

The School Plan for Student Achievement

School: La Vista High School
CDS Code: 30665143033610
District: Fullerton Joint Union High School District
Principal: Sandi Layana
Revision Date: 9/14/18

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 Vista High School's Vision and Mission Statements

La Vista High School's mission is to provide individual guidance and standards-based instruction and opportunities to become college and career ready with the goal of assisting students to graduate as civic minded and productive community members.

LVHS Schoolwide Learner Outcomes

Academically Competent Learners who:

Have met academic standards in English Language Arts, Math, Science and Social Science creating transferable knowledge applicable to college and future career goals.

Effective Communicators who:

Have met academic standards by listening, reading, observing, and then responding through written, oral, visual and technological processes.

Socially and emotionally competent learners who:

Have skills in self advocacy, responsible decision making, and relationship building to prepare for college and career.

School Profile

School Description

La Vista High School (LVHS) was established in 1966 as Fullerton Joint Union High School District's continuation high school and is an integral part of the District. In 2017, LVHS received a six-year term of accreditation from the Western Association of Schools and Colleges. The population is comprised of students at least 16 years of age who are at-risk of not graduating with their class as well as high school aged students participating in the Teenage Pregnant and Parenting Program (TAPP). The student body represents the District's six comprehensive high schools and an alternative high school from a fifty-square mile area which includes the cities of Buena Park, Fullerton, La Habra, and parts of Brea and Whittier. LVHS serves a predominantly Hispanic population. According to DataQuest, the school's 2017-2018 student population was identified as 79.9% Hispanic, 9.8% White, 3.0% Asian, 3.3% African American, .8% Filipino, 1.4% American Indian, 1.1% two or more races, and .3% not reported.

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

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

Staff Description

In 2017-2018, the staff of La Vista consisted of 20 classroom teachers, 1 ROP teacher, 2 counselors, 1 guidance technician, 2 assistant principals, 1 principal, a school secretary, a data technician, 3 senior records clerks, 2 custodians, 1 campus supervisor, 4 instructional aides, 9 child care workers and 3 District-employee food service workers. Support staff includes 1 full-time and 2 part-time psychologists, 1 full-time and 1 part-time speech and language pathologist, a school nurse, a 40% EL/Community Liaison and 1 computer technician who works from the District. La Vista also has the support services of a Fullerton Police Department school

resource officer, who is shared with two other high schools.

School Purpose

La Vista High School is a credit acceleration continuation high school program. LVHS students are behind in credit and at risk of not graduating on time. They range in age from 16 to 19. In addition, high school age students participating in the Teenage Pregnant and Parenting Program attend LVHS. Students are referred to LVHS by one of the District's comprehensive high schools, the Orange County Department of Education ACCESS/Horizon, or Otto Fisher (the school operated in Orange County Juvenile Hall) because of credit deficiency in required courses or because of pregnant or parenting status.

LVHS offers all the required courses for graduation in the District. The flexibility in class scheduling enables students to work at the pace outlined in their individual learning plans. The goal of LVHS is to facilitate students in an accelerated learning environment allowing them to catch up on their credits and graduate on time from either the comprehensive school or from La Vista. Supports in place to achieve this goal include having a small campus culture, small class sizes, increased access to counselors, commitment of staff members to helping students achieve success, and instructional aide support in reading and math intervention, and special education classes. Social/emotional support is also available to improve student outcomes through the use of Restorative Circles and Restorative Practices instituted in 2015 by trained staff and expanding school wide by 2017. Restorative Circles are practiced school wide once a week during fifth period classes. Staff are highly trained and dedicated to implementing the 12 Highly Effective Instructional Practices, EL Strategies, and Instructional Technology Applications to support student learning.

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 2016/17 school year both formal and informal observations took place. Administrators formally evaluated six certificated staff members, three of whom were probationary or temp teachers, resulting in nine formal classroom observations. Additionally, the LVHS 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)

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

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

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All LVHS teachers are highly qualified.

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, special education-specific training, English and math digital curriculum training, Elevated Achievement Group's 12 Highly Effective Instructional Practice training, EL Strategies, Aeries.net training, Next Generation Science Standards training, ELD training, DBQ training, ERWC training, Google Applications for Educators, Restorative Practices, etc

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

LVHS has a math and technology coach and department chairs in English, math, social science, science, and counseling. These teacher leaders provide ongoing instructional assistance and support for teachers and the guidance staff. In addition, Elevated Achievement Group will provide coaching to LVHS teachers and assist on the development of peer to peer observation and data collection on effective 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 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) which is closely 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 LV 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 meeting in math, English, READ 180, MATH 180, social science, science, special education and counseling.

