



LA SIERRA HIGH SCHOOL THREE-YEAR PROGRESS REPORT

**951 North State College Boulevard
Fullerton, CA 92831**

Fullerton Joint Union High School District

November 20, 2019

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

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I: Introduction and Basic Student/Community Profile Data

A. General Background and History

La Sierra High School (LSHS) was established in 1980 as Fullerton Joint Union High School District's alternative high school. The school serves the needs of high school age and Adult Transition Program (ATP) students. In 2017, LSHS received a six-year term of accreditation from the Western Association of Schools and Colleges and the Adult Transition Program received a Golden Bell Award from the California School Boards Association. In 2018 the Adult Transition Program was honored with the Grazer Outstanding Achievement Award (GOAL) from the California Advisory Commission on Special Education. According to DataQuest, the school's student population in 2018-2019 was identified as 72.2% Hispanic, 12.3% White, 7.7% Asian, 4.8% African American, 2.2% Filipino, .4% American Indian, .4% Pacific Islander, and .4% two or more races.

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

La Sierra High School works with a wide array of partnerships within the local community. Examples of these partners are: North Orange County Regional Occupational Program (NOCROP), Fullerton Community College, the Fullerton Assistance League, FLOCK (Fullerton's Love for Orange County Kids Organization), Crittenton Services for Children and Families, Leaders in Resiliency, and the Sunrise Rotary Club. In addition, more than 30 local businesses provide opportunities for the students in the Adult Transition Program to practice their vocational skills.

Staffing

In 2018-2019 the staff of LSHS consisted of 31 classroom teachers, 1 ROP teacher, 3 counselors, 1 guidance technician, 2 assistant principals, 1 principal, a school secretary, a data technician, 3 senior records clerks, 3 custodians, 1 campus supervisor, 55 instructional aides and 3 District-employee food service workers. Support staff includes 1 full-time psychologist and 2 part-time psychologists, 1 full-time and 1 part-time speech and language pathologist, 1 nurse, 3 LVNs, a 40% Teacher on Special Assignment: English Learner Family Liaison and 1 computer technician who works from the District. La Sierra also has the support of a Fullerton Police Department school resource officer who is shared with two other high schools.

La Sierra serves students through five different programs:

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

iSierra Online Academy is an independent study program, and as such, is a voluntary alternative learning experience with instructional value equivalent to a regular classroom program. The iSierra Online Academy utilizes APEX online curriculum, which allows students to learn and interact with their instructor in a virtual setting. There are three iSierra labs students can access to work on their coursework, get help from their teachers, and take unit assessments and Final exams. Students are scheduled to meet with their instructor at least once a week for an individual appointment to review progress. While a face-to-face meeting is expected, it may also be conducted through phone, email, or virtual meeting. The academy serves students throughout the district through the full-time Independent Study, iSierra Blended, or Comprehensive Blended programs. It is a UC and NCAA approved program.

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

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

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

LSHS Mission Statement

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

LSHS Student Learning Objectives (SLOs)

La Sierra students:

Meet academic standards appropriate to their learning potential. Students will

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

Demonstrate College, Careers, and Life Skills. Students will

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

Title 1

LSHS has been designated as a Title I school since the 2010-2011 school year. The Title I designation recognizes and supports LSHS with additional federal funds to assist its identified, low socioeconomic student group to meet their educational goals of achieving proficiency in the state academic standards. Specifically, the funds enable La Sierra to enhance curriculum, instructional activities, counseling and parental involvement.

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	0.30%	0.46%	%	1	2	0
African American	5.30%	5.10%	4.81%	21	22	22
Asian	6.80%	8.82%	7.66%	27	38	35
Filipino	1.30%	2.09%	2.19%	5	9	10
Hispanic/Latino	72.20%	68.45%	72.21%	288	295	330
Pacific Islander	0.50%	0.70%	0.44%	2	3	2
White	13.30%	13.46%	12.25%	53	58	56
Multiple/No Response	.5%	.9%	.4%	2	4	2
	Total Enrollment			399	431	457

Enrollment by Grade Level

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

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	24.10%	24.10%	28.9%	96	104	132
Fluent English Proficient	27.30%	26.00%	26.00%	109	112	119
Reclassified Fluent English Proficient	24.20%	16.70%	20.20%	39	16	21

Student Population

2017-2018 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
457	17.72	28.90%	15.75%

2017-2018 Enrollment for All Students/Student Groups		
Student Group	Total	Percentage
English Learners	132	28.90%
Foster Youth	72	15.75%
Homeless	10	2.10%
Socioeconomically Disadvantaged	81	17.72%
Students with Disabilities	136	29.75%

Attendance

Attendance Rate	
2018-2019	79%
2017-2018	72%
2016-2017	78%

The attendance rate at LSHS increased by 7% in 2018-2019, but continues to be lower than the years when the school had administrative support focused on student retention and recovery.

