



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Sierra High School	30665143030335	10/19/2022	

## Purpose and Description

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

Schoolwide Program

The purpose of the La Sierra High School Single Plan for Student Achievement is to develop goals to improve student achievement and address how funds will be used to improve academic performance. La Sierra High School (LSHS) was established in 1980 as Fullerton Joint Union High School District's alternative high school and is an integral part of the District. The District covers a fifty-square-mile area serving the communities of Buena Park, Fullerton, La Habra, and La Habra Heights as well as portions of Anaheim, Brea, La Palma, Placentia, and East Whittier. The feeder elementary districts are Buena Park, Fullerton, La Habra, and Lowell Joint. The District operates six comprehensive high schools (Buena Park, Fullerton Union, La Habra, Sonora, Sunny Hills, and Troy), a continuation high school (La Vista), and an alternative high school (La Sierra). The District serves a varied socioeconomic population and is governed by an elected five-member school board.

In 2022, LSHS went through the Western Association of Schools and Colleges (WASC) review process and was granted a full six-year term of accreditation with a one-day mid-cycle review in 2025.

The school serves the needs of high school-age and Adult Transition Program students. The school is the recipient of three California School Board Golden Bell Awards - one granted to the Adult Transition Program in 2017, one granted to the Opportunity Program in 2020, and the third granted to the Academy Program in 2023. Furthermore, the Adult Transition Program was honored with the Grazer Outstanding Achievement Award (GOAL) from the California Advisory Commission on Special Education in 2018. The student body represents the District's six comprehensive high schools and the continuation high school. According to DataQuest, LSHS had an enrollment of 414 students in 2021-2022, and the school's student population was identified as 71.6% Hispanic, 12.4% White, 7.3% Asian, 3.9% African American, 1.8% Filipino, 0.2% American Indian, 1.5% Pacific Islander, and 2.2% two or more races.

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

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

1. Opportunity classes are designed for tenth-grade students who are behind in units. Students attend school in a small-class setting with a cohort of other Opportunity students at the main LSHS campus. The program is designed to help students get back on track by providing intervention classes in math and reading to fill in any educational gaps which may be causing 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 social/emotional skills. The Academy class is also designed to target poor attendance and poor adjustment to academic and/or behavioral expectations. Restorative Circles are practiced weekly in Academy. There is also time allotted during Academy for students to work on assignments and receive tutoring. Students can receive additional tutoring by attending the lunchtime tutoring program offered daily in the La Sierra library or by attending after-school tutoring on Tuesdays, Wednesdays, and Thursdays. Finally, Opportunity MATH 180 teacher, Gavin Beglin, was named the national Houghton Mifflin teacher of the year and the Opportunity Program received the Golden Bell award in 2020.

2. The iSierra Online Academy is an independent study program that utilizes APEX online curriculum and allows students to learn and interact with their instructor in a virtual setting. It offers all the courses required for graduation including honors and AP classes. The courses are also a-g and NCAA approved. Students meet face-to-face (either in person or virtually) with their instructor at least once a week for an individual appointment to review progress, answer questions and take assessments. The program offers a multifaceted high school experience with flexible scheduling, individualized learning, multiple course pathways, and unique master scheduling. It is designed to meet the needs of students who prefer more flexibility in their daytime schedule, who need expanded options to address scheduling conflicts due to involvement in sports, acting, and other pursuits; a desire to accelerate learning to enter college sooner or pursue professional sports or careers; and/or a preference for Distance Learning.

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

4. The Adult Transition Program (ATP) serves 18 to 22-year-old students on individual education plans. The ATP classrooms, or hubs, are located throughout the District, allowing students to learn the bus routes, to receive vocational training, and to access recreation in their own neighborhoods so they can be more independent upon completion of the program. ATP collaborates with over 30 local businesses to develop jobs that give students authentic work experiences. The focus of the program is the acquisition of functional academic, vocational, mobility, and independent living skills to improve employment rates and enrollments into post-secondary programs for its students. The goal is to enable ATP students to function productively in the community to the best of their abilities. ATP has received both the Golden Bell and the prestigious GOALS award, and ATP teacher, Sovey Long Latteri, was named the California Teacher of the Year in 2022.

5. The ABC (Academic, Behavior, and Counseling) Program serves students on extended suspension and suspended expulsion as well as students who would have previously been referred to county school for truancy or other behavior issues. Students work independently on APEX online curriculum and receive counseling and tutoring support.

LSHS offers all the required courses for graduation in the District and teachers are highly trained and dedicated to the school's four core values: the 12 Highly Effective Instructional Practices, School-Based Mental Health, Instructional Technology Applications, and Safety to support student learning. Staff development is focused on these four areas. Through the use of research-based, data-driven instruction, curriculum, and assessment, content area teachers are able to identify areas of academic need to target instruction to increase student achievement. Social/emotional support is also available to improve student outcomes. The school's focus on the social/emotional issues and traumatic experiences that are often at the root of maladaptive school behavior and performance makes it innovative and exemplary. All teachers, counselors, administrators, paraprofessionals, and office staff have completed training in Restorative Practices, have been certified in Trauma-Informed Instruction, and received advanced certification in Trauma-Informed Instruction in 2022-2023. They are focused on using these strategies (weekly Restorative Circles, calming activities, scripted questions, recognizing escalating behavior, etc.) to build relationships with students and mitigate the negative effects of Adverse Childhood Experiences (ACES). The Academy class houses our customized social emotional learning curriculum. This curriculum is used to address student mental health through teaching pro social/emotional skills. The Academy Program was awarded a Golden Bell in 2023 for the work that is done to address student Social Emotional Learning.



Students are referred to LSHS by counselors and administrators at the six comprehensive high schools and the District alternative high school. A shared spreadsheet is created with tabs for each school so administrators and counselors from both schools can review and discuss the students being referred. Students and parents/guardians must attend an orientation prior to admission. Orientations are held five times a year - in the summer and before the beginning of each quarter. Covid-19 restrictions prompted a switch to online orientations in 2020. Components of the online process include an orientation video, Aeries Data confirmation instructions, and digital signing capability to capture signatures of families whose students are enrolling in the iSierra Online Academy. SPED students are referred by their home school and vetted by the District office before an IEP is held to determine if the change of placement is appropriate for the student. There is a focus on making transitions to LSHS less stressful on referred families, so, once the home school makes initial contact, LSHS staff members make personal communication with the referred families to answer any questions or concerns.

All La Sierra students can receive additional tutoring by attending the lunchtime tutoring program offered daily in the library. or by attending after-school tutoring on Tuesdays, Wednesdays, and Thursdays.

La Sierra High School works with a wide array of partnerships within the local community. Examples of these partners include North Orange County Regional Occupational Program (NOCROP), Fullerton Community College, the Fullerton Assistance League, FLOCK (Fullerton's Love for Orange County Kids Organization), The Muckenthaler Museum, Fullerton Library, 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.

#### Staff Description

In 2023 - 2024 the staff of La Sierra consisted of 34 classroom teachers, 1 ROP teacher, 1 counselor, 2 guidance technician, 3 assistant principals, 1 principal, 1 school secretary, 1 data technician, 2 senior records clerks, 1 senior account clerks, 4 custodians, 3 campus supervisors, 38 instructional aides, and 3 District-employee food service workers. Support staff includes 1 psychologist, 1 mental health specialist, 1 speech and language pathologist, 1 school nurse, 1 LVN, 1 Student Intervention Liaison, a 40% EL/Community Liaison, and 1 computer technician on site from the District. La Sierra also has the support of a Fullerton Police Department school resource officer who is shared with one other high school.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

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

The Fullerton Joint Union High School District created three detailed surveys, one for each stakeholder group: parents, staff members, and students. The surveys were built upon the goals, stakeholder values, and eight State priorities identified in the LCAP from the previous year and asked respondents to indicate their perceptions on the extent to which the District met the LCAP goals from the previous year. The surveys were conducted between January and April 2023, to allow for timely engagement in the development of the LCAP. Responses were collated and analyzed to determine common themes. Common themes were integrated into the goals, actions, services, and expenditures of the LCAP. The hypothesis was that common themes would result from an analysis of the survey data, annual update meetings and LCAP draft reviews, and comment meetings. These common themes would represent the educational values of our collective stakeholder groups for the students in the District. These values, in turn, would become key considerations in the development of the LCAP.

The common themes that arose from the surveys and stakeholder meetings impacted the formulation of the LCAP in several key areas:

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

Actions/Services (specific actions and services are listed in the LCAP):

1. Staffing to improve and increase student and family engagement and academic outcomes
2. Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional material platforms.
3. Services to provide academic guidance support and college exploration (a key feature based on stakeholder engagement from parents and students)

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

Actions/Services (specific actions and services are listed in the LCAP):

1. Basic Staffing, salaries, and benefits to provide professional learning, and extended learning opportunities for all students
2. Equipment, supplies, and technology to ensure standards-based instruction and to maintain clean and safe learning environments
3. Equipment, supplies, and technology to provide educational technology primarily targeting the needs of English learners, foster youth, and students from low-income families
4. Services to provide training, educational technology, learning intervention strategies, and to provide interpreting services

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

Actions/Services (specific actions and services are listed in the LCAP):

1. Staffing to provide oversight and support to unduplicated student populations and all students
2. Equipment, supplies, and technology to reduce suspensions and help students develop coping strategies
3. Services to support student success and contribute to building a climate of support

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

Supportive Relationships - 69% favorable (11% lower than the FJUHS average)  
School Safety - 68% favorable (5% higher than the FJUHS average)  
Social Awareness - 48% favorable (4% lower than the FJUHS average)  
Self-Efficacy - 40% favorable (5% higher than the FJUHS average)  
Valuing of School - 40% (4% lower than the FJUHS average)  
Emotion Regulation - 34% (7% lower than the FJUHS average)  
School Climate - 34% (10% lower than the FJUHS average)  
Sense of Belonging - 32% (6% lower than the FJUHS average)

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the 2022-23 school year, both formal and informal observations took place. Administrators formally evaluated 9 certificated staff members, four of whom were probationary or temp teachers, resulting in 19 formal classroom observations. Additionally, the LSHS administrative team commits to and schedules informal walk-throughs of all teachers' classrooms on a regular basis. Data is collected on the teacher's use of the 12 Highly Effective Instructional Strategies, use of technology educational applications, and Restorative Practices during these observations. All visits are documented on a Google observation form.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

#### CAASPP Data

2022-2023:

English Language Arts

24 Tested - 92.3% of Enrolled Students Completed Exam

33.33% Exceeded Standards

33.33% Met Standards

25.00% Nearly Met Standards

8.33% Standards Not Met

Math

25 Tested - 92.5% of Enrolled Students Completed Exam

8.00% Exceeded Standards

20.00% Met Standards

20.00 % Nearly Met Standards

52.00% Standards Not Met

2021-2022:

English Language Arts

41 Tested - 95.3% of Enrolled Students Completed Exam

21.95% Exceeded Standards

17.07% Met Standards

26.83% Nearly Met Standards

34.15% Standards Not Met

Math

40 Tested - 93.0% of Enrolled Students Completed Exam

12.5% Exceeded Standards

12.5% Met Standards

26.83% Nearly Met Standards

52.5% Standards Not Met

LSHS increased the percentage of students meeting or exceeding standards on the ELA CAASPP by 27.64% in 2022-2023.