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)

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

Opportunity and Equal Educational Access

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

Instructional aides in READ 180, MATH 180 and ELD classrooms

Instructional aides in Lunch-Time Tutoring

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

Counselor support

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

Attendance and productivity monitoring

EL/Community Liaison

Lunch-Time Tutoring

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

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

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

Common Assessments

Professional Learning Communities (PLCs)

Benchmarking

SMART Goals

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

Schoolwide commitment to the 12 Highly Effective Instructional Practices

Schoolwide Restorative Practices

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: Accelerated Math, READ 180, and APEX

McKinney-Vento Services

Free and Reduced Lunch

AB 216, 1806, 365, 2306

Academy

Fullerton Loves Orange County Kids (FLOCK)

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)
LVHS 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 attendance rates, credit productivity, and reading improvement which are 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, lunchtime tutoring
- Reading Improvement - READ 180 curriculum, instruction and assessment; Cengage ELD curriculum, instruction and assessment

Increase basic math skills through MATH 180 intervention class curriculum, instruction and assessment.

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 applying for and receiving 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	254	246	198	244	238	193	243	238	193	96	96.7	97.5
All Grades	254	246	198	244	238	193	243	238	193	96	96.7	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2497.2	2502.7	2464.8	2	0.00	0.52	14	17.65	7.25	33	36.55	23.83	50	45.80	68.39
All Grades	N/A	N/A	N/A	2	0.00	0.52	14	17.65	7.25	33	36.55	23.83	50	45.80	68.39

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	9	6.72	4.15	47	49.16	36.79	44	44.12	59.07
All Grades	9	6.72	4.15	47	49.16	36.79	44	44.12	59.07

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	4	1.27	1.04	41	41.77	22.80	56	56.96	76.17
All Grades	4	1.27	1.04	41	41.77	22.80	56	56.96	76.17

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	5	3.78	5.18	58	68.49	54.40	37	27.73	40.41
All Grades	5	3.78	5.18	58	68.49	54.40	37	27.73	40.41

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	2.52	3.11	56	49.16	39.90	39	48.32	56.99
All Grades	6	2.52	3.11	56	49.16	39.90	39	48.32	56.99

Conclusions based on this data:

1. LVHS had a solid participation rate
2. The majority of LVHS students fall into the standard not met (68%) and standard nearly met (24%) bands.
3. LVHS will participate in and analyze District benchmark testing and interim aligned to common core standards.

School and Student Performance Data

CAASPP Results (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	254	247	196	244	239	191	243	239	191	96.4	96.8	97.4
All Grades	254	247	196	244	239	191	243	239	191	96.4	96.8	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2468.1	2446.0	2423.9	0	0.00	0.52	2	0.84	0.52	17	8.37	5.76	81	90.79	93.19
All Grades	N/A	N/A	N/A	0	0.00	0.52	2	0.84	0.52	17	8.37	5.76	81	90.79	93.19

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	0.42	0.52	12	5.86	5.76	87	93.72	93.72
All Grades	0	0.42	0.52	12	5.86	5.76	87	93.72	93.72

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	0.84	0.52	37	22.18	11.52	63	76.99	87.96
All Grades	0	0.84	0.52	37	22.18	11.52	63	76.99	87.96

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	1	0.00	0.52	40	38.91	27.75	59	61.09	71.73
All Grades	1	0.00	0.52	40	38.91	27.75	59	61.09	71.73

Conclusions based on this data:

1. LVHS had a solid participation rate
2. The majority of LVHS students (93%) fall into the standard not met band.
3. LVHS will participate in and analyze District benchmark testing and interim testing aligned to common core standards.

School and Student Performance Data

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	34			33			33			33		

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	8%			25%			25%			42%		
11	10%			33%			33%			24%		
12	10%			33%			20%			37%		
Total	9%			32%			28%			31%		

School and Student Performance Data

Student Population

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

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

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

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







Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

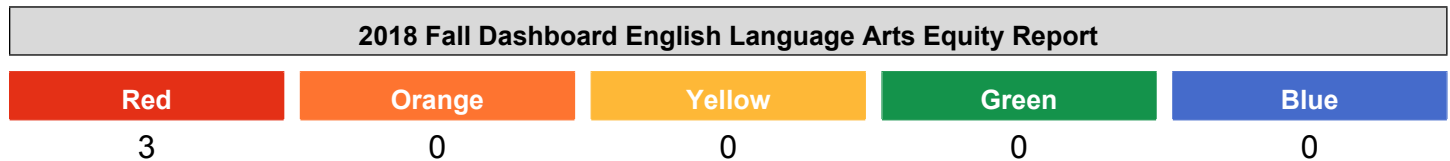
School and Student Performance Data

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		
All Students  Red 111 points below standard Declined -33 points 92 students	English Learners  Red 131.9 points below standard Declined -21.9 points 35 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Socioeconomically Disadvantaged  Red 110 points below standard Declined -30.5 points 82 students	Students with Disabilities  No Performance Color 146.4 points below standard Increased 3.6 points 12 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Filipino  No Performance Color 0 Students
Hispanic  Red 115 points below standard Declined -34.6 points 78 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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 141.3 points below standard Declined -23 points 15 students	Reclassified English Learners 124.9 points below standard Declined -33.5 points 20 students	English Only 88.2 points below standard Declined -25.2 points 35 students
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Conclusions based on this data:

1.

