# 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 Sierra High School	3066514		

### **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 Sierra High School Single Plan for Student Achievement is to develop goals

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 Sierra serves students through six different programs:

1. Opportunity classes are designed for tenth grade students who are behind in units. Students attend school in a small-class setting with a cohort of other Opportunity students at the main LSHS campus. The program is designed to help students get back on track by providing intervention classes in math and reading to fill in any educational gaps which may be causing him/her to fall behind in units. In addition, the program provides smaller class sizes, and more counselor support than offered at the comprehensive high school. Finally, each student in the program attends a daily study skills course called Academy designed to strengthen organizational, communicative and emotional skills. The Academy class is also designed to target poor attendance and not adjusting well to academic and/or behavioral expectations of the comprehensive high school. There is also time allotted during Academy for students to work on assignments and receive tutoring. Students can receive additional tutoring by attending the lunchtime tutoring program offered daily in the La Sierra library.

2. The iSierra Online Academy is a voluntary alternative learning experience with instructional value equivalent to a regular classroom program. Independent Study utilizes APEX on-line curriculum which allows students to learn and interact with their instructor in a virtual setting. Students meet

face-to-face with their instructor at least once a week for an individual appointment to review progress, answer questions and take assessments.

3. Home Hospital is a program for students who are medically identified as not being able to attend regular school. Teachers are sent to the home or hospital setting to provide instruction. The goal is for Home/Hospital students to stay on pace to graduate or to meet the goals of their individual education plan.

4. The Adult Transition Program serves 18 through 22 year-old students on individual education plans. Students learn valuable vocational, mobility, community, social, and independent living skills in a community-based instruction model. The goal is to enable Adult Transition Students to function productively in the community to the best of their abilities.

5. The Kate Waller Barrett Academy serves students in residential placement at the Crittenton Foster Care Assisted Living Community. Instruction is centered around reading and math intervention curriculum, APEX on-line curriculum for individualized credit production, Physical Education (PE), and English Language Development (ELD) curriculum for students with developing English language skills.

LSHS is an integral part of the Fullerton Joint Union High District. The District covers a fifty-square mile area serving the communities of Buena Park, Fullerton, La Habra, and La Habra Heights as well as portions of Anaheim, Brea, La Palma, Placentia, and East Whittier. The feeder elementary districts are Buena Park, Fullerton, La Habra and Lowell Joint. The Fullerton Joint Union School District operates six comprehensive high schools (Buena Park, Fullerton Union, La Habra, Sonora, Sunny Hills, and Troy), a continuation high school (La Vista), and an alternative high school (La Sierra). The District serves a varied socioeconomic population and is governed by an elected fivemember school board.

La Sierra 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 Community College, the Fullerton Assistance League, FLOCK (Fullerton's Love for Orange County Kids Organization), Crittenton Services for Children and Families, Leaders in Resiliency, and the Sunrise Rotary Club. In addition, more than 30 local businesses provide opportunities for the students in the Adult Transition Program to practice their vocational skills.

#### Staff Description

In 2018/2019 the staff of LSHS consisted of 31 classroom teachers, 1 ROP teacher, 1 counselors, 1 guidance technician, 2 assistant principals, 1 principal, a school secretary, a data technician, 3 senior records clerks, 2 custodians, 1 campus supervisor, 55 instructional aides and 3 Districtemployee food service workers. Support staff includes 1 full-time psychologist and 2 part-time psychologists, 1 full-time and 1 part-time speech and language pathologist, 1 nurse, 3 LVNs, a 40% EL/Community Liaison and 1 computer technician who works from the District. La Sierra also has the support 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 2018/19 school year both formal and informal observations took place. Administrators formally evaluated 15 certificated staff members, four of whom were probationary or temp teachers, resulting in 19 formal classroom observations. Additionally, the LSHS 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)

LSHS 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)

LSHS 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 English and math. 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 LSHS teachers are highly qualified. Our area of deficiency is with our Home/Hospital teachers who teach multiple subjects. These teachers 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, UNIQUE Learning Systems, 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, Aeries Alternative Scheduling, Next Generation Science Standards training, DBQ training, ELD 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) LSHS has department chairs in English, math, social science, Opportunity, Home/Hospital, iSierra, Adult Transition, technology, ELD and counseling. These teacher leaders provide ongoing instructional assistance and support for teachers and the guidance staff. LSHS 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 LSHS teachers on the 12 Highly Effective Instructional Strategies, peer-observations and school-wide data collection to improve curriculum, instruction, assessment and culture. A LSHS teacher has been trained to support the 12 practices, provide additional trainings and facilitate guarterly instructional rounds data collection and analysis. The LSHS 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 meetings in English, math, READ 180, MATH 180, social science, Opportunity, iSierra, Home/Hospital, Kate Waller Barrett Academy, counseling and the Adult Transition special education departments.

### 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)

LSHS 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, Unique Learning Systems 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 support READ 180, MATH 180, ELD, Academy, iSierra, Kate Waller Barrett Academy, and Adult Transition 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.

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

Counselor support

Lunch-time tutoring

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

Attendance and productivity monitoring

EL/Community Liaison

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

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

Staff trained in Restorative Practices and Trauma Informed Instruction

Schoolwide Restorative Practices

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.

Professional Learning Communities (PLCs)

**Common Assessments** 

Benchmarking

SMART Goals

### 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: MATH 180, 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) Adult Transition Program Business Partners 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.

Specifically, to La Sierra High School, the District is using nearly half of the grant funds (\$150,000) to contract with an outside agency that works directly with staff, students, and parents to increase attendance and ultimately to improve graduation rates. There is a direct correlation between the two.

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.

