



LA VISTA HIGH SCHOOL PROGRESS REPORT

**909 N. State College Blvd.
Fullerton, CA 92832**

Fullerton Joint Union High School District

February 13, 2020

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Introduction and Basic Student/Community Profile Data

Include the following:

- A brief general description of the school, the schoolwide student goals, the student demographics, and the faculty/staff demographics.
- A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students.
- The status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan.

Note: Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.

School Description

La Vista High School was established in 1966 as Fullerton Joint Union High School District's continuation high school and is an integral part of the District. In 2017, La Vista High School received a six-year term of accreditation from the Western Association of Schools and Colleges. The population is comprised of students at least 16 years of age who are at-risk of not graduating with their class as well as high school aged students participating in the Teenage Pregnant and Parenting Program (TAPP).

The student body represents the District's six comprehensive high schools and an alternative high school from a fifty-square mile area which includes the cities of Buena Park, Fullerton, La Habra, and parts of Brea and Whittier. LVHS serves a predominantly Hispanic population. According to DataQuest, the school's 2018-2019 student population was identified as 85.3% Hispanic, 7.8% White, 4.6% Asian, 1.5% African American, 0.3% Filipino, 0.3% American Indian, and 0.3% Pacific Islander.

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

La Vista High School works with a wide array of local community partners.

- North Orange County Regional Occupational Program
- Fullerton Loves Orange County Kids
- Fullerton Community College
- Fullerton Assistance League
- Alternative Parent Teacher Association (PTSA),
- Adult Education Block Grant
- Fullerton Collaborative
- Parent Institute
- Fullerton Sunrise Rotary Club.

In addition, support for students in the Teenage Pregnant and Parenting Program is provided by representatives from:

- Women, Infants, Children Program
- Fullerton Needlework Guild
- La Habra Resource Center
- Anaheim Resource Center
- Orange County Department of Education Quality Start OC -QRIS program
- Adolescent Family Life Program
- California State University Fullerton Intern Program

Staff Description

Sandi Layana completed her eighth year serving as Principal during the 2018-2019 school year. In 2018-2019, the staff of La Vista High School consisted of 20 classroom teachers, 1 ROP teacher, 2 counselors, 1 guidance technician, 2 assistant principals, 1 principal, 1 school secretary, 1 data technician, 3 senior records clerks, 2 custodians, 1 campus supervisor, 4 instructional aides, 9 child care workers and 3 District-employee food service workers. Support staff includes 1 full-time and 2 part-time psychologists, 1 full-time and 1 part-time speech and language pathologist, a school nurse, a 40% English Language/Community Liaison and 1 computer technician who works on site from the District. La Vista High School also has the support services of a Fullerton Police Department school resource officer, who is shared with one other high school.

School Purpose

La Vista High School is a credit acceleration continuation high school program for students who are behind in credit and at risk of not graduating on time. The students range in age from 16 to 19 years old. In addition, high school age students participating in the Teenage Pregnant and Parenting Program attend La Vista High School. Students are referred to La Vista High School by one of the District's comprehensive high schools, the Orange County Department of Education ACCESS/Horizon, or Otto Fisher

(the school operated in Orange County Juvenile Hall) because of credit deficiencies in required courses or because of pregnancy or parenting status.

The flexibility in class scheduling enables students to work at the pace outlined in their individual learning plans. The goal of La Vista High School is to facilitate the learning of students to recover and/or complete their credits and graduate on time from either the comprehensive school or from La Vista.

Student supports in place to achieve this goal include:

- A small campus culture
- Small class sizes
- Increased access to counselors
- Commitment of staff members to helping students achieve success
- Instructional aide support in reading and math intervention, and special education classes.

Social/emotional support is also embedded in our school culture to improve student outcomes through the use of Restorative Circles and Restorative Practices instituted in 2015 by trained staff and expanding school wide by 2017. Restorative Circles are practiced school wide once a week during fifth period classes. La Vista High School provides all students with an academic program designed to maximize the opportunity for academic success. The individualized instructional program provides core curriculum for all students and is supplemented by elective courses and vocational classes, as well as advanced courses through the Fullerton College Special Admit and Dual Enrollment programs. The staff members regularly review student achievement and modify and improve the instructional program on a continuing basis. Staff members and administrators, with student and community input, work closely together toward the goal of cooperative leadership and data-driven decision making.

Mission Statement

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

Student Learner Outcomes

Academically Competent Learners who:

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

Effective Communicators who:

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

Socially and Emotionally Competent Learners who:

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

Title 1

La Vista High School has been designated as a Title I school since the 2011-2012 school year. Prior years were designated Title I inconsistently starting in 2009-2010. The intent of the Title I funding was to supply resources for programs to provide opportunities for students to achieve grade level proficiency. More recently the funding has been used to supply technology, to support classes, to support paraprofessionals, to hire an English Language/Community Liaison, and to provide a stipend to support the 12 highly effective instructional practices.

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0%	1.36%	0.25%	0	5	1
African American	2.6%	3.25%	1.52%	12	12	6
Asian	1.9%	2.98%	4.56%	9	11	18
Filipino	0.4%	0.81%	0.25%	2	3	1
Hispanic/Latino	83.9%	79.95%	85.32%	392	295	337
Pacific Islander	0.2%	0.54%	0.25%	1	2	1
White	9.2%	9.76%	7.85%	43	36	31
Multiple/No Response	1.7%	0.27%	0%	8	1	0
Total Enrollment				467	369	395

Enrollment by Grade Level

Student Enrollment by Grade Level			
Grade	Number of students		
	16-17	17-18	18-19
Grade 9	0	2	0
Grade 10	3	1	4
Grade 11	208	131	167
Grade 12	256	235	224
Total Enrollment	467	369	395

English Learner (EL) Enrollment

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

Student Population

The 2017-2018 student population totaled 369 students. The following chart exhibits how that population is distributed amongst student groups.

2017-2018 Enrollment for All Students/Student Groups		
Student Group	Total	Percentage
English Learners	78	21.1%
Foster Youth	8	2.2%
Homeless	8	2.2%
Socioeconomically Disadvantaged	311	84.3%
Students with Disabilities	59	16.0%

Attendance

Attendance Rate		
2016-2017	2017-2018	2018-2019
92%	88%	93%

The attendance rate increased by 5% in 2018-2019, which is on par with the school's last five years of attendance rates. The district is currently looking to hire a teacher on special assignment to focus on attendance issues relating to chronic absenteeism.

Suspension and Expulsion Rates

Rate	2016-17	2017-18	2018-19
Suspensions	77	106	94
Expulsions	1	1	4

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. Over the time span of the two years the program has been implemented, of the median 45 students who participated, 85% did not repeat the offense.

La Vista High School 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

Expulsions did increase during the 2018-2019 school year. School wide implementation of Restorative Practices should support a decrease in expulsions.

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

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

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

Mathematics (All Students)

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

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

ELPAC Results

ELPAC Summative Assessment Data: Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		# of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	0	0	0	0	0	0	0	0
Grade 10	1499.3	*	1491.0	*	1507.1	*	12	9
Grade 11	1516.7	1529.4	1512.6	1512.1	1520.4	1546.4	50	59
Grade 12	1503.5	1516.5	1494.6	1510.4	1512.1	1522.0	35	56
All Grades							98	124

*Number withheld in Dataquest since less than 10 students tested for student privacy concerns.

Overall Language: Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 11	0	3.39%	36.0%	35.59%	34.0%	40.68%	0%	20.34%	50	59
Grade 12	0	10.71%	0%	28.57%	0%	25.0%	40.0%	35.71%	35	56
All Grades	11.22%	6.45%	31.63%	32.26%	26.53%	35.71%	30.61%	29.84%	98	124

Special Education Credit Production

LVHS Special Education Credit Production				
School Year	Avg Credits Earned by all Sped Students at LVHS for 4 quarters	Avg Credits Earned by 11th grade Sped Students at LVHS for 4 quarters	Avg Credits Earned in their 10th grade year	Credit Growth for 11th graders at LVHS
2014-15	76.6	82.3	26	56.3
2015-16	72.4	69.0	23.6	45.4
2016-17	93.7	91.9	18.4	73.5
2017-18	76.4	85.8	28.8	57
2018-19	70.4	71.1	33.6	37.5

*Data is based on students' 10th grade year at the comprehensive high school and 11th grade students who were enrolled in four quarters of their junior year.

Credit Productivity Data (Earned per Month)

Average Units Earned Per Month	
2016-2017	9.1
2017-2018	9.4
2018-2019	9.0

The number of units earned between 2017-2018 to 2018-2019 has declined by 0.4 units. Monthly student productivity has decreased in relative correlation to the increase in curriculum, instruction and assessment at La Vista High School over the years. However, increasing productivity is a schoolwide goal and area of focus.

School-Wide Reading Improvement

Average Reading Improvement Measured in Grade Level Equivalent (GLE)		
2016-2017	2017-2018	2018-2019
1.4 GLE	.9 GLE	1.9 GLE

Average reading improvement from school-wide Gates MacGinitie (2011-2018) and Nelson Denny (2018-19) pre/post test measured in Grade Level Equivalents (GLE). The Nelson Denny exam, which was implemented in 2018-19, may skew lower than the Gate MacGinitie exam.

La Vista High School's reading growth of an average of 1 years improvement is notable for at-risk students.

Read 180 Data

Average Reading Improvement in Read 180 Measured in Lexiles		
2016-2017	2017-2018	2018-2019
64 lexile points	63 lexile points	80 lexile points

Students' average growth of 69 lexiles in a semester is well above the READ 180 expectation of 50 lexiles in a year.

Math 180 Data

Average Improvement in Math 180 (Course 2)	
	Grade Level Equivalent
2018-2019	1.7 GLE
2017-2018	2.0 GLE
2016-2017	1.0 GLE

*Students continue to show strong growth in MATH 180 especially considering their remediated or plateaued growth prior to enrolling in this math intervention course.

