

The School Plan for Student Achievement

School: La Sierra High School
CDS Code: 3066514
District: Fullerton Joint Union High School District
Principal: Sandi Layana
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

La Sierra High School's Vision and Mission Statements

LSHS Mission Statement

The Mission of La Sierra High School is to provide quality alternative education to a uniquely diverse student population using research-validated highly effective strategies of instruction and assessment that promote experiential learning, cultivate successful lifelong learners and support active community participation.

LSHS Schoolwide Learner Outcomes (SLOs)

La Sierra students:

Meet academic standards appropriate to their learning potential. Students will

- * read, write, listen, and speak effectively.
- * solve problems blending conventional and innovative methods.
- * be skillful and knowledgeable in the use of technology.
- * analyze and evaluate information and points of view.
- * synthesize and make connections between information and arguments.

Demonstrate college, careers, and life skills. Students will

- * set academic and career goals.
- * demonstrate personal responsibility and organizational skills.
- * have knowledge of post-secondary pathways.
- * demonstrate respect for cultural and individual differences.
- * exhibit appropriate social and behavioral skills.
- * take initiative and work independently.

School Profile

La Sierra High School (LSHS) was established in 1980 as Fullerton Joint Union High School District's alternative high school. The school serves the needs of high school age and Adult Transition Program students. In 2017, LSHS received a six-year term of accreditation from the Western Association of Schools and Colleges and the Adult Transition Program received a Golden Bell Award from the California School Boards Association. In 2018 the Adult Transition Program was honored with the Grazer Outstanding Achievement Award (GOAL) from the California Advisory Commission on Special Education. According to DataQuest, the school's student population in 2017/18 was identified as 68.4% Hispanic, 13.5% White, 8.8% Asian, 5.1% African American, 2.1% Filipino, .5% American Indian, .7% Pacific Islander, and .9% two or more races.

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 five-member 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, and the Sunrise Rotary Club. In addition, more than 30 local business provide opportunities for the students in the Adult Transition Program to practice their vocational skills.

Staffing

In 2017/18 the staff of LSHS consisted of 31 classroom teachers, 1 ROP teacher, 1 counselor, 1 guidance technician, 2 assistant principals, 1 principal, a school secretary, a data technician, 3 senior records clerks, 2 custodians, 1 campus supervisor, 52 instructional aides and 3 District-employee 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.

Programs and Student Support Services

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. Independent Study 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. Endeavor is a program for high school students on individual education plans focusing on functional academics. Endeavor students receive services that may include, but are not limited to, adaptive physical education, assistive technology, occupational therapy, speech and language therapy, and counseling. After finishing the program Endeavor students receive a certificate of achievement.
5. 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.
6. The Kate Waller Barrett Academy serves female 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.

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 2017/18 school year both formal and informal observations took place. Administrators formally evaluated twenty certificated staff members, six of whom were probationary or temp teachers, resulting in 26 formal classroom observations. Additionally, the LSHS administrative team commits to and schedules informal walk-throughs of each classroom on a weekly basis.

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

1. 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.

2. 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

3. 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.

4. 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 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.

5. 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, Next Generation Science Standards training, DBQ training, ELD training, ERWC training, Google Applications for Educators, and Restorative Practices.

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

LSHS has a math and technology coach and department chairs in English, math, social science, Opportunity, Home/Hospital, iSierra, Endeavor/Adult Transition Special Education, and counseling. These teacher leaders provide ongoing instructional assistance and support for teachers and the guidance staff. In addition, Elevated Achievement Group will provide coaching to LSHS teachers and continue to support our peer-observation/school-wide data collection to improve curriculum, instruction, assessment and culture. 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. Teachers in all content areas are involved with Elevated Achievement Groups training on highly effective instructional strategies to create deeper understanding of best practices to create greater opportunity for student success. A teacher trainer is prepared in 2018-2019 to take over the 12 highly effective trainings and instructional rounds. The LS Community/EL Liaison provides ongoing training and round-table support for EL instructional strategies.

7. 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 Endeavor/Adult Transition special education departments.

Teaching and Learning

8. 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.

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

Not applicable

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

Not applicable

11. 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.

12. 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

13. 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, Adult Transition and Endeavor 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

14. Research-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

Restorative Practices implemented in the Opportunity Program

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

Common Assessments

Benchmarking

SMART Goals

Parental Involvement

15. 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)

16. 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
Fullerton Collaborative
Adult Education Block Grant (AEBG)
Adult Transition Program Business Partners
LSHS Goes to College Collaboration with Fullerton Community College

Funding

17. 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

18. 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.

Description of Barriers and Related School Goals

Increase enrollment in the iSierra Online Academy.

Continue to focus on the three criteria outlined in the Alternative Schools Accountability Measures:

- Attendance - Leaders in Resiliency and admin home visits, weekly attendance meetings zeroing in on students below 80% attendance and providing intervention, truancy letters
- Productivity - Quarterly credit productivity reports to teachers, study skills curriculum and tutoring in Academy for Opportunity students, lunchtime tutoring
- Reading Improvement - READ 180 curriculum, instruction and assessment; Cengage ELD curriculum, instruction and assessment

Continue to focus on student growth in MATH 180 and READ 180 intervention classes.

Continue to focus on increasing the percent of special education students meeting all goals

Decrease suspensions and expulsions through the use of Restorative Practices and collaboration with Leaders in Resiliency

Support appropriate use of cell phones and social media through Yondr pouches.

