School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Vista High School	30665143033610	11/08/2023	

Purpose and Description

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

Schoolwide Program

The purpose of the La Vista High School Single Plan for Student Achievement is to develop goals to improve student achievement and address how funds will be used to improve academic performance. 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. 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 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.

In 2022, LVHS went through the Western Association of Schools and Colleges (WASC) review process and was granted a full six-year term of accreditation with a one-day mid-cycle review in 2025. 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 school has held the honor of being named a Model Continuation High School since it first applied for the distinction in 2005. The La Vista Academy Program received a California School Board Golden Bell Award in 2023. The student body represents the District's six comprehensive high schools and an alternative high school. According to Data Quest, LVHS had an enrollment of 396 students in 2022-2023, and the school's student population was identified as 88.9% Hispanic, 5.6% White, 1.5% Asian, 1.5% African American, 0.3% Filipino, 0.3% American Indian, 0.5% Pacific Islander, 1.3% two or more races, and 0.3% not reported.

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

The purpose of ESSA is to provide all children significant opportunities to receive a fair, equitable, and high-quality education, to close educational achievement gaps, improve the educational opportunities and outcomes for children from lower-income families and ensure equal access to high-quality education for all students in the United States.

La Vista High School is a credit acceleration continuation high school program. Students are behind in credit and at risk of not graduating on time. The student population is comprised of students at least 16 years of age as well as high school-aged students participating in the Teenage Pregnant and Parenting Program (TAPP). The school also supports special education (SPED) and English Language Development (ELD) students. Students are referred to LVHS by counselors and administrators at the six comprehensive high schools and the District alternative high school. Students and parents/guardians must attend an orientation prior to admission. Orientations are held five times a year - in the summer and before the beginning of each quarter. A shared spreadsheet is created with tabs for each school so administrators and counselors from both schools can review and discuss the students being referred. In the summer, when most counselors are not working, LVHS administration runs a query of students behind in credits and reaches out directly to the families who would benefit from transferring. SPED students are referred by their home school and vetted by the District office before an IEP is held to determine if the change of placement is appropriate for the student. The LVHS EL/Community Liaison coordinates with the EL/Community Liaisons at the comprehensive high school campuses on referrals for students into the 50-seat ELD program. The TAPP Director coordinates referrals for students who are pregnant or parenting. There is a focus on making transitions to LVHS less stressful on referred families, so, once the home

school makes initial contact, LVHS staff members make personal communication with the referred families to answer any questions or concerns.

LVHS offers all the required courses for graduation in the District and teachers are highly trained and dedicated to the school's four core values: the 12 Highly Effective Instructional Practices, School Based Mental Health, Instructional Technology Applications, and Safety to support student learning. Staff development is focused on these four areas. 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 and after school. Through the use of research-based, data-driven instruction, curriculum, and assessment, content area teachers are able to identify areas of academic need to target instruction to increase student achievement. Social/emotional support is also available to improve student outcomes. The school's focus on the social/emotional issues and traumatic experiences that are often at the root of maladaptive school behavior and performance makes it innovative and exemplary. All teachers, counselors, administrators, paraprofessionals, and office staff have completed training in Restorative Practices and have been certified in Trauma-Informed Instruction and received advanced certification in Trauma-Informed Instruction in 2022-2023. They are focused on using these strategies (weekly Restorative Circles, calming activities, scripted questions, recognizing escalating behavior, etc.) to build relationships with students and mitigate the negative effects of Adverse Childhood Experiences (ACES). Finally, LVHS has a rich club culture. Research shows that students who participate in extracurricular activities perform better in school. Currently, there are eleven clubs available to LVHS students.

There are numerous interventions in place to decrease the Achievement Gap. Students reading or matriculating below grade average are enrolled in reading and math intervention classes which are staffed with a teacher and paraprofessional. In addition, all students are enrolled in Academy during period five to increase their academic and social/emotional skills. Academy class provides curriculum, instruction and assessment in the five CASELS competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students complete pre and post surveys each month on the CASEL being focused on that month. The Academy class focuses on academics, college and career readiness, social emotional learning restorative justice and restorative practices. An SEL Committee was formed in 2022-2023 to vet the SEL curriculum prior to teacher implementation and to review and analyze the collected student and staff SEL data. Each Academy class elects two student ambassadors who meet with Administration, Counselors and ASB every month to receive and provide feedback. The school's mental health behavior support specialists helps create the curriculum, and support instruction and assessment in Academy. The Academy class is also designed to target poor attendance and poor adjustment to academic and/or behavioral expectations. There is also time allotted during Academy for students to work on assignments and receive tutoring. In 2023-2024, the La Vista Academy Program was awarded a Golden Bell Award from the California School Board Association.

Lunchtime tutoring is offered daily in the library or after-school on Tuesdays, Wednesdays, and Thursdays. Additional tutoring is offered to ELD students during the last two periods of the school day on Tuesdays and Thursdays and in the mornings on Wednesdays and Fridays.

The goal of LVHS is to educate 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 LVHS. Supports in place to achieve this goal include having a small campus culture, small class sizes, increased access to counselors, a focus on social/emotional learning and trauma-informed instruction, and paraprofessional support in reading and math intervention, ELD, and special education classes.

LVHS works with a wide array of partnerships within the local community. Examples of these partners include North Orange County Regional Occupational Program (NOCROP), Fullerton Loves Orange County Kids (FLOCK), Leaders in Resiliency, Fullerton Community College, the Fullerton Assistance League, the Fullerton Library, the Muckenthaler Center, the Fullerton Collaborative, and the Fullerton Sunrise Rotary Club. In addition, the TAPP program partners with eight community agencies.

Staff Description
In 2023 - 2024, the staff of La Vista consisted of 27 classroom teachers, 1 ROP teacher, 2 counselors, 2 guidance technicians, 3 assistant principals, 1 principal, 1 school secretary, 1 data technician, 2 senior records clerks, 1 senior account clerks, 4 custodians, 3 campus supervisors, 6 instructional aides, 3 instructional aide child care workers and 3 District-employee food service workers. Support staff includes 1 psychologist, 1 mental health specialist, 1 speech and language pathologist, 1 school nurse,1 Student Intervention Liaison, a 40% EL/Community Liaison, and 1 computer technician on site from the District. La Vista also has the support services of a Fullerton Police Department school resource officer, who is shared with one other high school.

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).

La Vista High School continues to make progress in critical areas for growth and regularly relies on feedback from its stakeholders. In an effort to gather information for the Single Plan for Student Achievement as well as ongoing data for the WASC Self Study process, LVHS has actively sought input in the form of stakeholder surveys and utilized data as appropriate to continually better the school. Additionally, LVHS students complete End-of-Course surveys upon completion of both semester and year-long classes. LVHS is also able to gather ongoing input and feedback from stakeholders through meetings with ELAC and School Site Council. Other valuable input and feedback are solicited from teachers, staff, students and community members/business partners as an ongoing effort to meet students' educational needs.

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 2023, 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 reviews, 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:
Goal 1 - Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, reading and writing fluency, technology fluency, and the other twenty-first-century Skills (State priorities 4 and 8).
Actions/Services (specific actions and services are listed in the LCAP):
1. Staffing to improve and increase student and family engagement and academic outcomes
2. Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional material platforms
3. Services to provide academic guidance support and college exploration (a key feature based on stakeholder engagement from parents and students)

Goal 2 - All students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards; including English learners, foster youth, students with disabilities, and students from low-income families.
Actions/Services (specific actions and services are listed in the LCAP):
1. Basic staffing, salaries, and benefits to provide professional learning, and extended learning opportunities for all students
2. Equipment, supplies, and technology to ensure standards-based instruction and to maintain clean and safe learning environments
3. Equipment, supplies, and technology to provide educational technology primarily targeting the needs of English learners, foster youth, and students from low-income families
4. Services to provide training, educational technology, learning intervention strategies, and to provide interpreting services

Goal 3 - The District engages students and their families as partners to create a climate of support and success.
Actions/Services (specific actions and services are listed in the LCAP):
1. Staffing to provide oversight and support to unduplicated student populations and all students
2. Equipment, supplies, and technology to reduce suspensions and help students develop coping strategies
3. Services to support student success and contribute to building a climate of support

The Fullerton Joint Union High School District in partnership with Panorama Education created social-emotional survey for students. The survey was called Panorama Social-Emotional Learning: Student Support + Environment. The response data was used to set school culture and climate priorities as well as to direct the focus of our social-emotional learning curriculum in our academy classes. There were 96 student responses for LSHS. The results were measured on a percent favorable scale. The results are below in descending order of favorability.

Supportive Relationships - 74% favorable (6% lower than the FJUHSD average)
School Safety - 67% favorable (4% higher than the FJUHSD average)
Social Awareness - 46% favorable (6% lower than the FJUHSD average)
Valuing of School - 46% (2% higher than the FJUHSD average)
School Climate - 44% (Aligned with the FJUHSD average)
Emotion Regulation - 39% (2% lower than the FJUHSD average)
Sense of Belonging - 39% (1% higher than the FJUHSD average)
Self-Efficacy - 35% favorable (Aligned with the FJUHSD average)

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 2022/23 school year, both formal and informal observations took place. Administrators formally evaluated 5 certificated staff members, all five of whom were probationary teachers, resulting in 10 formal classroom observations. Additionally, the LVHS administrative team commits to and schedules informal walk-throughs of all teachers' classrooms on a regular basis. Data is collected on the teacher's use of the 12 Highly Effective Instructional Strategies, use of technology educational applications, and Restorative Practices during these observations. All visits are documented on a Google observation form.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

LVHS uses the results from the following state and local assessments to modify instruction and improve student achievement: California Assessment of Student Performance and Progress (CAASPP), California Science Test (CAST), and the English Language Proficiency Assessments for California (ELPAC).

CAASPP Data:

2022-2023
English Language Arts
212 Tested - 94.6% of Enrolled Students Completed Exam
2.36% Exceeded Standards
15.09% Met Standards
25.47% Nearly Met Standards
57.08% Standards Not Met

Math
207 Tested - 92.8% of Enrolled Students Completed Exam
0% Exceeded Standards
0.97% Met Standards
6.28% Nearly Met Standards
92.75% Standards Not Met

2021-2022
English Language Arts
240 Tested - 94% of Enrolled Students Completed Exam
2.50% Exceeded Standards
12.50% Met Standards
25.42% Nearly Met Standards
59.58% Standards Not Met

Math
240 Tested - 94% of Enrolled Students Completed Exam
0% Exceeded Standards
1.26% Met Standards
7.95% Nearly Met Standards
90.79% Standards Not Met

LVHS increased the percentage of students meeting or exceeding standards on the ELA CAASPP by 2.5% in 2022-2023. Although the percentage of students scoring in the met and exceeded standards range on the ELA CAASPP improved, the majority of LVHS students - 82.6% - fell into the standard not met /nearly met bands in 2022-2023.