*Math 180 is used in the three course offerings for remediation in numeracy skills.

Graduation Rate

Graduation Rate		
	Total Enrollment	ELD Program (% of Graduation Class)
2018-2019	N/A	19% (15 students)
2017-2018	58.2%	N/A
2016-2017	61.6%	N/A

*The ELD program was established in the second quarter of 2017-2018 to serve ELD students who were not on track to graduate at their home schools.

*2018-2019 data is not yet available on Data Quest.

Instructional Rounds Data

Peer to Peer Observations	Fall 2018				Spring 2019			
	Less Supportive	Supportive	Very Supportive	Not observed	Less Supportive	Supportive	Very Supportive	Not observed
Curriculum								
Measurable achievable objective	50%	16.7%	0%	33%	22.50%	47.50%	22.50%	7.50%
Integrated approach/conceptual redundancy	8.3%	79.2%	12.5%	0%	7.50%	50%	35%	7.50%
Materials that match rigor/content	12.5%	62.5%	16.7%	8.3%	0%	43.60%	46.20%	10.30%
Instruction								
Structured communication	16.7%	29.2%	16.7%	37.5%	5%	37.50%	15%	42.50%
Engaging, effective instruction	20.8%	45.8%	25%	8.3%	7.70%	56.40%	28.20%	7.70%
Efficient use of instructional time	4.1%	54.2%	29.2%	12.5%	7.50%	65%	25%	2.50%
Assessment								
Monitoring current understanding/feedback	20.8%	20.8%	50%	8.3%	0%	37.50%	20%	42.50%
Adjustments based on current data	0%	16.7%	50%	33.3%	0%	25%	12.50%	62.50%
Predetermined differentiation	0%	29.2%	37.5%	33.3%	0%	10%	32.50%	57.50%
Climate/Culture								
Respectful/promotes each student	20.8%	25%	50%	4.2%	7.50%	50%	42.50%	0%
Cooperative/encourages risk-taking	16.7%	37.5%	25%	20.8%	7.50%	42.50%	35%	15%
Collaborative/enhances productivity	13%	39.1%	47.8%	0%	7.50%	67.50%	22.50%	2.50%

Peer to Peer Observations	Fall 2019				Spring 2020			
	Less Supportive	Supportive	Very Supportive	Not observed	Less Supportive	Supportive	Very Supportive	Not observed
Curriculum								
Measurable achievable objective	11%	28.8%	47.5%	12.7%				
Integrated approach/conceptual redundancy	2.5%	44.9%	50%	2.5%				
Materials that match rigor/content	10.2%	31.4%	58.5%	0%				
Instruction								
Structured communication	8.8%	16.6%	11%	63.6%				
Engaging, effective instruction	3.4%	49.2%	37.3%	10.2%				
Efficient use of instructional time	1.7%	55.9%	39%	3.4%				
Assessment								
Monitoring current understanding/feedback	10.3%	38.5%	34.2%	17.1%				
Adjustments based on current data	5.9%	37.3%	21.2%	35.6%				
Predetermined differentiation	2.5%	26.3%	19.5%	51.7%				
Climate/Culture								
Respectful/promotes each student	0%	57.6%	42.4%	0%				
Cooperative/encourages risk-taking	1.7%	50%	36.4%	11.9%				
Collaborative/enhances productivity	8.5%	44.1%	33.1%	14.4%				

In the fall of 2018, a collaboration between La Sierra High School and La Vista High School teachers refined participation in peer-to-peer instructional round observations to collect school-wide data on the student learner indicators of curriculum, instruction, assessment and culture. In each of the last three years, our focus and professional development opportunities have been driven by data collected during instructional rounds. The data represented in the chart is inclusive of both schools. Starting in the spring of 2019 all data represents the traditional classroom data of both schools.

Comprehensive Support and Improvement (CSI)

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

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

La Vista High School was identified for low performance on the CAASPP tests in English language arts and math (red indicators on the California School Dashboard). Therefore, the District received additional grant funds to support improvement plans to close the achievement gap at La Vista High School. The District qualifies for grant funds in the amount of approximately \$332,000 to support improvement plans. 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 at La Vista High School. The District applied for the grant funds citing the improvement efforts already in place at La Vista High School.

Specific to La Vista High School, the District is using nearly half the aforementioned grant monies to fund a Teacher on Special Assignment to improve student attendance which will improve CAASPP outcomes in ELA and math.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

In the three years since our full WASC visit, La Vista High School has continued to refine the significant changes which were reported as well as adopt new ideas that add to the school culture and climate. All changes have been made with the intent of improving the impact on student achievement.

Testing

Testing of the California Assessment of Student Performance and Progress (CAASPP) and Smarter Balanced Assessment Consortium (SBAC) have continued with minor schedule adjustments made with the intent to optimize the testing environment for our population. With the implementation of the Academy class (described in chapter 2), students have an established relationship with one teacher throughout the year. It was decided that the Academy classroom/teacher would be the most comfortable testing environment for students. In addition, the 1:1 student chromebooks allows for flexibility in testing location. A few weeks prior to the start of testing, Academy teachers administer the practice tests in order to familiarize students with the secured browser, login process, and state student ID. The daily schedule is modified for CAASPP testing. Students start their day in the Academy class for testing during first/second period block and attend their remaining classes after break. This block scheduling allows all classes to continue seamlessly throughout the testing cycle.

Technology

Google applications have continued to enhance our learning and professional collaborative experience. The intent of the badging program is to have all staff, certificated and classified, trained and able to use a variety of software/applications to meet the needs of our school. Our site technology instructional coach and numerous other staff members have been included in the CUE (formerly Computer Using Educators) conferences to aid in this transition of implementing educational applications within our classrooms. Significant professional development time and resources have been allotted to this process.

Students have transitioned well to the use of:

- Google Classroom to view and submit work to teachers
- AERIES student information system to track their grade progress and attendance
 - Done in Academy classes

- Access quarterly schedules online
- Use of their student email to communicate with counselors and teachers.

English Language Development

The English Language Development (ELD) program was implemented in October 2017. The English Language Development program was piloted at La Vista High School with the goal to give students who are behind credits (due primarily to a language proficiency barrier) the opportunity to graduate with a high school diploma.

A-G Courses

La Vista High School had all core classes approved for A-G status with the exception of Government. The application for Government A-G approval is in progress and expected to be approved during the spring of 2020.

Academy

La Vista High School added an Academy class to the master schedule. Students are enrolled in the Academy class for the entire years to provide continuity (or consistency) for the student because of our school is on a quarter system where students switch classes every 9/10 weeks. Teachers are able to observe and monitor student attendance, work production, and the social and emotional state of students. The class is organized by grade level and consists of either eleventh or twelfth grade students. Each grade level has its own curriculum. The eleventh grade curriculum focuses on emotional intelligence and social emotional awareness/skills. The twelfth grade curriculum has a focus on college readiness and career planning.

All Academy courses utilize restorative practices all year long, including weekly circles to develop community and to manage conflict and tensions by repairing harm and building relationships. All certificated staff are trained in Restorative Practices and are committed to implementing these strategies. Classified staff members are in the process of being trained in Restorative Practices.

The Academy class is used for daily announcements, the Pledge of Allegiance, counseling announcements, transcript reviews, support on assignments from other classes, individual student organization, testing and time management. Once a quarter, clubs host a meeting for students during Academy to sample a club they may want to become involved. The last week of the quarter the leadership class hosts an Academy Cup where classes compete in different competitions throughout the year to earn points. The Academy class with the most points wins prizes and the famed cup to place in their room.

Apex Learning Support

The three core content area teachers facilitate online learning modules through the Apex Learning Program. Students are placed within the digital content in either English, Math or Social Science to obtain instruction and support in these content areas as they work on individualized units. This class is offered during fifth period Academy so students can easily move from one content teacher to the next as needed for support in the respective content. In addition to subject content access and support, students participate in emotional-social support programs like restorative practices, including weekly circles. Students engage in some of the same activities as the Academy class but with a much larger emphasis on content area credit recovery.

Career and Technical Education

The Career Technical Education Pathways (CTE) at La Vista High School have continued to grow. Our CTE graphic production and child development courses have articulation agreements with Fullerton College for 2019-2020. The articulation agreement with child development is on hold for 2020-2021. Fullerton College Development Department faculty is reviewing the requirements and processes students complete to determine if the articulation agreement can continue with all child development programs holding agreements in 2019-2020.

Graphic Production

Graphic Production Technology is designed to provide students with an in depth understanding of manufacturing processes and systems common to careers in graphic arts and printing technology. Both introductory and advanced courses are offered. All phases of the printing industry are covered in the course resulting in a computer industry certificate at course completion. Numerous field trips have been arranged in the field of graphic production providing students real life exposure to the possibilities of a future in printing. Students have also entered competitions with the work they have created and won several awards.

Child Development

La Vista High School has added a Child Development Pathway in conjunction with Fullerton College. Students study child growth and development, safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, and developmentally appropriate practices and curriculum activities. Students apply this knowledge in a variety of early childhood programs, such as child development laboratories, public and private infant-toddler programs and preschools, home daycare settings, and recreational facilities. Students completing the program are one course away from applying for the Child Development Assistant Permit. Through

articulation with Fullerton college, students that complete the Child Development-Teacher Assistant class at La Vista High School during the 2018-19 school year and 2019-2020 school year with a grade of B or better and complete 6 units at Fullerton College have the ability to obtain 3 units for the Child Development-Teacher Assistant course through the CTE Articulation Certification process. Currently two teachers are providing the content and oversight for the Child Development Pathway.