The percentage of students meeting or exceeding standards on the Math CAASPP increased by 3.0% in 2022-2023. Although the percentage of students scoring in the met and exceeded standards range improved, the majority of LSHS students - 33.33% (ELA), 72.00% (Math) - fell into the standard not met /nearly met bands in 2022-2023

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

#### CAST Data

2022-2023:

24 Tested - 96.00% of Enrolled Students Completed Exam

8.33 % Standard Exceeded

37.50% Standard Met

45.83% Standard Nearly Met

8.33% Standard Not Met

2021-2022:

65 Tested - 86.66% of Enrolled Students Completed Exam

3.08% Standard Exceeded



23.08% Standard Met  
60.00% Standard Nearly Met  
13.85% Standard Not Met

LSHS increased the percentage of students meeting or exceeding standards on the Science CAASPP by an amazing 19.67% in 2022-2023. Science teachers are involved in regular District-led professional development to align their curriculum, instruction, and assessment with the Next Generation Science Standards (NGSS) that align with the CAST. In addition, starting in 2022-2023, LSHS scheduled twenty early-release days so content teachers could collaborate in Professional Learning Communities and focus on data to improve student learning. Science classes have both also transitioned to digital textbooks which better prepare students for the CAASPP online exams.

#### ELPAC Data

##### 2022-2023:

11.11 % Level 4 - Well Developed  
48.15 % Level 3 - Moderately Developed  
29.63% Level 2 - Somewhat Developed  
11.11 % Level 1 - Minimally Developed

##### 2021-2022:

14.93 % Level 4 - Well Developed  
35.82% Level 3 - Moderately Developed  
41.79% Level 2 - Somewhat Developed  
7.46% Level 1 - Minimally Developed

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

LSHS increased the percentage of students who achieved performance level 4 (Well Developed) and level 3 (Moderately Developed) by 8.51%.

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

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

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

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

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

The majority of LSHS teachers are highly qualified. Our area of deficiency is with our Home/Hospital teachers who teach multiple subjects. In addition, there are several Opportunity teachers teaching the MATH 180 intervention class who do not have a math credential. All these teachers are qualified, however, under the Small School's Act: ED 44865.

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

All teachers are provided with instructional materials that are standards based and approved by the District. All teachers have professional development provided by the District in their specific content area and professional development provided by the school in such areas as Google Applications for Educators, Restorative Practices, Trauma Informed Instruction and Elevated Achievement Group's 12 Highly Effective Instructional Practices. Teachers in specialized programs such as READ 180, MATH 180 and APEX receive curriculum-specific professional development from the companies providing the curriculum.

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

In 2022-2023 the FJUHSd gifted each of its schools with 20 days of early release to focus on professional development. This provides dedicated time for the LSHS departments to fully participate in professional learning communities. In addition, the FJUHSd Educational Services department has created multiple days of subject specific release days to focus on site and District alignment of curriculum, instruction, and assessment. All staff development is aligned to content standards, assessed student performance and professional needs: MATH 180 training, READ 180 training, APEX training, special education-specific training, English and math digital curriculum training, Elevated Achievement Group's 12 Highly Effective Instructional Practice training, Aeries.net training, Aeries Alternative Scheduling, Next Generation Science Standards training, DBQ training, ELD training, ERWC training, Google Applications for Educators, Restorative Practices, Trauma-Informed Instruction and Safety.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
LSHS has identified four core values that drive the school's academic focus and training is provided in these four areas throughout the year:

1. The 12 Highly Effective Instructional Strategies (including EL Strategies) Safety: Schoolwide training focuses on community/school gang awareness, safety drills (Evade/Evacuate/Engage, Fire, and Earthquake) facility checks (locking doors, closing blinds, emergency buttons, etc.), and general safety practices. Additionally, a Safety Committee meets monthly.

2. Safety

3. School-Based Mental Health

4. Technology Instructional Applications.

1. Instructional Strategies: Elevated Achievement Group provided coaching to all LSHS teachers on the 12 Highly Effective Instructional Strategies in the past and continues to train new teachers on these strategies, peer observations, and school-wide data collection to improve curriculum, instruction, assessment, and culture. A LSHS teacher has been trained to continue to support the 12 Practices, provide additional training, and facilitate quarterly instructional rounds data collection and analysis. In 2022-2023 the LV 12 Practices teacher collaborated with the EL/Community Liaison to infuse EL instructional strategies into all the 12 Practices training.

2. Safety: Schoolwide training focuses on community/school gang awareness, safety drills (Evade/Evacuate/Engage, Fire, and Earthquake) facility checks (locking doors, closing blinds, emergency buttons, etc.), and general safety practices. Additionally, a Safety Committee meets monthly.

3. School-Based Mental Health: All teachers are trained in Restorative Practices and implement weekly Restorative Circles in their Academy classes. In addition, the whole staff completed certification in Trauma-Informed Instruction in 2019 to deepen our commitment to addressing the needs of the vulnerable at-risk students that attend LVHS. In 2022-2023 teachers are continuing their certification in Trauma-Informed Instruction with a year-long, master-level training.

4. The LSHS technology coach provides professional development on technology applications for teachers. Teachers have badged on 26 applications over the last five years and three new badges have been added for 2023-2024. LSHS purchases site licenses for the apps that generate strong positive staff responses.

LSHS has department chairs in English, math, social science, science, CTE, Opportunity, Home/Hospital, iSierra Online Academy, Adult Transition, and counseling. These teacher leaders provide ongoing instructional assistance and support for teachers and the guidance staff.

Finally, teachers engage in structured professional development that is conducted by content experts in a variety of areas. In English, science, math, social science, CTE, ELD, and visual performing arts a District teacher on special assignment provides ongoing professional development during the summer and throughout the year. Social science received training in Document Based Questions (DBQ) aligned to Common Core State Standards. Special education teachers are offered a series of District training throughout the school year. Intervention READ 180/MATH 180 teachers get ongoing coaching from the curriculum's publisher, Houghton Mifflin.

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

Teachers collaborate minimally once a month in PLC meetings in English, math, READ 180, MATH 180, social science, Opportunity, iSierra Online Academy, Home/Hospital, counseling, and the Adult Transition special education departments.

## Teaching and Learning

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

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

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

Not applicable

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

Not applicable

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

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

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

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

## **Opportunity and Equal Educational Access**

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

Bus passes

1:1 Chromebooks

Instructional aides support READ 180, MATH 180, ELD, Academy, iSierra, and Adult Transition classrooms.

Instructional aides in Lunch-Time Tutoring and After-School Tutoring

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

Counselor support

Lunch-time tutoring

After-school tutoring

EL tutoring

EL Individual Learning Plans (ILPs)

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

Opportunity Plus after-school program to support Opportunity students who are underperforming

Attendance and productivity monitoring

EL/Community Liaison

Intervention Liaison

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

Leaders in Resiliency counseling for McKinney-Vento and ABC students

Tutor.com

Learning Lab - IXL

Acellus

Saturday School Academic Support



Evidence-based educational practices to raise student achievement

READ 180 curriculum, instruction and assessment

MATH 180 curriculum, instruction and assessment

Saavas English and math curriculum, instruction and assessment

National Geographic Learning Cengage ELD curriculum, instruction and assessment

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

Schoolwide commitment to the 12 Highly Effective Instructional Practices

Staff trained in Restorative Practices and Trauma-Informed Instruction

Schoolwide Restorative Practices

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

Professional Learning Communities (PLCs)

Common Assessments

Benchmarking

SMART Goals

## Parental Engagement

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

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

##### Social Media Handles:

YouTube: lavistaandlasierrahighschools  
Facebook: La Vista/La Sierra High School  
Twitter: @LaVistaLaSierra  
Instagram: lvshs  
Instagram: lvshsEL/Community Liaison  
ASB Instagram: lvshsasb

##### Other Parent Engagement Resources:

EL/Community Liaison  
Student Intervention Liaison  
ELAC  
DELAC  
Lunch-Time Tutoring  
After-School Tutoring  
EL Tutoring  
Intervention Classes: MATH 180, READ 180, IXL, Acellus, and APEX  
McKinney-Vento Services  
Free and Reduced Lunch  
Student Resource Center  
AB 104, 130, 216, 1806, 365, 2306  
Academy Class  
Fullerton Loves Orange County Kids (FLOCK)  
Outside Agencies for Mental Health Support: Care Solace, Congruent Lives, Phoenix House, Seneca, Tasha Training and Consulting (Leaders in Resiliency), Vista Community Clinic (VCC)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent University  
Parent Institute for Quality Education (PIQUE)  
School Site Council  
ELAC  
DELAC  
Adult Education Block Grant (AEBG)  
Adult Transition Program Business Partners  
Blended Classes with Fullerton Community College

## Funding

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

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

### Comprehensive Support and Improvement (CSI)

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

An average graduation rate of 67% and below between 2017/18 school years

Low performance on CAASPP tests in English language arts and math (orange or red for either or both on the California School Dashboard).

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.

### Fiscal support (EPC)

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

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

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

## **Resource Inequities**

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

The resource inequities identified are time, and adequate space.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.48%	0.73%	1	2	2
African American	4.5%	2.66%	2.55%	16	11	7
Asian	5.9%	5.07%	7.27%	21	21	20
Filipino	2.3%	1.93%	1.82%	8	8	5
Hispanic/Latino	72.2%	73.19%	71.64%	257	303	197
Pacific Islander	0.8%	1.21%	1.45%	3	5	4
White	12.6%	14.01%	12.36%	45	58	34
Multiple/No Response	1.4%	1.45%	2.18%	5	6	6
Total Enrollment				356	414	275

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	5	17	6
Grade 10	115	171	92
Grade 11	42	41	30
Grade 12	194	185	147
Total Enrollment	356	414	275

### Conclusions based on this data:

1. The majority of students at LSHS are Hispanic/Latino.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	62	66	32	17.4%	15.9%	11.6%
Fluent English Proficient (FEP)	109	124	98	30.6%	30.0%	35.6%
Reclassified Fluent English Proficient (RFEP)	6			9.7%		

### Conclusions based on this data:

1. The percentage of English Learners enrolled decreased by 4.3% to 32 students.
2. The percentage of FEP students increased by 5.6% despite the total number of FEP students decreasing by 26.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	33	43	26	22	41	24	21	41	24	66.7	95.3	92.3
All Grades	33	43	26	22	41	24	21	41	24	66.7	95.3	92.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2540.	2550.	2625.	19.05	21.95	33.33	19.05	17.07	33.33	19.05	26.83	25.00	42.86	34.15	8.33
All Grades	N/A	N/A	N/A	19.05	21.95	33.33	19.05	17.07	33.33	19.05	26.83	25.00	42.86	34.15	8.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	26.83	*	*	46.34	*	*	26.83	*
All Grades	*	26.83	*	*	46.34	*	*	26.83	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	26.83	*	*	34.15	*	*	39.02	*
All Grades	*	26.83	*	*	34.15	*	*	39.02	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	21.95	*	*	53.66	*	*	24.39	*
All Grades	*	21.95	*	*	53.66	*	*	24.39	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	17.07	*	*	56.10	*	*	26.83	*
All Grades	*	17.07	*	*	56.10	*	*	26.83	*

**Conclusions based on this data:**

1. The percent of students scoring in the met and exceeded standards range on the CAASPP exam improved significantly in 2022-2023 to 33.33% for each. This represents an 11% increase in students who exceeded standards and a 16% increase for students who met standard.
2. As a trend, the majority of LSHS (66.6%) students fall into the standard exceeded or met achievement bands.
3. LSHS participation rate decreased slightly by 3%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	33	43	27	20	40	25	20	40	25	60.6	93.0	92.6
All Grades	33	43	27	20	40	25	20	40	25	60.6	93.0	92.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2506.	2542.	2553.	10.00	12.50	8.00	5.00	12.50	20.00	15.00	22.50	20.00	70.00	52.50	52.00
All Grades	N/A	N/A	N/A	10.00	12.50	8.00	5.00	12.50	20.00	15.00	22.50	20.00	70.00	52.50	52.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	15.00	*	*	37.50	*	*	47.50	*
All Grades	*	15.00	*	*	37.50	*	*	47.50	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	12.50	*	*	60.00	*	*	27.50	*
All Grades	*	12.50	*	*	60.00	*	*	27.50	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	15.00	*	*	65.00	*	*	20.00	*
All Grades	*	15.00	*	*	65.00	*	*	20.00	*

### Conclusions based on this data:

1. The percent of students scoring in the met and exceeded standards range on the CAASPP exam improved by 3% in the 2022-23 school year.