Suspension and Expulsion Rates

Rate	2016-17	2017-18	2018-19
Suspensions	47	86	84
Expulsions	1	5	0

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. Each year, close to 50 students participated in this program, 85% of those students did not repeat the offense.

LSHS will continue to collaborate with the Leaders in Resiliency organization that provides a sixteen-hour curriculum over four Saturdays that covers the following topics: Conflict Resolution Skills, Mediation and Restorative Conversations, Restorative Activities, Recovery Skills, Anger Management Skills, Language and Communication Skills, Emotion and Self-Regulation Skills, Cognitive Flexibility Skills, Social Thinking Skills, Moral Reasoning Skills, Parent Education/Conference, Academic Recovery.

CAASPP Results

English Language Arts/Literacy (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	63	56		37	36		37	36		58.70	64.30	
All	63	56		37	36		37	36		58.70	64.30	

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	2526	2498		10.81	11.11		16.22	8.33		35.14	27.78		37.84	52.78	
All	N/A	N/A	N/A	10.81	11.11		16.22	8.33		34.14	27.78		37.84	52.78	

CAASPP Results

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	64	57		37	34		37	34		57.80%	59.60%	
All	64	57		37	34		37	34		57.80%	59.60%	

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	2460	2457		2.70	5.88		2.70	2.94		13.51	5.88		81.08	85.29	
All	N/A	N/A	N/A	2.70	5.88		2.70	2.94		13.51	5.88		81.08	85.29	

ELPAC Results

ELPAC Summative Assessment Data: Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	0		0		0		0	
Grade 10	1524.5		1516.8		1531.7		43	
Grade 11	0		0		0		0	
Grade 12	1429.5		1430.2		1428.2		13	
All Grades							65	

Overall Language: Percentage of Students at Each Performance Level for All Students										
Grade 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 10	0		27.91%		46.51%		0		43	
All Grades	0		23.08%		35.38%		29.23%		65	

SPED Students Meeting IEP Goals

	2016-2017	2017-18	2018-2019
Met All Goals	36.52%	34.26%	34.31%
DNM 1 Goal	33.04%	25.93%	26.47%
DNM 2 Goals	17.39%	25.00%	21.57%
DNM 3 Goals	6.09%	9.26%	9.80%
DNM 4 Goals	0.87%	1.85%	3.92%
DNM 5 Goals	0.87%	0.93%	0.00%
Met Zero Goals	5.22%	2.78%	3.92%

The majority of students meeting zero or few goals are incoming students whose goals are not aligned to the Adult Transition Program. Tracking goal data has informed staff of the need to review incoming students IEP goals prior to the start of the year and align the goals more closely to ATP via the IEP.

Credit Productivity Data (Earned per Month)

Average Units Earned Per Month	
2016-2017	9.4
2017-2018	10.4
2018-2019	9.6

Although the number of units earned per month dipped .8 from 2017-18 to 2018-19, monthly student productivity has increased over the last three years.

School-Wide Reading Improvement

Average Reading Improvement Measured in Grade Level Equivalent (GLE)		
2016-2017	2017-2018	2018-2019
2.8 GLE	2.9 GLE	2.2 GLE

Average reading improvement from school-wide Gates MacGinitie (2016-2018) 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.

Read 180 Data

Average Reading Improvement in Read 180 Measured in Lexiles		
2016-2017	2017-2018	2018-2019
71 Lexiles	61 Lexiles	80 Lexiles

Students' average growth of 80 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 1)		
	Grade Level Equivalent	Lexile Point Improvement
2018-2019	N/A	N/A
2017-2018	2.5	253
2016-2017	1.3	133

Average Improvement in Math 180 (Course 2)		
	Grade Level Equivalent	Lexile Point Improvement
2018-2019	1.7	167
2017-2018	2	195
2016-2017	1	103

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

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%

In the Fall of 2018 LSHS and LVHS teachers refined participation in peer-to-peer instructional rounds observations to collect school-wide data on the student learner indicators of curriculum, instruction, assessment and culture. In each of the last 3 years our focus and professional development opportunities have been driven by data collected during instructional rounds.