Video Production

Our final pathway is Video Production. La Vista High School currently offers two hands-on Video Production courses. The first is a beginning class entitled The Art of Video Production. Over the course of 10 weeks students are introduced to the concepts behind the art of digital filmmaking and television production. These skills include; writing, videography, sound recording, lighting, editing, and the general skills needed to become an entry level filmmaker or production team member. Students utilize a variety of equipment and multiple types of cameras to create their projects. The second course is our advanced course in digital media production entitled simply Video Production. The class requires enrolled students to have previously taken at least one other video production class or have advanced knowledge of some aspects of the digital production/post production space. This class primarily revolves around television production, specifically the on-campus news and information show “Lions Roar”. The weekly show is produced by the students for the students, airing every Friday throughout the school year. A generous grant will soon allow Lions Roar to be streamed live via Youtube to students and faculty. Both of these classes provide the students the opportunity to take their skills into the workforce and seek employment in an area of the industry that they enjoy. All classes are taught as a partnership with North Orange County ROP.

Two years ago, La Vista High School eliminated the Forensic Science ROP course.

Associated Student Body

Our leadership class (ASB) has incorporated qualified tenth graders (selected by administration based on behavior, work ethic, and leadership potential) into the program to help develop their skills to plan events, lead others, and deal with negotiations/conflict. Although the goal of La Sierra’s Opportunity program is to help students regain lost credits and return to their homeschools, students who transition to attend La Vista High School are able to be a part of the leadership program for 3-4 years. This allows students to take advantage of mentorship opportunities in which they teach the incoming leadership students skills to lead campus wide activities. Additionally, our leadership advisor has applied for and received Phelps’ Grant Funds totaling \$80,595 to send leadership students to the California Association of Directors of Activities (CADA) camp and fund other leadership activities and needs. Between the

course and supportive funding students gain confidence in their ability to develop leadership skills that are functional in and out of the school setting.

**Phelps Grant by Year*

-2017 \$30,219

-2019 \$50,376

Mathematics

The district has adopted a new math curriculum Pearson Math Curriculum. Several of the previous school goals have been eliminated due to the math department's need to develop curriculum during the piloting phase of new text adoption.

Four year ago, La Vista High School started using the Math 180 program. The goal of this program is to increase students' algebra readiness and break the plateaued growth students come to La Vista High School with.

Science

Science completely adopted the Common Core and NGSS-aligned Curriculum. In order to incorporate engineering practices and cross-cutting concepts to the curriculum, the department conducted an annual Science Fair, Science/Math Quiz Bee, and Science Symposiums. The department also conducted an annual S.T.E.A.M. Exhibits in collaboration with other classes and departments which started In 2018, there were 8 classes/departments who participated in the event as compared to the 3 participants from the previous year. These include Math, Math 180 (La Sierra High School Opportunity), Arts, Video Production, Graphic Arts & Design, Biology and ELD 3. The Science department also involved the ENDEAVOR and Adult-transition programs from La Sierra High School to participate in the science engineering, S.T.E.A.M. exhibits and other project-based activities in the event.

Science club sponsored science interactives during the Science Fair and STEAM exhibit. Also, the club conducted a monthly event/activity such as breast cancer, diabetes, campus beautification, drug and alcohol awareness campaign. The science club also raises funds for the scholarship. At the end of each semester, the club recognizes the members' active participation during its recognition day.

Staffing Changes

A senior records clerk, guidance technician, campus supervisor, two childcare teachers, and the retired. All positions were filled by highly qualified staff.

The Physical Education teacher retired. This position was filled by a tenured teacher from within the district. He is highly qualified for the position.

Counselors are also now serving both La Vista High School and La Sierra High School. La Vista High School counselors continue to serve students that have transferred to La Sierra. They do not service the Opportunity or other alternative programs.

Our school psychologist was moved to a comprehensive campus. Her replacement came to us from one of our comprehensive campuses and she created a smooth transition for the students and staff. She is able to service both the general education and special education population.

Our custodial staff has had some staff movement, resulting in one full-time day janitor and two at night. An additional member of the janitorial staff has been assigned to be the landscape custodian.

Staffing Additions

A teacher on special assignment/English Language Family Liaison has been added to the La Vista High School family. This position has helped support our EL population and all staff through professional development and 1:1 support with students and staff. An additional responsibility of the Liaison is to reach out to our Spanish speaking parents through our Parent Institute for Quality Education (PIQE) to facilitate a stronger relationship between school and home. The EL Family Liaison has also helped develop and implement curriculum for a Parent Institute that included year-long courses available for free for all parents and families. Courses include the 10 Educational Steps that educate parents on the US educational system and expectations for students; in addition, we have collaborated and partnered with North Orange Continuing Education for Love and Logic courses that cover parenting and positive relationship-building skills. Our EL Family Liaison has also helped assist administrators with the identification and support for McKinney-Vento and foster youth groups by meeting with them on a quarterly basis and serving as a liaison to communicate their needs and supports between school site, district and family.

In addition, a new TOSA of Student Intervention will be added in January 2020. The TOSA will monitor student attendance and provide interventions for at-risk students in the alternative high school setting. The position will also support administration with non-suspension related student discipline, coordination of student intervention team meetings, student supervision, and other duties as assigned. The position is being funded using CSI monies.

Parent Teacher Student Association

During the 2017-2018 school year LVHS was approached to start a Parent Teacher Student Association (PTSA). LVHS is going into the second year of PTSA membership at LVHS. The PTSA has been instrumental in helping with activities, providing breakfast during teacher appreciation week, and scholarships. Each year has seen an increased level of support by the PTSA as it continues to grow.

Clubs

The presence of clubs on campus has flourished in the last several years. A majority of our staff are involved in club leadership. LVHS started with just the science club. Several years ago expanded into more than seven options to peak student interest. Currently the following clubs have been the core of offerings available to students:

- Science Club
- Gay Straight Alliance
- National Alliance on Mental Illness (NAMI)
- Sports Club
- Chess Club
- Art Club
- Anime Club
- Nap Club
- Black Student Union
- Girls Club
- Cultivating Future Leaders
- Christian Club
- E-Sports.

III: Process for the Development of the Progress Report

- Describe the process to prepare this progress report. Include to what extent stakeholders were involved in the preparation of the report.
- Describe the process to present the progress report to the governing board.

After the 2016-2017 full visit, La Vista High School began reviewing and planning a course of action on the critical areas for follow up. Beginning the 2017-2018 school year, the entire staff reviewed the visiting committee's findings and began to work out a timetable and plan of action to address the recommendations.

The action plan has been developed amongst all La Vista High School staff with strong support of our site and district administration. The School Plan for Student Achievement has annually focused on our next steps to attain the vision of our action plan. Twice a year, school site professional development days have allotted time dedicated to the current status of our WASC process, data, and next steps. The La Vista High School leadership team (lead teachers, counselors, EL Community Liaison, ASB teacher, and administration) meets monthly to address the progress of our action plan.

Lead teachers then take the information and discussions back to their respective departments/professional learning communities (PLC). In addition to having time to discuss curriculum and other department needs in the PLC meetings, lead teachers share the information from the leadership meeting for departmental input and clarification questions. All input from department meetings is shared with administration.

School-wide staff development has occurred at the beginning of each school year as well as an additional full professional development day in the fall and spring semesters. Revision and evaluation of the Action Plan has been a part of the agenda each time. To prepare the progress report, all staff were given copies of the Action Plan and asked to review and note progress. Starting in the fall of 2018 during monthly meetings, program groups read through the Action Plan and gave feedback on goals met and those still in progress. In the spring of 2018, data was compiled and information gathered to complete a rough copy of the progress report. Once completed in the fall of 2019, all staff members received a copy to read and make comments. Additions and deletions were made according to the feedback given by staff.

After review by stakeholders, the document was presented to the Fullerton Joint Union High School Board for approval.

IV: Critical Areas for Follow-up Progress

- List the critical areas for follow-up and reference the schoolwide action plan sections where each critical area for follow-up has been addressed. If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue.

Note: The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report.

- Comment on the progress made to date for each critical area for follow-up and cite evidence and examples of the impact on student learning.

Schoolwide Critical Areas for Follow-Up

During the 2016-2017 school year LVHS was visited by WASC for a full review of the self-study. The visiting committee recognized the following areas as areas of strength and follow-up:

1. Supplemental support is needed to meet the social, emotional, and behavioral needs of all students.

- *In our action plan, goal #3.6 states, develop a flowchart of short-term and long-term interventions available to students experiencing social/emotional issues.*
 - An intervention flow chart was completed by administration.
 - La Vista High School has embraced this goal beyond the original intent of the action plan in three significant ways:
 - Firstly, the entire La Vista High School staff has been trained in restorative practices. This is heavily incorporated into our Academy course with weekly restorative circles and mediation of conflicts using restorative questions to guide conversations. Administration has also used restorative justice when dealing with discipline issues.
 - Secondly, the entire La Vista High School staff is currently working on trauma informed training to assist in communicating with our at-risk and traumatized youth. La Vista High School is using five online professional development training modules provided through Educational Impact. All staff are provided the option of release time or professional development days to work towards completion of the program. The completion date for training is by the end of the 2019-2020 school year.
 - Thirdly, as of 2018 parents are provided the opportunity to enroll and train in Parent University classes where courses in Love and Logic are offered.

- Staff has the option of participating in the district training in Love and Logic for several years.

2. Continue the implementation of the CCSS aligned interdisciplinary units and lessons to improve literacy, writing skills and numeracy of all students.