	Stu	Ident Enrollme	ent by Subgrou	р					
	Per	cent of Enrolli	ment	Number of Students					
Student Group	16-17	17-18	18-19	16-17	17-18	18-19			
American Indian	0.3%	0.46%	%	1	2				
African American	5.3%	5.10%	4.81%	21	22	22			
Asian	6.8%	8.82%	7.66%	27	38	35			
Filipino	1.3%	2.09%	2.19%	5	9	10			
Hispanic/Latino	72.2%	68.45%	72.21%	288	295	330			
Pacific Islander	0.5%	0.70%	0.44%	2	3	2			
White	13.3%	13.46%	12.25%	53	58	56			
Multiple/No Response	%	%	%						
		То	tal Enrollment	399	431	457			

### Student Enrollment Enrollment By Student Group

### Student Enrollment Enrollment By Grade Level

	Student Enrollment by Grade Level												
Questa	Number of Students												
Grade	16-17	17-18	18-19										
Grade 9	11	14	14										
Grade 10	145	161	140										
Grade 11	35	40	68										
Grade 12	94	87	235										
Total Enrollment	399	431	457										

#### Conclusions based on this data:

1. The majority of students at LSHS are Hispanic/Latino.

### Student Enrollment English Learner (EL) Enrollment

Englis	h Learner (	EL) Enrollm	nent							
Of a local Organization	Number of Students Percent of Students									
Student Group	16-17	17-18	18-19	16-17	17-18	18-19				
English Learners	96	104	132	24.1%	24.1%	28.9%				
Fluent English Proficient (FEP)	109	112	119	27.3%	26.0%	26.0%				
Reclassified Fluent English Proficient	39	16	21	24.2%	16.7%	20.2%				

#### Conclusions based on this data:

1. The percentage of EL students enrolled at LSHS increased 4.8% in the two years between 2016-2017 and 2018-2019.

**2.** The percentage of FEP students enrolled at LSHS decreased 1.3% in the two years between 2016-2017 and 2018-2019.

**3.** The percentage of RFEP students enrolled at LVHS decreased 4% in the two years between 2016-2017 and 2018-2019.

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

	Overall Participation for All Students													
Grade	# of Stu	udents E	nrolled	# of St	tudents 1	<b>Fested</b>	# of \$	Students	with	% of Enrolled Students				
Level	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	63	56	114	37	36	46	37	36	46	58.7	64.3	40.4		
All	63	56	114	37	36	46	37	36	46	58.7	64.3	40.4		

\* 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 Mean Scale Score				%	Standa	rd	% Standard Met			% Sta	ndard I	Nearly	% Standard Not		
Level	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	2526.	2498.	2480.	10.81	11.11	4.35	16.22	8.33	10.87	35.14	27.78	23.91	37.84	52.78	60.87
All Grades	N/A	N/A	N/A	10.81	11.11	4.35	16.22	8.33	10.87	35.14	27.78	23.91	37.84	52.78	60.87

Reading Demonstrating understanding of literary and non-fictional texts												
	% At	ove Stan	dard	% At o	r Near St	andard	% Be	low Stan	dard			
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 11	21.62	13.89	8.70	35.14	30.56	23.91	43.24	55.56	67.39			
All Grades	21.62	13.89	8.70	35.14	30.56	23.91	43.24	55.56	67.39			

Writing Producing clear and purposeful writing												
	% At	ove Stan	dard	% At o	r Near Sta	andard	% Ве	low Stan	dard			
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 11	16.22	11.43	4.35	35.14	31.43	32.61	48.65	57.14	63.04			
All Grades	16.22	11.43	4.35	35.14	31.43	32.61	48.65	57.14	63.04			

Listening Demonstrating effective communication skills												
% Above Standard % At or Near Standard % Below St												
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 11	13.51	11.11	2.17	64.86	50.00	58.70	21.62	38.89	39.13			
All Grades	13.51	11.11	2.17	64.86	50.00	58.70	21.62	38.89	39.13			

Research/Inquiry Investigating, analyzing, and presenting information													
% Above Standard % At or Near Standard % Below Stand													
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19				
Grade 11	16.22	8.33	6.52	45.95	44.44	39.13	37.84	47.22	54.35				
All Grades	16.22	8.33	6.52	45.95	44.44	39.13	37.84	47.22	54.35				

#### Conclusions based on this data:

- 1. LSHS experienced an 8% decrease in students that met or exceeded standards.
- 2. The majority of LSHS students (81%) fell into the standard not met or standard nearly met bands.
- 3. LSHS will continue to focus on improving its participate rate.

### CAASPP Results Mathematics (All Students)

Overall Participation for All Students													
Grade # of Students Enrolled # of Students Tested # of Stu										% of Er	rolled S	tudents	
Level	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	64	57	119	37	34	68	37	34	69	57.8	59.6	57.1	
All	64	57	119	37	34	68	37	34	69	57.8	59.6	57.1	

\* 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 Mean Scale Scor				%	Standa	rd	% Standard Met			% Sta	ndard I	Nearly	% Standard Not		
Level	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	2460.	2457.	2397.	2.70	5.88	0.00	2.70	2.94	1.47	13.51	5.88	4.41	81.08	85.29	94.12
All Grades	N/A	N/A	N/A	2.70	5.88	0.00	2.70	2.94	1.47	13.51	5.88	4.41	81.08	85.29	94.12

Concepts & Procedures Applying mathematical concepts and procedures									
	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	low Stan	dard
Grade Level	Grade Level 16-17 17-18 18-19 16-17 17-18 18-19 16-17 17-18 18								18-19
Grade 11	2.70	5.88	1.47	16.22	5.88	2.94	81.08	88.24	95.59
All Grades	2.70	5.88	1.47	16.22	5.88	2.94	81.08	88.24	95.59

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
	% Above Standard % At or Near Standard % Below Standard									
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 11	Grade 11 2.70 8.82 0.00 18.92 8.82 13.24 78.38 82.35 86							86.76		
All Grades	2.70	2.70 8.82 0.00 18.92 8.82 13.24 78.38 82.35 86.76								

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
	% Ab	ove Stan	dard	% At o	r Near St	andard	% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.70	5.88	0.00	21.62	38.24	23.53	75.68	55.88	76.47
All Grades 2.70 5.88 0.00 21.62 38.24 23.53 75.68 55.88 76.47									

#### Conclusions based on this data:

- 1. LSHS experienced an increase of 3% of students that met or exceeded standards
- **2.** The majority of LSHS students (91%) fell into the standard not met or standard nearly met bands. This is, however, a decrease of 4% compared to the year before.
- 3. LSHS will continue to focus on increasing its participation rate.