Comprehensive Support and Improvement (CSI)

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

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

La Sierra High School was identified for having a graduation rate below 67% (65.6). What this means is that the District was eligible to receive additional grant funds to support improvement plans to close the achievement gap at La Sierra. The District qualifies for grant funds in the amount of approximately \$332,000 to support improvement plans for La Sierra and one other school in the Fullerton Joint Union High School District. The state allows for the Local Control Accountability Plan (LCAP) and the Single Plan for Student Achievement (SPSA) to serve as the improvement plan to support improvement efforts. The District will apply for the grant funds citing the improvement efforts already in place at each of the District schools that have been identified for CSI by the due date of February 22, 2019. Funds must be used to support the CSI schools only but may be distributed between the two schools according to need.

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

II: Significant Changes and Developments

In the three years since our last visit LSHS has continued to refine the significant changes that 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.

iSierra Academy

Independent Study transitioned into the iSierra Online Academy, which created both Full time and Blended Programs with three pathway options: iSierra Full time, iSierra Blended, and Comprehensive Blended. Within these pathways, students may choose UC/CSU, NCAA, and Credit Recovery options. The NCAA option was approved and implemented in the summer of 2016.

Opportunity

The Opportunity program has experienced significant changes in curriculum, instruction, and procedures over the last 3 years. In the Fall of 2016, the Opportunity classes were centralized to the La Sierra/La Vista campus, supporting up to 150 tenth grade students from the district's comprehensive high schools that are experiencing academic and/or attendance problems. Previously, the Opportunity classes were held at the comprehensive school sites, serving both 9th and 10th grade students. Opportunity students are enrolled in six courses, including an Academy support class. Some classes offered within the Opportunity program are now A-G approved by UC and CSU. The curriculum is focused on core academics (English and math) and reading intervention through the READ 180 program and math intervention. This has reduced the number of preps for each teacher and returned the academic focus to basic reading, writing, and math. In addition, a behavior intervention program, Opportunity Plus, was added in 2017-2018. Opportunity students who make poor choices during the school day are referred to the after school Opportunity Plus intervention program where they can discuss, with an administrator or counselor, their behavior and the steps they need to take to improve. Students in Opportunity Plus are also given time to work on homework. In addition, in an effort to improve student engagement in school, academic achievement, and transitions to college and career, the program now offers a choice between three CTE pathways: computer graphics and design, video production and child development. All three CTE pathways are articulated with Fullerton College allowing students who pursue these pathways post secondarily to transfer their high school classes into college credit.

Adult Transition Program

Adult Transition Program has undergone significant changes since the full WASC report was completed three years ago. New classes, or hubs, have been added to serve students in their home communities and vocational opportunities have been added at Big B's/Brian's, Pieology, SELPA, Bourbon St, The Bowery, YMCA, KIVA, Cambridge Court, Scallywags Barber Shop, Boys and Girls Club, TAPP, St. Joseph's Catholic School, Fullerton Library and Comicbook Hideout. Everyday Speech Curriculum was purchased and implemented. With the help of a grant from AEP, transition counselors were hired to help students access post secondary programs. Students also receive support in enrolling in education and work programs. Students participate in certificate/vocational programs at North Orange County Education. A new and strong partnership with the Department of Rehab has developed over the last 3 years in which students participate in paid 100 hour internships that lead to paid employment. Many students participate in social activities with their non-disabled peers on the California State University Fullerton campus, as there are Best Buddies and Tuffies Friends events after school on 3 Fridays per month. Students have opportunities to develop social and recreational skills in these settings.

Home Hospital

Home Hospital has grown to seven full time equivalent (FTE) teachers; allowing La Sierra High School to serve a greater number of students with credentialed, full-time teachers. This program serves the entire district and enables continuity for students who are unable to attend their comprehensive high schools due to illness or injury. Home Hospital teachers coordinate with each campus as well as Educational Services (District office) to provide the most appropriate instruction and curriculum for students during the time they are unable to attend their regular high school. In the Fall of 2018, the math program ALEKS was made available to home hospital teachers to use with students.

Kate Waller Barrett Academy (KWB)

In the Fall of 2017, an ELD program was added to better serve all students.

Endeavor

In the Fall of 2019, the Endeavor Program was moved to Troy High School.