The percentage of students meeting or exceeding standards on the Math CAASPP did not change from the 2021-2022 to the 2022-2023 exam. The majority of LVHS students - 99% - taking the CAASPP Math exam fell into the standard not met /nearly met bands in both years.

Teachers review CAASPP results yearly. In an effort to increase rates on the CAASPP, LVHS participates in and analyzes District benchmark testing and interim testing aligned to common core standards. In addition, starting in 2022-2023, LVHS scheduled twenty early-release days so content teachers could collaborate in Professional Learning Communities and focus on data to improve student learning. Math and English classes have both also transitioned to digital textbooks which better prepare students for the CAASPP online exams. Finally, these CAASPP scores also highlight the need for intervention in reading and math which LVHS is providing so students can fill in the gaps in their basic skills and bring them closer to grade level.

CAST Data

2022-2023:
228 Tested - 92% of Enrolled Students Completed Exam
0% Standard Exceeded
20.96% Standard Met
53.94% Standard Nearly Met
15.88% Standard Not Met

2021-2022:

341 Tested - 87% of Enrolled Students Completed Exam
0% Standard Exceeded
1.83% Standard Met
51.60% Standard Nearly Met
46.58% Standard Not Met

LVHS increased the percentage of students meeting or exceeding standards on the Science CAASPP by an amazing 19% in 2022-2023. Science teachers are involved in regular District-led professional development to align their curriculum, instruction, and assessment with the Next Generation Science Standards (NGSS) that align with the CAST. In addition, starting in 2022-2023, LVHS scheduled twenty early-release days so content teachers could collaborate in Professional Learning Communities and focus on data to improve student learning. Science classes have both also transitioned to digital textbooks which better prepare students for the CAASPP online exams.

ELPAC Data

2022-2023:
6.02% Level 4 - Well Developed
30.12% Level 3 - Moderately Developed
33.13% Level 2 - Somewhat Developed
30.72% Level 1 - Minimally Developed

2021-2022:
4.52% Level 4 - Well Developed
23.23% Level 3 - Moderately Developed
40.00% Level 2 - Somewhat Developed
32.26% Level 1 - Minimally Developed

ELs take the ELPAC exam to measure progress toward English language proficiency; the ELPAC has 4 levels (level 1, 2, 3 or 4) that are divided into 6 ELPI levels (1, 2L, 2H, 3L, 3H, or 4) to determine whether ELs made progress toward English language proficiency.

LVHS increased the percentage of students scoring overall in the well developed and moderately developed ranges by 8.39%.

In an effort to continue to increase rates on the ELPAC exam, LVHS has a teacher on special assignment, an EL/Family Liaison, to help support teachers and EL students by offering the following interventions to target English learner proficiency: quarterly EL newsletters for teachers and staff, push-in support for English language development (ELD) classes, academic tutoring for all English learners 5 times a week during lunch, and 2 times a week after school, Individualized Learning Plans for all English learners that focus on three fluency goals for each semester to monitor and track student progress and monthly meetings with the ELD department to discuss curriculum, instruction, student support, and services for all English learners. The goal of the collaboration across all stakeholders is to target ELPAC performance from low-performance levels (Levels 1-3) to well-developed performance level (Level 4).

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

LVHS relies heavily on both its READ 180 and MATH 180 programs as the cornerstones of its student intervention programs. READ/MATH 180 program data - including lexile growth, grade-level equivalency (GLE) growth, personal reading goal attainment and lexile growth regardless of goal attainment - is written into the Single Plan for Student Achievement (SPSA) every year. Student outcomes achieved over the past five years when converting students' lexile growth in READ/MATH 180 into GLE's show that students average over two years of growth in these programs. This is phenomenal under any circumstances, but especially so with the at-promise students at LVHS who have experienced declining or plateaued growth in their basic skills prior to enrolling in these intervention courses. The school is closing the achievement gap for its most at-promise students as evidenced by continually showing tremendous yearly growth in both reading and math based on the quarterly data collection pulled directly from the programs' publisher, Houghton Mifflin. The data received is constantly evaluated by LVHS teachers and administration. This analysis informs pacing, leads to adjustments to curriculum, and helps guide decisions for relevant professional development. Because of the team's commitment to using data to place students appropriately, students identified as reading below the 9th-grade reading level, as determined by results on the school-wide Nelson Denny reading exam, are enrolled in a two-period block of reading intervention. ELD II students are also placed into a cohort that receives specialized reading instruction in the READ 180 program. ELD I students participate in READ 180 - System 44. System 44 provides foundational reading instruction that focuses on decoding, word strategies and sight words. These students learn the 44 sounds, or phonemes, that provide the road map for reading. In math, students can be placed in one of two MATH 180 programs depending on the individual student's need.

LVHS also uses data to monitor student progress on curriculum-embedded assessments and modify instruction in Saavas English and math, MATH 180, READ 180, APEX, National Geographic Learning Cengage ELD curriculum, and benchmark assessments in English and math. Teachers use the data from formative and summative assessments to drive curricular and instructional decisions. Assessments range in nature from essays to lab reports, to tests and quizzes, and projects and presentations. In addition to formal assessments, teachers have focused on checking for understanding throughout lessons and class discussions to assess student learning before administering high-stakes exams.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

All teachers are provided with instructional materials that are standards based and approved by the District. All teachers have professional development provided by the District in their specific content area and professional development provided by the school in such areas as Google Applications for Educators, Restorative Practices, Trauma Informed Instruction, EL strategies 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. In addition, teacher leaders were sent to the Professional Learning Communities training over the summer in 2023 to elevate each department's commitment to the tenants of successful PLCs so all students can learn more.

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

Starting in 2022-2023 the FJUHSD gifted each of its schools with 20 days of early release to focus on professional development. This provides dedicated time for the LVHS departments to fully participate in professional learning communities. In addition, the FJUHSD Educational Services department has created multiple days of subject-specific release days to focus on site and District alignment of curriculum, instruction, and assessment. All 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, Social Science training on new digital textbooks, Elevated Achievement Group's 12 Highly Effective Instructional Practice training, Aeries.net training, Aeries Alternative Scheduling, Next Generation Science Standards training, DBQ training, ELD training, ERWC training, Google Applications for Educators, Restorative Practices, Trauma-Informed Instruction and Safety.

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

LVHS has identified four core values that drive the school's academic focus:
1. The 12 Highly Effective Instructional Strategies (including EL Strategies)
2. Safety
3. School-Based Mental Health
4. Technology Instructional Applications

Training is provided in these four areas throughout the year.
1. Instructional Strategies: Elevated Achievement Group provided coaching to all LVHS teachers on the 12 Highly Effective Instructional Strategies in the past and continues to train new teachers on these strategies, peer observations, and school-wide data collection to improve curriculum, instruction, assessment, and culture. A LVHS teacher has been trained to continue to support the 12 Practices, provide additional training, and facilitate quarterly instructional rounds data collection and analysis. In 2022-2023 the LV 12 Practices teacher collaborated with the EL/Community Liaison to infuse EL instructional strategies into all the 12 Practices training.
2. Safety: Schoolwide training focuses on community/school gang awareness, safety drills (Evade/Evacuate/Engage, Fire, and Earthquake) facility checks (locking doors, closing blinds, emergency buttons, etc.), and general safety practices. Additionally, a Safety Committee meets monthly.
3. School-Based Mental Health: All teachers are trained in Restorative Practices and implement weekly Restorative Circles in their Academy classes. In addition, the whole staff completed certification in Trauma-Informed Instruction in 2019 to deepen our commitment to addressing the needs of the vulnerable at-promise students that attend LVHS. In 2022-2023 teachers are continuing their certification in Trauma-Informed Instruction with a year-long, master-level training.
4. The LVHS technology coach provides professional development on technology applications for teachers. Teachers have badged on 26 applications over the last five years and three new badges have been added for 2023-2024. LVHS purchases site licenses for the apps that generate strong positive staff responses.

LVHS has department chairs in English, math, social science, science, CTE, and counseling. These teacher leaders provide ongoing instructional assistance and support for teachers and the guidance staff.

Finally, teachers engage in structured professional development that is conducted by content experts in a variety of areas. In English, science, social science, math, ELD, CTE, and visual performing arts 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. Intervention READ 180/MATH 180 teachers get ongoing coaching from the curriculum's publisher, Houghton Mifflin.

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

Teachers collaborate twice a month (20 times a year) in PLC meeting in math, English, READ 180, MATH 180, social science, science, special education, CTE and counseling.

Teaching and Learning

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

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

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

Not applicable

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

Not applicable

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

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

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

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

Opportunity and Equal Educational Access

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

Bus Passes

1:1 Chromebooks

Instructional aides in READ 180, MATH 180 and ELD classrooms

Instructional aides in Lunch-Time and After-School 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

Attendance and productivity monitoring

EL/Community Liaison

Intervention Liaison

Lunch-Time Tutoring

After-School Tutoring

EL Tutoring

EL Individual Learning Plans (ILPs)

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

Student Resource Room stocked with school supplies, food, clothing, and hygiene products

Leaders in Resiliency counseling for McKinney-Vento and ABC students

Tutor.com

Learning Lab - IXL

Saturday School academic support

Learning Lab for partial credits using IXL curriculum

Evidence-based educational practices to raise student achievement

READ 180 curriculum, instruction and assessment

MATH 180 curriculum, instruction and assessment

Saavas English and math curriculum, instruction and assessment

National Geographic Learning Cengage ELD curriculum, instruction and assessment

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

Common Assessments

Professional Learning Communities (PLCs)

Benchmarking

SMART Goals

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

Schoolwide commitment to the 12 Highly Effective Instructional Practices

Schoolwide Restorative Practices

Staff trained in Restorative Practices and Trauma-Informed Instruction

Parental Engagement

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

Parents/guardians are encouraged to communicate with teachers, counselors, and administration through email, phone, or in person. The school principal sends out a weekly newsletter highlighting present and upcoming school events, special programs and opportunities, and student successes. The La Vista weekly video newscast, Lion's Roar, which is shown schoolwide every Friday, is always embedded into the newsletter. Lion's Roar contains a regular segment from the school principal - The Principal's Perspective - as well as other, student-led reports on school activities. Other communication goes out to parents/guardians through the website, emails, Google Classroom, Aeries Communication/Parent Square, school social media (YouTube, Facebook, Twitter, and Instagram), Back-to-School Night, Open House, ELAC, DELAC, parent education opportunities, School Site Council and orientations.
Social Media Handles:

YouTube: lavistaandlasierrahighschools
Facebook: La Vista/La Sierra High School
Twitter: @LaVistaLaSierra
Instagram: lvlshs
Instagram: lvlshsEL/Community Liaison
ASB Instagram: lvlshsasb

Other Parent Engagement Resources:
Student-Intervention Liaison
ELAC
DELAC
Lunch-Time Tutoring
After-School Tutoring
McKinney-Vento Services
Free and Reduced Lunch
Student Resource Center
AB 104, 216, 1806, 365, 2306
Academy Class
Fullerton Loves Orange County Kids (FLOCK)
Outside Agencies for Mental Health Support: Care Solace, Congruent Lives, Phoenix House, Seneca, Tasha Training and Consulting (Leaders in Resiliency), Vista Community Clinic (VCC)
Intervention classes: Accelerated Math, READ 180, and IXL Learning Lab

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
School Site Council
ELAC
DELAC
Adult Education Block Grant (AEBG)
Blended Classes with Fullerton Community College

Funding

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

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

Comprehensive Support and Improvement (CSI)

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

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

LVHS was identified for its students' overall low performance on CAASPP tests. What this means is that the District was eligible to receive additional grant funds to support improvement plans to close the achievement gap at La Vista. The District qualifies for grant funds in the amount of approximately $332,000 to support improvement plans for LVHS and one other school in the Fullerton Joint Union High School District. The state allows for the Local Control Accountability Plan (LCAP) and the Single Plan for Student Achievement (SPSA) to serve as the improvement plan to support improvement efforts. The District will apply for the grant funds citing the improvement efforts already in place at each of the District schools that have been identified for CSI. Funds must be used to support the CSI schools only but may be distributed between the two schools according to need.

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is reviewed and approved by the School Site Council in the fall. The approved SPSA is then presented to the School Board in January.

Resource Inequities

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

The resource inequities identified are time, and adequate space.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.25%		0	1
African American	2.3%	1.94%	1.52%	10	7	6
Asian	2.6%	1.39%	1.52%	11	5	6
Filipino	0.5%	0.55%	0.25%	2	2	1
Hispanic/Latino	90.6%	88.64%	88.89%	387	320	352
Pacific Islander	0.2%	0.55%	0.51%	1	2	2
White	3.3%	5.54%	5.56%	14	20	22
Multiple/No Response	0.5%	1.11%	1.26%	2	4	5
			Total Enrollment	427	361	396

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	2	1	4
Grade 11	161	167	172
Grade 12	264	193	220
Total Enrollment	427	361	396

Conclusions based on this data:

1. The majority of students enrolled in LVHS are Hispanic/Latino.
2. Seniors make up 57% of the overall enrollment on average over the three school years reported (20/21, 21/22, 22/23).
3. Very few students in the 10th grade attend LVHS. The students reported were in the Teenage Pregnant and Parenting Program.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	170	163	156	39.8%	45.2%	39.4%
Fluent English Proficient (FEP)	126	93	104	29.5%	25.8%	26.3%
Reclassified Fluent English Proficient (RFEP)	2			1.2%		

Conclusions based on this data:

1. The percentage of EL students enrolled at LVHS peaked to 45.2% in 2021-2022.
2. The percentage of FEP students enrolled at LVHS hoovers in the mid to high twenties.
3. The data on the number of students reclassified at LVHS has not been populated as of 10/22/23.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	238	255	224	155	240	212	143	240	212	65.1	94.1	94.6
All Grades	238	255	224	155	240	212	143	240	212	65.1	94.1	94.6

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2495.	2470.	2478.	2.10	2.50	2.36	13.99	12.50	15.09	37.06	25.42	25.47	46.85	59.58	57.08
All Grades	N/A	N/A	N/A	2.10	2.50	2.36	13.99	12.50	15.09	37.06	25.42	25.47	46.85	59.58	57.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.71	7.92	7.55	65.71	47.50	50.94	28.57	44.58	41.51
All Grades	5.71	7.92	7.55	65.71	47.50	50.94	28.57	44.58	41.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	1.49	2.08	3.30	41.04	33.33	36.79	57.46	64.58	59.91
All Grades	1.49	2.08	3.30	41.04	33.33	36.79	57.46	64.58	59.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	1.43	4.58	5.19	80.71	65.42	68.40	17.86	30.00	26.42
All Grades	1.43	4.58	5.19	80.71	65.42	68.40	17.86	30.00	26.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	6.29	2.08	5.19	68.53	61.67	67.92	25.17	36.25	26.89
All Grades	6.29	2.08	5.19	68.53	61.67	67.92	25.17	36.25	26.89

Conclusions based on this data:

1. LVHS increased the percentage of students meeting or exceeding standards on the ELA CAASPP by 2.5% in 2022-2023.
2. Although the percentage of students scoring in the met and exceeded standards range on the ELA CAASPP improved, the majority of LVHS students - 82.6% - fell into the standard not met /nearly met bands in 2022-2023.
3. LVHS consistently has a solid participation rate on the ELA CAASPP. The participation rate for 2020-2021 reflects poor participation due to hybrid/distance learning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	238	255	223	148	240	207	138	239	207	62.2	94.1	92.8
All Grades	238	255	223	148	240	207	138	239	207	62.2	94.1	92.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2483.	2422.	2427.	2.17	0.00	0.00	0.00	1.26	0.97	23.19	7.95	6.28	74.64	90.79	92.75
All Grades	N/A	N/A	N/A	2.17	0.00	0.00	0.00	1.26	0.97	23.19	7.95	6.28	74.64	90.79	92.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	1.46	0.00	0.00	37.96	15.48	10.63	60.58	84.52	89.37
All Grades	1.46	0.00	0.00	37.96	15.48	10.63	60.58	84.52	89.37

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.73	0.42	0.00	48.91	44.35	49.76	50.36	55.23	50.24
All Grades	0.73	0.42	0.00	48.91	44.35	49.76	50.36	55.23	50.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	1.45	0.42	0.00	63.77	54.81	51.69	34.78	44.77	48.31
All Grades	1.45	0.42	0.00	63.77	54.81	51.69	34.78	44.77	48.31

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards on the Math CAASPP did not change from the 2021-2022 to the 2022-2023 exam.

2. The vast majority of LVHS students - 98% to 99% - taking the CAASPP Math exam fall into the standard not met /nearly met bands.

3. LVHS consistently has a solid participation rate on the math CAASPP. The participation rate for 2020-2021 reflects poor participation due to hybrid/distance learning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	4	*
11	1535.6	1525.2	1530.6	1530.8	1513.2	1518.2	1539.9	1536.7	1542.7	86	79	89
12	1527.8	1515.9	1512.8	1535.1	1503.3	1499.6	1520.1	1528.0	1525.5	69	73	75
All Grades										157	156	167

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	5.88	1.27	5.62	27.06	25.32	35.96	47.06	46.84	31.46	20.00	26.58	26.97	85	79	89
12	5.88	8.33	5.41	30.88	20.83	21.62	32.35	34.72	36.49	30.88	36.11	36.49	68	72	74
All Grades	5.81	4.52	6.02	28.39	23.23	30.12	40.65	40.00	33.13	25.16	32.26	30.72	155	155	166

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	18.82	11.39	22.47	52.94	46.84	40.45	12.94	22.78	15.73	15.29	18.99	21.35	85	79	89
12	32.35	18.06	14.86	29.41	36.11	31.08	10.29	13.89	25.68	27.94	31.94	28.38	68	72	74
All Grades	25.16	14.19	20.48	41.94	41.94	35.54	11.61	18.71	19.88	21.29	25.16	24.10	155	155	166

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	2.35	0.00	2.25	14.12	12.66	20.22	36.47	46.84	39.33	47.06	40.51	38.20	85	79	89
12	0.00	1.39	2.70	11.76	13.89	8.11	33.82	33.33	33.78	54.41	51.39	55.41	68	72	74
All Grades	1.29	0.65	2.41	12.90	13.55	16.27	34.84	39.35	36.14	50.97	46.45	45.18	155	155	166

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	1.27	3.37	65.88	60.76	58.43	34.12	37.97	38.20	85	79	89
12	4.48	6.94	2.74	58.21	48.61	46.58	37.31	44.44	50.68	67	72	73
All Grades	1.95	3.87	3.64	62.34	54.84	53.33	35.71	41.29	43.03	154	155	165

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	73.13	57.69	61.80	17.91	24.36	16.85	8.96	17.95	21.35	67	78	89
12	66.07	43.06	55.41	7.14	27.78	20.27	26.79	29.17	24.32	56	72	74
All Grades	69.35	50.65	59.64	12.90	26.62	18.07	17.74	22.73	22.29	124	154	166

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	3.53	7.59	5.62	35.29	32.91	42.70	61.18	59.49	51.69	85	79	89
12	1.47	4.17	5.41	32.35	33.33	31.08	66.18	62.50	63.51	68	72	74
All Grades	2.58	5.81	6.02	33.55	32.90	37.95	63.87	61.29	56.02	155	155	166

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	13.10	3.80	8.99	66.67	68.35	59.55	20.24	27.85	31.46	84	79	89
12	4.69	4.17	5.48	59.38	54.17	50.68	35.94	41.67	43.84	64	72	73
All Grades	9.33	3.87	7.27	62.67	61.29	56.36	28.00	34.84	36.36	150	155	165

Conclusions based on this data:

1. 2022-2023 Overall Results:
6.02% Level 4 - Well Developed
30.12% Level 3 - Moderately Developed
33.13% Level 2 - Somewhat Developed
30.72% Level 1 - Minimally Developed

2. 2021-2022 Overall Results:
4.52% Level 4 - Well Developed
23.23% Level 3 - Moderately Developed
40.00% Level 2 - Somewhat Developed
32.26% Level 1 - Minimally Developed