### **ELPAC Results**

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade	Overall		rall Oral Language		Written L	anguage	Number of Students Tested		
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
Grade 9	*		*		*		*		
Grade 10	1524.5		1516.8		1531.7		43		
Grade 11	*		*		*		*		
Grade 12	1429.5		1430.2		1428.2		13		
All Grades							65		

	Overall Language Percentage of Students at Each Performance Level for All Students									
Grade	Lev	el 4	Lev	el 3	Lev	vel 2	Lev	el 1	Total Number of Students	
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*		27.91		46.51		*		43	
All Grades	*		23.08		35.38		29.23		65	

	Oral Language Percentage of Students at Each Performance Level for All Students									
Grade	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Total Number of Students	
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*		46.51		27.91		*		43	
All Grades	18.46		38.46		23.08		20.00		65	

	Written Language Percentage of Students at Each Performance Level for All Students									
Grade	Level 4 Level 3 Level 2 Level 1								Total N of Stu	
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*		27.91		*		41.86		43	
12	*						84.62		13	
All Grades	*		21.54		18.46		52.31		65	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade	Well De	Well Developed Somewhat/Moderately Beginning Total Number of Students						
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	27.91		48.84		*		43	
All Grades	24.62		38.46		36.92		65	

	Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade	Well De	veloped	oped Somewhat/Moderately Beginning				Total Nun of Stude		
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
10	51.16		41.86		*		43		
All Grades	44.62		40.00		*		65		

	Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade	Well De	veloped	Somewhat/	Moderately	Begiı	nning	Total N of Stu	lumber Idents	
Level	17-18	18 18-19 17-18 18-19 17-18 18-19						18-19	
10	*		32.56		53.49		43		
12	*		*		84.62		13		
All Grades	*		27.69		61.54		65		

	Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade	Well De	veloped	Somewhat/Moderately Beginning					lumber Idents	
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
10	*		76.74		*		43		
All Grades	*		60.00		27.69		65		

Conclusions based on this data:

1.

### **Student Population**

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

2017-18 Student Population									
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth						
431	71.5%	24.1%	6.5%						
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	104	24.1%		
Foster Youth	28	6.5%		
Homeless	16	3.7%		
Socioeconomically Disadvantaged	308	71.5%		
Students with Disabilities	169	39.2%		

Enrollment by Race/Ethnicity					
Student Group Total Percentage					
African American	22	5.1%			
American Indian	2	0.5%			
Asian	38	8.8%			
Filipino	9	2.1%			
Hispanic	295	68.4%			
Two or More Races	4	0.9%			
Pacific Islander	3	0.7%			
White	58	13.5%			

#### Conclusions based on this data:

1. A strong majority, 71.5% of LSHS students are socioeconomically disadvantaged.

2. A quarter of LSHS students are English Learners.

### **Overall Performance**

2018 Fall Dashboard Overall Performance for All Students			
Academic Performance	Academic Engagement	Conditions & Climate	
English Language Arts	Graduation Rate Red	Suspension Rate Orange	
Mathematics No Performance Color			
English Learner Progress No Performance Color			
College/Career Red			

Conclusions based on this data:

1.

### Academic Performance English Language Arts

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



This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	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		
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color 0 Students		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities		
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 0 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	
Less than 11 Students - Data Not Displayed for Privacy 1 students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 4 students	

#### Conclusions based on this data:

1.

### Academic Performance Mathematics

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



This section provides number of student groups in each color.

	2018 Fall Das	shboard Mathematics E	quity Report	
Red	Orange	Yellow	Green	Blue
0	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		
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color 0 Students		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities		
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 0 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	
Less than 11 Students - Data Not Displayed for Privacy 1 students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 4 students	

#### Conclusions based on this data:

1.

### 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	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	
65	12.3%	23.1%	35.4%	29.2%	

#### Conclusions based on this data:

1. Nearly two-thirds of LSHS EL students are in the Beginning and Somewhat Developed (levels 1 & 2) range.

### Academic Performance College/Career

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



This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
2	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	No Performance Color	No Performance Color		
3.3% prepared	0% prepared	Less than 11 Students - Data Not		
Declined -4.7%	11 students	Displayed for Privacy 7 students		
61 students				
Homeless	Socioeconomically Disadvantaged	Students with Disabilities		
No Performance Color	Red	No Performance Color		
Less than 11 Students - Data Not	0% prepared	9.1% prepared		
Displayed for Privacy 5 students	Declined -10%	11 students		
	40 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	8 Prepared	3.3 Prepared	
Approaching Prepared	12 Approaching Prepared	16.4 Approaching Prepared	
Not Prepared	80 Not Prepared	80.3 Not Prepared	

Conclusions based on this data:

1.

### 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	Blu	Highest Performance
This section provide	es number of st	udent groups in ea	ach color.			
	201	8 Fall Dashboard	Chronic Abs	senteeism Equ	ity Report	
Red	0	range	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 St	udents	E	English Lear	ners	F	oster Youth
Hom	eless	Socioeco	Socioeconomically Disadvantaged		Student	s with Disabilities
2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity						
African Ame	rican	American India	an	Asian		Filipino
Hispanic	;	Two or More Ra	ces	Pacific Islan	der	White

Conclusions based on this data:

1.

### Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	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	
Red	No Performance Color	No Performance Color	
65.6% graduated	63.6% graduated	Less than 11 Students - Data Not	
Increased +23.6%	11 students	Displayed for Privacy 7 students	
61 students			
Homeless	Socioeconomically Disadvantaged	Students with Disabilities	
No Performance Color	Red	No Performance Color	
Less than 11 Students - Data Not	50% graduated	90.9% graduated	
Displayed for Privacy 5 students	Increased +16.7%	11 students	
	40 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	
42% graduated	65.6% graduated	

#### Conclusions based on this data:

1. The graduation rate increased by 23.6% in 2018 compared to 2017.

### Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	1	1	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	
Orange	Orange	Orange	
7.7% suspended at least once	9.6% suspended at least once	6.5% suspended at least once	
Increased 2%	Increased 2.6%	Increased 4.7%	
768 students	177 students	124 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities	
Red	Orange	Yellow	
11.4% suspended at least once	8.4% suspended at least once	1.4% suspended at least once	
Increased 6.1%	Increased 2.2%	Increased 1.4%	
44 students	597 students	214 students	