Technology

All staff members (teachers, administrators, counselors, instructional aides and office staff) are participating in the third wave of technology badging/training through level seventeen led by the site technology instructional coach. In the first year all staff badged on four levels of Basic Training, GoGuardian, Peardeck, Turnitin, and two levels of EAG Basic Training. In the second year four more badges were added and they were tailored to the needs of the staff: Opportunity teachers and staff badged in EdPuzzle, GoFormative, Classroomscreen, and Kahoot. iSierra, KWB and H/H teachers badged in EdPuzzle, GoFormative, Flipgrid, and a personal explorer opportunity. ATP teachers and staff badged Academic Skills, Communication Skills, Daily Living Skills, Social Skills

ACADEMY

LSHS has added an Academy class for its 10th grade opportunity classes . The intent is to offer students a class that they remain in all year. This provides them with consistency throughout where students develop relationships with peers and the teacher. Teachers are able to observe and monitor attendance, work production, and the social emotional state of students.

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

RESTORATIVE PRACTICES

LSHS teachers and paraprofessionals are fully trained in Restorative Practices and is implementing Restorative Circles weekly in Academy classes. This practice provides 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. The use of restorative justice is practiced amongst administration, counselors, and teachers.

TRAUMA INFORMED INSTRUCTION ACADEMY

All staff are completing a 5-part training in 2019-2020. This online series of videos, lessons, group discussions and reflections are designed to help our staff meet the educational needs of our most challenging students. The idea of the training is to develop a new understanding of why students do the things they do from a developmental perspective and to help staff gain a foundational understanding of why and how we need to respond to these students differently.

MENTAL HEALTH SERVICES

Three groups have been contracted to address mental health concerns related to our student population: Western Youth Services provides individual counseling for students with mental health and social/emotional needs, Leaders in Resiliency provides behavioral support, group/ individual counseling and an alternative to suspension Saturday school program and Seneca Family of Agencies provides wrap around services to support our most at-risk students as well as target truancy.

CAREER AND TECHNICAL EDUCATION

LSHS shares a campus with the District's continuation high school, La Vista HS. Our close proximity allows the Opportunity students the option of taking courses in The Career Technical Education Pathways (CTE) offered at LVHS: Graphic Production Technology, Child Development and Video Production.

Graphic Production Technology expands student printing knowledge to include banners, t-shirts, flyers, graduation programs, etc. Numerous field trips have been arranged in the field 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 Pathway has been added 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 preschools, family day care settings, and recreational facilities. Students completing the program may apply for the Child Development Assistant Permit from the California Commission on Teacher Credentialing. Currently two teachers are providing the content and oversight to the pathway.

Video Production. This course teaches students how to film, edit, and be on camera. Students produce weekly newscast called Lion's Roar that discusses local and global current events, school activities, deadlines, and informative topics relevant to the student body.

La Vista La Sierra ASB

The leadership class (ASB) has incorporated qualified tenth graders from the LSHS Opportunity program to help develop their skills to plan events, lead others, and deal with negotiations/conflict. Although the goal of the Opportunity program is to help students regain lost credits and return to their comprehensive high school, this helps provide a continuity of leadership for students who are too far behind to return or choose to attend LVHS in their junior year. Additionally, the leadership advisor has applied for and received Phelp's Grant Funds to send leadership students to the California Association of Directors of Activities (CADA) camp. This helps students gain confidence in their ability to lead on campus.

STAFFING

An EL Family Liaison has been added to the LSHS Lion family. This position has helped support our EL population and all staff through professional development and 1:1 support with students and parents/guardians. An additional responsibility of the liaison is to reach out to our Spanish speaking parents for parent education for 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 (with interpretation). 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 NOCE 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 (MKV) and foster youth (FY) student 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. The EL Family Liaison also leads and facilitates instructional support for students through the Individualized Learning Plans for ELs/ELD students, tutoring supports two times a week for 1.5 hours each session and collaborating with teachers on instructional strategies that target EL mastery on their learning. The EL Family Liaison also supports student services for MKV, FY and EL students by collaborating with District Community Liaison on community resources available to meet their needs, financial aid workshops, and in-need based scholarships like FLOCK that award students \$100 on a quarterly basis to support students with their basic necessities.

Several retirements have brought on the addition of new staff members.

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

Our janitorial 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.