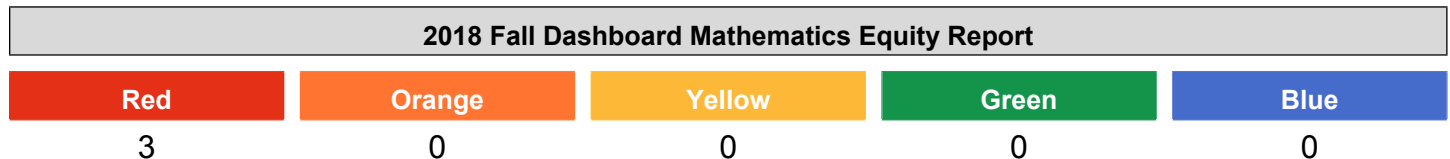
School and Student Performance Data

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

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 238 points below standard Declined -21.6 points 15 students	Reclassified English Learners 184.7 points below standard Declined -20.4 points 20 students	English Only 202.8 points below standard Declined -22.9 points 34 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
98	11.2%	31.6%	26.5%	30.6%

Conclusions based on this data:

1.

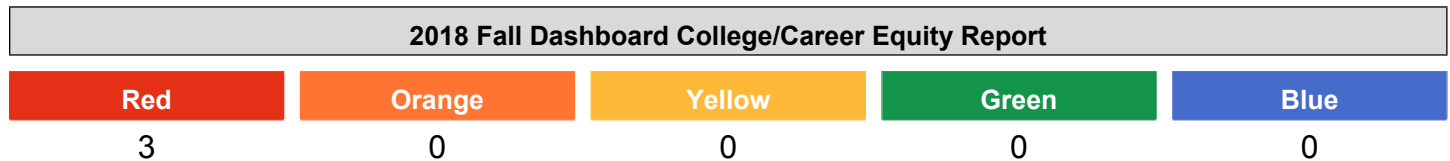
School and Student Performance Data

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 1.7% prepared Declined -2.9% 172 students	 Red 0% prepared Maintained 0% 45 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0% prepared 16 students	 Red 0.7% prepared Declined -2.5% 150 students	 No Performance Color 0% prepared Maintained 0% 28 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 6 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 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 0% prepared Declined -3.6% 135 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 5.3% prepared Maintained 0.5% 19 students

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

2018 Fall Dashboard College/Career 3-Year Performance

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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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.

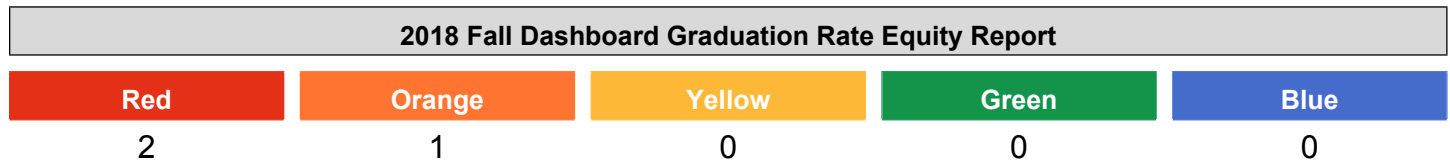
School and Student Performance Data

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  Orange 69.2% graduated Maintained -2.3% 172 students	English Learners  Red 55.6% graduated Declined -10.2% 45 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 81.3% graduated 16 students	Socioeconomically Disadvantaged  Orange 68.7% graduated Maintained +2.3% 150 students	Students with Disabilities  No Performance Color 53.6% graduated Declined -5% 28 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 6 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 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 66.7% graduated Declined -4.3% 135 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 84.2% graduated Increased +8% 19 students

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018
71.5% graduated	69.2% graduated

Conclusions based on this data:

1.