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

2018 Fall Dashboard Suspension Rate by Year			
2016 2017 2018			
	5.6% suspended at least once	7.7% suspended at least once	

#### Conclusions based on this data:

1. The percentage of suspended students increased by 2.1% 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 La Sierra High School 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 ELA Tested % Completed Exam % Standard Not Met % Standard Nearly Met % Standard Exceeded Math Tested % Completed Exam % Standard Not Met % Standard Not Met % Standard Nearly Met % Standard Met % Standard Met % Standard Exceeded	The percentage of students tested will increase. The percentage of students scoring in the standards met/standards exceeded range for ELA and Math will increase.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2017-2018 ELA 36 Tested 60% Completed Exam 53% Standard Not Met 28% Standard Nearly Met 8% Standard Met 11% Standard Exceeded Math 34 Tested 56% Completed Exam 85% Standard Not Met 6% Standard Nearly Met 3% Standard Met 6% Standard Met 6% Standard Exceeded	
	2016-2017 ELA 37 Tested 59% Completed Exam 38% Standard Not Met 35% Standard Nearly Met 16% Standard Met 11% Standard Exceeded	
	Math 37 Tested 58% Completed Exam 81% Standard Not Met 14% Standard Nearly Met 3% Standard Met 3% Standard Exceeded	
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	Analyze CAST data for the first time with 2018-2019 results and establish goals for improvement.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2016-2017 Pilot Year - No Data	
Fullerton College Counseling 140 Course - Dual Enrollment	Counseling 140 Enrollment 2018-2019 - 2 students 2017-2018 - 7 students 2016-2017 - 2 students 2015-2016 - 4 students 2014-2015 - 1 student 2013-2014 - 3 students 2012-2013 - 2 students	Enrollment in Counseling 140 decreased in 2018-2019. Recruitment efforts will focus on increasing enrollment in Counseling 140.
Fullerton College/LSHS Ethnic Studies 150 Introduction to Chicano/Chicana Studies Course - Blended Enrollment	Ethnic Studies 150 Introduction to Chicano/ Chicana Studies Enrollment 2018-2019 - not offered 2017-2018 - 4 students 2016-2017 - 3 students	Improve recruitment into this blended college course which allows students to earn college 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 LSHS 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 school hours.
Adult Transition Careers Day Event	Careers Day Vendor Count and Student Participation 2018-2019 32 Vendors/100% Student Participation	Continue to recruit vendors to the event.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Adult Program Visits/Adult Program Presentations	Each ATP hub conducts visits annually to the Adult Programs their students are looking to transition into. Adult Programs also travel to the hubs and give presentations.	Continue to schedule visits and presentations from Adult Programs that current students are considering for their post- secondary enrollment.
Implementation of UNIQUE Learning System Curriculum to support instruction and learning in the ATP Program	All teachers are trained and utilizing UNIQUE Learning System curriculum.	Continue to utilize UNIQUE Learning System curriculum.
Certificate Program in ATP to Prepare ATP Students for Post-Secondary Options	ATP focuses on one critical life skill and students earn certification: August - Safety and Community Resources September - Personal Life, Manners and Healthy Eating October - Community and Mobility November - Personal Life, Feeling and Communication December - Vocational Adult Education and Adult Program Research January - Grooming and Hygiene February - Internet Safety March - Daily Living April - Leisure Time and Community Living May - End of the Year Wrap Up	Continue to use certificates to promote ATP students to be functional community members and to create alignment between the hubs.
Partnership with Community Business Partners to Provide Vocational and Post- Secondary Experience for ATP students	Community Partners Regional Center Department of Rehabilitation North Orange County Education Dayle McIntosh Center ROP/Workability OCTA Variety of adult programs NAMI OC Youth Center Best Buddies and Tuffies Friends	Continue to work with community partners and look for new vocational and post- secondary experiences for ATP students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	YMCA Muckenthaller Cultural Center Bourbon St/The Bowery Kiva Container CSUF/Titan Student Union Chick Fila Brea Home Goods Brea Ladera Palma Elementary Jim Boys Taco's La Habra Children's Museum El Cholo Restaurant La Habra Senor Campos Restaurant La Habra La Habra Bowling Alley Pieology La Mirada Grocery Outlet La Habra Pieology Marshall's Dollar Tree Fullerton Public Library SELPA	
Partnership with Adult Education Program/NOCE Counselors	AEP/NOCE counselors assist ATP students with post- secondary educational and vocational training opportunities.	Continue to partner with AEP/NOCE

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

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 participation on CAASPP. This continues to be a challenge due to the transient nature of students enrolled in the iSierra Online Academy. Administration is gathering information from other alternative high schools to see how they are increasing participation rates.

Improve performance on CAASPP by increasing focus on instruction, curriculum and assessment aligned to the common core and by assigning more performance task assessments.

Enrollment in Counseling 140, and Ethnic Studies 150 Introduction to Chicano/ Chicana Studiesclasses should increase with increased focus on recruitment strategies.

Continue partnering with Fullerton College and other local community colleges on field trip opportunities and vendor participation at the Community College/Careers Fair.

Continue to support the Adult Transition Program with its Careers Day Event and adult program visits.

Continue to purchase UNIQUE Systems licences and support certificate program to support ATP curriculum, instruction and assessment.

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

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

LSHS 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrollment of Students in Career Technical Education (CTE) courses	Opportunity students are enrolled in one of three Career Technical Education (CTE) pathways: Graphic Production Technologies, Art of Video Production or Childcare. The iSierra Independent Study Academy has four semester- long class offerings in the Apex Career and Technical Strand: Business Applications Information Tech Applications Computer Applications Accounting I	Continue to enroll Opportunity students into CTE pathways for their elective class. Increase the number of students enrolled into the one- semester iSierra Online Academy CTE courses. There are five one-year CTE courses also available to iSierra Online Academy students: Human Resource Principles Legal Environment of Business Principles of Business Marketing and Finance Principles of Information Tech Principles of Health Science