PARENT TEACHER STUDENT ASSOCIATION

During the 2017-2018 school year LSHS was approached to start an Alternative Parent Teacher Student Association (PTSA). LSHS is going into the second year of PTSA membership. 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 staff involved in club leadership are LVHS teachers, however, Opportunity students are encouraged to join these clubs. Clubs at LVHS started with just the science club several years ago and has expanded into more than seven options. Currently the following clubs have been the core of offerings available to students; College Club, Chess Club, NAMI, Science Club, Cultivating Future Teachers Club, Printing, GSA, Art, ASB, PALS, Girls Club, E-Sports, Anime Club, Christian Club, Sports Club. The Adult Transition Program has implemented clubs for their students, as well. Currently, the clubs available to students in this program are: Drama, Dance, Baking, Hiking, National Alliance on Mental Illness (NAMI), Spanish/Culture, Art, Cosmetology, Music, Library/Reading, Soccer, Cooking, Survival Skills, Anime, Movie, and Yearbook.

There are 25 Adult Transition Clubs. All ATP students (123 students) are enrolled in at least one club.

III: Process for the Development of the Progress Report

Work on this report began at the close of the last full WASC Accreditation visit in the Spring of 2017. At that time, the leadership team met to review the critical areas for follow up and the schoolwide Action Plan to establish goals and timelines for implementation.

The follow up for the Action Plan has been a school wide effort, driven by goals established in each consecutive School Plan for Student Achievement. Department chairs, administrators, program directors and counselors meet monthly to discuss progress within departments and revisions in the goals as they have evolved. Also, information was disseminated to departments for discussion and implementation.

Program groups have been provided collaboration time on an on-going basis. Opportunity, iSierra Academy, Home/Hospital, Special Education teachers and counselors meet as individual programs on a monthly basis. This has provided the basis for professional collaboration and on-going evaluation of curriculum and related issues. All teachers/stakeholders have provided feedback for this report.

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 complete, 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

Balancing core curriculum and elective opportunities for all students meeting A-G requirements in all programs to become college and career ready.

iSierra Academy offers honors and AP level courses in English, Math, Social Science and World Languages as well as 5 A-G math courses that go beyond the Algebra 1 graduation requirement.

Opportunity offers A-G courses in Math, English, Social Social Science and CTE electives.

Opportunity students have the option of taking elective pathways through North Orange County ROP to enrich their career pathways and expand elective opportunities. Additionally, all Opportunity students are enrolled in one of three Career Technical Education (CTE) pathways: Graphic Production Technologies, Art of Video Production, or Childcare.

The iSierra Online Academy has four semester-long class offerings in the Apex Career and Technical Strand: Business Applications, Information Tech Applications, Computer Applications, and Accounting I. Additionally, there are 5 one-year CTE courses also available: Human Resources Principles, Legal Environment of Business, Principles of Business, Marketing and Finance, Principles of Information Technology, and Principles of Health Science

LSHS has partnered with Fullerton College to offer Counseling 140, a course designed to ease the transition from high school to college and Ethnic Studies 150, an introduction to Chicano/Chicana studies. Both classes are a blended college course that allows students to earn college and high school elective credit concurrently. These courses are available to all LSHS students.

All LSHS students have access to Community College Extended Opportunity Program and Services (EOPS) to ensure students disadvantaged by social, economic, educational or linguistic barriers have access to the resources they need to enroll and succeed at any California community college.

Beginning with the 2016-2017 school year, male students have had the opportunity to attend the Males Achieving Success (MAS) conference. This conference is a student equity initiative to help address the achievement gap for Latino males in higher education. It features empowering workshops, from an

array of diverse speakers that promote higher education, career exploration and self-development.

Our Community College/Career Event has expanded over the last 3 years to include 40 vendors.

The Adult Transition Program hosts a Careers Day to promote opportunities for students as they age out of ATP. Additionally, each ATP hub conducts visits to adult programs that may be of interest to their students post-graduation. There are also monthly presentations from adult program representatives at the La Sierra campus, where students have opportunities to learn about programs and ask specific questions regarding program options and services.

Adult Education Program/NOCE counselors assist ATP students with post-secondary educational and vocational training opportunities.

Investigate a schoolwide math placement assessment

The district math assessment is used to determine placement in math for incoming freshmen. All other incoming La Sierra students take the Houghton Mifflin HMI test to determine math placement. Students are tested in summer school for the upcoming school year or at one of several orientation dates throughout the year. Both the District test and the HMI are aligned with the math support curriculum used at La Sierra.