2. As a trend, the majority of LSHS students fall into the standard not met or standard nearly met bands.
3. LSHS participation rate decreased by 0.4%. This will continue to be an area of focus.



# School and Student Performance Data

## ELPAC Results

<b>ELPAC Summative Assessment Data</b> <b>Number of Students and Mean Scale Scores for All Students</b>												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	1568.0	1563.1	1564.9	1572.3	1559.5	1569.7	1563.4	1566.1	1559.3	29	57	20
11	*	*	*	*	*	*	*	*	*	5	5	*
12	*	*	*	*	*	*	*	*	*	9	5	4
All Grades										43	69	27

<b>Overall Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	10.34	16.07	25	44.83	37.50	55	37.93	39.29	15	6.90	7.14	5	29	56	20
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
All Grades	7.50	14.93	22.22	37.50	35.82	51.85	40.00	41.79	18.52	15.00	7.46	7.41	40	67	27

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	27.59	26.79	25	41.38	39.29	55	24.14	32.14	15	6.90	1.79	5	29	56	20
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
All Grades	27.50	23.88	22.22	40.00	41.79	51.85	20.00	32.84	18.52	12.50	1.49	7.41	40	67	27

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	3.45	10.71	0	34.48	30.36	35	44.83	44.64	45	17.24	14.29	20	29	56	20
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
All Grades	2.50	10.45	0	30.00	28.36	29.63	37.50	43.28	40.74	30.00	17.91	29.63	40	67	27

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	11.54	10.71	15	50.00	73.21	75	38.46	16.07	10	26	56	20
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	4
All Grades	8.57	8.96	14.81	48.57	76.12	70.37	42.86	14.93	14.81	35	67	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	87.50	67.86	80	12.50	30.36	15	0.00	1.79	5	24	56	20
11	*	*		*	*		*	*		*	*	*
12	*	*		*	*		*	*		*	*	4
All Grades	82.86	61.19	70.37	11.43	35.82	22.22	5.71	2.99	7.41	35	67	27

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	13.79	23.21	20	55.17	44.64	30	31.03	32.14	50	29	56	20
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	4
All Grades	10.53	20.90	14.81	50.00	43.28	29.63	39.47	35.82	55.56	38	67	27

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	4.35	1.79	0	86.96	83.93	95	8.70	14.29	5	23	56	20
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	4
All Grades	5.88	2.99	3.7	73.53	83.58	85.19	20.59	13.43	11.11	34	67	27

#### Conclusions based on this data:

- 2022-2023 Overall Results:  
11.11% Level 4 - Well Developed  
48.15% Level 3 - Moderately Developed  
29.63% Level 2 - Somewhat Developed  
11.11% Level 1 - Beginning to Develop

2. 2021-2022 Overall Results:  
14.93% Level 4 - Well Developed  
35.82% Level 3 - Moderately Developed  
41.79 % Level 2 - Somewhat Developed  
7.46% Level 1 - Beginning to Develop
3. LSHS increased the percentage of of students scoring overall in the well developed and moderately developed ranges by 8.51% allowing more students the opportunity to redesignate.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
414	65.7	15.9	1.0
Total Number of Students enrolled in La Sierra High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	15.9
Foster Youth	4	1.0
Homeless	7	1.7
Socioeconomically Disadvantaged	272	65.7
Students with Disabilities	134	32.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.7
American Indian	2	0.5
Asian	21	5.1
Filipino	8	1.9
Hispanic	303	73.2
Two or More Races	6	1.4
Pacific Islander	5	1.2
White	58	14.0

**Conclusions based on this data:**

1. At 65.7%, nearly 2/3 of the students enrolled in LSHS were socioeconomically disadvantaged in 2021-2022.
2. The number of English Learners at LSHS increased to 15.9%.
3. LSHS serves a population of students of which effectually 1/3 or 32.4% of students have disabilities.

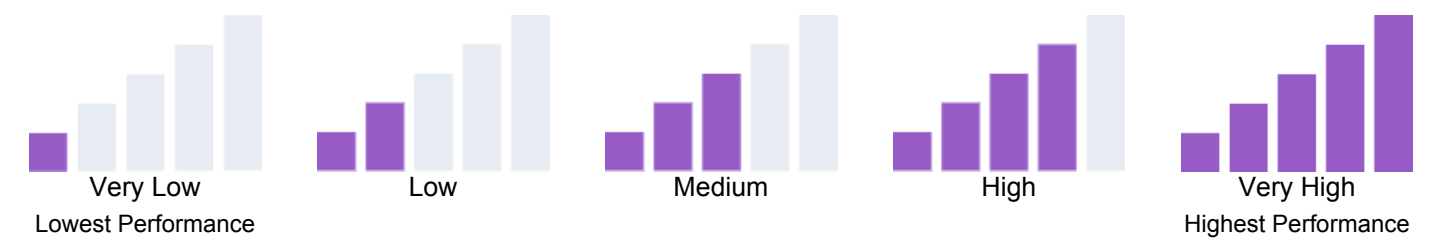


# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>No Performance Level</div>	<div>Graduation Rate</div> <div>Very Low</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>No Performance Level</div>		
<div>English Learner Progress</div> <div>Low</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

**Conclusions based on this data:**

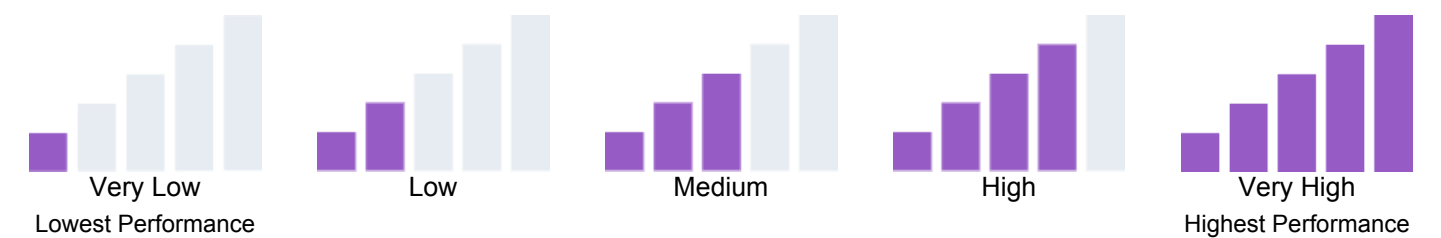
1. The LSHS graduation rate has been identified as very low. We will continue to implement interventions to improve this.
2. The LSHS suspension rate is medium. We will continue to explore and implement strategies to decrease instances where a suspension is necessary.
3. The LSHS English Learner Progress is low. This will continue to be an area of focus that we will leverage our EL Family Liaison to support us in improving.

# School and Student Performance Data

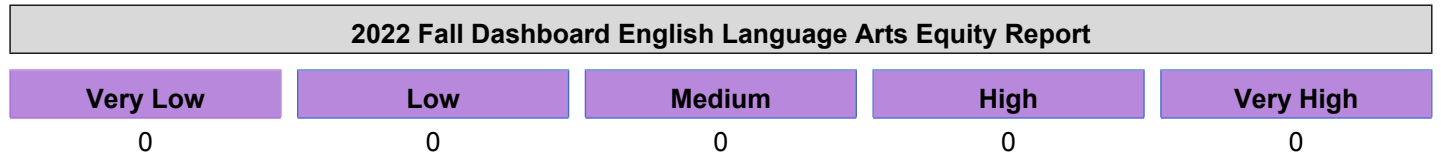
## Academic Performance English Language Arts

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

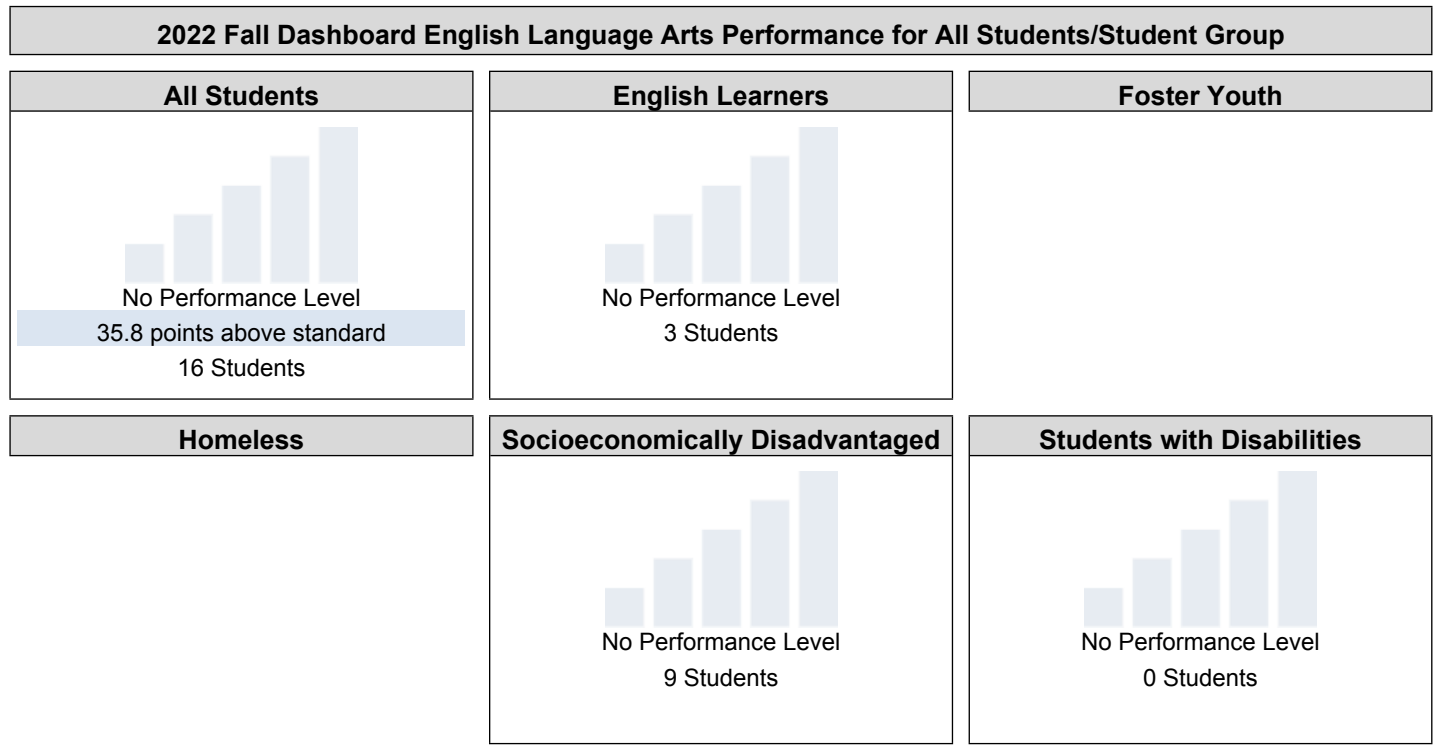
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