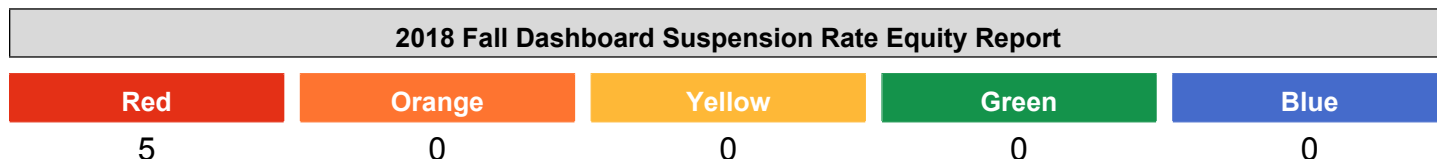
School and Student Performance Data

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
 Red 12.5% suspended at least once Increased 4.6% 654 students	 Red 11.5% suspended at least once Increased 6.1% 183 students	 No Performance Color 26.5% suspended at least once Increased 12.2% 34 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 8.6% suspended at least once Declined -6.2% 35 students	 Red 12.7% suspended at least once Increased 4.5% 559 students	 Red 18.1% suspended at least once Increased 5% 94 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 18.5% suspended at least once Declined -5.3% 27 students	American Indian  No Performance Color Less than 11 Students - Data 5 students	Asian  No Performance Color 8.7% suspended at least once Increased 8.7% 23 students	Filipino  No Performance Color Less than 11 Students - Data 5 students
Hispanic  Red 12.2% suspended at least once Increased 4.1% 518 students	Two or More Races  No Performance Color 23.5% suspended at least once Increased 17.6% 17 students	Pacific Islander  No Performance Color Less than 11 Students - Data 3 students	White  Red 12.5% suspended at least once Increased 8.2% 56 students

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

2018 Fall Dashboard Suspension Rate by Year

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

Conclusions based on this data:

1.

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 LVHS students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills (State Priority 4 and 8).
This school goal relates to Board Priorities A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), H (At-Risk Students) and District Goal 1(High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation)
Data Used to Form this Goal:
<p>Pupil Participation in and Performance on CAASPP</p> <p>Local Assessments Aligned to State and Board-Adopted Standards</p> <p>Pupil Participation in and Performance on CAST</p> <p>Pupil Participation in and Performance on Grade 10 CST Science (Ended 2015-2016)</p> <p>Fullerton College Counseling 100 Enrollment</p> <p>Fullerton College/LVHS Chicano(a) Studies Dual Enrollment</p> <p>Fullerton College Introduction to Early Childhood Education Curriculum Enrollment</p> <p>Fullerton Collaborative: Fullerton Chamber of Commerce/Workforce Initiative Senior Workshop Participation</p>
Findings from the Analysis of this Data:
<p>CAASPP Data</p> <p>2017-2018</p> <p>ELA</p> <p>193 Tested</p> <p>95% Completed Exam</p> <p>68% Standard Not Met</p> <p>24% Standard Nearly Met</p> <p>7% Standard Met</p>

1% Standard Exceeded

Math

191 Tested

94% Completed Exam

93% Standard Not Met

6% Standard Nearly Met

1% Standard Met

1% Standard Exceeded

2016-2017

ELA

237 Tested

96.7% Completed Exam

46% Standard Not Met

36% Standard Nearly Met

18% Standard Met

0% Standard Exceeded

Math

239 Tested

96.8% Completed Exam

91% Standard Not Met

8% Standard Nearly Met

1% Standard Met

0% Standard Exceeded

2015-2016

ELA

243 Tested

96% Completed Exam

50% Standard Not Met

33% Standard Nearly Met

14% Standard Met

3% Standard Exceeded

Math

253 Tested

98.8% Completed Exam

81% Standard Not Met

17% Standard Nearly Met

2% Standard Met

0% Standard Exceeded

2014-2015: ELA

243 Tested

96.4% Completed Exam

44% Standard Not Met

35% Standard Nearly Met

17% Standard Met

4% Standard Exceeded

Math

263 Tested

98.5% Completed Exam

84% Standard Not Met

15% Standard Nearly Met

2% Standard Met

0% Standard Exceeded

LVHS has a strong participation rate. Percents of students meeting or exceeding standards in ELA (1%) and math (1%) remained relatively unchanged over the last two years. In an effort to increase rates on the CAASPP, LVHS will participate in and analyze District benchmark testing and interim testing aligned to common core standards. In addition, math and English classes have both transitioned to digital textbooks which better prepare students for the CAASPP online exams.

CAST Data

2017-2018

Data Not Released

2016-2017

Pilot Year- No Data

Grade 10 CST Life Science

2015-2016

7 Students Tested

100% Completed Exam

0% At or Above Proficient

33% Basic

33% Below Basic

33% Far Below Basic

2014-2015

11 Students Tested

100% Completed Exam
18% At or Above Proficient
9% Basic
36% Below Basic
36% Far Below Basic

CST science testing ended in 2015-2016. No students scored in the at or above proficiency bands in 2015-2016.