- *In our action plan, goal # 1.6, begin conversations with other departments to integrate mathematics into the curriculum and # 2.3, all members using department writing rubric that share common literacy language address interdisciplinary units to improve literacy, writing, and numeracy.*
 - The science department integrated math into the annual STEAM decathlon to showcase students math skills.
 - Economics has pursued integrating math skills into the curriculum, but to date this has not occurred.
 - All departments have adopted the writing language used by the English department, such as “claim”, “argument”, and “counter argument”.
 - Social Science has adapted the English rubric to social science writing. Additionally, the writing process in the English department has been replicated in social science. This makes the writing steps more familiar to students.
 - Geophysical Science adopted the language within the English curriculum for science writing assignments.
 - Research and development of laboratory report writing, oral presentation and project based rubrics in biology.

3. Expand the integration of new and emerging technologies into instruction to meet the diverse needs of students so that LVHS students graduate college and career ready.

- *In our action plan, goal #1.5, 2.5, 2.5 and 3.8 address technology in classrooms. This recommendation has been implemented through a commitment to training teachers in the use and function of applications relating to enhancing the student experience in the classroom.*
 - La Vista High School implemented a badging program during the 2017-2018 school year. The intent of the badging program is to have all staff, certificated and classified, trained and able to use a variety of software/applications to meet the needs of our school. The 2017-2018 school year focused on google applications to get teachers/staff trained and able to effectively utilize chromebooks with supportive management technologies such as GoGuardian, Turnitin, and Pear Deck. Elevated Achievement Group trainings were also incorporated into our 2017/18 badging goals in an endeavor to introduce applicable educational

technologies in curriculum, instruction, assessment, and climate to enhance student learning. This has aided in the collaborative efforts of students and staff. The 2018-2019 school wide technology goals featured different pathways to badge for certificated and classified staff. La Vista High School teachers incorporated GoFormative, Peardeck, Kahoot, and ClassroomScreen to engage students beyond Google Classroom. The 2019-2020 school year continues to introduce concentrated educational technologies dedicated to La Vista High School teachers, office personnel, and paraprofessional staff. Teachers are focusing on classroom management tools and video/vocabulary options for students, such as Quizlet, Pocket Points, Flipgrid, and Start.me. Office and paraprofessional staff continue enhancing their utilization of G Suite applications with deeper exploration of Docs, Gmail, and Google Calendar.

- Starting in the 2018-2019 school year, La Vista High School added a site technology instructional coach. The coach supports individual teachers, does department trainings, designs and sees over the badging program, communicates with company representatives, manages the school technology website to provide additional resources, and offers technology support as needed.
- The La Vista High School Career and Technical Education programs have increased the capacity of their technology by adding advanced course offerings with more sophisticated software training and machinery to help students attain first hand experience in the respective programs.
- The English department is helping students create digital portfolios to compile their writing samples in one location.
- Math has implemented the use of the Math 180 program, graphing applications such as Desmos, and Pear Deck.

4. The school needs to continue to align course curriculum, instruction and assessments with the CCSS, NGSS, CTE, and to build math numeracy with a deeper focus on the integration of critical thinking and problem solving skills.

- *In our action plan, goals # 1 and 2, which overall is to improve numeracy, literacy, and writing skills.*
 - The use of the 12 highly effective strategies in concert with Elevated Achievement Group (the outside agency FJUHS has contracted with to engage staff with the 12 practices) have allowed teachers and administrators to reflect on classroom practices and develop practices that are the most dynamic for student learning.
 - Certificated staff have aligned curriculum, both new and continuing, with the CCSS, NGSS, and CTE standards.

5. Increase and identify creative ways to facilitate more parent/guardian involvement at LVHS.

- *In our action plan goal #3.5, increase parent participation in, and access to student work, grades, credits, behaviors and achievements. In addition to the standard activities such as ELAC, DLAC, and SSC La Vista High School has implemented the following additions/changes.*
 - In the 2018-2019 school year, La Vista High School formed a Parent Teacher Student Association (PTSA). PTSA has been able to provide scholarships and support student activities over the last year and a half. Meetings take place monthly before the leadership meeting or at lunch.
 - Parents are encouraged to create a parent portal account on AERIES to monitor their child's attendance, grades/credits and make contact with teachers. During Open House and Back to School Night counselors are centrally located with chromebooks so they may assist parents in their AERIES account.
 - In 2018-2019 senior awards were separated from senior breakfast to create an inclusive family centered event to honor award winners. Families are invited to attend a dinner celebration with their student. An awards ceremony follows dinner with administration, counselors, and community stakeholders presenting awards and scholarships.
 - The EL TOSA/Community Liaison is very involved with parents by contacting and setting up meetings as needed. He reaches our parent and student population to help facilitate resources in the school and community. The TOSA helps support administrators and staff onsite by interpreting and facilitating meetings with Spanish-speaking parents; this has greatly benefited our campus by building a bridge of communication between families and staff at La Vista. In addition, as a former classroom teacher, the EL TOSA/Community Liaison helps support instruction through push-in, pull-out and co-teaching with several staff members on campus. The EL TOSA has also developed professional development during the last three years since joining the school. Professional Development has strategically focused on 12 Highly Effective Strategies that target EL instruction and strategies that promote EL student excellence and mastery with content.
 - The La Vista High School's "Lion's Roar" news segment is published to the school website every week. Parents access to the weekly news report provides updates to our school activities, our principal's perspective, and a preview of what is coming up in the near future. It also gives the parents insight into our school culture and climate.
 - The newly installed (2018-2019) digital school sign shares important dates and activities with parents as they drop-off and pick-up students from school.

V: Updated Schoolwide Action Plan

- Comment on the refinements made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.
- Comment on the integration of plans into one single schoolwide action plan.
- Include a copy of the school's latest updated schoolwide action plan.

Action Plan Refinements

Area of Improvement #1:

To improve student's exposure to and performance on numeracy skills across the curriculum.

1.1 Placement testing for all incoming students

- The placement test was never implemented. It was determined that students needed to be placed in courses based on their credit deficiency. Much of the decision was placed on the amount of time it would take to remediate students from low placement scores to the Algebra 1 graduation requirement. Not all students have enough time before graduation to complete remediation courses.

1.2 Place students in appropriate math course based on placement test

- The placement test was never implemented. It was determined that students needed to be placed in courses based on their credit deficiency. Much of the decision was placed on the amount of time it would take to remediate students from low placement scores to the Algebra 1 graduation requirement. Not all students have enough time before graduation to complete remediation courses.
- Math courses will not be developed/redefined to match student placement scores since the placement test has been eliminated.
- There are three math remediation classes embedded into the master schedule for students who need extra support to pass algebra or complete their math requirements; Algebra Foundations 1A/1B (Fall), Algebra Foundations 2A/2B (Spring), and Introduction to Algebra Skills and Concepts.

1.3 Math teachers align Apex with course curriculum

- This goal has been completed.
- The La Vista High School Mathematics department work with the Apex/Learning lab teacher to align the Apex mathematics with La Vista's traditional math courses.

- The Apex program will not be utilized to fulfill the Algebra requirement for graduation based on placement testing, as the test has been eliminated.

1.4 Implement growth mindset lessons

- Growth mindset has been a districtwide directive La Vista High School incorporated into our culture through the Academy curriculum. Units are designed for both 11th and 12th grade Academy courses.
- Teachers throughout campus have growth mindset incorporated into all classes through student/teacher dialogue, visual aides and presentation of assignments.
- Common growth mindset language has been achieved through shared lessons in the Academy courses.

1.5 Investigate and implement technology to improve numeracy

- When La Vista High School added a site technology instructional coach position, the investigative duties were shifted from math department to the technology instructional coach. La Vista High School's technology instructional coach was able to assist the math department by introducing mathematical applications such as Desmos, an advanced graphing calculator app for computers or mobile devices.
- Additionally, the staff badging system ensures that all teachers are introduced to a variety of applications that could be applied to all content areas.
- This goal is part of the ongoing culture of La Vista High School.

1.5 A Observe math teachers using technology at other school sites

- Buena Park High School staff present a CUE-esque conference for teachers district wide. Buena Park was the first school to venture into 1:1 devices in the district. They opened their doors and shared their expertise in a bountiful amount of applications in content areas. This occurred over a one week period of time for two consecutive years.
- District wide teachers have been given the opportunity to attend inservice trainings.
- Instructional rounds allow staff to observe their peers within our own campus.
- Release time was provided for the math department to share best practices with technology.

1.5 B Send math department to CUE conference, CMC, NCTM

- Both the CUE and CMC conferences have been attended by members of the math department.
- The math department has not attended the NCTM.

1.6 Begin conversation with each department to integrate math curriculum

- 2017-2018 Integrate Science
 - Modified steam symposium annually during the month of December. This event hosts speakers in scientific endeavors, a science fair, and academic knowledge decathlon. Math has been embedded in the decathlon.
- 2018-2020 Integrate Economics
 - This goal has been eliminated. Integration of math into other core areas is limited to science.

1.7 Pilot math tutors from CSUF assisting during lunchtime tutoring

- This goal has not been addressed. The mathematics department would like to pursue this academic support for our students with the help of administration.

1.8 Inform other departments of benchmark protocol

- This goal has been eliminated. It does not fit with the curriculum supports La Vista High School has in place.
- With the adoption of the new math textbook, the sharing of modifications in curriculum to address students' math deficiencies is as needed pending finalization of new materials.

1.9 Use/Create own benchmarks aligned to district standards

- This goal is in progress. Initially all benchmarks were created. The district adopted a new text district wide. The math department is developing new benchmarks for the new text that align with the district standards.
- Refine benchmarks as needed is ongoing.