3. LVHS increased the percentage of students scoring overall in the well developed and moderately developed ranges by 8.39% allowing more students the opportunity to re-designate.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
361	**80.3**	**45.2**	**0.6**
Total Number of Students enrolled in La Vista High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	163	45.2
Foster Youth	2	0.6
Homeless	15	4.2
Socioeconomically Disadvantaged	290	80.3
Students with Disabilities	26	7.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.9
American Indian		
Asian	5	1.4
Filipino	2	0.6
Hispanic	320	88.6
Two or More Races	4	1.1
Pacific Islander	2	0.6
White	20	5.5

Conclusions based on this data:

1. The percentage of socioeconomically disadvantaged students enrolled at LV increased 7% from 2020/2021 to 2021/2022.
2020-2021 from 73.3%
2021-2022 to 80.3%

2. The percentage of LV English Learners increased 5.3% from 2020/2021 to 2021/2022.
2020-2021 39.9%
2021-2022 45.2%

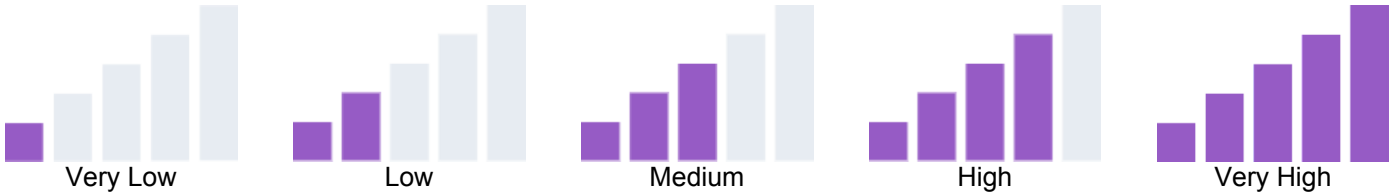
3. The percentage of LV Homeless and Foster Youth increased 4.3% from 2020/2021 to 2021/2022.
2020-2021 0.5%
2021-2022 4.8%

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	**Graduation Rate** Low	**Suspension Rate** Low
Mathematics Very Low		
English Learner Progress VeryLow		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Overall, students performed very low in academic performance - ELA, math, and EL progress.
2. Overall, students performed low in academic engagement - graduation rates. Caution must be used when calculating graduation rates for continuation high schools with high mobility rates. By design, continuation schools 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.
3. Overall, students performed high in conditions and climate due to the low suspension rate.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

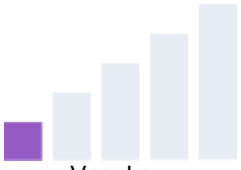
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
112.2 points below standard	137.1 points below standard	0 Students
101 Students	50 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
4 Students	115.2 points below standard	196.6 points below standard
	92 Students	12 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 1 Student	No Performance Level 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 112.8 points below standard 92 Students	No Performance Level 4 Students		No Performance Level 6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
148.4 points below standard 44 Students	7 Students	81.6 points below standard 33 Students

Conclusions based on this data:

1. The scores of All Students, English Learners, and Socioeconomically Disadvantaged students were all reported as very low - ranging from 112.2 to 137.1 points below standard.
2. The only race/ethnicity with reported data is HIspanics who scored very low - 112.8 points below standard.
3. Both current English Learners and English Only students scored below standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

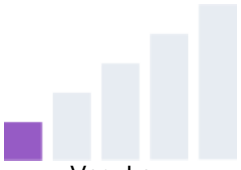
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
207.0 points below standard	213.4 points below standard	0 Students
101 Students	50 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
4 Students	207.4 points below standard	266.4 points below standard
	92 Students	12 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 1 Student	No Performance Level 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 209.2 points below standard 92 Students	No Performance Level 4 Students		No Performance Level 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
216.9 points below standard 44 Students	7 Students	209.2 points below standard 33 Students

Conclusions based on this data:

1. The scores of All Students, English Learners and Socioeconomically Disadvantaged Students were all very low - over 200 points below standard.
2. The only race/ethnicity with reported data is Hispanics who scored very low - 209.2 points below standard.
3. Both current English Learners and English only students scored over 200 points below standard.

School and Student Performance Data

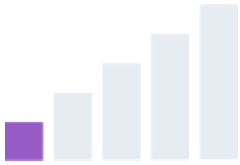
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



VeryLow

31.1 making progress towards English language proficiency

Number of EL Students: 119 Students

Performance Level: 1

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
35.3%	33.6%	0.8%	30.3%

Conclusions based on this data:

1. Overall, English Learner progress toward proficiency is very low.
2. A third of EL's - 35.3% -actually decreased one level on the ELPAC. Another third - 33.6% - maintained their level.
3. Nearly a third of EL's - 30.3% - progressed at least one level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. 2022-2023 data is not uploaded as of 10/22/23.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 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. 2021-2022 data is not uploaded as of 10/22/23. No other data is provided.

School and Student Performance Data

Academic Engagement
Graduation Rate

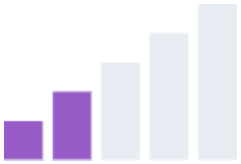
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
71.5% graduated	63.8% graduated	Less than 11 Students
193 Students	105 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Low	Low	No Performance Level
78.8% graduated	70.9% graduated	61.1% graduated
33 Students	182 Students	18 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
2 Students		3 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Low	No Performance Level		No Performance Level
70.8% graduated	Less than 11 Students		76.9% graduated
171 Students	1 Student		13 Students

Conclusions based on this data:

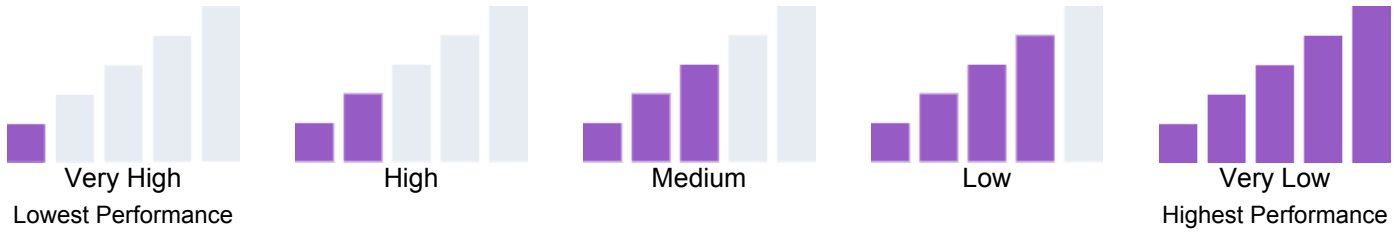
1. Caution must be used when calculating graduation rates for continuation high schools with high mobility rates. By design, continuation schools serve many students over the course of a school year. Students may stay in these schools for short periods of time with the intent of returning to their local comprehensive high schools.
2. LVHS's internal calculation of graduation rate is 92.4% for 2021-2022.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	4	0	0	1

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.

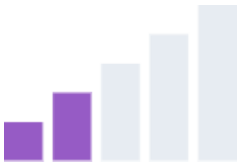
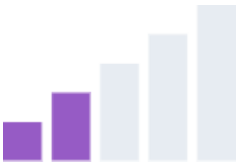
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very High	No Performance Level
9.2% suspended at least one day	10.3% suspended at least one day	Less than 11 Students
638 Students	253 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	High	High
0% suspended at least one day	9.5% suspended at least one day	7.5% suspended at least one day
31 Students	545 Students	67 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
0% suspended at least one day		Less than 11 Students	Less than 11 Students
18 Students		9 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	No Performance Level	No Performance Level	High
9.7% suspended at least one day	16.7% suspended at least one day	Less than 11 Students	8.3% suspended at least one day
557 Students	12 Students	2 Students	36 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills (State Priority 4 and 8).

Goal 1

All LVHS students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills necessary for post-secondary college and career opportunities. (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). This goal also aligns with LVHS WASC goal 1.

Identified Need

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Participation in and Performance on CAASPP	CAASPP Data: 2022-2023 - English Language Arts 212 Tested - 94.6% of Enrolled Students Completed Exam 2.36% Exceeded Standards 15.09% Met Standards 25.47% Nearly Met Standards 57.08% Standards Not Met Math 207 Tested - 92.8% of Enrolled Students Completed Exam 0% Exceeded Standards 0.97% Met Standards 6.28% Nearly Met Standards 92.75% Standards Not Met	LVHS increased the percentage of students meeting or exceeding standards on the ELA CAASPP by 2.5% in 2022-2023. Although the percentage of students scoring in the met and exceeded standards range on the ELA CAASPP improved, the majority of LVHS students - 82.6% - fell into the standard not met /nearly met bands in 2022-2023. The percentage of students meeting or exceeding standards on the Math CAASPP did not change from the 2021-2022 to the 2022-2023 exam. The majority of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022 English Language Arts 240 Tested - 94% of Enrolled Students Completed Exam 2.50% Exceeded Standards 12.50% Met Standards 25.42% Nearly Met Standards 59.58% Standards Not Met Math 240 Tested - 94% of Enrolled Students Completed Exam 0% Exceeded Standards 1.26% Met Standards 7.95% Nearly Met Standards 90.79% Standards Not Met 2020-2021: English Language Arts 155 Tested - 65% of Enrolled Students Completed Exam 2% Exceeded Standards 14% Met Standards 37% Nearly Met Standards 47% Standards Not Met Math 192 Tested - 62% of Enrolled Students Completed Exam 2% Exceeded Standards 0% Met Standards 23% Nearly Met Standards 75% Standards Not Met 2019-2020 Unable to Test Due to Covid19 2018-2019 ELA 199 Tested - 95% of Enrolled Students Completed Exam 1% Standard Exceeded 12% Standard Met 27% Standard Nearly Met 60% Standard Not Met Math	LVHS students - 99% - taking the CAASPP Math exam fell into the standard not met /nearly met bands in both years. LVHS consistently has a solid participation rate on the CAASPP. The participation rate for 2020-2021 reflects poor participation due to hybrid/distance learning.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	193 Tested - 94% of Enrolled Students Completed Exam 0% Standard Exceeded 0% Standard Met 5.2% Standard Nearly Met 94.8% Standard Not Met	
Pupil Participation in and Performance on CAST	CAST Data 2022-2023: 228 Tested - 92% of Enrolled Students Completed Exam 0% Standard Exceeded 20.96% Standard Met 53.94% Standard Nearly Met 15.88% Standard Not Met 2021-2022: 341 Tested - 87% of Enrolled Students Completed Exam 0% Standard Exceeded 1.83% Standard Met 51.60% Standard Nearly Met 46.58% Standard Not Met 2020-2021: Data is suppressed because fewer than 11 students tested. 2019-2020 Unable to Test Due to Covid19 2018-2019 219 Tested - 92% of Enrolled Students Completed Exam 0% Standard Exceeded 2% Standard Met 52% Standard Nearly Met 47% Standard Not Met	LVHS increased the percentage of students meeting or exceeding standards on the Science CAASPP by an amazing 19% in 2022-2023. The percentage of students completing the exam increased 5% in 2022-2023. Science teachers are involved in regular District-led professional development to align their curriculum, instruction, and assessment with the Next Generation Science Standards (NGSS) that align with the CAST. In addition, starting in 2022-2023, LVHS scheduled twenty early-release days so content teachers could collaborate in Professional Learning Communities and focus on data to improve student learning. Science classes have both also transitioned to digital textbooks which better prepare students for the CAASPP online exams.
Fullerton College Counseling 140 Enrollment - Dual Enrollment	Counseling 140 Enrollment 2022-2023 - 24 students 2021-2022 - 18 students 2020-2021 - 20 students 2019-2020 - 40 students 2018-2019 - 30 students	Enrollment in Counseling 140 has increased during 2022-2023. This can be attributed to the on-site and in person classes. Having classes on campus reduces barriers for students and increases accessibility. Additionally, more students have been recruited