Reduce post-secondary barriers by continuing to apply for and receive A-G approval.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	52	63	56	39	37	36	37	37	36	71.2	58.7	64.3
All Grades	52	63	56	39	37	36	37	37	36	71.2	58.7	64.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2487.9	2526.8	2498.2	0	10.81	11.11	14	16.22	8.33	38	35.14	27.78	49	37.84	52.78
All Grades	N/A	N/A	N/A	0	10.81	11.11	14	16.22	8.33	38	35.14	27.78	49	37.84	52.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	21.62	13.89	56	35.14	30.56	39	43.24	55.56
All Grades	6	21.62	13.89	56	35.14	30.56	39	43.24	55.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	16.22	11.43	31	35.14	31.43	67	48.65	57.14
All Grades	3	16.22	11.43	31	35.14	31.43	67	48.65	57.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	13.51	11.11	58	64.86	50.00	39	21.62	38.89
All Grades	3	13.51	11.11	58	64.86	50.00	39	21.62	38.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	16.22	8.33	53	45.95	44.44	42	37.84	47.22
All Grades	6	16.22	8.33	53	45.95	44.44	42	37.84	47.22

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.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	51	64	57	37	37	34	34	37	34	72.5	57.8	59.6
All Grades	51	64	57	37	37	34	34	37	34	72.5	57.8	59.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2442.9	2460.4	2457.0	0	2.70	5.88	0	2.70	2.94	15	13.51	5.88	85	81.08	85.29
All Grades	N/A	N/A	N/A	0	2.70	5.88	0	2.70	2.94	15	13.51	5.88	85	81.08	85.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	2.70	5.88	15	16.22	5.88	85	81.08	88.24
All Grades	0	2.70	5.88	15	16.22	5.88	85	81.08	88.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	2.70	8.82	18	18.92	8.82	82	78.38	82.35
All Grades	0	2.70	8.82	18	18.92	8.82	82	78.38	82.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	2.70	5.88	32	21.62	38.24	68	75.68	55.88
All Grades	0	2.70	5.88	32	21.62	38.24	68	75.68	55.88

Conclusions based on this data:

- LSHS experienced an increase of 3% of students that met or exceeded standards
- 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.
- LSHS will continue to focus on increasing its participation rate.

School and Student Performance Data

California Standards Test (CST) Science

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
10	20	50		28	11		28	33		24	6	

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

ELPAC
(English Language Proficiency Assessments for California)

Grade	Percent of Students by Proficiency Level on ELPAC Summative Assessment											
	Well Developed (Level 4)			Moderately Developed (Level 3)			Intermediate (Level 2)			Minimally Developed (Level 1)		
	17/18			17/18			17/18			17/18		
10	16%			28%			44%			12%		
11				40%			20%			40%		
12	8%						8%			84%		
Total	13%			22%			33%			32%		

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
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.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Mathematics



No Performance Color

English Learner Progress



No Performance Color

College/Career



Red

Academic Engagement

Graduation Rate



Red

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1.

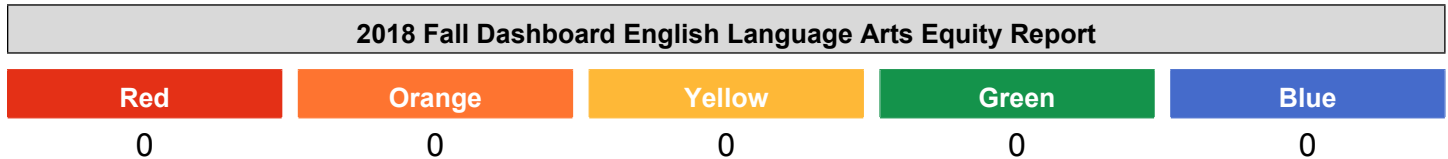
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students</p>	<p>Foster Youth</p> <p>No Performance Color 0 Students</p>
<p>Homeless</p> <p>No Performance Color 0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students</p>	<p>Students with Disabilities</p> <p>No Performance Color 0 Students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 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.

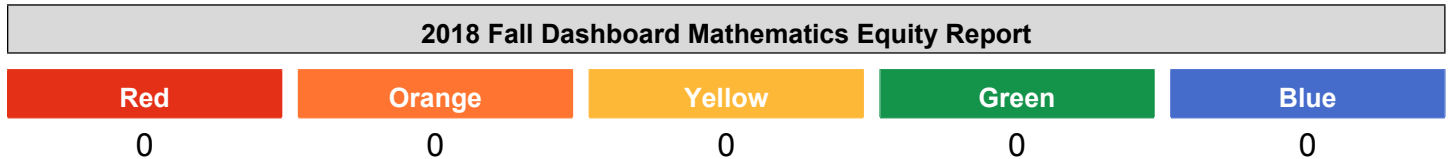
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0 Students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 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.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
65	12.3%	23.1%	35.4%	29.2%

Conclusions based on this data:

1.