Area of Improvement #2:

Improve students performance on core literacy skills across the curriculum

2.1 Pilot outside English tutors into lunchtime tutoring to provide support

- English Language Arts literacy support in side of classroom
- Social Science core teacher assistance in essay writing
- Paraprofessional support in Read 180 and ELD.
- Leaders in Resiliency tutors students as needed
- Lunchtime tutoring
- EL Student tutoring with the EL TOSA
- Biology offers science tutoring Tuesday - Thursday at lunch

2.2 Department grading release time

- English department has the option to meet quarterly for group grading of essays. Although the department has not been group grading as late, they have a desire to start again.
- Social Science has the opportunity, but curricular timing often makes it impractical
- The science department is not large enough for common assessments, with one biology teacher and one physical science teacher.
- Math utilizes the time to create and discuss common benchmarks

2.3 All members using department writing rubric that share common literacy language

- The English department has taken the lead in creating a collaborative writing effort school wide. Initially, English helped social science by discussing language, expectations, and sharing their department rubrics and writing organizers. Social Science then adapted the rubric to historical writing, using the same language, guidelines and structure. From there Geophysical Science adopted the language within the curriculum for writing assignments as well.
- Research and development of laboratory report writing, oral presentation and project based rubrics in biology

2.4 Implementation of school wide electronic writing portfolios

- The English department works with students to create a digital portfolio that includes all of their writing for the year.

2.5 Investigate and integrate technology to improve literacy

- Revision Assistant was piloted by the district several years ago and has begun to play a more prominent role in English writing assignments.
- The district again presented Revision Assistant to Social Science teachers in the Spring and Fall of 2019, exhibiting the expanded content offerings related to high school standards.
- Use of google documents to provide students feedback.
- Grading online in educational applications such as Google Documents, Google Slides, Go Formative, and Quizlet.
- Active reader and annotated readings online.

2.6 English, Science and Social Science teachers will support reading by creating 1 credit worth of nonfiction or fiction homework focusing on reading strategies

- Readworks.com assignments in Geophysical Science and Study Skills.
- Organizing strategies with timelines
- Using strategies for reading such as the main idea, citing evidence, identifying

tone, bias, etc.

- Students follow annotation directions to actively read fiction and non-fiction readings. Students additionally write one argument paragraph after annotating the reading assignment.

2.7 Students enrolled in Read 180 classes will grow by an average 50L per year or until proficient

- Students are currently meeting this district guideline in Read 180.

2.8 Infuse speech into 4th quarter of English IV

- Seniors are giving graduation speeches during fourth quarter

2.9 Use structured communication between a/b partners, small groups and whole class to increase student opportunities to speak in class

- An average of 60% of classrooms have been observed using structured communication during instructional rounds.
- All teachers have reported using structured communication to varying frequencies resulting in different levels of success. The class composition of students seems to have a significant impact on its success.

2.10 Utilize instructional strategies and curricular materials to improve Common Core literacy skills

- The instructional round data supports that La Vista High School uses engaging, effective instruction in a minimum of 70% of instructional time.
- The EL TOSA has presented staff with many valuable strategies for our EL students through professional development and monthly newsletters.
- The continuation of La Vista's four core values at the center of our school culture; 12 highly effective strategies, English Language strategies, restorative practices/trauma informed instruction and instructional technology applications.

2.11 Continue to track schoolwide reading improvement

- Reading data will have a "blip" in it due to La Vista High School switching to the district wide reading test. Prior to changing to the Nelson Denny the Gates MacGinitie was used.

2.12 Track student performance on benchmarks and finals

- Math has three shared benchmarks per quarter
- Social Science has shared unit and final exams, except for government
- Science does not overlap courses. As a result no shared exams are available.

- District Wide Biology benchmarks are being developed
- The English Department participates in district beginning, middle, and end of year common assessments.

2.13 Continue to differentiate assessments beyond multiple choice questions in science

- Geophysical Science does not use any multiple choice exams. All exams require written responses, including short answer, analysis, and labeling of diagrams and maps.
- Social Science is utilizing multiple choice, but has enhanced the tests to include skills based material instead of content.
- Social Science and other departments have quarterly essays to assess critical thinking, analytical and writing skills.
- Biology increased departments participation in the school wide STEAM challenges and exhibits - art, science, math and Math 180 Opportunity (LSHS)
- Time to develop lessons integrating technology

Area of Improvement #3:

Improving student motivation and academic mindset to increase the number of credits completed monthly by students

3.1 Continue schoolwide instructional rounds

- Instructional rounds are an annual part of school culture.
- Rounds are currently planned for fall and spring of 2019-2020.
- After analysing the data from the initial observations, it was decided to divide the data in traditional and non-traditional classrooms. Traditional data includes all La Vista High School classes as well as La Sierra High School's opportunity courses on site. Some classes have a mixture of both La Vista and La Sierra High Schools students warranting the dividing of the data this way.

3.2 Analyze grading/credit guidelines campus wide

- All Academy courses utilize the same grading expectations and requirements
- The math department uses a common grading matrix
- All departments have assigned common unit values to the quarterly essays. Some departments have assigned common unit values to all units of study.

3.3 Expand special education "student success expectations" school wide

- All classrooms have student success expectations posters on walls.
- Incorporated into the principles perspective in nearly every Lion's Roar segment.
- Incorporated into classroom expectations through teacher's syllabi, classroom

- management, and expectations.
- Goal is complete.
- Implementation of expectations is ongoing.

3.4 Analyze data from first year implementation of academy to change curriculum and placement of students

- Academy curriculum was adjusted by assigning junior and senior courses, with grade level appropriate work.
- Academy combination classes (11th and 12th graders) are based on enrollment needs.
- 10th graders meeting the age minimum to attend continuation programs are usually placed in 11th grade Academy classes.

3.5 Increase parent participation in and access to student work, grades, credits, behaviors, and achievements

- Parents invited to google classroom to view assignments and class posts
- Aeries information for grades and attendance
- Parenty University: Ten Educational Steps
- Parenting with Love and Logic
- Active ELAC participation on campus
- La Vista High School ELAC President representative for DELAC
- College tour for La Vista High School parents at Fullerton College and California State University, Fullerton
- Senior awards presentation with family dinner
- Back to School Night / Open House
- Second year of PTSA
- Electronic marquee placed in front of campus
- Lions Roar placed on school website and Youtube for all stakeholders to view

3.6 Develop a flow chart of short term and long term interventions available to students experiencing social/emotional issues

- 5150 Process
- SIT flow chart in staff handbook
- Placements
- Follow-ups
- Chart of interventions available to students

3.7 Grow the number of club offerings

- Students have a plethora of club offerings in a wide area of interest. (see list of club posters on campus)
- Certificated staff offered points for hosting a club as an advisor. The CoCurricular

Committee is discussing what level of involvement would dictate 2-4 points for staff to meet their contractual obligation. This discussion will occur in 2020-2021.

3.8 Incorporate more assignments onto google classroom

- Goal is complete. All teachers are on google classroom.
- Degree of use varies from teacher to teacher.

Appendix

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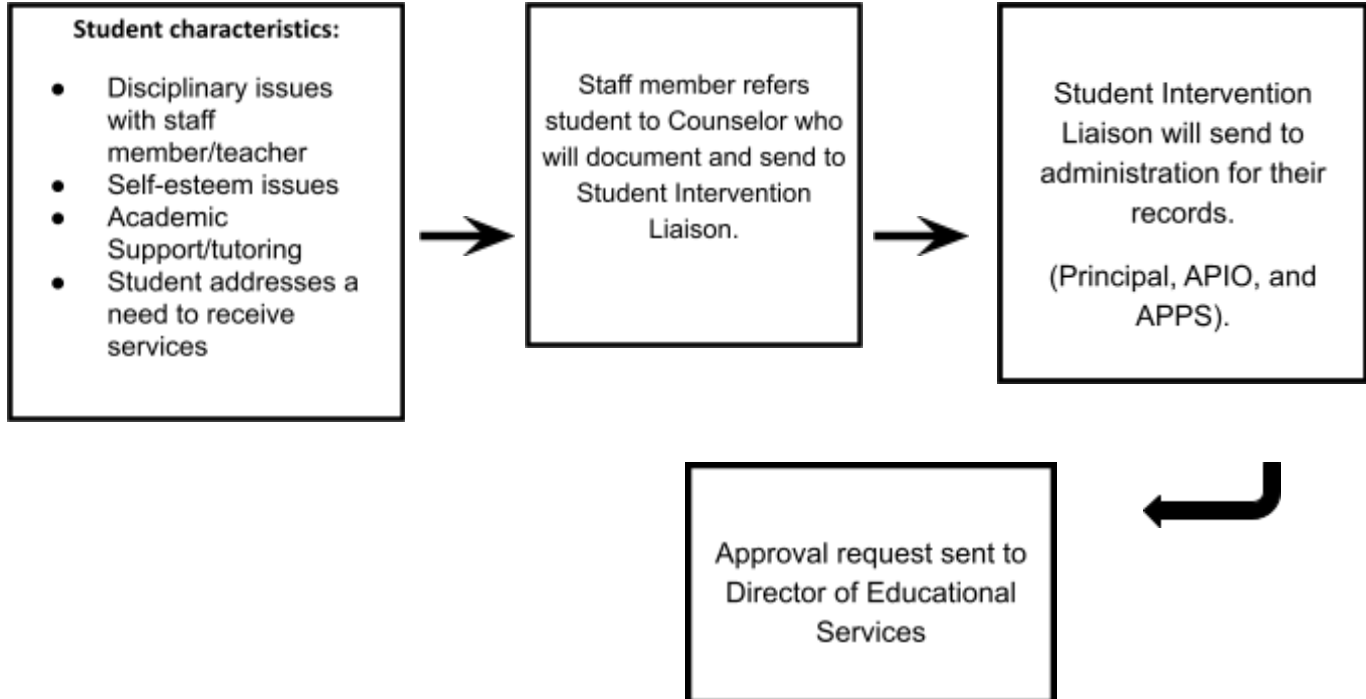


LEADERS IN RESILIENCY: REFERRAL PROCESS

Automatic Qualifiers: please refer student to **Student Intervention Liaison** and ensure all paperwork/permission slips have been filled out by student participating in Leaders in Resiliency.