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		by increased and improved communication of the benefits of dual enrollment. Students may have also been influenced to enroll as a result of college fairs and newly established partnerships with Fullerton College.
Fullerton College/LSHS College Courses - Blended Enrollment History of Rock and Roll, and Counseling 151	Blended College Course Enrollment 2022-2023 - 41 students 2021-2022 - 16 students 2020-2021 - 13 students 2019-2020 - 16 students 2018-2019 - Not Offered (the course was canceled due to staffing issues at Fullerton College)	Enrollment in History of Rock and Roll, and Counseling 151 has increased significantly during 2022-2023. This can be attributed to the on-site and in person class offering. Additionally, the presence of a music club may have influenced students to take the class. More students may have been recruited by increased and improved communication of the benefits of dual enrollment. Students may have also been influenced to enroll as a result of college fairs and newly established partnerships with Fullerton College.
Community College Extended Opportunity Program & Services (EOPS) and Males Achieving Success (MAS) Conference Field Trips	EOPS 2022-2023 - 0 students 2021-2022 - 0 students 2020 2021 - 0 students 2019-2020 - 36 students 2018-2019 - 11 students MAS 2022-2023 - 11 students 2021 2022 - 0 students 2020 2021 - 0 students 2019-2020 - 31 students	The EOPS have not resumed since the pandemic. MAS field trips resumed in 2022-2023. The MAS Conference is a student equity initiative to help address the achievement gap for Latino students in higher education, featuring empowering workshops from an array of diverse speakers that promote higher education, career exploration, and self-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2018-2019 - 54 students	development and it continues to grow in popularity with LVHS students.
Community College/Careers Event	2022-2023 - Discontinued and moved to the bigger event in the small gym at TRHS 2021 2022 - 23 Vendors, 277 Students 2020 2021 - 9 Vendors, 310 Students 2019-2020 - 28 Vendors, Event scheduled during the school day for the first time to allow all students access 2018-2019 - 40 Vendors, 90 Students	The 2021-2022 College/Careers Day event was held in person at the LVHS campus during the school day on February 15, 2022. All students participated during their Academy class and could revisit the vendors during lunch.
Career Fair	2022-2023 - 47 Vendors, 293 Students 2021-2022 - 34 Vendors, 291 Students	The number of vendors and the number of students increased in 2022-2023. This fair served to expose students to diverse careers of interest and provide them with insight into how to earn a living wage. It also offered students an opportunity to speak with company representatives.
Virtual Post-Secondary College/Career Presentations	2022-2023 - 8 Virtual College Career Presentations 2021-2022 - 8 Virtual College Career Presentations	Individual college/career vendors were scheduled to interact virtually with students on Zoom in their fifth-period Academy classes.
Paid Student Internships in Printing Program	2022-2023 - 0 students due to staffing 2021 2022 - 0 students due to staffing	Students receive an hourly wage for after-school work in the LVHS print shop. Continue to offer paid internships in the LVHS print shop. The goal is to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020 2021 - 0 students due to Covid-19 2019-2020 - 4 students 2018-2019 - 3 students	restore this opportunity in 2023-2024 given we have the staffing.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Host Fullerton College/LVHS Blended College Courses - History of Rock and Roll and Counseling 151/140 Courses
One in fall and one in spring

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

Amount(s)	Source(s)
7500	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Improve performance on CAASPP by increasing focus on instruction, curriculum, and assessment aligned to the common core, through the adoption of digital textbooks, and by assigning more performance task assessments.
Improve enrollment numbers in Fullerton College/LVHS Blended College Courses - Counseling 140, History of Rock and Roll, and Counseling 151 Courses by increasing focus on recruitment strategies.
Continue partnering with Fullerton College and other local community colleges on field trip opportunities - MAS and EOPS - and vendor participation at the Community College/Career Fair.

Start offering paid student internships in Printing Program again.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: All students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards; including English learners, foster youth, students with disabilities, and students from low-income families. (State Priority 1 and 7)

Goal 2

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

This school goal directly relates to Board Priorities A (Preserve Core Programs), E (Common Core Standards), F (Technology Plan), H (At-Risk Students) and District Goal 1 (High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation) and District Goal 4 (Sound management of District resources will be provided). This goal aligns with LVHS WASC goal 2 as well.

Identified Need

Support The Overall Learning Program and Increase Student Opportunities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrollment of Students in Career Technical Education (CTE) courses	Students have the opportunity to enroll in one of three different Career Technical Education (CTE) pathways: Graphic Production Technologies, Art of Video Production or Childcare. A new Graphic Production Technologies teacher was hired in 2022-2023 to help rebuild the program.	Continue to enroll students into the three CTE pathways. Rebuild the LVHS Print Shop and hire students to work in the print shop for an hourly wage.
Access to "a – g" Courses	All core academic classes have received a-g approval.	Although all classes are a-g, the college readiness indicator on the LVHS dashboard will not change because students do not take Algebra 2.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to Honors Classes	Honors English III and English IV and honors U.S. History are offered second and fourth quarter on the LVHS master schedule based on student performance in other English and Social Studies classes.	Continue to offer these honors courses.
Access to Expository Reading and Writing (ERWC) Course Modules	The full Expository Reading and Writing Course (ERWC) cannot be implemented at LVHS due to the quarter system, but one ERWC module is taught in English I, English II and English III, and two ERWC modules are taught in English IV.	Continue to offer ERWC modules in English courses.
Credit Productivity Data - Schoolwide	Productivity as Measured in Average Units Earned Per Month 2022-2023: 10.9 units 2021-2022: 10.4 units 2020-2021: 8.0 units 2019-2020: 10.8 units 2018-2019: 9.0 units	The number of units students earn each month increased during the 2022-2023 school year. This result reflects the staff's willingness to review credit productivity quarterly and use that data to inform their practices. It can also be attributed to the mandatory academic intervention tutoring during 7th and 8th period.
Credit Growth for Special Education Students in 11th Grade at LVHS Compared to Their 10th Grade Year at Comprehensive High School	Credit Growth of Special Education Students at LVHS Compared to Previous Year at Comprehensive High School 2022-2023: 43.32 Units 2021-2022: 44.4 Units 2020-2021: 28 Units 2019-2020: 24.3 Units 2018-2019: 37.5 Units	Credit growth decreased by 1.08 units. This marginal decrease can be attributed to the dynamic needs of our students. The special education team at LVHS provided excellent support to its students during this challenging year.
Intervention: Lunch-Time Tutoring	Lunch-Time Tutoring Participation Data 2022-2023	2022-2023 lunch-time tutoring data shows fewer students participating multiple times per quarter. Those students who did attend, however, increased

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	An average of 11 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 31 times a quarter. 2021-2022 An average of 40 students participated in tutoring for more than one time each quarter. An average of 20 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 7 times a quarter. 2020-2021 (Zoom Participation Due to Pandemic) An average of 11 students participated in tutoring for more than one time each quarter. An average of 3 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 5 times a quarter. 2019-2020 An average of 69 students participated in tutoring for more than one time each quarter. An average of 43 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. 2018-2019	their number of visits to 31 tutoring sessions on average. Final analysis: with more after-school tutoring options fewer students are accessing lunch-time tutoring. Instructional aide support is available to support students in lunchtime tutoring and tutoring options are being expanded. Data for lunch-time tutoring will shift away from participation and focus instead on GPA and credit productivity growth in 2023-2024.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	An average of 62 students participated in tutoring for more than one time each quarter. An average of 40 of those students attended tutoring for 5 times or more each quarter. The average rate of attendance for students who attended more than one time a quarter was 11 times a quarter.	
Intervention: Academic Probation After-School Tutoring	2022-2023 2nd Quarter: Average GPA 1.35, Average Credits Earned 9.85 3rd Quarter: Average GPA 1.62, Average Credits Earned 15.22 4th Quarter: Average GPA 1.90, Average Credits Earned 20.39	Students in the Academic Probation After-School Tutoring experienced a significant increase in both credit productivity and GPA while participating in the program. Students were placed on academic probation if they had earned less than 15 credits in the previous quarter. These students were required to stay one day a week for additional academic support through the Academic Probation After School Tutoring Program. Parents were notified via Aeries communication and letters were mailed home. Students were informed of their probationary status and the requirements to get back into good academic standing by counselors and administration at a meeting held during the school day. In addition, parents and students were sent reminders of the After School requirement each day Academic Probation After School Tutoring was held. Aeries communication reminders were sent to parents and students, and reminder slips were distributed to students in class prior to the end of the school day. Students checked in with one of the paraprofessional tutors

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		and completed a progress log signed off by the paraprofessional each time the student showed up for tutoring. Administration verified students' attendance and forward progress on grades weekly. Parents were notified if their student did not attend and/ or was not progressing. Students were issued Saturday School for non attendance.
Intervention: In-School Independent Study for Partial Units	2022-2023 Total Students = 246 Total Credits = 1,108.5 Average Credit per Student = 6.4 2021-2022 Total Students: 171 Total Credits: 709 Average Credit per Student = 4	Students increased the amount of credit they earned in this intervention by 2.4 units in 2022-2023. 2021-2022 was the first year using IXL Curriculum during in-class independent study to help students missing partial units.
Enrollment in Math Classes after Passing Algebra	Math Enrollment in Classes Above Algebra I: Geometry 2022-2023: 49 Students 2021-2022: 66 Students 2020-2021: 50 Students 2019-2020: 93 Students 2018-2019: 78 Students Math 20 2022-2023: 141 Students 2021-2022: 180 Students 2020-2021: 224 Students 2019-2020: 203 Students 2018-2019: 243 Students	Enrollment decreased for both Geometry and Math 20. This can be attributed to decreased enrollment. This may also be an effect of student placement into more fitting math courses to increase student success.
School-Wide Reading Improvement	Average Reading Improvement from School-Wide Gates McGinitie (2011-2018) and Nelson Denny (starting 2018-	The Nelson Denny protocol has been updated and is no longer reporting scores out as Grade Level Equivalents