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All ATP Students Participate in Vocational Training	ATP offers a large variety of vocational experiences to its students that surpass those offered at similar programs in the surrounding area. As such, the ATP has increased the number of job sites from the four it offered at its inception in 2009 to 30 job sites today.	Continue to job develop for ATP so students can get a wide depth and breadth of vocational experiences while enrolled in the program.
Access to "a – g" Courses	Students in the LSHS Opportunity, Kate Waller Barrett Academy, Home/Hospital and iSierra On- Line Academy have full access to "a – g" classes.	Continue to submit new courses for "a-g" approval.
Access to Honors and AP Classes	The iSierra Online Academy offers the following honors classes; English II English III Pre-Calculus World History AP enrollment in the iSierra On-Line Academy: 2018-2019 AP Calculus AB Semester 1: 1 AP Language & Composition Semester 1: 1 AP Economics: 1 AP Spanish Semester 2: 1 AP U.S. History Semester 1: 1 AP U.S. History Semester 2: 2 2017-1018 AP Calculus AB Semester 1 1 AP Calculus AB Semester 2 4 AP English Language & Composition Semester 1 1 AP English Language & Composition Semester 2 1 AP U.S. History Semester 2 1 AP U.S. Government and Politics 1 AP U.S. Government and Politics 1	AP course enrollment in the iSierra Online Academy fluctuates greatly depending on the needs of the comprehensive high school blended population and the skill level of the iSierra full time and blended students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AP U.S. History 2 AP Calculus AB 2	
Access to Expository Reading and Writing (ERWC) Course Modules	The iSierra Online Academy offers an Expository Writing course. Two ERWC modules are taught in Opportunity English II each school year and components of other modules are used for writing instruction throughout the year.	Continue offering the ERWC via the iSierra Online Academy and the ERWC modules in Opportunity English II classes.
Participation in Lunch-Time Tutoring	Lunch-time tutoring is available for Opportunity and iSierra Academy students. Students working on APEX on-line curriculum can work in the computer lab during lunch-time tutoring. 2018-2019 An average of 17 students participated in tutoring for more than one time each quarter. An average of 9 of those students attended tutoring for five times or more each quarter. The average rate of attendance for students who attended more than one time a quarter was 5 times a quarter. 2017-2018 An average of 22 students participated in tutoring for more than one time each quarter. An average of 17 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. An average of 17 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. 2016-2017	Average participation in the lunch-time tutoring program decreased by 5 students in 2018-2019 compared to the year before and the rate of attendance of students accessing the service multiple times decreased from 10 to 5 times a quarter. Efforts will be made in 2019-2020 to better promote lunch-time tutoring. Instructional aide support is available to support students in lunchtime tutoring.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	An average of 34 students participated in tutoring for more than one time each quarter. An average of 25 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 12 times a quarter.	
Access to APEX On-Line Curriculum via the iSierra Online Academy, Kate Waller Barrett Academy, Home/Hospital, and Opportunity Programs	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.	Continue to provide APEX On- Line Curriculum via the iSierra Online Academy, Kate Waller Barrett Academy, Home/Hospital, and Opportunity Programs
Mainstreaming Experience Between La Sierra Adult Transition Students and Cal State University Fullerton Best Buddies and Tuffies Friends	CSUF students, referred to as peer buddies, are specifically matched for one-on-one friendships - Best Buddies. Best Buddies meets a minimum of twice a month. ATP students who are not paired with a specific buddy, are encouraged to participate in their monthly club socials twice monthly - Tuffies Friends.	Increase the number of students participating in the Best Buddies/Tuffies Friends Program by providing paraprofessional support for students with unique needs and supporting transportation needs at off-site hubs.
Percent of Special Education Students Meeting IEP Goals	Percent of special education students meeting IEP goals	The percent of students who met all their goals and all but one goal remains stable.

#### **Baseline/Actual Outcome**

2018-2019 102 students had IEP goals data collected in the Adult Transition Program Students Met All Goals: 34.31% Students Did Not Meet One Goal: 26.47% Students Did Not Meet Two Goals: 21.57% Students Did Not Meet Three Goals: 9.80% Students Did Not Meet Four Goals: 3.92% Students Did Not Meet Five or More Goals: 0.00% Students Met Zero Goals: 3.92%

2017-2018 108 students had IEP goals data collected in the Adult Transition Program Students Met All Goals: 34.3%/37 Goals Students Did Not Meet One Goal: 25.9%/28 Goals Students Did Not Meet Two Goals: 25%/27 Goals Students Did Not Meet Three Goals: 9.3%/10 Goals Students Did Not Meet Four Goals: 1.9%/2 Goal Students Did Not Meet Five or More Goals: .9%/1 Goal Students Met Zero Goals: 2.8%/3 Goals

#### 2016-2017 115 students had IEP goals data collected in the Adult Transition Program Students Met All Goals: 36.5%/45 Goals Students Did Not Meet One Goal: 33%/38 Goals Students Did Not Meet Two Goals:17.4%/20 Goals Students Did Not Meet Three Goals: 6.1%/7 Goals