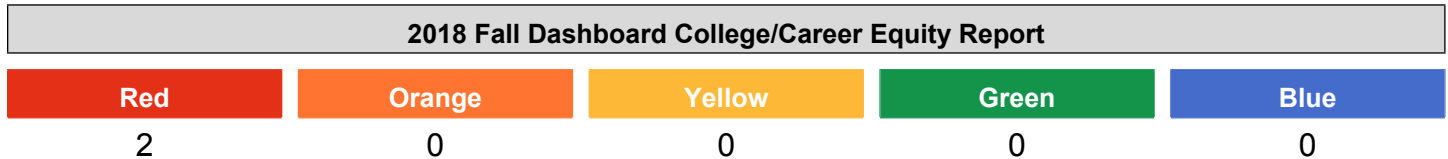
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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 3.3% prepared Declined -4.7% 61 students	 No Performance Color 0% prepared 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Red 0% prepared Declined -10% 40 students	 No Performance Color 9.1% prepared 11 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 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
Hispanic	Two or More Races	Pacific Islander	White
 Red 0% prepared Declined -6.3% 39 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 9.1% prepared Declined -7.6% 11 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.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

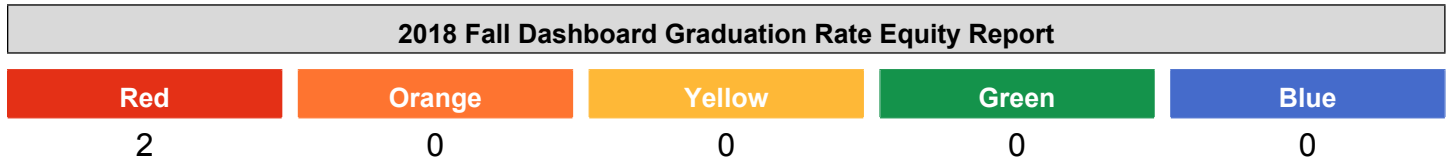
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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 65.6% graduated Increased +23.6% 61 students	 No Performance Color 63.6% graduated 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Red 50% graduated Increased +16.7% 40 students	 No Performance Color 90.9% graduated 11 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 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
Hispanic	Two or More Races	Pacific Islander	White
 Red 53.8% graduated Increased +10.1% 39 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 90.9% graduated Increased +40.9% 11 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.

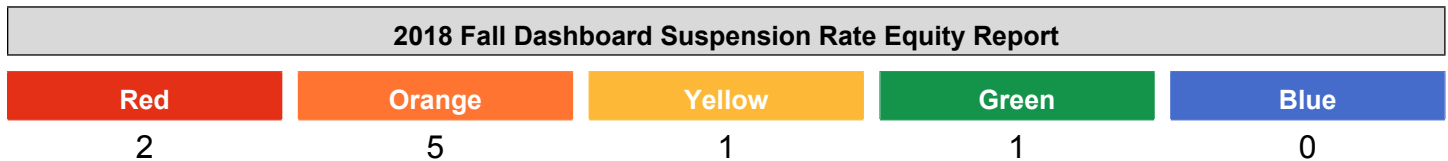
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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 7.7% suspended at least once Increased 2% 768 students	 Orange 9.6% suspended at least once Increased 2.6% 177 students	 Orange 6.5% suspended at least once Increased 4.7% 124 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 11.4% suspended at least once Increased 6.1% 44 students	 Orange 8.4% suspended at least once Increased 2.2% 597 students	 Yellow 1.4% suspended at least once Increased 1.4% 214 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 9.7% suspended at least once Increased 3.3% 62 students	 No Performance Color Less than 11 Students - Data 5 students	 Orange 3.7% suspended at least once Increased 1.2% 54 students	 No Performance Color 0% suspended at least once 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 9.4% suspended at least once Increased 3.1% 531 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 5 students	 Green 1.1% suspended at least once Declined -2.1% 91 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.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Ready
LEA 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).
SCHOOL 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)
Data Used to Form this Goal:
Pupil Participation in and Performance on CAASPP Local Assessments Aligned to State and Board-Adopted Standards Pupil Participation in and Performance on CAST Pupil Participation in and Performance on Grade 10 CST Science (Ended 2015-2016) Fullerton College Counseling 100 Enrollment Fullerton College/LVHS Chicano(a) Studies Dual Enrollment Fullerton College Introduction to Early Childhood Education Curriculum Enrollment
Findings from the Analysis of this Data:
CAASPP Data 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 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

2015-2016
ELA
51 Tested
91.1% Completed Exam
49% Standard Not Met
38% Standard Nearly Met
14% Standard Met
0% Standard Exceeded

Math
51 Tested
91.1% Completed Exam
85% Standard Not Met
15% Standard Nearly Met

0% Standard Met
0% Standard Exceeded

2014-2015

ELA

52 Tested

71.9% Completed Exam

43% Standard Not Met

47% Standard Nearly Met

8% Standard Met

2% Standard Exceeded

Math

52 Tested

75.6% Completed Exam

88% Standard Not Met

12% Standard Nearly Met

0% Standard Met

0% Standard Exceeded

There is an 8% decrease for all students at LSHS scoring in the standards met/standards exceeded range for the CAASPP ELA exam and a 3% increase for all students at LSHS scoring in the standards met/standards exceeded range for the CAASPP math exam. Most of the students who took this exam were from the iSierra Academy engaging in online instruction, curriculum, and assessment experiences which prepared them well for this test.

CAST Data

2017-2018

Data Not Released

2016-2017

Pilot Year - No Data

Grade 10 CST Life Science

2015-2016

173 Tested

100% Completed Exam

20% At or Above Proficient

28% Basic

28% Below Basic

24% Far Below Basic

2014-2015

258 Tested

100% Completed the Exam

10% At or Above Proficient
 41 % Basic
 28% Below Basic
 21% Far Below Basic

No students scored in the at or above proficiency bands in 2015-2016.