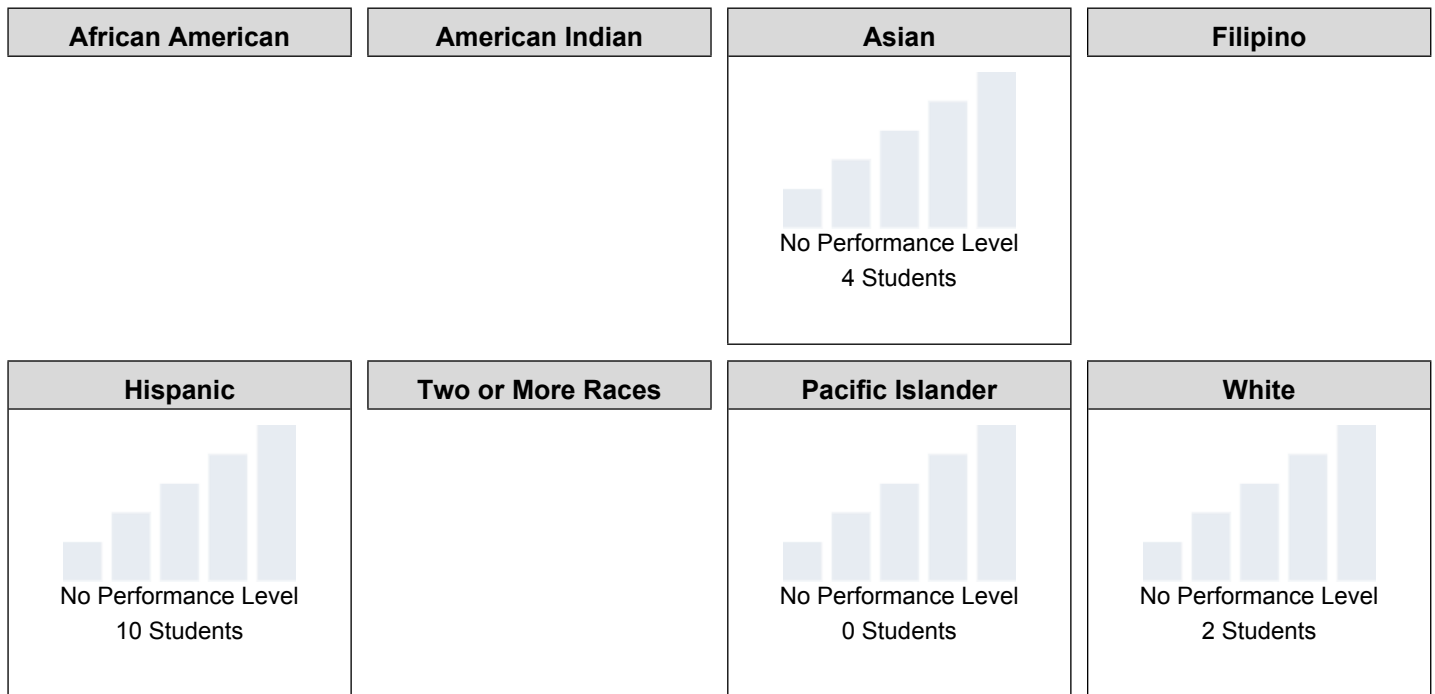
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	2 Students	<div>13.9 points above standard</div> <div>11 Students</div>

#### Conclusions based on this data:

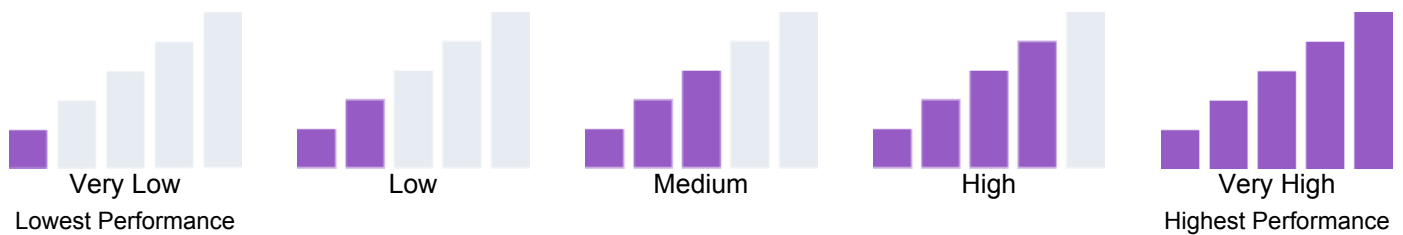
- LSHS has 16 students take the ELA assessment. Those students tested 35.8 points above standard.
- Of the 16 students who took the assessment 10 were Hispanic, 4 Asian, 2 White.
- Of the 16 students who were tested, 11 were English Only and scored 13.9 points above standard. The other students accounted for the remaining 21.9 points above standard.

# School and Student Performance Data

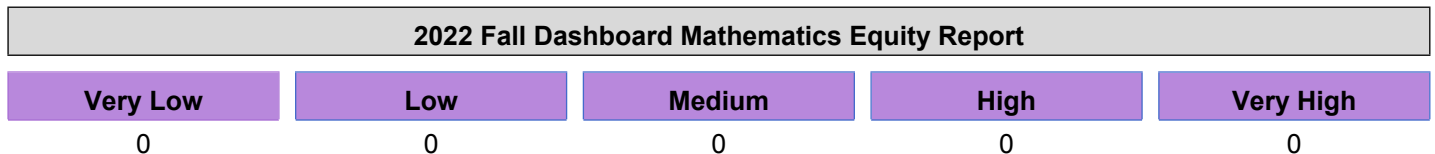
## Academic Performance Mathematics

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

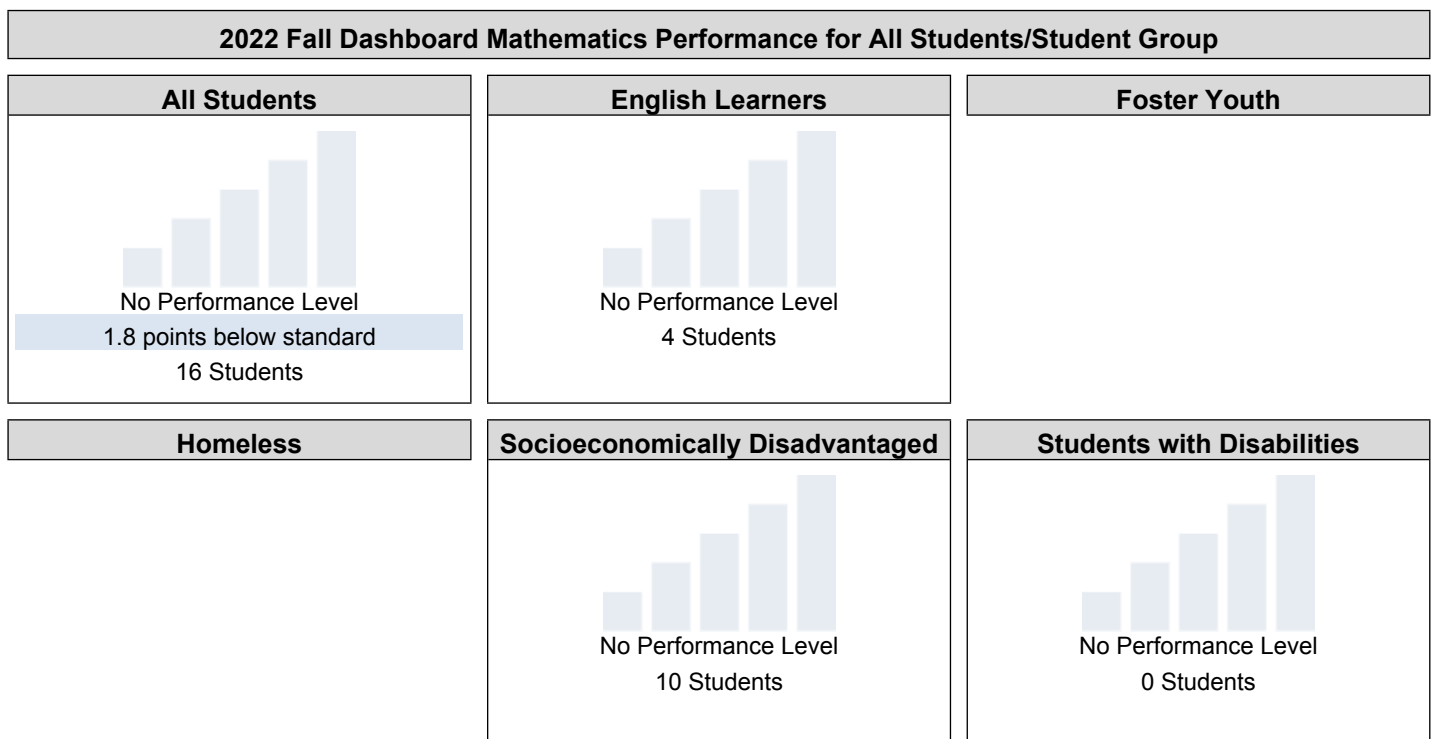
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



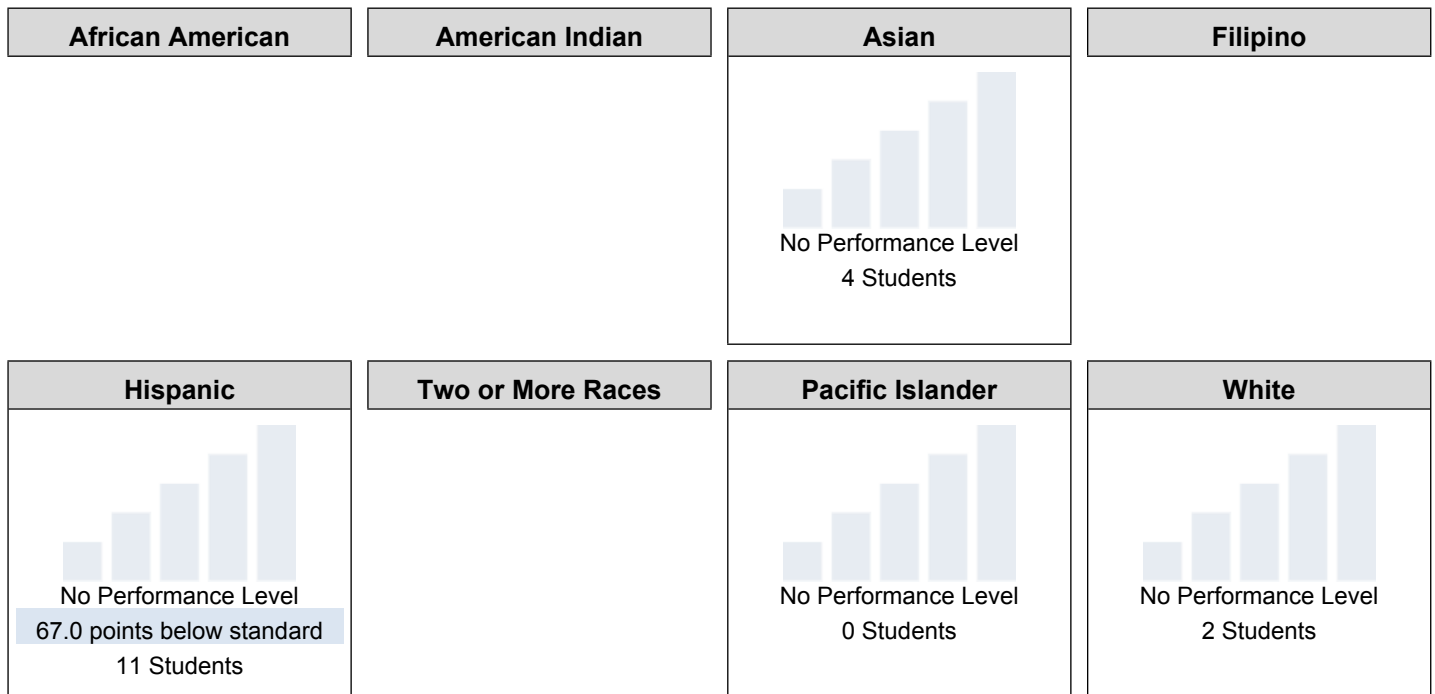
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2 Students	2 Students	19.0 points below standard 11 Students

#### Conclusions based on this data:

1. Overall the student group of all students comprised of 16 students. Those students scored 1.8 points below standard.
2. Hispanic students was comprised of 11 students. Those students scored 67 points below standard.
3. English Only students comprised of 11 students. Those students scored 19 points below standard.