#### Expected Outcome

Increasing these percentages is an area of focus.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students Did Not Meet Four Goals:.9%/1 Goal Students Did Not Meet Five or More Goals: .9%/1 Goal Students Met Zero Goals: 5.2%/6 Goals	
Adult Transition Post- Graduation Survey	Adult Transition Program survey of graduates that completed the program within the past 4 years. Recent graduates were asked if they currently: 1) Have paid employment other than work around the house. 2) Participate in continued education through vocational or technical school or a 2-year, junior college. 3) Receive agency supported job training specific to job skills. 4) If they are satisfied with the level of support that they received from La Sierra Adult Transition Program 2018-2019 Results indicated that 100% of ATP graduates are enrolled in an adult or post-secondary education program, participating in paid employment or placed in an adult agency for supported job training. 2017-2018 Results indicated that 100% of ATP graduates are enrolled in an adult or post-secondary education program, participating in paid employment or placed in an adult agency for supported job training. 2017-2018 Results indicated that 100% of ATP graduates are enrolled in an adult or post-secondary education program, participating in paid employment or placed in an adult agency for supported job training. 2016-2017 Results indicated that the vast	These results continue to be well above the national average of unemployment for disabled adults. Survey results continue to reflect satisfaction with the support and training received at the Adult Transition Program
	majority of ATP graduates are	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	enrolled in an adult or post- secondary education program or participating in paid employment. 23 out of 24 2016/17 graduates were either in paid employment, participating in continuing education or were placed with an adult agency for supported job training. These results continue to be well above the national average of unemployment for disabled adults. Survey results continue to reflect satisfaction with the support and training received at the Adult Transition Program.	
Credit Productivity Data for Diploma Bound Programs	Productivity as Measured in Average Units Earned per Month - 2018-2019: 9.6 units 2017-2018: 10.4 units 2016-2017: 9.4 units 2015-2016: 9.2 units 2014-2015: 9 units 2013-2014: 8 units 2012-2013: 7 units 2011-2012: 6.5 units	Although productivity did dip by .8 units a month from last year's peak performance, average unit productivity continues to be robust and may be attributed to the adjustment iSierra students have made to the more rigorous text utilized in APEX curriculum and the buy in Opportunity students are displaying toward earning extra units to matriculate back to the comprehensive high school.
Enrollment in Math Classes Other Than Algebra	Math Enrollment in Classes Above Algebra I in the iSierra Academy: 2018-2019 Precalculus Sem 1: 5 Precalculus Sem 2: 3 Geometry Sem 1: 17 Geometry Sem 2: 10 Algebra 2 Sem 1: 9 Algebra 2 Sem 2: 8 Consumer Math: 2 Math for College Readiness Sem 1: 23 Math for College Readiness Sem 2: 4	LSHS began offering fewer higher level math classes in 2018-2019, but the majority of these classes are now a-g.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2017-2018 Precalculus Core 5 Geometry Common Core Sem 1 9 Geometry Common Core Sem 2 17 Algebra II Common Core Sem 1 16 Algebra II Common Core Sem 2 10 Algebra I Common Core Sem 1 14 Algebra I Common Core Sem 2 10 Financial Literacy 3 Florida Algebra I Sem 1 6 Florida Algebra I Sem 2 5 Florida Math for College Readiness Sem 1 10 Florida Math for College Success 3 Introductory Algebra Core Sem 1 11 Introductory Algebra Core Sem 2 4 2016-2017 Precalculus Core 5 Geometry Common Core Sem 1 19 Geometry Common Core Sem	
	2 12 Algebra II Common Core Sem 1 9 Algebra II Common Core Sem 2 3	
	The School Plan for Student Achievement 43 of 65 3/15/19 Algebra I Common Core Sem 1 5 Algebra I Common Core Sem 2	
	Algebra I Common Core Sem 2 6 Financial Literacy 3 Florida Algebra I Sem 1 9 Florida Algebra I Sem 2 7 Florida Math for College Readiness Sem 1 12 Florida Math for College	
	Success 15	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Introductory Algebra Core Sem 1 22 Introductory Algebra Core Sem 2 1	
School-Wide Reading Improvement	Average Reading Improvement from School-Wide Gates MacGinitie (2014-2018) and Nelson Denny (2018-2019) Pre/Post Test Measured in Grade Level Equivalents (GLE) - 2018-2019: 2.2 GLE 2017-2018: 2.9 GLE 2016-2017: 2.8 GLE 2015-2016: 2.6 GLE 2014-2015: 2.2 GLE	LSHS students have averaged over two years of growth in their reading skills over the last five years. The school-wide increase in reading improvementmay be attributed to the more challenging text used in the iSierra and program with APEX curriculum and the 100% participation of Opportunity students in the READ 180 intervention program. The Nelson Denny exam, which was implemented in 2018-2019, may skew lower than the Gates MacGinitie exam.
READ 180 Data	Intervention reading READ 180 Data Average Reading Improvement from Full Semester Participants in the Opportunity READ 180 Program Measured in Lexile Growth in Program's Reading Inventory (RI) Exam 2018-2019: 80 Lexiles 2017-2018: 61 Lexiles	Students' average growth of 80 lexiles in a semester is well above the READ 180 expectation of 50 lexiles in a year.
	2016-2017: 371 Lexiles 2015-2016: 76 Lexiles 2014-2015: 48 Lexiles	
	Percent of READ 180 Students Who Reached Their Personal Growth Reading Goal *student growth goals were dependent on initial lexile and length of enrollment. Some were for a quarter/semester/year. 2018-2019: 65% 2017-2018: 57%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent of READ 180 Students Who Increased Their Lexile Score Whether or Not They Reached Their Personal Growth Reading Goal 2018-2019: 71% 2017-2018: 62%	
MATH 180 Data	<ul> <li>MATH 180 Data as Measured in Grade Level Equivalency (GLE) Growth</li> <li>2018-2019: 1.7 GLE Growth Course II (pre-algebra concepts) -167 lexile points improvement</li> <li>2017-2018: 2.5 GLE Growth Course I (basic math) - 253 lexile points improvement</li> <li>2.0 GLE Growth Course II (pre- algebra concepts) - 195 lexile points improvement</li> <li>2016-2017: 1.0 GLE Growth Course I (basic math) 1.5 GLE Growth Course II (pre- algebra concepts)</li> <li>2015-2016: 2.0 GLE Growth Course I (basic math) 1.8 GLE Growth Course II (pre- algebra concepts)</li> <li>2015-2016: 2.0 GLE Growth Course I (basic math) 1.8 GLE Growth Course II (pre- algebra concepts)</li> <li>2014-2015: 2.0 GLE Growth 2013-2014: 1.4 GLE Growth</li> </ul>	Students continue to show strong math growth in MATH 180 especially considering their remediated or plateaued growth prior to enrolling in this math intervention course. LSHS began only teaching Course II in 2018-2019. Course II offers intervention in pre- algebra skills.
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 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.
Provide instructional aides in Adult Transition Program, Opportunity, Kate Waller	There are 55 instructional aides on the LSHS staff.	Continue to provide instructional aides in Adult Transition Program,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Barrett Academy and iSierra classes and lunch-time tutoring.		Opportunity, Kate Waller Barrett Academy and iSierra classes and lunch-time tutoring.
Bowling Fees for ATP	Bowling supports the ATP Therapeutic Recreation service.	Bowling gives ATP student an opportunity to exercise, be part of a team and develop their social skills.
IXL Licenses	Opportunity teachers piloted the use of IXL licenses in 2018- 2019 for basic skills practice in math and to increase the rigor of credit recovery.	Continue using IXL.
Student Planners	All Opportunity students are given student planners to support academic organization and performance.	Continue the use of student planners.