Counseling 100 enrollment
 2017-2018 - 7 students
 2016-2017 - 2 students
 2015-2016 - 4 students
 2014-2015 - 1 student
 2013-2014 - 3 students
 2012-2013 - 2 students

Recruitment strategies were implemented in 2017-2018 which increased enrollment in Counseling 100 courses.

Chicano(a) Studies
 2017-2018 - 4 students
 2016-2017 - 3 students

Enrollment in the Chicano(a) Studies dual enrollment course increased by one student in 2017-2018.

Fullerton College Introduction to Early Childhood Education Curriculum Enrollment
 This course was offered for the first time in 2018-2019

How the School will Evaluate the Progress of this 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 100, Chicano(a) Studies & Introduction to Early Childhood Education Curriculum (new in 2018-2019) classes should increase with increased focus on recruitment strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Chicano(a) the Fullerton College Studies Dual-Enrollment College course - one in fall and one in spring	August 2018 to May 2019	Administrators, Teachers	Pay for Instructor	1000-1999: Certificated Personnel Salaries	Title I	7500
Implementation of UNIQUE Learning System Curriculum to support instruction and learning in the Endeavor moderate to severe special education high school program on the Adult Transition Program	August 2018 to May 2019	Administrators, Case Carriers	ULS Licenses	4000-4999: Books And Supplies	Title I	2415.50
			News-2-You Subscriptions	4000-4999: Books And Supplies	Title I	852.71
Host Early Childhood Education Curriculum classes - one in fall and one in spring	Fall 2018 and Spring 2019	Administrators, Counselors				
Host Counseling 100 classes -one in fall and one in spring	October/November 2018 and February/March 2019	Administrators Counselors				
Bi-annual LSHS Goes to College Fieldtrips	Fall 2018 and Spring 2019	Administrators, Counselors				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Support The Overall Learning Program and Increase Student Opportunities

LEA 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)

SCHOOL 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).

Data Used to Form this Goal:

Enrollment of Students in Career Technical Education (CTE) courses
Access to "a – g" Courses
Access to Honors and AP Classes
Access to Expository Reading and Writing (ERWC) Course Modules
Participation in Lunch-Time Tutoring
Access to APEX On-Line Curriculum via the iSierra Online Academy, Kate Waller Barrett Academy, Home/Hospital, and Opportunity Programs
Mainstreaming Experience Between La Sierra Endeavor High School and On-Site Adult Transition Students with High School Students from La Vista (PALS)
Percent of Special Education Students Meeting Goals
Adult Transition Post-Graduation Survey
Credit Productivity Data for Diploma Bound Programs
Enrollment in Math Classes after Passing Algebra
School-Wide Reading Improvement
READ 180 Data
MATH 180 Data

Findings from the Analysis of this Data:

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 a number of class offerings in their Career and Technical Strand to include:

- Business Applications
- Computer Applications
- Human Resource Principles
- Introduction to Business Tech
- Information Tech
- Legal Environment of Business
- Principles of Business Marketing and Finance
- Principles of Information Tech
- Principles of Health Science
- Accounting I

Students in the LSHS Opportunity, Kate Waller Barrett Academy, Home/Hospital and iSierra On-Line Academy have full access to “a – g” 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:

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. Government and Politics	1
AP U.S. History Semester 2	1

2016-1017

AP U.S. Government and Politics	1
AP U.S. History	2
AP Calculus AB	2

2015-2016

AP English Language and Composition Sem 1	2
AP English Language and Composition Sem 2	2

AP Psychology	1
AP Spanish Language and Culture	1
AP U.S. Government and Politics	4
AP U.S. History Sem 1	2
AP U.S. History Sem 2	1

2014-2015

AP Calculus AB Sem 1	2
AP Calculus AB Sem 2	1
AP English Language and Composition Sem 1	2
AP English Language and Composition Sem 2	1
AP English Literature and Composition Sem 1	1
AP Macroeconomics	2
AP Psychology	1
AP U.S. Government and Politics	6
AP U.S. History	1

2013-2014

AP English Language and Composition (2014)	2
AP Psychology	3
AP U.S. Government and Politics	6
AP U.S. History (2013)	2

AP course enrollment in the iSierra 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.

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.

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.

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 was 10 times a quarter.

2016-2017

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.

2015-2016 Baseline Data

An average of 17 students participated in tutoring for more than one time each quarter.

An average of 4 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 14 times a quarter.

Participation in the lunch-time tutoring program decreased by 12 students in 2017-18 compared to the year before and the rate of attendance of students accessing the service multiple times decreased from 12 to 10 times a quarter. Efforts will be made in 2018-2019 to better promote lunch-time tutoring. Instructional aide support is available to support students in lunchtime 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.

All students in the Endeavor High School and Endeavor Adult Transition Programs receive daily reverse mainstreaming access via the La Vista PALS class.