Identify teaching and learning strategies to address the needs of EL students

Opportunity students are placed in a single class or a block of Read 180 based on reading level placement based on assessment results from Nelson Denny. EL students are supported through Read 180 or System 44, a foundational reading program designed for struggling readers. It helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.

The EL Family Liaison provides EL Instructional Strategies training to staff at professional development days. These strategies include: modeling/hands-on learning, note taking strategies/Cornell Notes, Cooperative learning, effective questioning and using graphic organizers, word banks, visuals (charts, graphs, pictures, symbols) and sentence frames effectively. The aforementioned strategies have been modeled with staff during professional development. In

addition, EL Family Liaison has participated in instructional rounds through Elevated Achievement Group (EAG) to observe, collaborate and reflect on instructional practices that target EL student mastery.

Parent University and Love and Logic Training were established in 2018. The EL Family Liaison recruits parents to these training by making personal calls, sending communication through parent portal on Aeries and sending out mailers.

The Student/Parent Handbook, enrollment documents and all correspondence has been translated into Spanish. All special education materials are available in the students' home language. Additionally, the school website is translatable into the students' home languages through Google Translation.

The number of stakeholders participating in ELAC and DELAC meetings continues to increase. This communication, which began in 2017, has led to a richer dialogue in forming the Single School Plan for Student Achievement and continues to improve.

For iSierra Academy students, EL learning supports are embedded in the APEX curriculum. Additionally, teachers and staff work with the EL Liaison for specific strategies related to online learning.

Greater emphasis on increased competence in mathematical concepts, applications, and problem solving.

Opportunity students show strong math growth in Math 180 especially considering they have been remediated and have plateaued in growth prior to enrolling in this math intervention course.

All academy students are enrolled in Fast Math for skill fluency. This program is currently offered through Houghton Mifflin.

In 2018-2019 Opportunity teachers piloted, and have since adopted, math curriculum from IXL for basic skills practice that students need to be successful in Math 180 as well as a means for credit recovery in homework contracts.

Lunch-time tutoring is available for Opportunity and iSierra Academy Students.

iSierra Academy offers 5 A-G math courses that go beyond the Algebra 1 graduation requirement.

Greater student engagement in challenging, active learning experiences that result from teacher use of diversified teaching strategies (including technology) that address the Common Core 4Cs of Collaboration, Communication, Creativity and Critical Thinking.

Opportunity has continued to show great vision and leadership with the adoption and creation of IXL units for English and Math unit recovery. This has increased the rigor and authenticity of contract work.

iSierra is continuing to encourage students to enroll in: ASB/Student Leadership, Video Production, or Graphic Arts to increase their connection to school. We have increased field trip opportunities by pairing with La Vista's activity groups.

All staff members (teachers, administrators, counselors, instructional aides and office staff) are participating in the third wave of technology badging/training through level seventeen led by the site technology instructional coach.

Year one: All staff badged on four levels of Basic Training, GoGuardian, Peardeck, Turnitin, and two levels of EAG Basic Training.

Year two: Opportunity - EdPuzzle, GoFormative, Classroomscreen, and Kahoot.

iSierra, KWB and H/H - EdPuzzle, GoFormative, Flipgrid, and a personal explorer opportunity

ATP - Academic Skills, Communication Skills, Daily Living Skills, Social Skills

In the Fall of 2018 LSHS and LVHS teachers refined participation in peer-to-peer instructional rounds observations to collect school-wide data on the student learner indicators of curriculum, instruction, assessment and culture. In each of the last 3 years our focus and professional development opportunities have been driven by data collected during instructional rounds.

V: Updated Schoolwide Action Plan

Area of Improvement #1:

Improve achievement in math skills and standards for all students.

1.1 Utilize district pretest for Opportunity students at Orientation

- The district math assessment is used to determine placement in math for incoming freshmen.
- All other incoming La Sierra Opportunity students take the Houghton Mifflin HMI test to determine math placement.
- Students are tested in summer school for the upcoming school year or at one of several orientation dates throughout the year.
- Both the District test and the HMI are aligned with the math support curriculum used at La Sierra.

1.2 Objective placement assessment for Math for iSierra students

- For incoming freshmen only, district math assessment is used to place students in math.
- For all other incoming students, math placement is determined by counselor review of prior math performance as evidenced by transcript.

