal and External Communication

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent University/Love and Logic Participation	Parent University and Love and Logic training was established in 2018. The EL Liaison recruits parents to these trainings.	The number of parents participating in these trainings will increase.
EL/Community Liaison	An EL/Community Liaison was hired to support LVHS (40%) - Fall 2017	Communication with EL families will improve.
Number and Type of Documents Translated into Students' Home Languages	LVHS has translated its Student/Parent Handbook, enrollment documents and all correspondence into Spanish. All special education materials are available in students' home languages. The school website is translatable into the students' home languages through Google Translation.	More EL families will have access to their students' educational process with these translated documents.
Number of Parents Participating in ELAC, DELAC and SSC	The number of stakeholders participating in ELAC and DELAC meetings continues to increase. Communication with	The EL Liaison will continue to build authentic participation in these committees.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELAC stakeholders to achieve richer dialogue in forming the Single Plan for Student Achievement began in 2017 and continues to improve.	
Stakeholder Surveys and Consultation Findings	Survey results analyzed for 2018-2019 led to the following changes in 2019-2020 * 12 Highly Effective Instructional Strategies teacher trainer supports teacher de-briefs after peer-to-peer observations * Instructional aide training on the 12 Highly Effective Strategies * Opportunity Plus after school behavior intervention * Yondr class sets for all traditional teachers * Drug sniffing dogs * Training for trauma informed instruction needed	Continue to analyze stakeholder surveys and consultation findings.
Lion's Roar Weekly Telecast	Video production students produce a weekly newscast. Principal has a regular segment. All students listen to Lion's Roar during period five on Fridays.	Increase off site student access to Lion's Roar. Increase parent and community partner subscription to Lion's Roar.
Daily Announcements	Principal and ASB members communicate with students and staff on relevant announcements about school activities and lead the recitation of the pledge of allegiance.	Continue with daily announcements.
Alternative Parent Teacher Student Association	The alternative PTSA was established in 2018-2019.	Grow parent membership in PTSA.
Website/Social Media	Google translation feature available on the school website.	Continue to have Google translation feature available on the school website.
IEPs	Case carriers will meet with each special education student to develop an individual learning plan regarding progress toward graduation, including meeting all	Continue to provide documents and interpreters in home languages for all IEP meetings.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	graduation requirements, IEP and future goals, and post-high school plans. Provide documents and interpreters in home languages for all IEP meetings.	
Back-to-School Night/Open House	Send English and Spanish invitations out for these events. Have EL Liaison or other Spanish-speaking staff reach out to Spanish-speaking households inviting them to these events. Hold student award ceremonies or student participation activities at these events to draw more parent participation.	More Spanish-speaking families will attend Back-to-School Night and Open House.
Aeries Portal and Aeries Communication	All parents receive training on Aeries Portal during orientations. Training was held in January 2019 to increase staff usage of Aeries Communication. Aeries Communication sends out messages in parents' home language.	Continue to encourage parents to use the Aeries Portal and staff to use Aeries Communication.
Digital Sign	Installed mid-way through 2018-2019 school year.	Work with website/social media coordinator to get more information posted on the sign.
School Video	Created an informational video using a professional video company provided by the District.	Illustrate the components of the LVHS model continuation high school for incoming students and parents.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

Creating translated documents as needed.
Collect impact data on populations served by EL/Community Liaison
Continue to recruit more stakeholder participation in ELAC, DELAC, SSC, Parent University, Love and Logic Training, and PTSA.
Continue to analyze survey results.
Continue improving school site communication with daily announcements, Lion's Roar, website, social media and digital sign.

Briefly 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.

LEA/LCAP Goal

District schools will include restorative practices to the overall educational program and provide students with mental health, social/emotional support and/or interpersonal relational skills training, in addition to traditional academic support according to how these conditions affect academic performance. (State Priority 5 and 6)

Goal 5

LVHS will include restorative practices to the overall educational program and provide students with mental health, social/emotional support and/or interpersonal relational skills training, in addition to traditional academic support according to how these conditions affect academic performance. (State Priority 5 and 6)

This school goal directly relates to Board Priorities A (Preserve Core Programs), C (Employee and District Excellence), and E (Common Core Standards). This school goal relates to District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 5 (There will be effective internal and external communications), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Identified Need