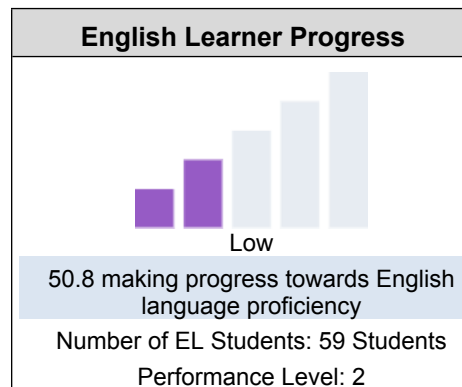
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.8%	20.3%	5.1%	45.8%

#### Conclusions based on this data:

1. 50.8% of EL students are making progress towards English Language Proficiency
2. Nearly half of the English Learners - 45.8% - progressed at least one ELPI Level in Fall 2022.
3. 25.4% of EL students maintained their ELPI

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

1. 2021-2022 data is not uploaded as of 10/22/23



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

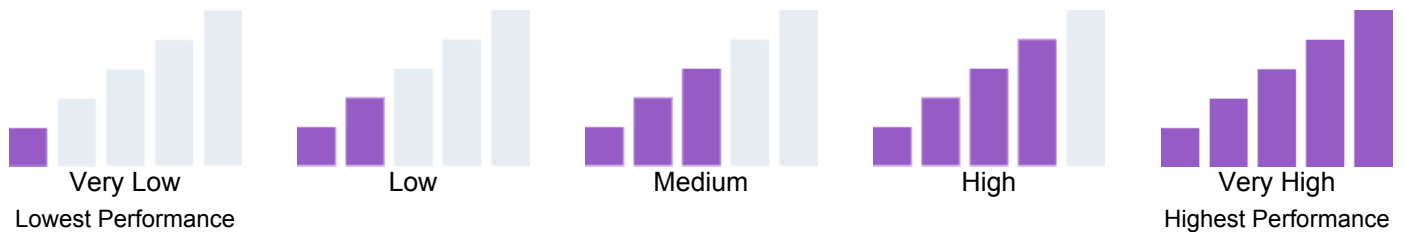
### Conclusions based on this data:

1. 2021-2022 data is not uploaded as of 10/01/22. No other data is provided.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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



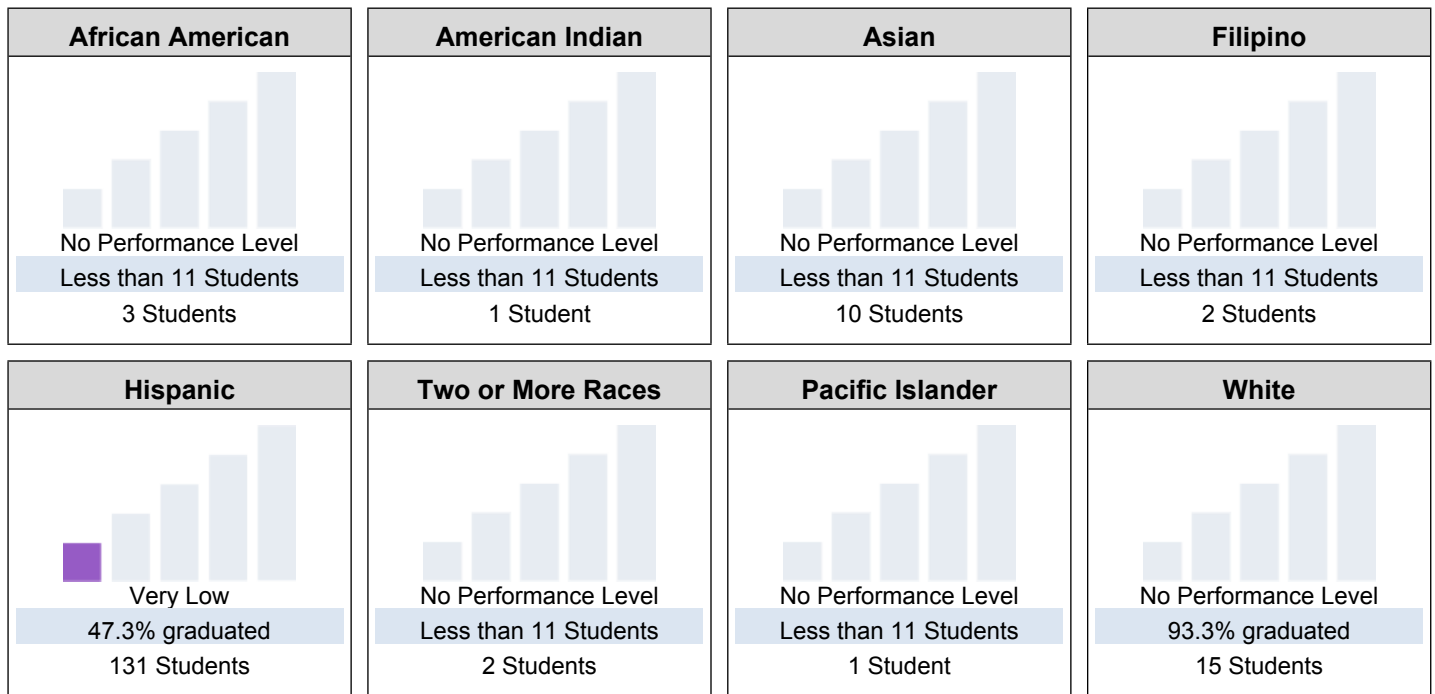
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very Low</p> <p>55.2% graduated</p> <p>165 Students</p>	<p>Very Low</p> <p>23.1% graduated</p> <p>65 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Very Low</p> <p>51.8% graduated</p> <p>141 Students</p>	<p>No Performance Level</p> <p>78.3% graduated</p> <p>23 Students</p>

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### Conclusions based on this data:

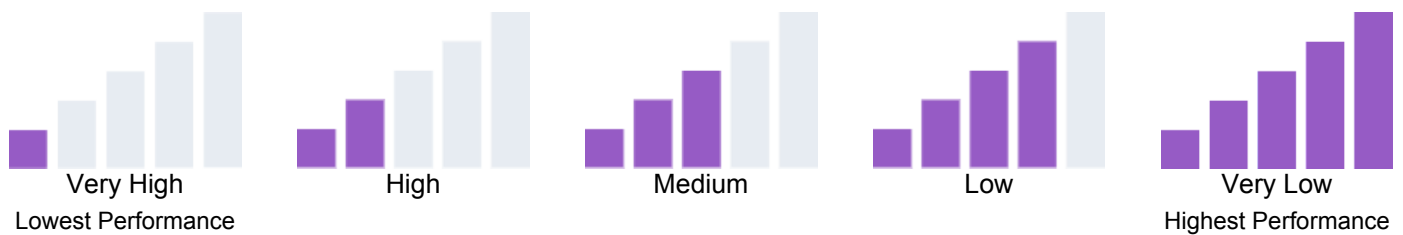
1. The 2022 graduation rate was 55.2%.
2. Fifth year graduates do not count in the graduation rate. If they did, the graduation rate would increase by nearly 20%.
3. Student with disabilities had a graduation rate of 78.3% in 2022. This is 23% higher than the overall graduation rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



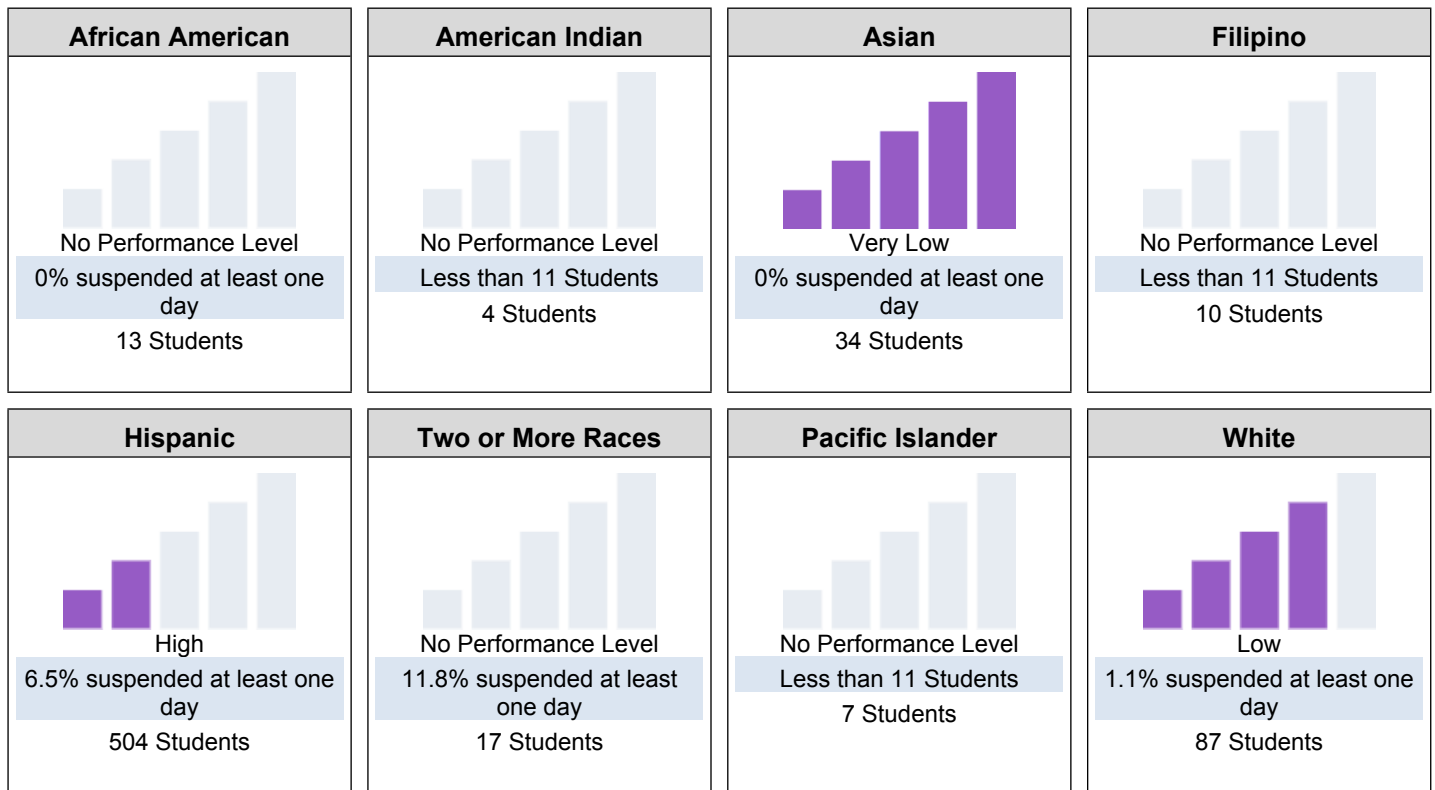
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	3	0	1	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
<p>Medium</p> <p>5.3% suspended at least one day</p> <p>676 Students</p>		<p>High</p> <p>7.7% suspended at least one day</p> <p>143 Students</p>		<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
<p>No Performance Level</p> <p>5.9% suspended at least one day</p> <p>17 Students</p>		<p>High</p> <p>6.4% suspended at least one day</p> <p>467 Students</p>		<p>Very Low</p> <p>0% suspended at least one day</p> <p>156 Students</p>	