Counseling 100 Enrollment
2017-2018 - 36 students
2016-2017 - 52 students
2015-2016 - 50 students
2014-2015 - 34 students
2013-2014 - 44 students
2012-2013 - 42 students

Enrollment in Counseling 100 declined in 2017-2018 as did the enrollment at LVHS.

Chicano(a) Studies Enrollment
2017-2018 - 28
2016-2017 - 48
2015-2016 - 30

Enrollment in Chicano(a) Studies declined in 2017-2018 as did the enrollment at LVHS. Fullerton College is gathering follow-up data on these students once they graduate high school and attend community college.

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

Fullerton Collaborative: Fullerton Chamber of Commerce/Workforce Initiative Senior Workshop Participation
This career curriculum was offered for the first time in 2018-2019

How the School will Evaluate the Progress of this Goal:

Improve performance on CAASPP by increasing focus on instruction, curriculum and assessment aligned to the common core, through the adoption of digital textbooks, and by assigning more performance task assessments.
Maintain current enrollment numbers in Fullerton College courses: Counseling 100, Chicano/Chicana Studies & Introduction to Early Childhood Education Curriculum (new in 2018-2019).
Evaluate the effectiveness of the Fullerton Collaborative Senior Workshop by tracking participants' employment status after completing the course.

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	Fall 2018 and Spring 2019	Administration, Counselors	Pay for Instructor	1000-1999: Certificated Personnel Salaries	Title I	7500
Provide standards-based common core aligned APEX curriculum in Learning Lab classes.	August 2018 to May 2019	Administrators, Teachers				
Host Counseling 100 classes - one in fall and one in spring	October/November 2018 and February/March 2019	Administrators, Counselors				
Host Early Childhood Education Curriculum classes - one if fall and one in spring	Fall 2018 and Spring 2019	Administrators, Counselors				
Student electronic essay portfolios	August 2018 to May 2019	English Teachers				
Bi-annual LVHS Goes to College fieldtrips	Fall 2018 and Spring 2019	Administrators, Counselors				
Administer the Nelson Denny reading 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.	August 2018 to May 2019	Teachers and Classified Staff				

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:

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

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

Data Used to Form this Goal:

Enrollment of Students in Career Technical Education (CTE) courses Access to "a – g" Courses Access to Honors Classes Access to Expository Reading and Writing (ERWC) Course Modules Participation in Lunch-Time Tutoring Mainstreaming Experience Between La Sierra Endeavor High School and On-Site Adult Transition Students with High School Students from La Vista (PALS) Credit Productivity Data - Schoolwide and Special Education Students Access to APEX On-Line Curriculum via Learning Lab Enrollment in Math Classes after Passing Algebra School-Wide Reading Improvement READ 180 Data MATH 180 Data
--

Findings from the Analysis of this Data:

Students have the opportunity to enroll in one of three different Career Technical Education (CTE) pathways: Graphic Production Technologies, Art of Video Production or Childcare.

Students have access to a-g approved courses for the first time in 2018-2019

Honors English III and English IV and honors U.S. History are part of the LVHS master schedule.

The full Expository Reading and Writing Course (ERWC) cannot be implemented at LVHS due to the quarter system, but one ERWC module is taught in English I, English II and English III, and two ERWC modules are taught in English IV.

Lunch-Time Tutoring Participation Data

2017-2018

An average of 53 students participated in tutoring for more than one time each quarter.

An average of 33 of those students attended tutoring for 5 times or more each quarter.

The average rate of attendance for students who attended more than one time a quarter was 11 times a quarter.

2016-2017

An average of 83 students participated in tutoring for more than one time each quarter.

An average of 55 of those students attended tutoring for 5 times or more each quarter.

The average rate of attendance for students who attended more than one time a quarter was 10 times a quarter.

2015-2016

An average of 103 students participated in tutoring for more than one time each quarter.

An average of 71 of those students attended tutoring for 5 times or more each quarter.

The average rate of attendance for students who attended more than one time a quarter was 9 times a quarter.

2014-2015

An average of 67 students participated in tutoring for more than one time each quarter.

An average of 41 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 6 times a quarter.

2013-2014

An average of 29 students participated in tutoring for more than one time each quarter.

An average of 22 of those students attended tutoring for 5 times or more each quarter.

The average rate of attendance for students who attended more than one time a quarter was 9 times a quarter.

Participation in the lunch-time tutoring program decreased by 30 students in 2017-18 compared to the year before while the rate of attendance of students accessing the service multiple times increased from 10 to 11 times a quarter. Instructional aide support is available to support students in lunchtime tutoring.