- Any homeless/foster youth
- Any EOS student
- Any student receiving services from last year
- Any student with attendance issues

Students who may be served but need to go through an approval process:





Leaders in Resiliency: Alternative to Suspension

Qualifiers: Refer student to **APIO** and ensure all permission slips have been filled out by student participating in Leaders in Resiliency.

- Any student with attendance issues
- Any student with disciplinary issues
- Offenses included but not limited to fighting, aggressive behavior, drugs/alcohol

Schoolwide Action Plan From 2017 Full Visit

Goal 1 (Area of Improvement): Math Performance Goal: To improve student's exposure to and performance on numeracy skills across the curriculum.

Rationale: Self-study findings revealed a majority of La Vista students have not met grade level standards in math skills and concepts.

Critical Need:

Literacy

All LVHS students need the ability to read, write, and speak proficiently enough so that they can function in society, solve problems and develop their knowledge base in order to achieve their academic, career, and life goals.

Numeracy

La Vista students, in order to fit into modern society, must solve a variety of problems by being able to reason with numbers and apply mathematical concepts. These skills will allow LVHS students to apply mathematical concepts in different contexts and solve a variety of problems.

Highly Effective Academic Behaviors

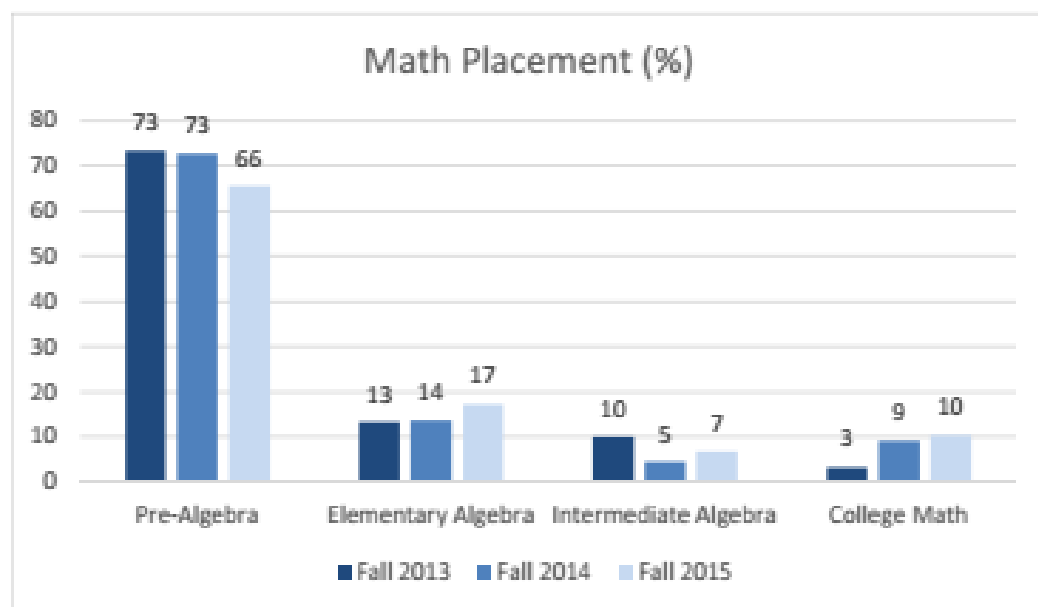
LVHS students will develop strong academic behaviors, which include communication and collaboration, strong work and organizational habits, self-regulation, academic integrity, persistence, and engagement. Communication and collaboration are essential skills needed to succeed academically and professionally. Developing strong work and organizational habits will aid in students' ability to successfully navigate college and careers. LVHS students through self-regulation, integrity, persistence, and engagement will be successful academically as well as professionally.

Supporting 2010 Data:

CAASPP Math Results

Achievement Level/Areas	Concepts & Procedures	Problem Solving & Modeling/Data Analysis	Communicating Reasoning
Above Standard	1%	0%	0%
At or Near Standard	22%	35%	36%
Below Standard	77%	65%	64%

Fullerton College Fall 2013-15 First Time La Vista Freshman



Growth Targets:

2017-18 - pilot grade level equivalent schoolwide math placement pre and posttest to measure growth for long term students

2018-19 - Increasing grade level equivalency on pre and post test scores on the math placement assessment for long-term students.

2019-20 - Increasing grade level equivalency on pre and post test scores on the math placement assessment for long-term students.

2020-21 - Increasing grade level equivalency on pre and post test scores on the math placement assessment for long-term students.

2021-22 - Increasing grade level equivalency on pre and post test scores on the math placement assessment for long-term students.

2022-23 - Increasing grade level equivalency on pre and post test scores on the math placement assessment for long-term students.

SLOs Addressed:

1. Academically competent learners who:

Have met academic standards in English language arts, math, science and social science creating transferable knowledge applicable to college and future career goals.

2. Effective communicators who:

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

3. Socially and emotionally competent learners who:

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

LCAP(s) Addressed:

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)
2. District schools will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting UC/CSU "a-g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses.(state priority 1 and 7)
3. 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)
4. 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)
5. 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)

Impact on student learning of academic standards & SLOs:

Direct positive impact with slow, steady progress on student learning of academic standards & SLOs are expected, as math is fundamental to college and career readiness.

Monitor Progress Tools: Benchmark test			Report Progress: Administration and leadership meetings		
Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Assess Improvement	Timeline	Reporting
1. Placement Testing - For all incoming students. It will be used to Identify their appropriate math level by using an online instrument.	* Student orientation * Staff	Training for the use of the online program	Online resources and/or programs to measures student's initial math grade level equivalent	2017 - 2018	Prior to the beginning of the quarter, the test results will be reported to counselors and math teachers.
2. Appropriately place the students based on the placement test	* Counselors * Assistant principal * Math teacher recommendation		Measure credit completion rate		At the end of each quarter
3. Math teachers align Apex with course curriculum	Math teachers	* Release time * Paid summer work			Report out in leadership meeting

4. Implement growth Mindset lessons in math	Math teachers	* Release time * Paid summer work	Students begin to adopt a growth mindset and are more reflective of their work		Report out in Leadership meeting
5. Investigate and integrate technology to improve numeracy	Math teachers	* In-service meetings * Common prep periods			Report out in leadership meeting
5a. Go to other schools to observe other content teachers using technology	Math teachers	* Prep periods * Consult with technology liaison	Implementation of the instructional strategies observed		Report out in PLC
5b. Send math department to CUE conference / CMC / NCTM	Math teachers	Release time funding to send math teachers to the conferences	Implementation of the instructional strategies observed		Report out in Leadership meeting
6. Begin conversation with each department to integrate math curriculum (Year 1 - Science)	Math and science teachers	* Release time * Paid summer work	Create cross-curricular lessons		Department meetings Leadership meeting
7. Bring outside math tutors (CSUF) into lunchtime tutoring to provide support (Pilot)	* Math teachers * Assistant principal * Classified staff	* Common prep periods * Release time * Paid summer work	* Improvement in letter grade for mathematics * Increased amount of credits earned		Report out in leadership meeting
8. Inform other departments of benchmark protocol	Math teachers	* Common prep period	*Modify benchmark protocol based on feedback		Report out in leadership meeting
9. Use/create own benchmarks aligned to District identified standards	Math teachers	* Release time * Paid summer work	*Data from Illuminate will be used to adjust instruction and/or modify the test		Administration reports out to District of the aligned benchmarks

		* Common prep period			
1. Ongoing placement test	Math teachers	* Release time * Paid summer work		2018 - 2019	Report out to administration
2a. Develop course to match student placement scores.	Math teachers	*In-service days			
3. Apex for students passing algebra placement test.	* Math teacher * Apex teacher	*In-service days	Credits/grades earned at the end of the quarter		Counselors
4a. Share out growth mindset math lessons.	Math teachers	*Release time * Paid summer work	Modify according to feedback		All staff
4b. Identify common growth mindset language as a school.	All staff	*Release time *Paid summer work			All staff
5. Release time to develop lessons integrating technology.	All staff	* Common prep period *Release time *Paid summer work	Greater use of technology in the classroom		Report out in leadership meeting
6. Integrate math curriculum and economics (social science department)	Math and social science teachers	* Common prep period	Create cross-curricular lessons		Report out in leadership meeting
7. Full implementation of outside tutors to provide support.	Assistant principal	*Common prep periods			Report out in Leadership meeting
	English, social science, science	*Release time	Improvement in letter grade for mathematics Increased amount of credits earned		Report out in leadership meeting

8. Share out of modifications in curriculum to address students' math deficiencies	and elective teachers	* Paid summer work	Mathematics is being integrated into other content areas		Administration will report out to District of the aligned benchmarks
9. Refine benchmarks	Math teachers	PLC time	Data from Illuminate will be used to adjust instruction and/or modify the test		
1. Placement testing ongoing	Math teachers			2019 - 2020	Report out to administration
2a. Develop secondary course to match student placement scores (if necessary)	Math teachers	* Release time * Paid summer work	Use the results from the benchmark protocol.		
2b. Refine developed math courses from previous year	Math teachers				Report out to PLC
3. Apex for students passing on algebra placement test	Counselors	* Release time * Paid summer work			
4. Develop and implement school wide growth mindset lessons by department	All staff	* PLC time	Modify growth mindset lessons based on anecdotal data.		Report out in leadership meeting
5. Refine lessons that were created to integrate technology use	All staff				Report out to PLC
6. Begin conversations with the Art department to integrate mathematics into the curriculum	Math teachers Art teachers	* Release time * Common prep period	Modify the lessons based on student performance		Report out in leadership meeting
7. Have the outside tutors become a part of the school culture	Assistant principal Math teachers * Classified staff	* Release time * Paid summer work	Create cross-curricular lessons. Improvement in letter grade for mathematics * Increased amount of credits earned		Report out in leadership meetings

8. Share out of modifications in curriculum to address students' math deficiencies as needed/ongoing	English, social science, science and elective teachers		Mathematics is being integrated into other content areas.		Report out in Leadership meeting
9. Refine benchmarks as needed / ongoing					
1. Refine courses that have been created that meet the needs of the students based on the placement test	Math teachers	Common prep period	Modify the course based on student performance.	2020 - 2023	Report out to counselors
4. Refine growth mindset lessons	All staff	In-service meetings	Modify growth mindset lessons based on anecdotal data		Report to PLC
6. Begin conversations with English department to integrate the mathematics curriculum	Math teachers and English	* Release time * Paid summer work * Common prep period	Create cross-curricular lessons		Report out in leadership meetings
6a. Multiple cross-curricular units that embed the math content using the appropriate vocabulary	All staff		Improvement in letter grade for mathematics Increased amount of credits earned		Report out in leadership meeting

Goal 2 (Area of Improvement): Improve students' performance on core literacy skills across the curriculum.