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. The suspension rate in 2022 has been evaluated as medium at 5.3%.
2. The suspension rate in 2022 has been evaluated as high at 7.7% for English Learners.
3. The suspension rate in 2022 has been evaluated as high at 6.4% for Socioeconomically Disadvantaged students.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

All La Sierra High School students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills (State Priority 4 and 8).

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

## Identified Need

College and Career Readiness

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Participation in and Performance on CAASPP	<p>CAASPP Data:</p> <p>2022-2023</p> <p>English Language Arts</p> <p>24 Tested - 92% of Enrolled Students Completed Exam</p> <p>33% Exceeded Standards</p> <p>33% Met Standards</p> <p>25% Nearly Met Standards</p> <p>8.33% Standards Not Met</p> <p>Math</p> <p>25 Tested - 92% of Enrolled Students Completed Exam</p> <p>8% Exceeded Standards</p> <p>20% Met Standards</p> <p>20% Nearly Met Standards</p> <p>52% Standards Not Met</p> <p>2021-2022</p> <p>English Language Arts</p>	<p>In ELA, 66% of students scored in the met/exceeded range in 2022-2023 compared to 39% in 2021-2022, 15% in 2018-2019 and 19% in 2017-2018. In Math, 28% of students scored in the met/exceeded range in 2022-2023 compared to 26% in 2021-2022 and 15% in 2020-2021.</p> <p>Teachers review CAASPP results yearly. In an effort to increase rates on the CAASPP, LSHS participates in and analyzes District benchmark testing and interim testing aligned to common core standards. In addition, math</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>41 Tested - 95% of Enrolled Students Completed Exam 22% Exceeded Standards 17% Met Standards 6% Nearly Met Standards 27% Standards Not Met</p> <p>Math 40 Tested - 93% of Enrolled Students Completed Exam 13% Exceeded Standards 13% Met Standards 22% Nearly Met Standards 52% Standards Not Met</p> <p>2020-2021 English Language Arts 21 Tested - 67% of Enrolled Students Completed Exam 19% Exceeded Standards 19% Met Standards 19% Nearly Met Standards 43% Standards Not Met</p> <p>Math 20 Tested - 61% of Enrolled Students Completed Exam 10% Exceeded Standards 5% Met Standards 15% Nearly Met Standards 70% Standards Not Met</p> <p>2019-2020 Unable to Test Due to Covid19</p>	<p>and English classes have both transitioned to digital textbooks which better prepare students for the CAASPP online exams. These CAASPP scores also highlight the need for intervention in reading and math which LSHS is providing so students can fill in the gaps in their basic skills and bring them closer to grade level.</p> <p>The percentage of students tested will increase. The percentage of students scoring in the standards met/standards exceeded range for ELA and Math will increase.</p>
Pupil Participation in and Performance on CAST	<p>CAST Data:</p> <p>2022-2023 8.33% Standard Exceeded 37.50 % Standard Met 45.83% Standard Nearly Met 8.33% Standard Not Met</p> <p>2021-2022 65 Tested - 87% of Enrolled Students Completed Exam 3.08% Standard Exceeded 23.08% Standard Met</p>	<p>During the 2022-2023 academic year, the percentage of students who scored in the range of Standard Exceeded and Standard Met increased by 19.67% to a sum of 45.83%. Meaning nearly half of our students met or exceeded standard. This represents 75% growth from the 2021-2022 total of 26.16% of students who scored in the range of</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>60.00% Standard Nearly Met 13.85% Standard Not Met</p> <p>2020-2021 Data is suppressed because fewer than 11 students tested.</p> <p>2019-2020 Unable to Test Due to Covid19</p> <p>2018-2019 94 Tested - 37% of Enrolled Students Completed Exam 0% Standard Exceeded 3.2% Standard Met 31.2% Standard Nearly Met 65.6% Standard Not Met</p>	<p>Standard Exceeded and Standard Met.</p> <p>Science teachers have leveraged PLC time to align practices and to plan opportunities for students to engage in content aligned reading and writing assignments via Claim Evidence Reasoning (CER). Students have been provided more opportunities to practice and build connections between the NGSS standards and the cross cutting concepts i.e., analyzing models. Additionally, students have benefited from a full year of reading and writing practice in science. This may have improved their preparation.</p> <p>The percentage of students scoring in the standards met/standards exceeded range for will increase. The percentage of students scoring in the standard not met range will decrease.</p>
Fullerton College Counseling 140 Course - Dual Enrollment	<p>Counseling 140 Enrollment 2022-2023 - 1 student 2021-2022 - 10 students 2020-2021 - 2 students 2019-2020 - 1 student</p>	<p>Enrollment in Counseling 140 decreased significantly in 2022-2023. Recruitment will continue to focus on increasing enrollment in Counseling 140.</p>
Fullerton College/LSHS College Courses - Blended Enrollment History of Rock and Roll, and Counseling 151	<p>Blended College Courses 2022-2023 - 5 students 2021-2022 - 19 students 2020-2021 - 4 students 2019-2020 - 0 students (all students were from sister school LVHS) 2018-2019 - not offered (the course was canceled due to</p>	<p>Enrollment in Blended Courses decreased significantly in 2022-2023. The goal is to continue to improve recruitment into blended college courses which allows students to earn college and high school credit concurrently.</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	staffing issues at Fullerton College)	
Community College Extended Opportunity Program & Services (EOPS) and Males Achieving Success (MAS) Conference Field Trips	<p>EOPS  2022-2023 - 0 students  2021-2022 - 0 students  2020-2021 - 0 students  2019-2020 - 36 students</p> <p>MAS  2022-2023 - 11 students  2021-2022 - 0 students  2020-2021 - 0 students  2019-2020 - 31 students</p>	<p>The EOPS has not resumed after being canceled in 2020-2021 and 2021-2022 due to the pandemic. Fullerton College remained in Distant Learning mode for both these years.</p> <p>The MAS Conference resumed in 2022-2023, and is a student equity initiative to help address the achievement gap for Latino males in higher education, featuring empowering workshops from an array of diverse speakers that promote higher education, career exploration, and self-development and it continues to grow in popularity with LSHS students.</p>
Community College/Careers Event	<p>2022-2023 - Moved to the College/Career event described below.</p> <p>2021-2022 - 23 Vendors, 87 Students</p> <p>2020-2021 - 9 Vendors, 124 Students (weekly virtual presentations on Zoom due to the pandemic)</p> <p>2019-2020 - 28 Vendors, Event scheduled during the school day for the first time to allow all students access</p>	<p>The 2021-2022 College/Careers Day event was held in person at the LSHS campus during the school day on February 15, 2022. All students participated during their Academy class and could revisit the vendors during lunch.</p>
College/Career Fair	<p>2022-2023 - 47 Vendors, 57 Students</p> <p>2021-2022 - 34 Vendors, 86 Students</p>	<p>During 2022-2023 the number of vendors increased although the number of student decreased by 33%. This decrease may be due to low</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		attendance. 2021-2022 was the first year for this event was held in the TRHS gym during an extended Academy period on May 18, 2022 rather than in the LV/LS quad allowing for a more robust event that included more vendors focused on jobs/careers.
Adult Transition Career and Resource Event	<p>Career and Resource Vendor Count and Student Participation</p> <p>2022-2023 38 Vendors, Life Skills and Job Search Seminars/Attendance was Lower than Expected</p> <p>2021-2022 41 Vendors, Mock Interviews, and Life Skills and Job Search Seminars/100% Student Participation</p> <p>2020-2021 Over 40 Vendors (held over Zoom throughout the school year due to the pandemic)</p> <p>2019-2020 45 Vendors, Mock Interviews, and Life Skills and Job Search Seminars/100% Student Participation</p>	The 2022-2023 ATP Career and Resource Fair was held in person at the LSHS Campus. It was also held in the evening for the second time which drew more parents and guardians to the event in the first year, but failed to draw in as many families in year two. This may have been due to poor weather. The ATP team is looking into other options for parent education into post-secondary placements.
Implementation of UNIQUE Learning System and Everyday Speech Curriculum to support instruction and learning in the ATP Program. During Covid-19 Distance Learning Zoom sessions ATP expanded its club system and also brought in guest speakers covering all of the ATP standards.	All teachers are trained and utilizing UNIQUE Learning System and Everyday Speech curriculum.	Continue to utilize UNIQUE Learning System and Everyday Speech curriculum.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Certificate Program in ATP to Prepare ATP Students for Post-Secondary Options	<p>ATP focuses on one critical life skill and students earn certification:</p> <p>August - Safety and Community Resources</p> <p>September - Personal Life, Manners and Healthy Eating</p> <p>October - Community and Mobility</p> <p>November - Personal Life, Feeling and Communication</p> <p>December - Vocational Adult Education and Adult Program Research</p> <p>January - Grooming and Hygiene</p> <p>February - Internet Safety</p> <p>March - Daily Living</p> <p>April - Leisure Time and Community Living</p> <p>May - End of the Year Wrap Up</p>	Continue to use certificates to promote ATP students to be functional community members and to create alignment between the hubs.
Partnership with Community Business Partners to Provide Vocational and Post-Secondary Experience for ATP students	<p>Work Sites</p> <p>Fullerton YMCA</p> <p>Muckenthaler Cultural Center</p> <p>El Farolito</p> <p>Brian's Original Sports Bar</p> <p>Big B's BBQ</p> <p>Comic Book Hideout</p> <p>99 Cent Store</p> <p>Grocery Outlet Fullerton</p> <p>CVS Anaheim</p> <p>Zombee Donuts</p> <p>Juice it Up</p> <p>Dollar Tree Fullerton</p> <p>Roscoe's Deli</p> <p>Bourbon Street</p> <p>The Bowery Craft Pizza</p> <p>TAPP Child Care</p> <p>Kiva Container</p> <p>Boys and Girls Club (Fullerton)</p> <p>NOCUT Office</p> <p>The Refinery Church</p> <p>CVS Brea</p> <p>Chick Fil a Brea</p> <p>Target La Habra</p> <p>The Mathnasium</p> <p>Hope International Library</p>	Continue to work with community partners and look for new vocational and post-secondary experiences for ATP students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Starbucks (Drink Dash Delivery)</p> <p>Offsite Opportunity Programs (Mail delivery)</p> <p>El Cholo Restaurant La Habra</p> <p>UC Research Center</p> <p>La Habra Bowling Alley</p> <p>Grocery Outlet La Habra</p> <p>LSHS Custodial</p> <p>Support Agencies</p> <p>Dayle McIntosh Center</p> <p>Department of Rehabilitation</p> <p>NOCE Adult Classes</p> <p>NOCE Mobility program</p> <p>COAST and Coastline College classes</p> <p>Santiago College Adult School</p> <p>Orange County Youth Center</p> <p>Office of Client Rights</p> <p>YES Employment Service</p> <p>Best Buddies and Tuffies</p> <p>Friends</p> <p>OCTA</p> <p>Regional Center East Los Angeles</p> <p>Regional Center Of Orange County</p> <p>ROP/Workability</p> <p>Wilson W. Phelps Foundation</p> <p>Get Safe</p> <p>Planned Parenthood Education</p>	
Adult Program Visits/Adult Program Presentations	Each ATP hub conducts visits annually to the Adult Programs their students are looking to transition into. Adult Programs also travel to the hubs and give presentations. In addition, there were 7 virtual program presentations in 2022-2023.	Continue to schedule visits and presentations (in person and virtual) from Adult Programs that current students are considering for their post-secondary enrollment.
Partnership with Adult Education Program/NOCE Counselors	AEP/NOCE counselors assist ATP students with post-secondary educational and vocational training opportunities.	Continue to partner with AEP/NOCE