1.3 Full ULS implementation in Endeavor program and Adult Transition Program

- In the fall of 2019, the Endeavor Program changed location to a new site; prior to its move, Endeavor implemented ULS.
- The Adult Transition Program utilizes ULS, as well as Everyday Speech Curriculum, Zones of Regulation Curriculum and a Certificate system to ensure that all ATP classes are aligned.

1.4 Functional academic objective for Adult Transition Program IEPs

- All ATP students have functional academic goals. Functional Math Skills are embedded in the ATP program design; students learn to apply real-world math skills in daily living, such as purchasing lunch, following schedules, cooking, shopping, using public transportation, participating in work experience training, etc.

1.5 Implement growth mindset lessons in math class

- Beginning in the 2017-2018 academic year, all Opportunity Math 180. teachers began implementing the Math 180 growth mindset curriculum.
- Algebra teachers utilize the growth mindset curriculum adopted by FJUHSD.
- For the 2020-2021 school year Opportunity teachers will investigate mindset curriculum for academy classes.

Area of Improvement #2:

Improve students' performance on core literacy skills.

2.1 Full ULS implementation in Endeavor program and Adult Transition Program

- In the fall of 2019, the Endeavor Program changed location to a new site; prior to its move, Endeavor implemented ULS.
- The Adult Transition Program utilizes ULS, as well as Everyday Speech
- Curriculum, Zones of Regulation Curriculum and a Certificate system to ensure that all ATP classes are aligned.

2.2 Functional academic objective for Adult Transition Program IEPs

- All ATP students have functional academic goals. Functional Literacy Skills are embedded in the ATP program design; students learn apply real-world reading skills, such as reading menus to purchase lunch, following written and visual schedules, reading recipes and shopping lists, reading public transportation schedules, participating in work experience training, etc.

2.3 Review of Opportunity student initial placement in courses

- Prior to English placement, every incoming La Sierra student is given the Nelson Denny reading assessment.
- Students reading below high school level on the Nelson Denny are placed into a READ 180 reading intervention class where their reading lexile is identified via the Houghton Mifflin HRI reading test.
- Under counselor review, the results of both assessments (the Nelson Denny and HRI) will determine student placement in an appropriate Read 180 course; students are supported in either a single period of READ 180, a two-period block of READ 180, or a System 44 class.
- Course selection is based on student needs. Starting in the 2018-2019 academic year, the Master schedule is determined after students are assessed at orientation.

2.4 Develop Electronic Portfolios

- La Sierra Opportunity teachers continue to discuss and investigate how to effectively implement electronic portfolios for students whose placement is in flux or transient, and whose writing development is often interrupted before academic goals can be reached and meaningful work samples produced. This continues to be an agenda item in staff meetings.

2.5 iSierra Online Academy: Review student placement in ELA courses, including implementation of Gates MacGinitie or Similar assessment

- Students are placed in either regular English courses, or alternate English courses. Reading scores on the Nelson Denny (which replaced the Gates MacGinitie) determine placement into the alternate English course sequence. iSierra teachers aligned the alternate English courses to each grade level and students are placed into the appropriate alternate English course as per their grade level.

2.6 iSierra Online Academy: Increase student utilization of tutorials in APEX

- It was determined that utilizing tutorials in APEX is not conducive to students learning more in their courses, and actually slows them down. The tutorials are designed ideally to be used as a source of assistance for campus courses, or as a form of test prep for CHSPE or the GED. We are currently utilizing the tutorials for test prep.

2.7 iSierra Online Academy: Develop a badging system integrated with the school website; mini courses with materials to support student progress and address GAP skills

- iSierra has not been able to integrate a badging system with the school website. The technology required is beyond our capability, and it is not a district priority, therefore it is not supported by district tech. We are still looking to develop the mini courses for students to earn a badge in as proof of mastery of the skill, however, it would be on its own system and not hosted on the school website.

2.8 Home Hospital: Integrate READ 180 courses

- The action plan indicated that this task would be implemented with Home Hospital students in the 2020-2021 academic school; however, changes at the district level that requires students are enrolled in specific classes at their comprehensive or alternative site have precluded the manual enrollment of students in the Home Hospital setting.

Area of Improvement #3:

La Sierra will promote a culture in which students take accountability for their academic performance and meet student expectations.