IEP Data

2017-2018 % of special education students meeting goals:

108 students had IEP goals data collected in the Adult Transition Program

- 34.3%/37 Goals - Students Met All Goals
- 25.9%/28 Goals - Students Did Not Meet One Goal
- 25%/27 Goals - Students Did Not Meet Two Goals
- 9.3%/10 Goals - Students Did Not Meet Three Goals
- 1.9%/2 Goal - Students Did Not Meet Four Goals
- .9%/1 Goal - Students Did Not Meet Five or More Goals
- 2.8%/3 Goals - Students Met Zero Goals

2016-2017 % of special education students meeting goals:

115 students had IEP goals data collected in the Adult Transition Program

- 36.5%/45 Goals - Students Met All Goals
- 33%/38 Goals - Students Did Not Meet One Goal
- 17.4%/20 Goals - Students Did Not Meet Two Goals
- 6.1%/7 Goals - Students Did Not Meet Three Goals
- .9%/1 Goal - Students Did Not Meet Four Goals
- .9%/1 Goal - Students Did Not Meet Five or More Goals
- 5.2%/6 Goals - Students Met Zero Goals

2015-2016 % of special education students meeting goals:

110 students had IEP goals data collected in the Adult Transition Program

- 31.8%/35 Goals - Students Met All Goals
- 34.5%/38 Goals - Students Did Not Meet One Goal

14.5%/16 Goals - Students Did Not Meet Two Goals
8.2%/9 Goals - Students Did Not Meet Three Goals
1.8%/2 Goals - Students Did Not Meet Four Goals
0%/0 Goals - Students Did Not Meet Five or More Goals
9.1%/10 Goals - Students Met Zero Goals

2014- 2015 % of special education students meeting goals:

114 students had IEP goals data collected in the Adult Transition Program

28.7%/33 Goals - Students Met All Goals
32.2%/37 Goals - Students Did Not Meet One Goal
20.9%/24 Goals - Students Did Not Meet Two Goals
6.1%/7 Goals - Students Did Not Meet Three Goals
1.7%/2 Goals - Students Did Not Meet Four Goals
0%/0 Goals - Students Did Not Meet Five or More Goals
10.4%/12 Goals - Students Met Zero Goals

There was a 2.2% decrease in students who met all their goals, a 7.1% decrease in students meeting all but one goal and an 8% increase of students meeting all but two goals. There was also a 4% decrease of students meeting zero goals when comparing 2016-2017 goals met to goals met in 2017-2018.

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

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. 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.

2016-2017

Results indicated that the vast majority of ATP graduates are 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.

2015-2016

Results show the majority of ATP graduates are either receiving paid employment, participating in adult programs or continuing education. These outcomes are well above the national average of 83% unemployment for disabled adults.

In addition, 74 of the 76 participants in the 2016 survey indicated that they were satisfied with the support and training that they received in the La Sierra ATP as it related to the quality of their lives post-graduation. This is a particularly significant outcome when compared to the national statistic of disabled adults rating dissatisfaction with the quality of their life 70% higher than non-disabled adults.

2014-2015

Of the 54 respondents 49 currently receive paid employment, are participating in continuing education, or are participating in an agency supported job training (90.74%). In addition, one of the five students that do not participate in paid employment, continued education, or agency job training indicated that she is needed at home to help take care of siblings. 52 of 54 participants (96.29%) indicated that they were satisfied with support and training that they received from the LSATP.

Productivity as Measured in Average Units Earned per Month -

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

The school-wide increase in unit productivity 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.

Math Enrollment in Classes Above Algebra I in the iSierra Academy:

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

Algebra I Common Core Sem 1	5
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
Introductory Algebra Core Sem 1	22
Introductory Algebra Core Sem 2	1

2015-2016

Precalculus Core Sem 2	4
Geometry Common Core Sem 1	6
Geometry Common Core Sem 2	6
Algebra II Honors Sem 2	1
Algebra II Common Core Sem 1	2
Algebra II Common Core Sem 2	4
Algebra I Common Core Sem 1	5
Algebra I Common Core Sem 2	7
Financial Literacy	7
Florida Algebra I Sem 1	9
Florida Algebra I Sem 2	12
Florida Math for College Readiness Sem 1	6
Florida Math for College Readiness Sem 2	3
Florida Math for College Success	3
Introductory Algebra Core Sem 1	38
Introductory Algebra Core Sem 2	4

2014-2015

AP Calculus AB Sem 1	2
AP Calculus AB Sem 2	1
Algebra II Common Core Sem 1	4
Algebra II Common Core Sem 2	10
Financial Literacy	5
Florida Math for College Readiness Sem 1	12
Florida Math for College Readiness Sem 2	14
Florida Math for College Success	1
Geometry Sem 2	7
Geometry Common Core Sem 1	7
Precalculus Core Sem 2	2

2013-2014

Algebra II Core	16
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Financial Literacy	9
Geometry	16
Precalculus	7

Enrollment in math classes higher than algebra I remained stable with 128 enrollments in 2017-2017 and 123 enrollments in 2017-2018.

Average Reading Improvement from School-Wide Gates MacGinitie Pre/Post Test Measured in Grade Level Equivalents (GLE) -

- 2017-2018: 2.9 GLE
- 2016-2017: 2.8 GLE
- 2015-2016: 2.6 GLE
- 2014-2015: 2.2 GLE
- 2013-2014: 1.5 GLE
- 2012-2013: 2.2 GLE
- 2011-2012: 1.2 GLE

The school-wide increase in reading improvement in 2017-2018 may be attributed to the more challenging text used in the iSierra program with APEX curriculum and the 100% participation of Opportunity students in the READ 180 intervention program.