PALS Participation:

2017-2018: 12 Students

Productivity as Measured in Average Units Earned Per Month -

2017-2018: 7.7 units
2016-2017: 9.8 units
2015-2016: 9.5 units
2014-2015: 9.6 units
2013-2014: 9.7 units
2012-2013: 10.5 units
2011-2012: 10.7 units

The number of units students earn each month decreased significantly in 2017-2018. This is due, in part, to the 4% dip in attendance in 2017-2018.

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.

Math Enrollment in Classes Above Algebra I:

Geometry

2017-2018: 60 Students
2016-2017: 57 Students
2015-2016: 39 Students
2014-2015: 56 Students
2013-2014: 36 Students
2012-2013: 20 Students

Math 20

2017-2018: 81 Students
2016-2017: 136 Students
2015-2016: 106 Students
2014-2015: 193 Students
2013-2014: 57 Students
2012-2013: Not Applicable

Enrollment in Geometry increased despite the dip in total enrollment at LVHS while Math 20 enrollment decreased by 55 students in 2017-2018.

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

2017-2018: .9 GLE
2016-2017: 1.4 GLE

2015-2016: 1.6 GLE
2014-2015: 1.1 GLE
2013-2014: 1.4 GLE
2012-2013: 1.7 GLE
2011-2012: 2.0 GLE

Although average reading improvement decreased .5 GLE in 2017-2018, students are achieving demonstrable school wide reading improvement.

Average Reading Improvement from Full-Semester Participants in the READ 180 Program Measured in Lexile Growth in the Program's Reading Inventory (RI) Exam -
2017-2018 - 63 Lexile Points Growth
2016-2017 - 64 Lexile Points Growth (31.8 lexiles per quarter)/ the special education class earned 45 Lexile Points Growth (22.4 per quarter)
2015-2016 - 50 Lexile Points Growth
2014-2015 - 89 Lexile Points Growth

Percent of READ 180 Students Who Reached Their Personal Growth Reading Goal
2017-2018: 66%

Percent of READ 180 Students Who Increased Their Lexile Score Whether or Not They Reached Their Personal Growth Reading Goal
2017-2018: 76%

LVHS students participate in either a one-semester or one-year READ 180 two-period block. Students in the one-year block are all on an individual education plan (IEP). Students in both classes 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
2017-2018: 2.5 GLE (Course I) and 2.0 GLE (Course II)
2016-2017: 1.0 GLE

LVHS students continue to make significant gains in their basic math skills bringing them closer to algebra readiness by participating in the MATH 180 intervention class.

How the School will Evaluate the Progress of this Goal:

Look for opportunities to expand CTE experiences for students at LVHS.
Continue to offer honor classes in English and U.S. History and explore opportunities to increase honors offerings.
Analyze passage rates of students exposed to ERWC modules in English classes.
Continue monitoring lunch-time tutoring participation.
Continue analyzing quarterly credit productivity.
Continue offering differentiated APEX curriculum.
Continue to track enrollment in math classes above algebra I.

Continue to monitor school-wide reading improvement through Nelson Denny testing - switched from Gates McGinitie in 2018-2019.
Continue to analyze lexile growth in the READ 180 reading intervention program.
Continue to analyze lexile growth in the MATH 180 math intervention program.

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 180/MATH 180	4000-4999: Books And Supplies	Title I	6000
Provide student planners	August 2018 and as needed thereafter	Administrators, Teachers	Student planners	4000-4999: Books And Supplies	Title I	400
Graphic Production Technologies Teacher Stipend	August 2018 to May 2019	Teacher	Stipend	1000-1999: Certificated Personnel Salaries	Title I	2500
Graphic Production Technologies Student Workers	August 2018 to May 2019	Administrators, Teacher				
APEX CTE strand offers eleven courses	August 2018 to May 2019	Teachers, Counselors				
Provide standards-based common core aligned APEX curriculum in Learning Lab classes.	August 2018 to May 2019	Administrators, Teachers				
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				
Development of teacher and PLC SMART goals focused on ELA and math improvement	August 2018 to May 2019	Administrators, Teachers				
Lunch-time tutoring	August 2018 to May 2019	Counselors, Instructional Aides				
Case carriers will meet with each special education student to develop	August 2018 to May 2019	Case Carriers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
an individual learning plan regarding progress toward graduation, including meeting all graduation requirements, IEP and future goals, and post-high school plans.						
Community College/Career Fair	February 2019	Administrators, Counselors, Guidance Tech				
Provide instructional aides to support intervention classes using READ 180 and MATH 180 curriculum and algebra classes and lunch-time tutoring program.	August 2018 to May 2019	Administrators, Teachers, Instructional Aides				
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				
Implementation of Expository Reading and Writing Course (ERWC) modules in English III and English IV	August 2018 to May 2019	Administrators, Teachers				
Provide instructional aide in special education classes	August 2018 to May 2019	Administrators, Teachers, Instructional Aide				
Administration of math and reading inventory pre- and post- tests in MATH and READ 180 intervention classes.						
Administer the Nelson Denny reading test upon enrollment and again at the end of the school year or upon student return to comprehensive high school or graduation to track						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
schoolwide reading improvement.						
Monthly meetings for all departments	August 2018 to May 2019	Administrators, Teachers, Case Carriers				