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019) Pre/Post Test Measured in Grade Level Equivalents (GLE) 2022-2023: 2% growth in the percentile score 2021-2022: No Growth 2020-2021: Unable to Test Due to Covid-19 2019-2020: Unable to Test Due to Covid-19 2018-2019: 1.9 GLE	(GLE). The new measurement ranks students into percentage categories. The focus is percentile growth in reading comprehension and vocabulary and measuring the average percentile growth. LVHS used the 2021-2022 results to inform testing procedures for 2022-2023 to find more accurate ways to report out the data. This is an area identified by the WASC Visiting Committee as an area of focus in their 2022 report.
READ 180 Data	Average Reading Improvement from Full-Semester Participants in the READ 180 Program Measured in Lexile Growth in the Program's Reading Inventory (RI) Exam 2022-2023: 87 Lexile Points Growth 2021-2022: 67 Lexile Points Growth 2020-2021: 86 Lexile Points Growth 2019-2020: Unable to Test Due to Covid-19 Restrictions 2018-2019: 80 Lexile Points Growth Percent of READ 180 Students Who Reached Their Personal Growth Reading Goal 2022-2023: 55% 2021-2022: 42% 2020-2021: 58% 2019-2020: Unable to Analyze Due to Covid-19 Restrictions 2018-2019: 77% Percent of READ 180 Students Who Increased Their Lexile Score Whether or Not They	Students' average growth of 87 lexiles in a semester is well above the READ 180 expectation of 75-100 lexiles in a YEAR. In addition, 55% of students reaching their annual growth goal in a semester (rather than a year) is phenomenal. Finally, all students in the LVHS READ 180 classes have experienced remediated or plateaued reading growth prior to enrolling in READ 180 so 78% of all students increasing their lexile is transformative.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Reached Their Personal Growth Reading Goal 2022-2023: 78% 2021-2022: 59% 2020-2021: 64% 2019-2020: Unable to Analyze Due to Covid-19 Restrictions 2018-2019: 81%	
MATH 180 Data	MATH 180 Grade Level Equivalency (GLE) Growth 2022-2023: 1.0 GLE Growth Course II (pre-algebra concepts) - 100 lexile points improvement 2021-2022: 2.0 GLE Growth Course II (pre-algebra concepts) - GLS per semester averaging to 2 2020-2021:1.1 GLE Growth Course II (pre-algebra concepts) -111 lexile points improvement 2019-2020: Unable to Analyze Due to Covid-19 Restrictions. However, at semester students showed .9 GLE Growth Course II which projects to 1.8 GLE Growth Course II at end of 2019-2020. 2018-2019: 1.7 GLE	Students continue to show strong math growth in MATH 180, bringing them closer to algebra readiness, especially considering their remediated or plateaued growth prior to enrolling in this math intervention course. This is an area identified by the WASC Visiting Committee as an area of focus in their 2022 report.
ELA and math teachers, as well as teachers in all CORE areas, will develop common assessments and benchmarks and analyze this data in content-specific PLCs to drive instruction, to define students' strengths and areas of focus.	ELA and math teachers have already developed common assessments and benchmarks using the newly adopted Pearsons online curriculum. There are 20 early-release days added to the 2022-2023 (and ongoing) school calendar to support PLC work.	ELA and math teachers, as well as teachers in all CORE areas, will continue to develop common assessments and benchmarks and analyze this data in content-specific PLCs to drive instruction, to define students' strengths and areas of focus. This is an area identified by the WASC Visiting Committee as an area of focus in their 2022 report.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide instructional aides to support special education classes, intervention classes using READ 180 and MATH 180 curriculum, ELD classes, the TAPP child care center and the lunch-time tutoring program.	There are 5 instructional aides on the LVHS staff.	Continue to provide instructional aides to support special education classes, intervention classes using READ 180 and MATH 180 curriculum and lunch-time tutoring program.
Counselors will meet with each student to develop an individual learning plan regarding progress toward graduation including meeting all graduation requirements, reading interventions and math interventions, future goals, and post-high school plans.	Counselors meet with each of their students a minimum of one time per quarter.	Counselors will continue to meet with each student to develop an individual learning plan regarding progress toward graduation including meeting all graduation requirements, reading interventions and math interventions, future goals, and post-high school plans.
IXL Curriculum Licenses	LVHS uses IXL curriculum in Learning Lab to allow students to earn the missing credits from classes they have taken and passed but did not earn full credit.	Continue to use IXL curriculum to support students needing partial credits in classes they have taken and passed.
English and Math Department Summer Hours	English teachers will analyze data and develop material for the school wide writing assessment and the new English Composition class. Math teachers will review assessments and student scores to identify students in need of additional support with basic math skills. In addition, they will analyze, evaluate and modify scope and sequence of algebra.	Multiple measures will be available to measure student writing growth. Cross-curricular literacy instruction will offer students more opportunities to build essential skills. Students will be placed more appropriately in their math classes and offered an opportunity to achieve higher academic success.
School-Wide Writing Improvement		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Learning Lab Students

Strategy/Activity

IXL Curriculum Licenses

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3800	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English and Math Students

Strategy/Activity

Summer Hours for Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Look for opportunities to expand CTE experiences for students at LVHS.
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.
Seek to reinstate the PALS class.

Continue analyzing credit productivity school-wide and for special education students.
Continue offering differentiated APEX curriculum.
Continue to track enrollment in math classes above algebra I
Continue to monitor school-wide reading improvement through Nelson Denny testing - switched from Gates McGinitie in 2018-2019.
Continue to analyze lexile growth in the READ 180 reading intervention program.
Continue to analyze lexile growth in the MATH 180 math intervention program

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: The District engages students and their families as partners to create a climate of support and success.

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

Goal 3

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

This goal directly relates to Board Priorities C (Employee and District Excellence), D (Employee Relations), and F (Technology Plan). This school goal relates to District Goal 4 (Sound management of District resources will be provided). It also aligns with WASC goal 3.

Identified Need

High-Quality Instruction

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	kept by the school secretary. In 2022-2023 the FJUHSD gifted each of its schools with 20 days of early release to focus on professional development. This provides dedicated time for the LVHS departments to fully participate in professional learning communities. In addition, the FJUHSD Educational Services department has created multiple days of subject-specific release days to focus on site and District alignment of curriculum, instruction, and assessment. All 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, Aeries.net training, Aeries Alternative Scheduling, Next Generation Science Standards training, DBQ training, ELD training, ERWC training.	focused on the four CORE values: The 12 Highly Effective Instructional Strategies including EL Strategies Instructional Technology Applications School-Based Mental Health Safety
Google Applications for Education Training and Google	All staff members (teachers, administrators, counselors, instructional aides and office staff) are participating in the fourth wave of technology badging/training through level twenty-one led by the site technology instructional coach. In the first year all staff badged on four levels of Basic Training, GoGuardian, Peardeck, Turnitin, and two levels of EAG Basic Training.	Teachers and other staff will develop mastery and begin using three of the new technology apps: Wordwall, Quizizz, Gimkit, Classroomscreen, Google tips and tricks, How AI can support students, Brain Pop, Google Practice Sets, Gale Resources, Curipod, questionwell, and Share Your Own LVHS will purchase site licenses for the apps that generate strong positive staff

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In the second year four more badges were added: Opportunity - EdPuzzle, GoFormative, Classrmscreen, and Kahoot. iSierra, KWB and H/H - EdPuzzle, GoFormative, Flipgrid, and a personal explorer opportunity ATP - Academic Skills, Communication Skills, Daily Living Skills, Social Skills In the third year the following four badges were added: Opportunity - Quizlet, Pocket Points, Flipgrid, Start.me iSierra, KWB and H/H - Google Docs Tips/Tricks, Start.me, Pocketpoints, Screenrecorder (choice of 2) ATP - Everydayspeech, Birdhouse, LibbyLibrary, Start.me In the fourth year the following four badges were added: Zoom, Google Keep, Google Classroom, Popular Chromebook Tips and Tricks, Kami, Yoteachapp, Screencastify, PDF Candy, Google Jamboard, Google Voice In the fifth year staff earned three badges by choosing from the following: FLOOP, Google Translate, Google News, Cool Ways to Do Slides, Textingstory Chat Maker, Padlet, iorad, Parlay, Mindmup, Google Meet In the sixth year staff earned three more badges choosing from the following: Google Originality Report, Google Classroom Rubric, Google Updates, QR Codes,	responses. In addition, and per the WASC Visiting Committee recommendation, this same data will be used to phase out technology that is deemed to be no longer relevant, impactful, or engaging for students or faculty use, to increase fidelity, engagement, and effectiveness of edtech platforms supporting student engagement and achievement. The site technology instructional coach will continue to support the utilization of technology instructional applications and oversee the school-wide badging process.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Slidesmania, AllSides, Gimkit, Deltamath, ST Math, Revisiting Peardeck, Wordwall, and Share Your Own In 2023-2024 staff will earn thre more badges and can choose from the following: Wordwall, Quizizz, Gimkit, Classroomscreen, Google tips and tricks, How AI can support students, Brain Pop, Google Practice Sets, Gale Resources, Curipod, questionwell, and Share Your Own	
12 Highly Effective Instructional Strategies Training (EAG Consultants) and Instructional Rounds Data	LVHS teachers train on the 12 Highly Effective Instructional Practices and participate in peer-to-peer instructional rounds observations and collected school-wide data on the student learner indicators of curriculum, instruction, assessment, and culture. 2022-2023 Strengths: #1. Climate/Culture - Overall Score 96.5% very supportive / supportive A respectful academic environment that recognizes and promotes each student. LVLS Traditional Classrooms fall 99.9% - spring 93% #2. Curriculum - Overall Score 91.2% very supportive/ supportive A unit/lesson that provides an integrated approach and that supports conceptual redundancy. LVLS Traditional Classrooms fall 93.1% - spring 89.4%	Based on the data collected during Instructional Rounds in 2022-2023, three areas stand out as strengths: Climate/Culture: A respectful academic environment that recognizes and promotes each student. Curriculum: A unit/lesson that provides an integrated approach and that supports conceptual redundancy. Curriculum: A unit/lesson that provides an integrated approach and that supports conceptual redundancy. The three areas of growth are: Assessment: Instruction that is adjusted during the lesson based on current data. Assessment: Instruction is differentiated based on predetermined student needs. Climate/Culture: A collaborative environment that enhances student productivity. Administration uses this data to develop future professional development.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	#3. Curriculum - Overall Score 85.2% very supportive / supportive Access to curriculum materials that match the content and rigor of the objective(s). LVLS Traditional Classrooms fall 84.5% - spring 85.9% Areas of Need: #1. Assessment - Overall Score 15.7% very supportive / supportive Instruction that is adjusted during the lesson based on current data. LVLS Traditional Classrooms fall 17.2% - spring 14.1% #2/#3 Assessment - Overall Score 27.6% Instruction is differentiated based on predetermined student needs. LVLS Traditional Classrooms fall 36.2% - spring 18.9% #2/#3 Climate/Culture - Overall Score 27.6% A collaborative environment that enhances student productivity. LVLS Traditional Classrooms fall 25.8% - spring 29.4% Overall Domains for LVHS 2022-2023 Curriculum 85.8% Supportive/Very Supportive Climate/Culture 63.5% Supportive/Very Supportive Instruction 62.4% Supportive/Very Supportive Assessment 36.5% Supportive/Very Supportive	
Reclassification Rate	Reclassification Rates 2022-2023: 9 students out of 168 - 5.3%	Reclassification numbers are increasing. This can be attributed to having a EL