Intervention reading READ 180 Data

Average Reading Improvement from Full-Year Participants in the Opportunity READ 180 Program Measured in Lexile Growth in Program's Reading Inventory (RI) Exam

- 2017-2018: 61 Lexiles
- 2016-2017: 371 Lexiles
- 2015-2016: 76 Lexiles
- 2014-2015: 48 Lexiles

Percent of READ 180 Students Who Reached Their Personal Growth Reading Goal

2017-2018: 57%

Percent of READ 180 Students Who Increased Their Lexile Score Whether or Not They Reached Their Personal Growth Reading Goal

2017-2018: 62%

LSHS Opportunity students participate in either a one-semester or one-year READ 180 class depending on whether or not they return to their comprehensive high school at the semester. Students take the Reading Inventory (RI) exam upon enrollment which equates students' reading comprehension skills to a lexile level. Students are then given an individual lexile growth goal to work toward. Students with reading skills far below grade level are expected to gain more lexile growth than students reading closer to grade level. Though lexile growth expectancy varies depending on how far below grade level a student is on the pre-test, READ 180 teachers are using school-wide lexile growth charts to develop SMART goals and track overall program efficacy. READ 180 teachers will continue to set individual RI growth goals appropriate to each student's pre-test score and will also set a school-wide goal to grow an average of 12.5 lexile points per quarter, 25 lexile points per semester, or 50 lexile points per year.

MATH 180 Data as Measured in Grade Level Equivalency (GLE) Growth

2017-2018: 2.5 GLE Growth Course I (basic math) - 253 lexile points improvement

2.0 GLE Growth Course II (pre-algebra concepts) - 195 lexile points improvement

2016-2017: 1.0 GLE Growth Course I (basic math)
1.5 GLE Growth Course II (pre-algebra concepts)

2015-2016: 2.0 GLE Growth Course I (basic math)
1.8 GLE Growth Course II (pre-algebra concepts)

2014-2015: 2.0 GLE Growth

2013-2014: 1.4 GLE Growth

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. Course I offers basic math intervention. Course II offers intervention in pre-algebra skills.

How the School will Evaluate the Progress of this 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 offering PALS mainstreaming program at Endeavor site.
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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Board-approved intervention reading classes (READ 180) and math classes (MATH 180) to improve basic skills	August 2018 to May 2019	Administrators, Teachers	READ/MATH 180	4000-4999: Books And Supplies	Title I	6000
Provide student planners to students in the Opportunity program	August 2018 and as needed after	Administrators, Teachers	Student Planners	4000-4999: Books And Supplies	Title I	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Graphic Production Technologies Teacher Stipend	August 2018 to May 2019	Teacher	Stipend	1000-1999: Certificated Personnel Salaries	Title I	2,500
Graphic Production Technologies Student Workers	August 2018 to May 2019	Administrators, Teacher				
APEX CTE strand offers eleven courses and AP APEX curriculum has a wealth of features to address the needs of gifted students and specialized academic instruction needs of at-risk and special education students	August 2018 to May 2019	Teachers, Counselors				
Opportunity and iSierra department and PLC meetings to collaborate on common assessments and pacing guides. These teachers will develop common assessments and SMART Goals and will use Illuminate as a tool to drive instruction, to define students' strengths and areas of need, and to engage in conversations regarding best practices	August 2018 to May 2019	Administrators, Teachers				
Administration of math and reading inventory pre- and post-tests in MATH and READ 180 intervention programs.	August 2018 to May 2019	Administrators, Teachers				
Provide standards-based common core aligned APEX curriculum in the iSierra Program and Kate Waller Barrett Academy and to supplement core academic classroom instruction in Opportunity.	August 2018 to May 2019	Teachers				
Utilize student support groups such as PALS	August 2018 to May 2019	Teachers in Endeavor and Adult Transition Programs				
Administer the Nelson Denny reading	August 2018 to May	Teachers and				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
test upon enrollment and again at the end of the school year or upon student return to comprehensive high school or graduation to track schoolwide reading improvement.	2019	Classified Staff				
Lunch-time tutoring	August 2018 to May 2019	Counselors, Instructional Aides				
Special education and Kate Waller Barrett Academy department meetings	Monthly	Administrators, Teachers, Service Providers				
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 school plans	August 2018 to May 2019	Teachers				
Provide instructional aides in Endeavor and Adult Transition Program Classes	August 2018 to May 2019	Administrators, Teachers, Instructional Aides				
Implementation of Expository Reading and Writing Course (ERWC) modules in English II Opportunity	August 2018 to May 2019	Administrators, Teachers				
Community College/Career Fair	February 2019	Administrators, Counselor, Guidance Tech				
Monthly meetings for all departments	August 2018-May 2019	Administrators, Teachers, Counselors, Case Carriers				
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.	Monthly	Administrators, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselors will meet with each student to develop an individual learning plan regarding progress toward graduation including meeting all graduation requirements, reading interventions and math interventions, future goals, and post-high school plans.	August 2018 to May 2019	Counselors				
Provide instructional aides in READ 180, Kate Waller Barrett Academy and iSierra classes and lunch-time tutoring	August 2018 to May 2019	Administrators, Teachers, Instructional Aides				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: High-Quality Instruction

LEA 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)

SCHOOL 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).

Data Used to Form this Goal:

% Highly-Qualified Teachers
Williams' Settlement Report
District and Site Professional Development Plan
Google Applications for Education Training and Google Badging
Instructional Rounds Data
Reclassification Rate

Findings from the Analysis of this Data:

Due to the nature of the LSHS Opportunity, Home/Hospital and Kate Waller Barrett Academy programs, which require teachers to teach multiple subjects, some LSHS teachers are teaching outside their credential areas. The Opportunity, Home/Hospital and Kate Waller Barrett Academy program teachers, however, qualify through the Small School's Act EC44865 whereby a valid teaching credential shall be deemed qualifying for the assignment. Therefore, all La Sierra teachers are qualified in the assignments they teach.