Rationale: Self-study findings reveal a large percentage of La Vista students are below grade level standard in reading, writing, listening, and research/inquiry

Critical Need:

Literacy

All LVHS students need the ability to read, write, and speak proficiently enough so that they can function in society, solve problems, and develop their knowledge base in order to achieve their academic, career, and life goals.

Numeracy

La Vista students, in order to fit into modern society, must solve a variety of problems by being able to reason with numbers and apply mathematical concepts. These skills will allow LVHS students to apply mathematical concepts in different contexts and solve a variety of problems.

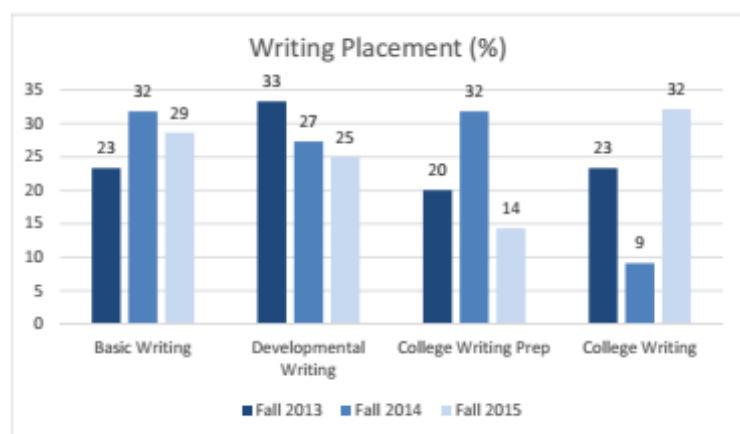
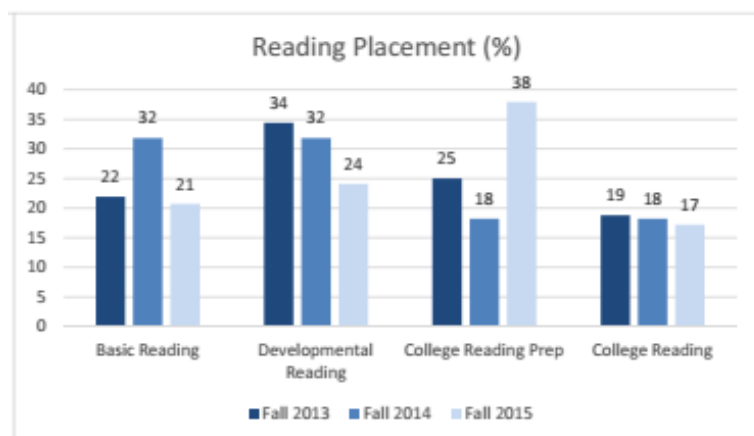
Highly Effective Academic Behaviors

LVHS students will develop strong academic behaviors, which include communication and collaboration, strong work and organizational habits, self-regulation, academic integrity, persistence, and engagement. Communication and collaboration are essential skills needed to succeed academically and professionally. Developing strong work and organizational habits will aid in students' ability to successfully navigate college and careers. LVHS students through self-regulation, integrity, persistence, and engagement will be successful academically as well as professionally.

Supporting Data:**CAASPP ELA results 2016**

Achievement Level/Areas	Reading	Writing	Listening	Research / Inquiry
Above Standard	14%	5%	4%	4%
At or Near Standard	49%	42%	60%	56%
Below Standard	38%	54%	35%	40%

Fullerton College Fall 2013-15 First Time La Vista Freshman



2017-18 - Increasing grade level equivalency on pre and post test scores on the Gates MacGinitie assessment for long term students.

2018-19 - Increasing grade level equivalency on pre and post test scores on the Gates MacGinitie assessment for long term students.

2019-20 - Increasing grade level equivalency on pre and post test scores on the Gates MacGinitie assessment for long term students.

2020-21 - Increasing grade level equivalency on pre and post test scores on the Gates MacGinitie assessment for long term students.

2021-22 - Increasing grade level equivalency on pre and post test scores on the Gates MacGinitie assessment for long term students.

2022-23 - Increasing grade level equivalency on pre and post test scores on the Gates MacGinitie assessment for long term students.

SLOs Addressed:

1. Academically competent learners who:

Have met academic standards in English language arts, math, science and social science creating transferable knowledge applicable to college and future career goals.

2. Effective communicators who:

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

3. Socially and emotionally competent learners who:

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

LCAP(s) Addressed:

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)
2. District schools will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting UC/CSU "a-g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses.(state priority 1 and 7)
3. 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)
4. The District and 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)
5. 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)

Impact on student learning of academic standards & SLOs: Direct positive impact with slow, steady progress on student learning of academic standards & SLOs are expected, as students gain competency in literacy skills.

Monitor Progress Tools:

Report Progress:
Counselors, Admin

Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Assess Improvement	Timeli ne	Reporting

1. Bring outside English tutors into lunchtime tutoring to provide support (pilot)	English teachers Assistant principal	* English contacts at CSUF and FC to see about rounding up volunteers and contacts with CSUF teacher training program. * Release time * Paid summer work * Common prep period	Number coming to lunch- time writing center support * Increased numbers for essay submittal * Improved essay scores	2017-2018	Departments Administration Leadership
2. Department grading release time.	English/social science departments Administration	* Substitutes * Common prep periods/master schedule	Track turn-in rates. Track areas of growth/improvement . Calibration with rubric Student use of appropriate writing strategies		English and social science Departments
3. All members using department writing rubric that share common literacy language	English, Social Science, and Science Departments	* Elevated Achievement Group/ Instructional rounds *Release time * PLCs/departments * Substitutes *Common prep periods/master schedule	Uniformity in grading, teaching the rubric in class. Precise feedback that reflects the rubric		English Department
4. Implementation of School-wide electronic writing portfolios	English Academy	Professional development meeting time Consult with other schools using electronic writing portfolios	Track essay turn in percentages Gather student data and determine specific areas of growth and improvement. A Google form to tally essay scores		Department meetings Leadership Administration
5. Investigate and integrate technology to improve literacy.	English Department English,	District training on online curriculum PLC time	Improved Gates-MacGinitie scores Improved CAASPP scores READ 180 growth		English Department Administration

6. English, Science and Social Science teachers will support reading by creating 1 credit worth of nonfiction or fiction homework focusing on reading strategies.	science and social science departments	PLC time	Increased credit earned.	2017-2022	Departments Administrati on
7. Students enrolled in READ 180 classes will grow by 75-100 lexiles per year or until proficient.	READ 180 teachers		Track students' turn-in rate/credit on this assignment Improved Gates-MacGinitie scores Improved CAASPP scores. READ 180 growth Increased credit earned		READ 180 teachers Administrati on
8. Infuse speech into 4th quarter of English IV.	English IV teachers	New publisher- new reports (interpreting data)	Reading inventory Growth report Improved Gates-MacGinitie scores		SPSA Department meetings
9. Use structured communication between a/b partners, small groups and whole class to increase student opportunities to speak in class.	All departments	PLC time to create smaller projects to develop opportunities to build confidence in students' final graduation speech. PLC work time to create sentence frames and technology annotations.	Increased student willingness to volunteer for speech opportunities Elevated Achievement Group and instructional rounds data		PLCs Department meetings
10. Utilize instructional strategies and curricular materials to improve Common Core literacy skills	All departments	Elevated Achievement Group Common Core Department trainings	Increased credit completion Improved exam scores		PLCs Department meetings Leadership Administrati on
	Administrators Counselors	Gates-MacGinitie exam	Gates-MacGinitie		ASAM SPSA

11. Continue to track schoolwide reading improvement	Classified support staff		pre and post reading scores		
12. Track student performance on benchmarks and finals	English department	New online curriculum Time to evaluate CAASPP-like questions and performance tasks	Growth from the benchmark Reduce number of students failing final		English department Administration
13. Continue to differentiate assessments beyond multiple choice questions in science. Ongoing	Science teachers	District science curriculum committee CSTA conference	Review of student performance on assessments during biology and earth science	2018 - 2019	Science department PLC meetings
1. Full implementation of outside tutors to provide support	English teachers Assistant principal		Number coming to lunch time writing center support. Increased numbers for essay submittal Improved essay scores		Departments Administration Leadership
2. Department grading release time. ongoing	English and social science departments Administration	Substitutes Common prep periods/master schedule	Track turn in rates Track areas of growth/improvement * Calibration with rubric. * Student use of appropriate writing strategies		English and social science departments
3. All members using department writing rubric that share common literacy language ongoing	English, social science, and science departments	Elevated Achievement instructional rounds Release time PLCs/departments Substitutes Common prep periods/master schedule	Uniformity in grading, teaching the rubric in class. Precise feedback that reflects the rubric		English department meetings Department meetings
	English,				