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Virtual Post-Secondary College/Career Presentations	2022-2023 8 College/Career Virtual Presentations  2021-2022 8 College/Career Virtual Presentations	Individual college/career vendors were scheduled to interact virtually starting in January 2022. Students attended the presentations on Zoom in their fifth-period Academy classes.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Host Fullerton College/LSHS Blended College Courses - History of Rock and Roll, and Counseling 151

One in fall and one in spring

Supplies for the Dual Enrollment & Blended Enrollment students

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7500	Title I
1500	Title I

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Improve participation on CAASPP. This continues to be a challenge due to the transient nature of students enrolled in the iSierra Online Academy. Administration is gathering information from other alternative high schools to see how they are increasing participation rates.

Improve performance on CAASPP by increasing focus on instruction, curriculum and assessment aligned to the common core and by assigning more performance task assessments.

Improve enrollment numbers in Fullerton College/LSHS Blended College Courses - Counseling 140, History of Rock and Roll, and Counseling 151 Courses by increasing focus on recruitment strategies.

Continue partnering with Fullerton College and other local community colleges on field trip opportunities and vendor participation at the Community College/Career Fair

Continue to support the Adult Transition Program with its Careers Day Event and adult program visits.

Continue to purchase UNIQUE Systems and Everyday Speech licenses and support certificate program to support ATP curriculum, instruction and assessment.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

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

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

## Identified Need

Support The Overall Learning Program and Increase Student Opportunities

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrollment of Students in Career Technical Education (CTE) courses	<p>Opportunity students are enrolled in one of three Career Technical Education (CTE) pathways: Graphic Production Technologies, Art of Video Production, or Childcare.</p> <p>The iSierra Online Academy has three semester-long class offerings in the Apex Career and Technical Strand: Business Applications Information Technology Applications Computer Applications</p> <p>The iSierra Online Academy has five one-year CTE courses</p>	<p>Continue to enroll Opportunity students into CTE pathways for their elective class.</p> <p>Increase the number of students enrolled into the one-semester iSierra Online Academy CTE courses.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>also available to iSierra Online Academy students:</p> <p>Human Resources Principles</p> <p>Legal Environment of Business</p> <p>Principles of Business,</p> <p>Marketing, and Finance</p> <p>Introduction to Business and Technology</p> <p>Principles of Health Science</p>	
All ATP Students Participate in Vocational Training	ATP offers a large variety of vocational experiences to its students that surpass those offered at similar programs in the surrounding area. As such, the ATP has increased the number of job sites from the four it offered at its inception in 2009 to 31 job sites today.	Continue to job develop for ATP so students can get a wide depth and breadth of vocational experiences while enrolled in the program.
Access to “a – g” Courses	Students in the LSHS Opportunity, ABC, Home/Hospital and iSierra On-Line Academy have full access to “a – g” classes.	Continue to submit new courses for "a-g" approval.
Access to Honors and AP Classes	<p>The iSierra Online Academy offers the following honors classes:</p> <p>English 2</p> <p>English 3</p> <p>World History</p> <p>US History</p> <p>Precalculus</p> <p>Geometry</p> <p>Algebra 2</p> <p>AP enrollment in the iSierra On-Line Academy:</p> <p>2022-2023</p> <p>AP Calculus AB 1</p> <p>AP Chemistry 0</p> <p>AP English Literature &amp; Composition 2</p> <p>AP Language and Composition 1</p>	AP course enrollment in the iSierra Online Academy fluctuates greatly depending on the needs of the comprehensive high school blended population and the skill level of the iSierra full time and blended students.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AP Spanish Language & Culture 1 AP U.S. History 7 AP Government 1 AP Psychology 2 AP Macroeconomics 1 AP Statistics 0  2021-2022 AP Calculus AB 7 AP Chemistry 4 AP English Literature & Composition 4 AP Language and Composition 5 AP Spanish Language & Culture 2 AP U.S. History 3 AP Government 7 AP Psychology 2 AP Macroeconomics 4 AP Statistics 2  2020-2021 AP English Literature and Composition Sem 1: 1 AP Spanish Language and Culture Sem 1: 1 AP U.S. History Sem 1: 3 AP U.S. History Sem 2:  AP enrollment in the iSierra On-Line Academy: 2019-2020 AP Calculus AB sem 1: 1 AP Calculus AB Sem 2: 1 AP English Literature and Composition Sem 1: 1 AP U.S. Government and Politics: 1 AP U.S. History Sem 1: 4 AP U.S. History Sem 2: 1  2018-2019 AP Calculus AB Semester 1: 1	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>AP Language &amp; Composition Semester 1: 1</p> <p>AP Economics: 1</p> <p>AP Spanish Semester 1: 2</p> <p>AP Spanish Semester 2: 1</p> <p>AP U.S. History Semester 1: 1</p> <p>AP U.S. History Semester 2: 2</p>	
Access to Expository Reading and Writing (ERWC) Course Modules	<p>The iSierra Online Academy offers an Expository Writing course.</p> <p>Two ERWC modules are taught in Opportunity English II each school year and components of other modules are used for writing instruction throughout the year.</p>	Continue offering the ERWC via the iSierra Online Academy and the ERWC modules in Opportunity English II classes.
Participation in Lunch-Time Tutoring	<p>Lunch-time tutoring is available for Opportunity and iSierra Academy students. Students working on APEX on-line curriculum can work in the computer lab during lunch-time tutoring.</p> <p>2022-2023</p> <p>An average of 4 students participated in tutoring for more than one time each quarter. An average of 0 of those students attended tutoring for five times or more each quarter. The average rate of attendance for students who attended more than one time a quarter was 28 times a quarter.</p> <p>2021-2022</p> <p>An average of 24 students participated in tutoring for more than one time each quarter. An average of 18 of those students attended tutoring for</p>	<p>2022-2023 lunch-time tutoring data shows fewer students participating multiple times per quarter. Those students who did attend, however, increased their number of visits to 28 tutoring sessions on average. Final analysis: with more after-school tutoring options fewer students are accessing lunch-time tutoring.</p> <p>Instructional aide support is available to support students in lunchtime tutoring and tutoring options are being expanded.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>five times or more each quarter. The average rate of attendance for students who attended more than one time a quarter was 13 times a quarter.</p> <p>2020-2021 An average of 11 students participated in tutoring for more than one time each quarter. An average of 8 of those students attended tutoring for five times or more each quarter. The average rate of attendance for students who attended more than one time a quarter was 14 times a quarter.</p> <p>2019-2020 An average of 17 students participated in tutoring for more than one time each quarter. An average of 12 of those students attended tutoring for 5 times or more each quarter. The average rate of attendance for students who attended more than one time a quarter was 10 times a quarter.</p> <p>2018-2019 An average of 17 students participated in tutoring for more than one time each quarter. An average of 9 of those students attended tutoring for five times or more each quarter. The average rate of attendance for students who attended more than one time a quarter was 5 times a quarter.</p>	
Access to APEX On-Line Curriculum via the iSierra	Apex online curriculum contains features to support at-	Continue to provide APEX On-Line Curriculum via the iSierra