100% students receiving required instructional materials per the Williams' Settlement Report. LSHS is in full compliance with student access to instructional materials

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.

All staff members (teachers, administrators, counselors, instructional aides and office staff) are participating in the second wave of technology badging/training through level thirteen supported by the site tech instructional coach who receives one-period of release time.

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.

2017-2018

Strengths:

#1. Curriculum - Overall Score 241.6

Access to curriculum materials that match the content and rigor of the objective. Score 83.2

Unit/lesson(s) that provide an integrated approach and that support conceptual redundancy of the objective(s). Score 80.9

Access to curriculum materials that match the content and rigor of the objective(s). Score 77.5

#2. Climate/Culture - Overall Score 219.1

A respectful environment that recognizes and promotes each student. Score 77.5

A cooperative academic environment that encourages risk taking. Score 70.8

A collaborative academic environment that enhances student productivity. Score 70.8

#3. Instruction - Overall Score 202.3

Opportunities for meaningful engagement where instructional time is used efficiently. Score 79.8

Opportunities for meaningful engagement using effective instructional strategies. Score 67.4

Opportunities for meaningful engagement using structured communication. Score 55.1

Areas of Need:

#4. Assessment - Overall Score 151.7

Data that is used to differentiate based on predetermined student needs. Score 39.3

Data that is used to monitor current understanding and to adjust instruction as needed. Score 55.1

Data that is used to monitor current understanding and provide feedback. Score 57.3

2016-2017

Strengths:

#1. Climate/Culture

A respectful environment that recognizes and promotes each student. Score 3.3/4

#2. Curriculum

Access to curriculum materials that match the content and rigor of the objective. Score 3.2/3.7

#3. Instruction

Opportunities for meaningful engagement where instructional time is used efficiently. Score 3.6/3.3

Areas of Need:

#4. Assessment

Data that is used to differentiate based on predetermined student needs. Score 1.4/1.2

The overall area of strength switched from Climate and Culture in 2016-2017 to Curriculum in 2017-2018 due to the training and focus put into Curriculum over the last two years. The areas of strength under each category (Curriculum, Climate/Culture and Instruction) remained the same for the last two years as did the area needing the most focus in our weakest category (Assessment).

Reclassification Rates:

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%
 2013-2014 - 11 students
 2012-2013 - 8 students

Reclassification rates rose in 2017-2018 as a result of an EL/Community Liaison position added to the staff.

How the School will Evaluate the Progress of this 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 be be badged through level thirteen of Google Badging by the end of 2018-2019.

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

Reclassification rates increased in 2017-2018 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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher-trainer for Instructional Rounds/12Strategic Learner Practices	August 2018 to May 2019	Administration, Teachers	Stipend	1000-1999: Certificated Personnel Salaries	Title I	2,500
Substitutes for Instructional Rounds	August 2018 to May 2019	Administration, Teachers	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	5,000
Edpuzzle Inc. One- Year License	August 2018 to May 2019	Administration, Teachers	Instructional App	4000-4999: Books And Supplies	Title I	330
Pear Deck Renewal	Fall 2018	Administration, Teachers	Instructional App	4000-4999: Books And Supplies	Title I	810
Platinum Computer Head Phones	August 2018 to May 2019	Administration, Teachers	Headphones	4000-4999: Books And Supplies	Title I	1055.44
Tech TOSA	August 2018 to May 2019	Administration, Teachers,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Instructional Aides, Clerical Staff				
Google Apps for Education Training and Badging	August 2018 to May 2019	Administration, Teachers				
Participation in Common Core professional development in ELA, mathematics, literacy, and Next Generation Science Standards (NGSS) trainings	August 2018 to May 2019	Teachers				
Math coach for intervention MATH 180 classes	August 2018 to May 2019	Administrators, Teachers				
Provide standards-based, common core aligned APEX curriculum in iSierra Online Academy, KWB, Home/Hospital and Opportunity programs.	August 2018 to May 2019	Administrators, Teachers				
Implementation of Board-approved intervention reading classes (READ 180) and math classes (MATH 180) to improve basic skills	August 2018 to May 2019	Administrators, Teachers				
MATH 180 training	Fall 2018	Administrators, Teachers				
Unique Learning Systems training	Fall 2018	Administration, Teachers				
Utilizing iPad Technology in the special education classroom	Fall 2018	Administration, Teachers				
READ 180 training	Fall 2018	Administration, Teachers				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improve Internal and External Communication
LEA 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)
SCHOOL 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).
Data Used to Form this Goal:
Parent University Participation EL/Community Liaison Number and Type of Documents Translated into Students' Home Languages Number of Parents Participating in DELAC, ELAC, and SSC Stakeholder Surveys and Consultation Findings Lion's Roar Weekly Telecast Daily Announcements
Findings from the Analysis of this Data:
Parent University was established in 2018
An EL/Community Liaison was hired to support LSHS (40%) - Fall 2017
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.
The number of stakeholders participating in ELAC and DELAC meetings continues to increase. Communication with ELAC stakeholders to achieve richer dialogue in forming the Single Plan for Student Achievement began in 2017 and continues to improve.
Survey results analyzed for 2017-2018 led to the following changes in 2018-2019