4. Implementation of school-wide electronic writing portfolios	science, and social science Academy	Professional development meeting time Consult with other schools using electronic writing portfolios	Track essay turn-in percentages. Gather student data and determine specific areas of growth and improvement. Google form to tally essay scores	2017 - 2022	Leadership meetings Administrati on
5. Release time to develop lessons integrating technology.	English department	District training on online curriculum * PLC time	improved Gates-MacGinitie Scores Improved CAASPP scores READ 180 growth Increased credit earned.		English department Administrati on
6. English, science and social science teachers will support reading by creating an additional 1 credit worth of nonfiction or fiction homework focusing on reading strategies. (3 in total starting in 2018 -22)	English, science and social science departments	PLC time	Track students earning this homework credit. Improved Gates-MacGinitie Scores Improved CAASPP scores READ 180 growth Increased credit earned		
7. Students enrolled in READ 180 classes will grow by 75-100 lexiles per year or until proficient. ongoing	READ 180 teachers	New publisher- new reports (interpreting data)	Reading Inventory Growth Report Gates-MacGinitie		READ 180 teachers Administrati on SPSA
8. Continue instruction and modifications to speech in 4th quarter of English IV.	English IV teachers	PLC time to create, reflect and modify.	Increased student willingness to volunteer for speech opportunities		Department meetings
9. Use structured communication between a/b partners, small groups and whole class to increase student opportunities to speak in class. ongoing	All departments	PLC work time to create sentence frames and technology annotations.	Elevated Achievement Group and instructional rounds data		PLCs Department meetings

10. Utilize instructional strategies and curricular materials to improve common core literacy skills Ongoing	All departments	Elevated Achievement Group Common Core department trainings	Increased credit completion Improved exam scores		PLCs Department meetings Leadership Administration
11. Continue to track schoolwide reading improvement ongoing	Administrators , counselors and classified support staff	Gates-MacGinitie Exam	Gates-MacGinitie pre and post reading scores		ASAM SPSA
12. Track student performance on benchmarks and finals Ongoing	English department	New online curriculum Time to evaluate CAASPP-like questions and performance tasks	Growth from the benchmark Reduce number of students falling final		English department Administration
1. Have outside tutors become a part of the school culture	English teachers Assistant principal		Number coming to lunch time writing center support Increased numbers for essay submittal Improved essay scores	2020 - 2023	* Departments * Administration * Leadership
2. Department grading release time. Ongoing	* English and social science departments * Administration	* Substitutes * Common prep periods/master schedule	Track turn- in rates Track areas of growth/improvement Calibration with rubric Student use of appropriate writing strategies		English and social science departments
3. All members using department writing rubric that share common literacy language. Ongoing	English, social science, and science departments English,	Elevated Achievement instructional rounds Release time PLCs/departments Substitutes Common prep periods/master schedule	Uniformity in grading, teaching the rubric in class Precise feedback that reflects the rubric		English department meetings

4. Implementation of school-wide electronic writing portfolios. Ongoing	science, and social science Academy	Professional development meeting time Consult with other schools using electronic writing portfolios	Track essay turn-in percentages Gather student data and determine specific areas of growth and improvement.	2020-2022	Department meetings Leadership meetings Administration
5. Release time to develop lessons integrating technology Ongoing	English department	District training on online curriculum PLC time	Google form to tally essay scores Improved Gates-MacGinitie scores Improved CAASPP scores READ 180 growth Increased credit earned		English department Administration
6. English, science and social science teachers will support reading by creating an additional 1 credit worth of nonfiction or fiction homework focusing on reading strategies. (3 in total starting in 2018 -22)	English, science and social science departments	PLC time	Track students earning this homework credit. Improved Gates-MacGinitie Scores Improved CAASPP scores READ 180 growth Increased credit earned.		
7. Students enrolled in READ 180 classes will grow by 75-100 lexiles per year or until proficient. Ongoing	READ 180 teachers	New publisher- new reports (interpreting data)	Reading inventory Growth report Gates-MacGinitie		READ 180 teachers Administration SPSA
8. Continue instruction and modifications to speech in 4th quarter of English IV.	English IV teachers	PLC time to create, reflect and modify	Increased student willingness to volunteer for speech opportunities		Department meetings
9. Use structured communication between a/b partners, small groups, and whole class to increase student opportunities to speak in class. Ongoing	All departments	PLC work time to create sentence frames and technology annotations	Elevated Achievement group and instructional rounds data		PLCs Department meetings
10. Utilize instructional strategies and curricular	All departments	Elevated Achievement Group	Increased credit completion		PLCs

materials to improve common core literacy skills. Ongoing		Common Core department trainings	Improved exam scores		Department meetings Leadership Administration
11. Continue to track schoolwide reading improvement. Ongoing	Administrators , counselors and classified support staff	Gates-MacGinitie exam	Gates-MacGinitie pre and post reading scores		ASAM SPSA
12. Track student performance on benchmarks and finals. Ongoing	English department	* New online curriculum * Time to evaluate CAASPP-like questions and performance tasks	* Growth from the benchmark * Reduce number of students failing final		* English department * Administration

Goal 3 (Area of Improvement): **Improving student motivation and academic mindset to increase the number of credits completed monthly by students**

Rationale: Self-study findings revealed a negative trend in credit completion rates, and participation in leadership building elective courses, over the last six years.

Critical Need:

Literacy

All LVHS students need the ability to read, write, and speak proficiently enough so that they can function in society, solve problems and develop their knowledge base in order to achieve their academic, career, and life goals.

Numeracy

La Vista students, in order to fit into modern society, must solve a variety of problems by being able to reason with numbers and apply mathematical concepts. These skills will allow LVHS students to apply mathematical concepts in different contexts and solve a variety of problems.

Highly Effective Academic Behaviors

LVHS students will develop strong academic behaviors which include communication and collaboration, strong work and organizational habits, self-regulation, academic integrity, persistence, and engagement. Communication and collaboration are essential skills needed to succeed academically and professionally. Developing strong work and organizational habits will aid in students ability to successfully navigate college and careers. LVHS students through self-regulation, integrity, persistence and engagement will be successful academically as well as professionally.

Supporting Data:

Student Credit Completion Rates Per Month

2011-2012: 10.7 units

2012-2013: 10.5 units

2013-2014: 9.7 units

2014-2015: 9.6 units

2015-2016: 9.5 units

Growth Targets:

2017-18: - Increasing number of units completed from 2016 -17

2018-19: - Increasing number of units completed from 2017-18

2019-20: - Increasing number of units completed from 2018 -19

2020-21 - Increasing number of units completed from 2019 -20

2021-22 - Increasing number of units completed from 2020 -21

2022-23 - Increasing number of units completed from 2022- 23

SLOs Addressed:

1. Academically competent learners who:

Have met academic standards in English language arts, math, science and social science creating transferable knowledge applicable to college and future career goals.

2. Effective communicators who:

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

3. Socially and emotionally competent learners who:

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

LCAP(s) Addressed:

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)
2. District schools will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting UC/CSU "a-g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses.(state priority 1 and 7)
3. 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)
4. 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)
5. 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)

Impact on student learning of academic standards & SLOs: Direct positive impact with slow, steady progress on student learning of academic standards & SLOs are expected, as students demonstrate engagement in class, other campus activities, and show an increase in credit completion which demonstrates increasing competency in all academic areas and responsible decision making.

Monitor Progress Tools: Credit completion rates Early graduation rates Returning to comprehensive school rate Report Cards/UPR report			Report Progress: Single Plan for Student Achievement, School Board		
Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Assess Improvement	Timeliness	Reporting

1. Continue schoolwide instructional rounds.	Teachers Administrators	Elevated Achievement Group Training for third cohort Release time	Instructional rounds data	2017-2018	Leadership meetings SPSA
2. Analyze grading/credit guidelines campus-wide.	Teachers Administrators Counselors	Release time Department meetings Sharing syllabi District curriculum committees District TOSAs	Average credits earned per quarter report Average credits earned per month on yearly ASAM report		Leadership Department meetings Individual teachers
3. Expand special education "Student Success Expectations" school wide.	Teachers Administrators Counselors Instructional aides Lunchtime tutors	School wide training Posters in every room Add to student/parent handbooks Post on website	Instructional rounds culture data Tardy rates Attendance rates Credit completion rates Office referrals		Leadership Department meetings
4. Analyze data from first year implementation of academy to change curriculum and placement of students.	Counselors Teachers Administration	Teacher training on curriculum and restorative practices/circles Master schedule	Tardy rates Attendance rates Credit completion rates Office referrals		Leadership Department meetings
5. Increase parent participation in and access to student work, grades, credits, behaviors and achievements.	Counselors Teachers Administration Classified staff	Recruitment for parent participation at orientation and Back-to-School Night and through Blackboard messages Develop an electronic sign in to track parent attendance at school events with survey option	PIQE enrollment ELAC/DELAC participation rates Open House, Back-to-School Night, College Night parent participation rates Blackboard data		Leadership Department meetings School report at board meetings
6. Develop a flowchart of short-term and long-term interventions	Counselors Administration Support providers Gary Center	Time for counselors	Referrals to appropriate interventions		Leadership Department meetings

available to students experiencing social/emotional issues. Ongoing	Tasha Consulting District liaison	Volunteers (incentivized by point system)	Number of clubs Participation rates		Leadership Department meetings
	Teachers Counselors	Google training Support from site technology leaders District training	Increase in student work performance and assignment turn in rate		Leadership Department meetings
7. Grow the number of club offerings. Ongoing	All department	Technology supports Equipment maintenance	-Increased student enrollment in Google Classroom		
8. Incorporate more assignments onto Google Classroom. Ongoing					