Additional Support to Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Restorative Practices	Staff fully trained in Restorative Practices and implementing Restorative Circles weekly.	Staff will implement Restorative Practices to build positive, trusting relationships with students and help bring them back to baseline when they are escalated and/or distressed.
Restorative Circles and Academy Classes	Implementation of organization, communication and emotional skills curriculum and Restorative Circles in Academy classes will give students a designated time each day to focus on study skills, get work completed and receive social/emotional supports.	Students will receive academic support, and have another adult and student community to help them achieve more in school.
Trauma Informed Instruction Academy	All staff are completing this 5-part training in 2019-2020.	Staff will be certified in trauma-informed instruction by the end of 2019-2020.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Western Youth Services	Western Youth Services will provide individual counseling for students with mental health and social/emotional needs.	Students will receive support to help them achieve more in school.
Leaders in Resiliency	Leaders in Resiliency will provide group and individual counseling, and an alternative to suspension Saturday school program. Leaders in Resiliency will provide students with mental health, social/emotional and behavioral support.	Students will receive support to help them achieve more in school.
Seneca Family of Agencies	Seneca will provide wrap around services to support LVHS's most at-risk students and also target truancy.	Improved attendance rates
Attendance Rate	Attendance Rate 2018-2019: 93% 2017-2018: 88% 2016-2017: 92% 2015-2016: 95% 2014-2015: 95% Home Visits 2018-2019: 30	The attendance rate at LVHS increased by 5% in 2018-2019 but continues to be lower than the years when the school had administrative support focused on student retention and recovery.
Drop-Out Rate	Drop-out Rate - 2018-2019: Not Available 2017-2018: Not Available 2016-2017: 3.6% 2015-2016: 3.2% 2014-2015: 4.5%	Caution must be used when calculating or analyzing dropout rates for other schools with high mobility including alternative schools, dropout recovery high schools, or schools eligible or participating in the Alternative Schools Accountability Model (ASAM). The dropout rate calculations posted on the CDE Web site compare the counts of dropouts over the entire school year with a single day enrollment count on CBEDS Information Day (first Wednesday of October). By design, alternative schools and dropout recovery high schools may serve many students over the course of a school year. Students may stay

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		in these schools for short periods of time with the intent of returning to their local comprehensive high schools. Calculating dropout rates for schools with a high volume of short term students may result in overstated rates in excess of 100 percent because the point-in-time enrollment count will significantly understate the actual enrollment over time. It may also be inappropriate to compare dropout rates for alternative schools and dropout recovery high schools to local comprehensive high schools. In many cases, alternative schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges. Current LVHS drop-out rates from 2017-2018 and 2018-2019 were not available.
Graduation Rate	Graduation Rate - 2018-2019: Not Available 2017-2018: 58.2% 2016-2017: 61.6% 2015-2016: 82.0% 2014-2015: 75.7% 2013-2014: 77.6% 2012-2013: 80.4% 2011-2012: 72.1% 2010-2011: 75.6% ELD Program Graduation Data - 2018-2019: 15 Graduates	The graduation rate decreased by 3.4% in 2017-2018 compared to 2016-2017. Graduation rates from 2018-2019 were not available. The LVHS ELD Program was established in the second quarter of 2017-2018 to serve ELD students who were not on track to graduate at their home schools. In 2018-2019 fifteen of these students graduated. ELD students comprised 19% of the LVHS graduating class.
Productivity	Average Number of Units Earned per Month - 2018-2019: 9.0 2017-2018: 9.4 2016-2017: 9.1 2015-2016: 9.5	The number of units earned per month dipped .8 units from 2017-2018 to 2018-2019. Monthly student productivity has decreased in relative correlation to the increase in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2014-2015: 9.6 2013-2014: 9.7 2012-2013: 10.5 2011-2012: 10.7	curriculum, instruction and assessment at LVHS over the years. However, increasing productivity is a school-wide goal and area of focus.
Suspension Rates	Suspensions: 2018-2019: 94 2017-2018: 106 2016-2017: 77 2015-2016: 44 2014-2015: 48 2013-2014: 34 2012-2013: 59 2011-2012: 56	Although the number of suspensions decreased by 12 in 2018-2019 compared to 2017-2018, the number of suspensions per year has increased in the last years due in part to the legalization of marijuana and student access to marijuana and vape products. Implementation of school-wide Restorative Practices and the after school Opportunity Plus Program should support a decrease in suspension rates. Also, La Sierra will reduce days of suspension when appropriate if the suspended student attends and participates in four days of Leaders in Resilience Saturday Schools.
Reduction in Days of Suspension	2018-2019 81 Days 42 students participated in the Alternative to Suspension Program throughout the school year 86% did NOT repeat the offense 2017-2018 74 Days 48 students participated in the Alternative to Suspension Program throughout the school year 85% did NOT repeat the offense (This data is for La Sierra and La Vista High School combined.)	The Alternative to Suspension Program was established in 2017-2018 to support students by addressing the social/emotional issues behind the poor choices that led to suspension. LSHS will continue to collaborate with the Leaders in Resiliency organization that provides a sixteen-hour curriculum over four Saturdays that covers the following topics: Conflict Resolution Skills Mediation and Restorative Conversations Restorative Activities Recovery Skills Anger Management Skills Language and Communication Skills Emotion and Self-Regulation Skills