- * Teacher trainer supports teachers use of the 12 Highly Effective Strategies and instructional rounds
- * Site tech Teacher on Special Assignment has one period of release of release time to support teachers' use of technology to improve instruction
- * Math coaches supports MATH 180 instruction
- * Staff box

How the School will Evaluate the Progress of this 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 and Parent University.
 Continue to analyze survey results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Stipend for Website/Social Media Coordinator	August 2018-May 2019	Administrators, Teacher	Stipend	1000-1999: Certificated Personnel Salaries	General Fund	2,500
Interpreter/Translator Training for IEPs	Fall 2018	Classified Staff	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title III	150
40% EL/Community Liaison	August 2017-May 2018	Administrator, TOSA				
Increase parent participation/collaboration through the Parent University	Summer & Fall 2018 and Spring 2019	EL/Community Liaison, Administrators, Counselors, Parents				
Increase parent participation/collaboration through Aeries Portal, Aeries Communication, ELAC, and School Site Council	August 2017 to May 2018	Administrators, Teachers, Counselors, Parents				
Evaluate data from end-of-year surveys	May 2019	Administrators, Teachers, Counselors, Classified Staff, Students, Parents				
Continue to print school handbooks in English and Spanish, to provide	August 2018-May 2019	Administrators, EL/Community				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
documents in home languages for all IEP meetings and to have the Google translation feature available on the school website		Liaison, Classified Staff				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Additional Support to Students
LEA 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)
SCHOOL 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).
Data Used to Form this Goal:
Number of teachers trained in Restorative Practices Implementation of organization, communication and emotional skills curriculum and Restorative Circles in Academy classes VCC Gary Center individual counseling Leaders in Resiliency group and individual counseling, and alternative to suspension Saturday school program Attendance Rate Drop-Out Rate Graduation Rate Productivity Suspension Rates Reduction in Days of Suspension Expulsion Rates
Findings from the Analysis of this Data:
All teachers will be trained in Restorative Practices. VCC Gary Center and Leaders in Resiliency will provide students with mental health, social/emotional support.

Attendance Rate-

2017-2018: 72%
2016-2017: 78%
2015-2016: 84%
2014-2015: 81%
2013-2014: 78.4%
2012-2013: 79%
2011-2012: 79.3%

The attendance rate at LSHS decreased by 6% again in 2017-2018 as a result of a shift in administrative support.

Drop-out Rate -

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 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 LSHS drop-out rates from 2016/17 were not available.

Graduation Rate -

2017-2018: Not Available
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 1% in 2016-2017. Graduation rates from 2017-2018 were not available.

Suspensions:
 2017-2018: 86
 2016-2017: 47
 2015-2016: 44
 2014-2015: 54
 2013-2014: 73
 2012-2013: 80
 2011-2012: 87

Suspensions almost doubled in 2017-2018 compared to 2016-2017. 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.

Expulsions:
 2017-2018: 5
 2016-2017: 1
 2015-2016: 2
 2014-2015: 4
 2013-2014: 1
 2012-2013: 0
 2011-2012: 7

Expulsion rates have remained stable from 2011-2012 - 2017-2018 but increased from 1 expulsion to 5 in 2017-2018 from the previous year. Implementation of school-wide Restorative Practices and the after school Opportunity Plus Program should support a decrease in expulsions.

How the School will Evaluate the Progress of this Goal:

Survey students and teachers on impact of Restorative Practices
 Continue 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff fully trained in Restorative Practices and implementing Restorative Circles weekly	August 2018 to May 2019	Administration, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional psychologist fifths to support social/emotional needs of at-risk students.	August 2018 to May 2019	Administration, Psychologists				
Support for specialized populations from Leaders in Resiliency	August 2018 to May 2019	Administration, Counselors				
Academy class for all Opportunity students to support social/emotional needs as well as academic progress	August 2018 to May 2019	Administration, Counselors, Teachers				
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. Counselors will use Naviance as a tool to support college and career counseling.	August 2018 to May 2019	Counselors				
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.	August 2018 to May 2019	Case Carriers				
VCC Gary Center on-site counselor volunteers for students whose parents choose VCC Gary Center from a list of referrals	August 2018 to May 2019	Administrators, Counselors				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	2,500.00
Title I	29,363.65
Title III	150.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	20,000.00
4000-4999: Books And Supplies	11,863.65
5800: Professional/Consulting Services And Operating	150.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	17,500.00
4000-4999: Books And Supplies	Title I	11,863.65
5800: Professional/Consulting Services And	Title III	150.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,768.21
Goal 2	8,900.00
Goal 3	9,695.44
Goal 4	2,650.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sandi Layana	X				
Charlotte Dobyns		X			
Tanya Antunovich		X			
Lisa Valdes		X			
Kathi Pope		X			
Manny Macias			X		
Brian Cuevas			X		
Betsabe Orona				X	
Lauren Ocampo				X	
Elizabeth DeLara				X	
Dharmender Sharma				X	
Glen Hall				X	
Ricky DeLara					X
Emanuel Ocampo					X
Gary Day - non-voting member					
John Oldenburg - non-voting member					
Numbers of members of each category:	1	5	1	5	2

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/2/18.

Attested:

Sandi Layana

Typed Name of School Principal

Signature of School Principal

Date

Gary Day

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date