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022: 1 student out of 181 - .006% 2020-2021: Unable to reclassify due to Covid19 2019-2020: 2 students out of 130 - 1% 2018-2019: 3 students out of 150 - 2%	Family Liaison to support our EL students for the entire year.
English Learner Training	The LVHS EL Liaison provides EL Instructional Strategies training at staff professional development days.	The EL Liaison will support follow up support to teachers who desire additional coaching or push-in support.
Trauma Informed Instruction Training	In 2022-2023 all teachers will complete the first three mastery-level trauma-informed modules: Respond, Don't React Self Regulation and Mindfulness Secondary Scenarios 100% of the LSHS staff were certified in Trauma-Informed Instruction in 2019-2020. The training covered the five following topics: ACEs and Trauma Awareness Dysregulation Don't React, Respond! Just Breathe: Practical Self-Regulation Strategies Scenarios	New staff will be certified in Trauma-Informed Instruction in the future. Teachers who have been with La Vista for more than one year will continue to learn and grow through trauma informed training.
Restorative Practice Training	100% of the LVHS were trained in Restorative Practices by the end of 2019-2020.	New staff will be trained in Restorative Practices in the future.
Participation in District-organized SET (Supporting, Equipping, Teaching) content-specific full-release days and twenty early-release PLC days on campus. In addition, there	A list of release time awarded for professional development is kept by the school secretary.	Continue with this virtuous cycle of professional development.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
are four full-release professional development days throughout the school year. Training on full-release days focuses on LVHS's four core values: the 12 Highly Effective Instructional Strategies, Educational Technology Applications, School-Based Mental Health, and Safety.		
Resident Substitute	1 Resident Substitute teacher hired.	Decrease the instances of inconsistent instruction when a substitute teacher unfamiliar with the school and the school systems covers a class. Increase the student work production by using a substitute teacher that they are familiar with.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

EAG Consultants to Support 12 Highly Effective Instructional Practices

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

Amount(s)	Source(s)
9,000	Title I

Strategy/Activity 2

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

All Students

Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

LVHS will continue to place teachers into positions for which they are highly qualified and will rely on the Small School's Act to qualify teachers only when no other options are available.
LVHS will continue to provide required instructional materials to all students.
LVHS will continue to follow the District and Site Professional Development Plan.
All LVHS teachers will be badged through level twenty-seven of Google Badging by the end of the 2023-2024 school year.
All LVHS teachers will continue to participate in the 12 Highly Effective Instructional Strategies trainings provided by site teacher trainer and EAG consultant. All teachers are trained in the 12 Highly Effective Strategies.
All LVHS teachers will participate in the instructional rounds process to collect school-wide data on instruction, curriculum, assessment, and culture.
The EL/Community Liaison will continue to reclassify students.
LVHS will continue to provide training on English Learner Instructional Strategies.
Teachers will implement Restorative Practices and Trauma-Informed Instruction.
LVHS will continue to support students by providing earbuds when necessary.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: The District engages students and their families as partners to create a climate of support and success.

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

Goal 4

LVHS will continue to provide excellent internal and external communication to all stakeholders with a focus on breaking down language and cultural barriers to families of English Learners through increased personal contact and by building positive relationships 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). This goal also directly relates to WASC Goal #4.

Identified Need

Improve Internal and External Communication

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Institute for Quality Education	LV re-established a partnership with PIQE in 2022-2023. Nine families participated. Curriculum covered self-awareness, social emotional learning, social awareness, understanding social awareness, relationship skills, responsible decision-making, and preparing for college admission requirements.	The number of parents participating in these trainings will increase.
EL/Community Liaison	An EL/Community Liaison was hired to support LVHS (40%) - Fall 2017	Communication with EL families has improved and will continue to improve.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Intervention Liaison	A Student Intervention Liaison was hired to support LVHS/LSHS - Spring 2020	Communication with at-promise families whose students have poor attendance and academic performance will improve. Student performance will improve.
Number of Parents Participating in ELAC, DELAC and SSC	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 continues to improve.	The EL Liaison will continue to build authentic participation in these committees.
Student, Staff, and Community Partner Surveys and Consultation Findings	Survey results are analyzed each year. Recent changes resulting from this analysis include: * Addition of an assistant principal * After-school program for tutoring, sports, e-sports, and clubs * Increased mental health supports	Continue to analyze surveys and consultation findings.
Lion's Roar Weekly Telecast	Video production students produce a weekly newscast. Principal has a regular segment call The Principal's Perspective. All students listen to Lion's Roar during period five on Fridays.	Increase off site student access to Lion's Roar. Increase parent and community partner subscription to Lion's Roar.
Daily Announcements	Principal and ASB members communicate with students and staff on relevant announcements about school activities and lead the recitation of the pledge of allegiance.	Continue with daily announcements.
Weekly Newsletter	Principal sends out a weekly newsletter with a message from the principal, recaps of important events from the	Continue to publish a weekly newsletter.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	week, staff spotlight, reminders of upcoming events, and other relevant information.	
Website/Social Media	Google translation feature available on the school website.	Continue to have Google translation feature available on the school website.
IEPs	Case carriers will meet with each special education student to develop an individual learning plan regarding progress toward graduation, including meeting all graduation requirements, IEP and future goals, and post-high school plans. Provide documents and interpreters in home languages for all IEP meetings.	Continue to provide documents and interpreters in home languages for all IEP meetings.
Back-to-School Night/Open House/School Site Council	Send English and Spanish invitations out for these events. Have EL Liaison or other Spanish-speaking staff reach out to Spanish-speaking households inviting them to these events. Hold student award ceremonies or student participation activities at these events to draw more parent participation.	More Spanish-speaking families will attend Back-to-School Night and Open House.
Aeries Portal and Aeries Communication/Parent Square	All parents receive training on Aeries Portal during orientations, Open House, Back-to-School Night, and ELAC meetings. Aeries Communication sends out messages in parents' home language.	Continue to encourage parents to use the Aeries Portal and staff to use Aeries Communication/Parent Square.
Digital Sign	The digital sign was installed mid-way through 2018-2019 school year.	Work with website/social media coordinator to get more information posted on the sign.
Promotional School Video	Created an informational video and a first-day of school using a professional video company provided by the District.	Illustrate the components of the LVHS model continuation high school for incoming students and parents.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number and Type of Documents Translated into Students' Home Languages	LVHS has translated its Student/Parent Handbook, enrollment documents and all correspondence into Spanish. All special education materials are available in students' home languages. The school website is translatable into the students' home languages through Google Translation.	More EL families will have access to their students' educational process with these translated documents.

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Creating translated documents as needed.
Collect impact data on populations served by EL/Community Liaison.
Collect impact data on populations served by Student Intervention Liaison.
Continue to recruit more stakeholder participation in ELAC, DELAC, SSC, Parent University, and Love and Logic Training
Continue to analyze survey results.
Continue improving school site communication with daily announcements, Lion's Roar, website, social media and digital sign.
Continue communicating with stakeholders through IEPs, Back-to-School Night, Open House, Aeries Portal and Aeries Communication.

Continue providing Chromebooks to all students and hotspots to students with connectivity issues at home.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: The District engages students and their families as partners to create a climate of support and success.

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

Goal 5

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

This school goal directly relates to Board Priorities A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), and H (At-Risk Students). 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). This goal also directly relates to WASC Goal #5.