## 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)
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)

**Opportunity Students** 

Strategy/Activity

Provide student planners to students in the Opportunity program

#### 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

### Strategy/Activity 3

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

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

**Opportunity Students** 

Strategy/Activity

**IXL** Licenses

#### 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)
1,125	Title I

## Strategy/Activity 4

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

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

ATP Students

Strategy/Activity

Bowling

#### 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)
1,520	Title I

#### Strategy/Activity 5 Students to be Served by this Strategy/Activity

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

Supplementary Books

Strategy/Activity

iSierra Online Academy Supplementary Books

#### 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)
175	Title I

## Strategy/Activity 6

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

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

**Opportunity Students** 

#### Strategy/Activity

Fast Math MATH 180 Supplementary Material

#### 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)
3,500	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.

Enroll all Opportunity students into one of the three CTE pathways.

Continue to seek "a – g" approval of LSHS classes.

Explore opportunities to increase honors offerings.

Continue to offer AP classes in the iSierra On-Line Academy

Analyze passage rates of students exposed to ERWC modules in the Opportunity Program.

Continue monitoring lunch-time tutoring participation.

Continue offering differentiated APEX curriculum.

Continue partnering with CSUF to provide Best/Tuffie Buddies mainstreaming program for ATP students.

Continue to monitor student achievement and enrollment in the iSierra Academy.

Continue to track the percent of special education students meeting goals.

Continue to survey ATP graduates.

Continue to track enrollment in math classes after passing algebra in the iSierra program. Continue to monitor school-wide reading improvement through Nelson Denny testing - test switched from Gates McGinitie starting in 2018-2019.

Continue to analyze lexile growth in the READ 180 reading intervention program

#### Continue to analyze GLE 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 180 and MATH 180 is now being offered at all schools in the District so the licenses are now being purchased at the District level.

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

LSHS 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% Highly-Qualified Teachers	Due to the nature of some of the LSHS programs, which require teachers to teach multiple subjects, some LSHS teachers are teaching outside their credential areas.	The Small School's Act EC44865 states that a valid teaching credential shall be deemed qualifying for the assignment. Therefore, all La Sierra teachers are qualified in the assignments they teach.
Williams' Settlement Report	100% students receiving required instructional materials per the Williams' Settlement Report.	LSHS is in full compliance with student access to instructional materials.
District and Site Professional Development Plan	LSHS is following the District and Site Professional Development Plan. A list of release time awarded for professional development is kept by the school secretary.	LSHS 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 Badging	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: Opportunity - EdPuzzle, GoFormative, Classrmscreen, and Kahoot. iSierra, KWB and H/H - EdPuzzle, GoFormative, Flipgrid, and a personal explorer opportunity ATP - Academic Skills, Communication Skills, Daily Living Skills, Social Skills	Teachers will develop mastery and begin using the four new technology apps: Opportunity - Quizlet, Pocket Points, Flipgrid, Start.me iSierra, KWB and H/H - Google Docs Tips/Tricks, Start.me, Pocketpoints, Screenrecorder (choice of 2) ATP - Everydayspeech, Birdhouse, LibbyLibrary, Start.me LSHS 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	LSHS 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 / supportive / supportive seach student.	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
	LVLS Traditional Classrooms fall 86% - spring 100% = average 93% LSHS Nontraditional Classroom fall 75% - spring 93% = average 84%	
	<ul> <li>#2. Climate/Culture - Overall Score 87% very supportive / supportive A collaborative academic environment that enhances student productivity.</li> <li>LVLS Traditional Classrooms fall 83% - spring 85% = average 84%</li> <li>LSHS Nontraditional Classroom fall 87% - spring 90% = average 89%</li> </ul>	
	<ul> <li>#3. Curriculum - Overall Score 85.5% very supportive/ supportive A unit/lesson that provides an integrated approach and that supports conceptual redundancy.</li> <li>LVLS Traditional Classrooms fall 77% - spring 92% = average 85%</li> <li>LSHS Nontraditional Classroom fall 87% - spring 86% = average 86.5%</li> </ul>	
	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%	

**Baseline/Actual Outcome** 

2017-2018 Strengths:

#1. Curriculum - Overall Score241.6

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

Met	ric/	Ind	ica	tor

#### **Baseline/Actual Outcome**

Data that is used to differentiate based on predetermined student needs. Score 39.3 Data that is used to monitor current understanding and to 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

#### **Expected Outcome**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and Instruction) remained the same for the last two years as did the area needing the most focus in our weakest category (Assessment).	
Reclassification Rate	Reclassification Rates: 2018-2019 - 15 students out of 98 - 15% 2017-2018 - 31 students out of 114 - 27% 2016-2017 - 17 students out of 129 - 22 % 2015-2016 - 43 students out of 168 - 26% 2014-2015 - 13 students out of 181 - 7%	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 LSHS 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 Academy	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 will be certified in trauma-informed instruction by the end of the 2019-2020.
Participation in Common Core professional development in ELA, mathematics, literacy, and Next Generation Science Standards (NGSS) trainings, new online curriculum professional development in ELA and Math, professional development in Math 180 and READ 180, and Unique Learning Systems and other special education training.	A list of 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, new online curriculum professional development in ELA and Math, professional development in Math 180 and READ 180, and Unique Learning Systems and other special education training.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Restorative Practice Training	LSHS 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 2019-2020.

## 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 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)
0.500	<b>T</b> .(1 1

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
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#### 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

#### 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)
1,218.50	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.

LSHS 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 for positions requiring multiple credentials only when no other options are available.

LSHS will continue to provide required instructional materials to all students.

LSHS will continue to follow the District and Site Professional Development Plan.

All LSHS teachers will participate in the 12 Highly Effective Instructional Strategies trainings provided by site teacher trainer and supplemented by Elevated Achievement Group.

All LSHS teachers will be be badged through level seventeen of Google Badging by the end of 2019-2020.

LSHS teachers will continue to participate in the Instructional Rounds process to collect programwide data on instruction, curriculum, assessment and culture. All teachers have been trained in the 12 Highly Effective Practices.

Reclassification rates increased in 2018-2019 with the addition of the EL/Community Liaison position. It is anticipated that reclassification rates will continue to be strong with the more focused attention the EL/Community Liaison brings to the process.