3.1 Align academy classes to LVHS schedule to incorporate LSHS in all academy activities

- Starting in the 2017-2018 academic school year, LSHS added an Academy class for its 10th grade opportunity classes. This class is a required course for all La Vista and La Sierra students on the main campus. It is used for announcements, the Pledge of Allegiance, weekly Restorative Circles, counseling announcements, transcript reviews, support on assignments from other classes, individual student organization, testing, and time management. Once a quarter, the clubs host an open house for students during Academy to sample a club they may want to join. The last week of the quarter the leadership class hosts an Academy Cup where classes compete in a yearlong process to earn points. The Academy class with the most points wins prizes and the famed cup to place in their room.

3.2 Continue and expand Instructional Rounds Training

- In the Fall of 2018 LSHS and LVHS teachers refined participation in peer-to-peer instructional rounds observations to collect school-wide data on the student learner indicators of curriculum, instruction, assessment and culture. In each of the last 3 years our focus and professional development opportunities have been driven by data collected during instructional rounds.

3.3 iSierra will develop a quarterly visual aid to represent expected academic progress

- iSierra teachers continue to discuss and investigate how to effectively implement a quarterly visual aid of individual student progress. This continues to be an agenda item in staff meetings.

3.4 Continue to develop “certificates” to promote student attainment of critical independent living and vocational skills in Adult Transition Program

- Certificates have been created and implemented by all ATP teachers, and organized by month:
 - August: Safety, Emergency Preparedness, and Community Resources
 - September: Personal Life, Manners, and Healthy Eating
 - October: Community and Mobility
 - November: Personal Life, Feelings and Emotions, and Communication

- December: Vocational, Vocational Education, and Adult Program Research
- January: Grooming and Hygiene
- February: Internet Safety
- March: Daily Living, Housing Options, and Safety at Home
- April: Leisure Time/Community Living
- May: Year End Wrap Up.

3.5 Continue to develop Badge activities in extracurricular and co-curricular areas to promote student interest in learning/ATP certificates aligned to California Career Zone for Career Exploration

- ATP teachers have earned the following badges in order to support student growth and learning objectives: Birdhouse, Transit, Libby/Kindle, Start Me, Everyday Speech

3.6 Continued integration of ULS transition level curriculum into ATP

- The Adult Transition Program utilizes ULS, as well as Everyday Speech Curriculum, Zones of Regulation Curriculum and a Certificate system to ensure that all ATP classes are aligned.

3.7 Implement Growth Mindset throughout programs

- Beginning in the 2017-2018 academic year, all Opportunity READ/Math 180 teachers began implementing the Math 180 growth mindset curriculum.
- All La Sierra Opportunity students have growth mindset embedded in either their math or English program--often in both.
- Algebra teachers utilize the growth mindset curriculum adopted by FJUHS.
- iSierra teachers incorporate growth mindset concepts in individual student meetings.
- For the 2020-2021 school year Opportunity teachers will investigate mindset curriculum for academy classes.

3.8 Encourage and provide students opportunities to utilize Naviance for career exploration

- Naviance is no longer utilized by FJUHS
- Administration and staff are investigating programs to replace Naviance.

3.9 Counseling presentations focusing on goals and opportunities

- As of the current academic school year, these presentations have not yet been implemented as a regular part of counseling services; the reduction of counselors to one has made implementation of this action item difficult within the current timeframe. Administration and counseling are exploring options to meet this goal.

3.10 Increased enrollment in APEX College and Career Courses,I and II

- Starting in the 2017/2018 academic school year, all iSierra students are required to take College and Career Courses I and II as their first elective. (Prior to 2017, students were given a choice of first elective.)

3.11 Explore opportunities to expand A-G and other course offerings

- iSierra Academy offers a variety of A-G courses to prepare students for college and career.
- iSierra also offers AP courses in the following curricular areas:
 - Economics,
 - English Language and Composition
 - Literature and Composition
 - Psychology
 - US History
 - Calculus AB
 - Spanish
 - US Government
 - Statistics
 - Chemistry
- iSierra will continue to submit new Apex courses to UC Doorways for approval.
- Opportunity offers A-G courses in Math, English, Social Social Science and CTE electives.

3.12 Explore professional development opportunities related to student engagement, social-emotional well-being and instructional strategies.

- Along with ongoing technology trainings and badging, all La Sierra teachers have gone through Restorative Practice training.
- All La Sierra teachers are enrolled in the online Trauma-Informed Instruction Academy throughout the 2019-2020 academic school year. The goal is to achieve certification as a trauma-informed school by the end of the 2019-2020 school year.