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:
LVHS will hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff members to continue implementing state standards, integrate best instructional practices and use technology as both a learning and teaching tool. (State Priority 1 and 2)
This goal directly relates to Board Priorities C (Employee and District Excellence), D (Employee Relations), and F (Technology Plan). This school goal relates to District Goal 4 (Sound management of District resources will be provided).
Data Used to Form this Goal:
Percent of 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:
Two LVHS teachers are teaching outside their credential areas, however, they qualify to teach these courses through the Small School's Act EC44865 whereby a valid teaching credential shall be deemed qualifying for the assignment. Therefore, all La Vista teachers are qualified in the assignments they teach.
100% of students receiving required instructional materials per the Williams' Settlement Report.
LVHS 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.
LVHS teachers participate in peer-to-peer instructional rounds observations and collected school-wide data on the student learner indicators of curriculum, instruction, assessment and culture.
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 - 28 students out of 96 - 29%
 2016-2017 - 12 students out of 143 - 8%
 2015-2016 - 47 students out of 168 - 27%
 2014-2015 - 46 students out of 159 - 29%
 2013-2014 - 17 students
 2012-2013 - 19 students

LVHS reclassification rates rose by 21% 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:

LVHS will continue to place teachers into positions for which they are highly qualified.
 LVHS will continue to provide required instructional materials to all students.
 LVHS will continue to follow the District and Site Professional Development Plan.
 All LVHS teachers will be badged through level thirteen of Google Badging by the end of the 2018-2019 school year.
 LVHS teachers will continue to participate in the instructional rounds process to collect school-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 stipend for Instructional Rounds/12 Strategic Learner Practices	August 2018 to May 2019	Administrators, Teachers	Stipend	1000-1999: Certificated Personnel Salaries	Title I	2500
Substitutes for Instructional Rounds	August 2018 to May 2019	Administrators, Teachers	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	5000
Ed Puzzle Inc One-Year License	August 2018 to May 2019	Administrators, Teachers	Instructional App	4000-4999: Books And Supplies	Title I	330
Pear Deck Renewal	Fall 2018	Administrators, Teachers	Instructional App	4000-4999: Books And Supplies	Title I	810
Platinum Computer Head Phones	August 2018 to May 2019	Administrators, Teachers	Headphones	4000-4999: Books And Supplies	Title I	1055.44
Tech TOSA Coach	August 2018 to May 2019	Administrators, Teachers, Instructional Aides, Clerical Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Google Apps for Education Training and Badging	August 2018 to May 2019	Administrators, Teachers				
Provide standards-based, common core aligned credit recovery using APEX curriculum to supplement core academic classroom instruction	August 2018 to May 2019	Administrators, 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				
READ/MATH 180 Training	Fall 2018	Administrators, 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:
LVHS will improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships. (State Priority 3 and 5)
This goal directly relates to Board Priorities F (Technology Plan), H (At-Risk Students) and I (Enhance District Communication). This school goal relates to District Goal 5 (There will be effective internal and external communications), and District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).
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 ELAC, DELAC, 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 Spring 2018
An EL/Community Liaison was hired to support LVHS (40%) - Fall 2017
LVHS has translated its Student/Parent Handbook, enrollment documents and all correspondence into Spanish. All special education materials are available in students' home languages. The school website is translatable into the students' home languages through Google Translation.
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 coach supports MATH 180 instruction
- * Staff suggestion box

How the School will Evaluate the Progress of this Goal:

Create translated documents as needed.
 Collect impact data on populations served by EL/Community Liaison.
 Continue to recruit more stakeholder participation in DELAC, ELAC 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
Website/Social Media Coordinator	August 2018 to May 2019	Administrators, Teacher	Stipend	1000-1999: Certificated Personnel Salaries	General Fund	2,500
Interpreters/Translators Training for IEPs	Fall 2018	Classified Staff	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title III	150
40% EL/Community Liaison	August 2018 to May 2019	Administrators, TOSA				
Increase parent participation and collaboration through the Parent University	Summer & Fall 2018 and Spring 2019	EL/Community Liaison, Administrators, Counselors, Parents				
Increase parent participation and collaboration through Aeries Portal, Aeries Communication, ELAC, DELAC, and School Site Council	August 2018 to May 2019	Administrators, Teachers				
Evaluate data from end-of-year surveys	Spring 2019	Administrators, Teachers, Counselors, Classified Staff, Students, Parents				
Continue to print school handbooks	August 2018 to May	Administration,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
in English and Spanish, to provide documents in home languages for all IEP meetings, and to have the Google translation feature available on the school website	2019	EL/Community 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:
LVHS will include restorative practices to the overall educational program and provide students with mental health, social/emotional support and/or interpersonal relational skills training, in addition to traditional academic support according to how these conditions affect academic performance. (State Priority 5 and 6)
This school goal directly relates to Board Priorities A (Preserve Core Programs), C (Employee and District Excellence), and E (Common Core Standards). This school goal relates to District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 5 (There will be effective internal and external communications), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).
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: 88%
2016-2017: 92%
2015-2016: 95%
2014-2015: 95%
2013-2014: 96%
2012-2013: 96%
2011-2012: 95%

The attendance rate continues to decreased by 4% from 2016-2017 to 2017-2018. This is believed to be the result of the shift in administrative support in 2016-2017.

Drop-Out Rate -

2017-2018 Not Available
2016-2017: 3.6%
2015-2016: 3.2%
2014-2015: 4.5%
2013-2014: 4.8%
2012-2013: 4.0%
2011-2012: 5.8%
2010-2011: 8.6%

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 LVHS drop-out rates from 2016-2017 were not available.

Graduation Rate -

2017-2018: Not Available
2016-2017: 61.6%
2015-2016: 82.0%
2014-2015: 75.7%
2013-2014: 77.6%
2012-2013: 80.4%
2011-2012: 72.1%
2010-2011: 75.6%

The graduation rate dropped by 20% in 2016-2017. 2017-2018 rates were not available.

Suspensions:
 2017-2018: 106
 2016-2017: 77
 2015-2016: 44
 2014-2015: 48
 2013-2014: 34
 2012-2013: 59
 2011-2012: 56

Suspensions increased from 77 suspensions in 2016-2017 to 106 in 2017-2018. Implementation of school-wide Restorative Practices should support a decrease in suspension rates. Also, La Vista will reduce days of suspension when appropriate if the suspended student attends and participates in four days of Leaders in Resilience Saturday Schools.

Reductions in Days of Suspension:
 2017-2018:

In its first year, the Leaders in Resiliency Saturday School Program reduced days of suspension and offered counseling and tutoring support to its participants.

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

Expulsion rates have remained stable from 2011-2012 - 2017-2018. Implementation of school-wide Restorative Practices should support these low expulsion rates.

How the School will Evaluate the Progress of this Goal:

Survey students and teachers on impact of Restorative Circles in Academy classes
 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	August 2018 to May	Administrators,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Practices and Implementing Restorative Circles Weekly	2019	Teachers				
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				
Support for specialized populations from Leaders in Resiliency	August 2018 to May 2019	Administration, Counselors				
Teenage pregnant and parenting (TAPP) outreach teacher and instructional aides to serve the needs of students in the TAPP program as well as their children who are enrolled in the LVHS childcare center	August 2018 to May 2019	TAPP Outreach Teacher, Instructional Aides, Food server				
Transportation to school and home for TAPP students and their children	August 2018 to May 2019	Bus Driver				
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				
Academy class 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				
Additional psychologist fifts to	August 2018 to May	Administration,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support social/emotional needs of at-risk students.	2019	Psychologists				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
California School Age Families	265869	265,869.00
LCFF - Base	132711	132,711.00
Title I	114619	88,523.56

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	2,500.00
Title I	26,095.44
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	8,595.44
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	8,595.44
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	7,500.00
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				
Daphne Sloggett		X			
Henry Sandoval		X			
Maria Castro			X		
Shellie Nazer			X		
John Diaz			X		
Cindy Sweet			X		
Maria Izurieta			X		
Manny Macias			X		
James Taylor				X	
Patricia Ortega				X	
Mohib Rizvi					X
Yailin Cancino					X
Lena Bedoy					X
Cheyenne Acevedo					X
Mikayla Davisson					X
Linley Palmisano					X
Jonathan Alvarado					X
Gary Day - non-voting member					
John Oldenburg - non-voting member					
Numbers of members of each category:	1	4	1	2	4

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	_____ Signature of School Principal	_____ Date
Typed Name of School Principal		
Gary Day	_____ Signature of SSC Chairperson	_____ Date
Typed Name of SSC Chairperson		