LSHS will continue to provide training on English Learner Instructional Strategies.

LSHS will continue to provide training on Restorative Practices and Trauma Informed Instruction. Reclassification rates increased in 2018-2019 with the addition of the EL/Community Liaison position. It is anticipated that reclassification rates will continue to be strong with the more focused attention the EL/Community Liaison brings to the process.

LSHS will continue to provide training on English Learner Instructional Strategies.

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 coach will not receive a period of release in 2019-2020, but will receive a leadership stipend instead.

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

LSHS 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

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 LSHS (40%) - Fall 2017	Communication with EL families will improve.
Number and Type of Documents Translated into Students' Home Languages	LSHS 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 Instructional Strategies * 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 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 graduation requirements, IEP and future goals, and post-high	Continue to provide documents and interpreters in home languages for all IEP meetings.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school plans. Provide documents and interpreters in home language 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	The digital sign was installed mid-way through the 2018-2019 school year.	Work with website/social media coordinator to get more information posted on the sign.
Promotional Video for iSierra Online Academy	Created a promotional video using a professional video company provided by the District.	Attract more out-of-District families to the iSierra Online Academy.

## 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.

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

LSHS 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

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 in Academy classes	Implementation of organization, communication and emotional skills curriculum and Restorative Circles in Academy classes	Students will receive academic support and have another adult and a 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.
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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Leaders in Resiliency	Leaders in Resiliency will provide group and individual counseling, and 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 Family of Agencies will provide wrap-around services to support LSHS's most at-risk students and also target truancy.	Improved attendance rates.
Attendance Rate	Attendance Rate 2018-2019: 79% 2017-2018: 72% 2016-2017: 78% 2015-2016: 84% 2014-2015: 81% Home Visits 2018-2019: 44	The attendance rate at LSHS increased by 7% in 2018-2019, but continues to be lower than the years when the school had administrative support focused on student retention and recovery. Comprehensive Support and Improvement (CSI) grant funds (\$150,000) to contract with an outside agency that works directly with staff, students, and parents to increase attendance and ultimately to improve graduation rates.
Drop-Out Rate	Drop-out Rate - 2018-2019: Not Available 2017-2018: Not Available 2016-2017: 10.3% 2015-2016: 9.3% 2014-2015: 10.7% 2013-2014: 10.4% 2012-2013: 17.5% 2011-2012: 19.7% 2010-2011: 18.8%	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		design, alternative schools and dropout recovery high schools may serve many students over the course of a school year. Students may stay 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 2016/17 and 2018-2019 were not available.
Graduation Rate	Graduation Rate - 2018-2019: Not Available 2017-2018: 24.5% 2016-2017: 18.5% 2015-2016: 17.5% 2014-2015: 20.2% 2013-2014: 20.6% 2012-2013: 21.1% 2011-2012: 27.7% 2010-2011: 15.9%	The graduation rate rose by 6% in 2017-2018. Graduation rates from 2018-2019 were not available. Comprehensive Support and Improvement (CSI) grant funds (\$150,000) to contract with an outside agency that works directly with staff, students, and parents to increase attendance and ultimately to improve graduation rates.
Productivity	Average Number of Units Earned per Month - 2018-2019: 9.6	Although the amount of units earned per month dipped .8 from 2017-2018 to 2018-2019

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2017-2018: 10.4 2016-2017: 9.4 2015-2016: 9 2014-2015: 9 2013-2014: 8 2012-2013: 7 2011-2012: 6.5	monthly student productivity has increased over the last three years.
Suspension Rates	Suspensions: 2018-2019: 84 2017-2018: 86 2016-2017: 47 2015-2016: 44 2014-2015: 54 2013-2014: 73 2012-2013: 80 2011-2012: 87	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 Cognitive Flexibility Skills Social Thinking Skills Moral Reasoning Skills Parent Education/Conference Academic Recovery

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion Rates	Expulsions: 2018-2019: 0 2017-2018: 5 2016-2017: 1 2015-2016: 2 2014-2015: 4 2013-2014: 1 2012-2013: 0 2011-2012: 7	Expulsion rates went down to zero in 2018-2019 for the first time since 2012-2013. Implementation of school-wide Restorative Practices and the after school Opportunity Plus Program should support a continued decrease in expulsions.
Case Carriers	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.	Special education students will be able to achieve more in school with support provided by case carriers.
Counselors	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.	Students will be able to achieve more in school with support provided by counselors.
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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Meetings	Disseminate information via monthly leadership meetings, followed by monthly department meetings.	Continue to hold monthly meetings to achieve effective internal communication
PE Equipment	Purchase new PE equipment and maintain existing equipment.	Continue to purchase new PE equipment and maintain existing equipment.

## Strategy/Activity 1

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

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

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)4,000Title 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 providing academic and social/emotinal support and weekly Restorative Circles via Academy class in Opportunity

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.
### **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	\$38,999.50

#### 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	\$38,999.50

Subtotal of additional federal funds included for this school: \$38,999.50

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: \$38,999.50

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

Name of Members	Role
Sandi Layana	Principal
Lisa Valdes	Classroom Teacher
Tanya Antunovich	Classroom Teacher
Cathy Sverev	Classroom Teacher
Jill Brand	Other School Staff
Paul Jewell	Parent or Community Member
James Taylor	Parent or Community Member
Ellen Parsons	Parent or Community Member
Karen Malik	Parent or Community Member
Andrew Rios Bennett	Secondary Student
David Baxley: non-voting member	Classroom Teacher
Angie Cencak: non-voting member	Classroom Teacher
Brian Cuevas: non-voting member	Classroom Teacher
John Oldenburg: 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 Baldergs

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:

Jan Laig

Principal, Sandi Layana on 9/16/19

SSC Chairperson, Lisa Valdes 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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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 <u>TITLEI@cde.ca.gov</u>.

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 <u>SISO@cde.ca.gov</u>.

## **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 LEAand 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:

- 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);
- 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:

- 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
- 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" <u>https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf</u>.)

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:

 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: <u>https://www.cde.ca.gov/fg/aa/co/</u> ESSA Title I, Part A: School Improvement: <u>https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp</u> Available Funding: <u>https://www.cde.ca.gov/fg/fo/af/</u>

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