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Cognitive Flexibility Skills Social Thinking Skills Moral Reasoning Skills Parent Education/Conference Academic Recovery
Expulsion Rates	Expulsions: 2018-2019: 4 2017-2018: 1 2016-2017: 1 2015-2016: 2 2014-2015: 1 2013-2014: 0 2012-2013: 0 2011-2012: 1	Expulsion rates increased in 2018-2019. Implementation of school-wide Restorative Practices and the after school Opportunity Plus Program should support a decrease in expulsions.
Teenage Pregnant and Parenting Program (TAPP)	TAPP outreach teacher and instructional aides serve the needs of students in the TAPP program as well as their children who are enrolled in the LVHS childcare center. Transportation to school and home is provided for TAPP students and their children.	Pregnant and parenting students will be able to achieve more in school with support provided by the Teenage Pregnant and Parenting Program.
PE Equipment	Purchase new PE equipment and maintain existing equipment.	Continue to purchase new PE equipment and maintain existing equipment.
Counselors and Case Carriers	Counselors will meet with each student to develop an individual learning plan regarding progress toward graduation including meeting all graduation requirements, reading and math intervention, future goals, and post-high school plans. Case carriers will meet with each special education student to develop an individual learning plan regarding progress toward graduation including meeting all graduation requirements, reading and math intervention, future goals, and post-high school plans.	Students will be able to achieve more in school with support provided by counselors. Special education students will be able to achieve more in school with support provided by case carriers.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academy	Offer Academy class for all students to support social/emotional needs as well as academic progress.	Continue to offer Academy class for all students to support social/emotional needs as well as academic progress
Academic Saturday School	Students not meeting academic deadlines for major assignments will be given the opportunity to still earn full credit by completing the assignment in Academic Saturday School.	Collect data on credits recouped in Academic Saturday School.
Yondr Pouches	Support appropriate use of student cell phones with classroom sets of Yondr Pouches.	Teacher, parent and student feedback regarding enhanced classroom culture with implementation of Yondr Pouches is very positive.
Monthly Meetings	Disseminate information via monthly leadership meetings followed by monthly department meetings.	Continue to hold monthly meetings to achieve effective internal communication.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Yondr Pouches

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,147	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PE Equipment

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

Survey students and teachers on impact of Restorative Circles in Academy classes
Contnue to analyze attendance rates
Continue to monitor drop-out rate
Continue to monitor graduation rate
Continue to analyze productivity rates
Continue to monitor suspension and expulsion rates while implementing school-wide Restorative Practices
Monitor reduction in days of suspension through use of Leaders in Resiliency
Continue to offer robust case carrier and counseling support
Continue supporting pregnant and parenting teens via the TAPP program
Continue providing academic and social/emotinal support and weekly Restorative Circles via Academy class

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

VCC Gary Center individual counseling not available for 2019-2020. Services will be provided by Western Youth Services instead.

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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$32,679.50

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$32,679.50

Subtotal of additional federal funds included for this school: $32,679.50

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 ($)

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

Total of federal, state, and/or local funds for this school: $32,679.50

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

3 Secondary Students

Name of Members	Role
Sandi Layana	Principal
Maria Castro	Classroom Teacher
John Diaz	Classroom Teacher
Manny Macias	Classroom Teacher
Daphne Sloggett	Classroom Teacher
Iris Rangel	Other School Staff
Maria Izurieta	Other School Staff
Julie Salazar	Other School Staff
James Taylor	Parent or Community Member
Ellen Parsons	Parent or Community Member
Joyce A. McKane	Parent or Community Member
Amanda Alcala	Parent or Community Member
Karen Malik	Parent or Community Member
Jose Brambila	Secondary Student
Azizur Raman	Secondary Student
Sebastian Alcala	Secondary Student
Gary Day: non-voting member	Other School Staff

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
Ericka Balderas	English Learner 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 9/16/19.

Attested:

Sandi Layana	Principal, Sandi Layana on 9/16/19
John Diaz	SSC Chairperson, John Diaz on 9/16/19

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

● Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

● 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. 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

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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