Identified Need

Additional Support to Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Restorative Practices	Staff fully trained in Restorative Practices and implementing Restorative Circles weekly.	Staff will implement Restorative Practices to build positive, trusting relationships with students and help bring them back to baseline when they are escalated and/or distressed.
Restorative Circles and Academy Classes	Implementation of organization, communication and emotional skills curriculum and Restorative Circles in Academy classes will give students a designated time each day to focus on study skills, get work	Students will receive academic support, and have another adult and student community to help them achieve more in school.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	completed and receive social/emotional supports.	
Trauma Informed Instruction Academy	All staff certified in Trauma-Informed Instruction 2019-2020. In 2022-2023 all teachers will complete the first three mastery-level trauma-informed modules: Respond, Don't React Self Regulation and Mindfulness Secondary Scenarios	A reduction of discipline referrals and suspensions is expected. New staff will be certified in Trauma-Informed Instruction in the future.
Mental Health Services	Tier I Supports * Seneca Behavior Support Specialist on staff * SEL curriculum calendar and push-in presentations created by Mental Health Specialist and Seneca Behavior Specialist and implemented schoolwide * Care Solace connecting students, parents, and staff members to community-based mental health services. Two campus-wide campaigns supporting the student's social emotional wellness. In September 2022 a tabling was provided supporting Suicide Prevention Month, offering students coping strategies, information and resources. In February 2023 a tabling was provided promoting Healthy Relationship. The tabling provided coping strategies, information about healthy relationships, and community based resources. * LSLV Wellspace (called the Zen Den) is a space on campus for all students to access that offers an opportunity for students to regulate their thoughts and emotions in order to return	Students will receive support to help them achieve more in school. Attendance rates will improve.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	back to class. Any and all students can ask permission to go to the Zen Den, engage in various coping activities available in the room, and then return to class. * "You Matter" mental health stickers were placed in all the student bathrooms. These stickers provide information and QR codes to resources to support student mental health, targeting social-emotional themes that result in students going to the restroom for. * Site- Specific mental health presentations- During Staff PD, (time frame) - minute presentations were provided for all staff regarding educator wellness and tools that promote student mental health wellness. * Holiday Resources: School personnel are provided handouts and resources for themselves and their students outlining tools to navigate the holidays. These resources include community agencies offering basic needs, tips to deal with grief and loss, coping strategies for final exams, and ways to promote positive affirmations. * Panorama Survey Tier II Supports * Rotating Therapists from TCC/Leaders in Resiliency, Phoenix House and VCC * Assessments for students that are not attending regularly conducted by Seneca Behavior Specialist * FJUHSD Mental Health Specialist meeting with students and families to link them to community-based mental health services to work	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	in support of addressing dynamics impacting academic goals. * Re-Entry Bags: Students who are returning from a psychiatric hospitalization are provided a re-entry meeting before returning to class. In this meeting, each student is provided a bag full of coping tools, information, and resources that promote self-regulation, strategies for engaging in support, and resources for parents supporting students as they transition back to school Tier III Supports * Congruent Lives for truancy and students needing school re-engagement support * VCC and FJUHSD Mental Health Specialist supporting students with complex school-based mental health impairments. This includes (but not limited to) completing suicide risk screeners, re-entry meetings for students returning from psychiatric hospitalizations, developing safety plans, and providing coping strategies to support stabilization. * All school counselors, school psychologist, and school nurses are trained in the Suicide Risk Screening protocol and procedures to ensure continuity of care for any student needing this level of support. * Seneca and VCC wrap-around services. This agency provides a full-time staff member to conduct onboarding surveys, to develop a monthly SEL curriculum calendar and support teachers with SEL	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	implementation, and to connect students to the supports they need. Seneca will also provide wrap-around services to support LVHS's most at-risk students and target truancy. CareSolace: this agency will help any staff, student, or family connect to a community mental health provider. TCC/Leaders in Resiliency: provides group and individual counseling, tutoring, ABC tutoring and groups, and an alternative to suspension Saturday school program. Leaders in Resiliency will provide students with mental health, social/emotional and behavioral support. Phoenix House: graduate interns in a mental health program who can work with students with lower-level obstacles affecting academic functioning. They will also provide Positive Action Classroom groups (5-6 week group) and a group for students caught with substances or paraphernalia by the drug dogs. Vista Community Clinic (VCC): this is a licensed therapist that can support our students dealing with complex situations affecting academic functioning.	
Home Visits	Administration will visit truant students in their homes to gather information and connect the student back to school. 2022-2023: 37 LVHS Home Visits	Attendance rates will improve after students are engaged at home.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Home Visits (La Vista and La Sierra data combined) 2022-2023: 61 2021-2022: 54 2020-2021: 90 2019-2020: 35 2018-2019: 30	
After-School Program	The after-school program runs three days a week, Tuesday - Thursday, from 2:00pm to 5:30pm. Food and transportation are provided. After-school components include: Tutoring daily eSports daily Competitive sports once a week Club meetings as scheduled by advisors Elective Credits earned: 2022-2023 - 84	Expected outcomes include improved grades, credit productivity, and attendance.
Attendance Rate	Attendance Rate 2022-2023: 90% 2021-2022: 89% 2020-2021: 85% 2019-2020: 94% 2018-2019: 93% Home Visits (La Vista and La Sierra data combined) 2022-2023: 61 2021-2022: 54 2020-2021: 90 2019-2020: 35 2018-2019: 30	The attendance rate at LVHS increased by 1% in 2022-2023. This is attributed to the designated support of the Intervention Liaison teacher on special assignment who monitors attendance weekly.
Drop Out Rates	Drop-out Rate - 2022-2023: 3.0% 2021-2022: Not Available 2020-2021: Not Available 2019-2020: Not Available 2018-2019: Not Available	Caution must be used when calculating or analyzing dropout rates for other schools with high mobility including alternative schools, dropout recovery high schools, or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2017-2018: Not Available 2016-2017: 3.6% 2015-2016: 3.2% 2014-2015: 4.5%	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 2017-2018 through 2021-2022 were not available.
Graduation Rate	Graduation Rate - 2022-2023: 90.1%	The graduation rate decreased slightly in 2022-2023. This is

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022: 92.4% 2020-2021: 83.9% 2019-2020: 81.8% 2018-2019: 88.9% ELD Program Graduation Data - 2022-2023: 21 Graduates 2021-2022: 10 Graduates 2020-2021: 8 Graduates 2019-2020: 8 Graduates 2018-2019: 15 Graduates	due, in part, to the bump in graduates in 2021-2022 due to AB 104. The LVHS ELD Program was established in the second quarter of 2018-2019 to serve ELD students who were not on track to graduate at their home schools. Since then, 41 students from the ELD program have graduated.
Academy	Offer Academy class for all students to support social/emotional needs as well as academic progress.	Continue to offer Academy class for all students to support social/emotional needs as well as academic progress.
Suspension Rates	Suspensions: 2022-2023: 76 2021-2022: 62 2020-2021: 8 2019-2020: 104 2018-2019: 94	The number of suspensions per year has increased in 2022-2023 However, the number of suspensions is down compared to the years pre-Covid (2019-2020). Suspensions are impacted by the legalization of marijuana and student access to marijuana and vape products. In addition, more students are being caught with marijuana since the drug-detecting dog program started and vape detectors were installed in the restrooms. Implementation of school-wide Restorative Practices and the after-school program 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Leaders in Resilience Saturday Schools.
Reduction in Days of Suspension	Leaders in Resiliency will provide group and individual counseling, and alternative to suspension Saturday school program. Leaders in Resiliency will provide students with mental health, social/emotional and behavioral support. 2022-2023 20 Days 14 students participated in the Alternative to Suspension Program throughout the school year 100% did NOT repeat the offense 2021-2022 21 Days 8 students participated in the Alternative to Suspension Program throughout the school year 100% did NOT repeat the offense 2020-2021 Students did not participate in the Reduction to Suspension program in 2020-2021 due to Covid-19 Distance and Hybrid Learning 2019-2020 48 days 27 students participated in the Alternative to Suspension Program throughout the school year 85% did NOT repeat the offense	The Alternative to Suspension Program was established in 2017-2018 to support students by addressing the social/emotional issues behind the poor choices that led to suspension. LSHS will continue to collaborate with the Leaders in Resiliency organization that provides a sixteen-hour curriculum over four Saturdays that covers the following topics: Conflict Resolution Skills Mediation and Restorative Conversations Restorative Activities Recovery Skills Anger Management Skills Language and Communication Skills Emotion and Self-Regulation Skills Cognitive Flexibility Skills Social Thinking Skills Moral Reasoning Skills Parent Education/Conference Academic Recovery

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	***Please note that a majority of referrals stopped in March 2020 due to COVID-19. 2018-2019 81 Days 42 students participated in the Alternative to Suspension Program throughout the school year 86% did NOT repeat the offense (This data is for La Sierra and La Vista High School combined.)	
Expulsion Rates	Expulsions: 2022-2023: 4 2021-2022: 0 2020-2021: 0 2019-2020: 2 2018-2019: 4	Expulsion rates continue to be low at LVHS. LVHS will continue to implement school-wide Restorative Practices, trauma-informed instruction, and the after-school Program to support a decrease in expulsions.
Teenage Pregnant and Parenting Program (TAPP)	TAPP outreach teacher and instructional aides serve the needs of students in the TAPP program as well as their children who are enrolled in the LVHS childcare center. Transportation to school and home is provided for TAPP students and their children.	Pregnant and parenting students will be able to achieve more in school with support provided by the Teenage Pregnant and Parenting Program.
PE Equipment	Purchase new PE equipment and maintain existing equipment.	Continue to purchase new PE equipment and maintain existing equipment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Counselors and Case Managers	Counselors will meet with each student to develop an individual learning plan regarding progress toward graduation including meeting all graduation requirements, reading and math intervention, future goals, and post-high school plans. Case managers will meet with each special education student to develop an individual learning plan regarding progress toward graduation including meeting all graduation requirements, reading and math intervention, future goals, and post-high school plans.	Students will be able to achieve more in school with support provided by counselors. Special education students will be able to achieve more in school with support provided by case managers.
Academic Saturday School	Students not meeting academic deadlines for major assignments will be given the opportunity to still earn full credit by completing the assignment in Academic Saturday School.	Collect data on credits recouped in Academic Saturday School.
Monthly Meetings	Disseminate information via monthly leadership meetings followed by monthly department meetings.	Continue to hold monthly meetings to achieve effective internal communication.
Increase Literacy Option	Increase literacy options in classrooms and library.	This is a critical area of focus identified by the 2022 WASC Visiting Committee. The administration and faculty will work collaboratively with stakeholders to develop and plan a school library with books that include novels addressing the diversity of the student population and are representative of the life experiences of the students. Consideration should also be

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		given to high interest-low ability and authors from historically marginalized student populations that are representative of the student population enrolled at LSHS and LVHS.

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

Continue providing academic and social/emotinal support and weekly Restorative Circles via Academy class

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$24,300.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$24,300.00

Subtotal of additional federal funds included for this school: $24,300.00

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $24,300.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

4 Secondary Students

Name of Members	Role
Sandi Layana	Principal
Al Rabanera	Other School Staff
Kate Gibson	Classroom Teacher
Alma Pulgarin	Other School Staff
Maria Castro	Other School Staff
Joel Medina	Other School Staff
Reagan Stagg	Secondary Student
Madalynn Soliz	Secondary Student
Brandon Ramos	Secondary Student
Widnam Gutierrez	Secondary Student
Ashley Novillo	Parent or Community Member
Nadine Perez	Parent or Community Member
Maria Perez	Parent or Community Member
(non-voting member)	Other School Staff
(non-voting member)	Classroom Teacher
(non-voting member)	Classroom Teacher
(non-voting member)	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 17, 2023.

Attested:

	Principal, Sandi Layana on 11/16/2023
	SSC Chairperson, Maria Castro on 11/16/2023

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

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

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

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

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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