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Online Academy, Home/Hospital, ABC, and Opportunity Programs	<p>promise students including: unit overviews, standards lists, academic vocabulary lists with definitions and audio support for pronunciation, chapter objectives, chapters organized into sections by objective, interactive activities, a help/hint feature, feedback features, study guides, audio and language translation support for all text, and formative quizzes. In addition, Apex offers a multitude of alternative courses to meet the subject areas students most have difficulty with.</p> <p>These alternative courses offer a curriculum that bridges the gaps that exist in student learning, as well as addressing motivation levels by breaking the courses of study down into even more manageable units.</p>	Online Academy, Home/Hospital, ABC, and Opportunity Programs
Mainstreaming Experience Between La Sierra Adult Transition Students and Cal State University Fullerton Best Buddies and Tuffies Friends	<p>CSUF students, referred to as peer buddies, are specifically matched for one-on-one friendships - Best Buddies. Best Buddies meets a minimum of twice a month. ATP students who are not paired with a specific buddy, are encouraged to participate in their monthly club socials twice monthly - Tuffies Friends.</p>	Increase the number of students participating in the Best Buddies/Tuffies Friends Program by providing paraprofessional support for students with unique needs and supporting transportation needs at off-site hubs.
Percent of Special Education Students Meeting IEP Goals	<p>Percent of special education students meeting IEP goals</p> <p>2022-2023 96 students had IEP goals data collected in the Adult Transition Program Students Met All Goals: 39.58% Students Did Not Meet One Goal: 28.12% Students Did Not Meet Two Goals: 16.66%</p>	The percentage of students who met all their goals decreased by 0.42%. Although, the percentage of students who met all but one goal more than doubled for a total of 28.12%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students Did Not Meet Three Goals: 6%</p> <p>Students Did Not Meet Four Goals: 3%</p> <p>Students Did Not Meet Five or More Goals:0%</p> <p>Students Met Zero Goals: 6%</p> <p>2021-2022</p> <p>100 students had IEP goals data collected in the Adult Transition Program</p> <p>Students Met All Goals: 40%</p> <p>Students Did Not Meet One Goal: 14%</p> <p>Students Did Not Meet Two Goals: 16%</p> <p>Students Did Not Meet Three Goals: 7%</p> <p>Students Did Not Meet Four Goals: 4%</p> <p>Students Did Not Meet Five or More Goals:3%</p> <p>Students Met Zero Goals: 10%</p> <p>2020-2021</p> <p>110 students had IEP goals data collected in the Adult Transition Program</p> <p>Students Met All Goals: 28.43%</p> <p>Students Did Not Meet One Goal: 8.82%</p> <p>Students Did Not Meet Two Goals: 11.76%</p> <p>Students Did Not Meet Three Goals: 9.80%</p> <p>Students Did Not Meet Four Goals: 0%</p> <p>Students Did Not Meet Five or More Goals:3.92%</p> <p>Students Met Zero Goals: 30.39%</p> <p>2019-2020</p> <p>108 students had IEP goals data collected in the Adult Transition Program</p> <p>Students Met All Goals: 43.52%</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students Did Not Meet One Goal: 32.41%</p> <p>Students Did Not Meet Two Goals: 11.11%</p> <p>Students Did Not Meet Three Goals: 3.70%</p> <p>Students Did Not Meet Four Goals: 5.56%</p> <p>Students Did Not Meet Five or More Goals: 1.85 %</p> <p>Students Met Zero Goals: 1.85%</p> <p>2018-2019</p> <p>102 students had IEP goals data collected in the Adult Transition Program</p> <p>Students Met All Goals: 34.31%</p> <p>Students Did Not Meet One Goal: 26.47%</p> <p>Students Did Not Meet Two Goals: 21.57%</p> <p>Students Did Not Meet Three Goals: 9.80%</p> <p>Students Did Not Meet Four Goals: 3.92%</p> <p>Students Did Not Meet Five or More Goals: 0.00%</p> <p>Students Met Zero Goals: 3.92%</p>	
<p>Adult Transition Post-Graduation Survey</p>	<p>Adult Transition Program survey of graduates that completed the program within the past 4 years. Recent graduates were asked if they currently:</p> <ol style="list-style-type: none"> <li>1) Have paid employment other than work around the house.</li> <li>2) Participate in continued education through vocational or technical school or a 2-year, junior college.</li> <li>3) Receive agency supported job training specific to job skills.</li> <li>4) If they are satisfied with the level of support that they</li> </ol>	<p>These results continue to be well above the national average of unemployment for disabled adults. Survey results continue to reflect satisfaction with the support and training received at the Adult Transition Program.</p> <p>The day programs are currently impacted and lack staffing. For this reason as of 10/23/23 there are 8 students on the waitlist.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>received from La Sierra Adult Transition Program</p> <p>2022-2023</p> <p>0 students working for competitive wages and attending NOCE/postsecondary programs</p> <p>5 student enrolled in a day program</p> <p>1 students enrolled in NOCE/postsecondary programs</p> <p>0 students did not elect to join any programs at the time of graduation due to COVID</p> <p>3 students working only</p> <p>0 students attending Fullerton College</p> <p>0 students unable to contact</p> <p>All graduates have opportunities to participate in Dayle McIntosh social and mobility programs</p> <p>Most graduates have opportunities to participate in Workability lessons and subsidized employment in ATP</p> <p>2021-2022</p> <p>Results indicated that 100% of ATP graduates are enrolled in an adult or post-secondary education program, participating in paid employment or placed in an adult agency for supported job training.</p> <p>2020-2021</p> <p>2 students working for competitive wages and attending NOCE/postsecondary programs</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>1 student enrolled in a day program</p> <p>3 students enrolled in NOCE/postsecondary programs</p> <p>6 students enrolled in day programs</p> <p>3 students did not elect to join any programs at the time of graduation due to COVID</p> <p>2 students working only</p> <p>3 students attending Fullerton College</p> <p>7 students unable to contact due to Covid-19</p> <p>All graduates have opportunities to participate in DayleMcIntosh social and mobility programs</p> <p>Most graduates have opportunities to participate in Workability lessons and subsidized employment in ATP</p> <p>2019-2020</p> <p>2 students working for competitive wages and attending NOCE/postsecondary programs</p> <p>1 student working and enrolled in a day program but moved</p> <p>1 student enrolled in a day program but moved</p> <p>2 students enrolled in a day program and NOCE/postsecondary programs</p> <p>5 students enrolled in NOCE/postsecondary programs</p> <p>6 students enrolled in day programs</p> <p>9 students did not elect to join any programs at the time of graduation due to COVID</p> <p>All graduates have opportunities to participate in</p>	



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																						
	<p>DayleMcIntosh social and mobility programs Most graduates have opportunities to participate in Workability lessons and subsidized employment in ATP</p> <p>2018-2019 Results indicated that 100% of ATP graduates are enrolled in an adult or post-secondary education program, participating in paid employment or placed in an adult agency for supported job training.</p>																							
Credit Productivity Data for Diploma Bound Programs	<p>Productivity as Measured in Average Units Earned per Month - 2022-2023: 8.5 units 2021-2022: 10.4 units 2020-2021: 8 units 2019-2020: 9 units 2018-2019: 9.1 units</p>	Credit productivity decreased by 1.9 units during the 2022-2023 academic year. Although it was a decrease, it is still higher than the 2020-2021 pandemic year and shows students are still producing at a high level.																						
Enrollment in Math Classes Other Than Algebra	<p>Math Enrollment in Classes Above Algebra I in the iSierra Academy:</p> <table><tr><td colspan="2">2022-2023</td></tr><tr><td>AP Calculus AB</td><td>1</td></tr><tr><td>Precalculus Sem 1:</td><td>4</td></tr><tr><td>Precalculus Sem 2:</td><td>2</td></tr><tr><td>Geometry Sem 1:</td><td>16</td></tr><tr><td>Geometry Sem 2:</td><td>20</td></tr><tr><td>Algebra 2 Sem 1:</td><td>15</td></tr><tr><td>Algebra 2 Sem 2:</td><td>17</td></tr><tr><td>Consumer Math Sem 1:</td><td>19</td></tr><tr><td>Consumer Math Sem 2:</td><td>19</td></tr><tr><td>Math for College Readiness Sem 1:</td><td>6</td></tr></table>	2022-2023		AP Calculus AB	1	Precalculus Sem 1:	4	Precalculus Sem 2:	2	Geometry Sem 1:	16	Geometry Sem 2:	20	Algebra 2 Sem 1:	15	Algebra 2 Sem 2:	17	Consumer Math Sem 1:	19	Consumer Math Sem 2:	19	Math for College Readiness Sem 1:	6	The number of students in the iSierra Online Academy enrolled in high-level math decreased significantly in 2022-2023. This can be attributed to declining enrollment and an increase in students choosing to take classes at a comprehensive school in person.
2022-2023																								
AP Calculus AB	1																							
Precalculus Sem 1:	4																							
Precalculus Sem 2:	2																							
Geometry Sem 1:	16																							
Geometry Sem 2:	20																							
Algebra 2 Sem 1:	15																							
Algebra 2 Sem 2:	17																							
Consumer Math Sem 1:	19																							
Consumer Math Sem 2:	19																							
Math for College Readiness Sem 1:	6																							

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Math for College Readiness Sem 2: 5</p> <p>2021-2022</p> <p>AP Calculus AB 7</p> <p>Precalculus Sem 1: 7</p> <p>Precalculus Sem 2: 2</p> <p>Geometry Sem 1: 20</p> <p>Geometry Sem 2: 19</p> <p>Algebra 2 Sem 1: 12</p> <p>Algebra 2 Sem 2: 12</p> <p>Consumer Math Sem 1: 33</p> <p>Consumer Math Sem 2: 33</p> <p>Math for College Readiness Sem 1: 1</p> <p>Math for College Readiness Sem 2: 0</p> <p>2020-2021</p> <p>AP Calculus AB Sem 1: 1</p> <p>Precalculus Sem 1: 2</p> <p>Precalculus Sem 2: 3</p> <p>Geometry Sem 1: 7</p> <p>Geometry Sem 2: 8</p> <p>Algebra 2 Sem 1: 6</p> <p>Algebra 2 Sem 2: 9</p> <p>Consumer Math Sem 1: 27</p> <p>Consumer Math Sem 2: 27</p> <p>Math for College Readiness Sem 1: 16</p> <p>Math for College Readiness Sem 2: 4</p> <p>2019-2020</p> <p>AP Calculus AB Sem 1: 1</p> <p>AP Calculus AB Sem 2: 1</p> <p>Precalculus Sem 1: 5</p> <p>Precalculus Sem 2: 4</p> <p>Geometry Sem 1: 8</p> <p>Geometry Sem 2: 6</p> <p>Algebra 2 Sem 1: 11</p> <p>Algebra 2 Sem 2: 7</p> <p>Consumer Math Sem 1: 12</p> <p>Consumer Math Sem 2: 12</p> <p>Math for College Readiness Sem 1: 14</p> <p>Math for College Readiness Sem 2: 7</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2018-2019</p> <p>Precalculus Sem 1: 5</p> <p>Precalculus Sem 2: 3</p> <p>Geometry Sem 1: 17</p> <p>Geometry Sem 2: 10</p> <p>Algebra 2 Sem 1: 9</p> <p>Algebra 2 Sem 2: 8</p> <p>Consumer Math: 2</p> <p>Math for College Readiness Sem 1: 23</p> <p>Math for College Readiness Sem 2: 4</p>	
School-Wide Reading Improvement	<p>Average Reading Improvement from School-Wide Gates MacGinitie (2014-2018) and Nelson Denny (2018-2019) Pre/Post Test Measured in Grade Level Equivalents (GLE)</p> <p>-</p> <p>2022-2023: 5% Increase in Percentile Score</p> <p>2021-2022: No Growth</p> <p>2020-2021: Unable to Test Due to Covid-19 Restrictions</p> <p>2019-2020: Unable to Test Due to Covid-19 Restrictions</p> <p>2018-2019: 2.2 GLE</p>	<p>The Nelson Denny protocol has been updated and is no longer reporting scores out as Grade Level Equivalents (GLE). The new measurement ranks students into percentage categories. The focus is percentile growth in reading comprehension and vocabulary and measuring the average percentile growth.</p> <p>LSHS used the 2021-2022 results to inform testing procedures for 2022-2023 to find more accurate ways to report out the data. This is an area identified by the WASC Visiting Committee as an area of focus in their 2022 report.</p>
READ 180 Data	<p>Intervention reading READ 180 Data</p> <p>Average Reading Improvement from Full Semester Participants in the Opportunity READ 180 Program Measured in Lexile Growth in Program's Reading Inventory (RI) Exam</p> <p>2022-2023: 50 Lexiles</p> <p>2021-2022: 67 Lexiles</p> <p>2020-2021: 86 Lexiles</p> <p>2019-2020: Unable to Test Due to Covid-19 Restrictions</p>	<p>Students' average growth of 50 lexiles in a semester meets and exceeds the READ 180 expectation of 75-100 lexiles in a YEAR. In addition, 54% of students reaching their annual growth goal in a semester (rather than a year) is phenomenal. Finally, all students in the LSHS READ 180 classes have experienced remediated or plateaued reading growth prior to enrolling in READ 180 so 64%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2018-2019: 80 Lexiles</p> <p>Percent of READ 180 Students Who Reached Their Personal Growth Reading Goal *student growth goals were dependent on initial lexile and length of enrollment. Some were for a quarter/semester/year.</p> <p>2022-2023: 54% 2021-2022: 42% 2020-2021: 58% 2019-2020: Unable to Analyze Due to Covid-19 Restrictions 2018-2019: 65%</p> <p>Percent of READ 180 Students Who Increased Their Lexile Score Whether or Not They Reached Their Personal Growth Reading Goal</p> <p>2022-2023: 64% 2021-2022: 59% 2020-2021: 64% 2019-2020: Unable to Analyze Due to Covid-19 Restrictions 2018-2019: 71%</p>	<p>of all students increasing their lexile is transformative.</p>
MATH 180 Data	<p>MATH 180 Data as Measured in Grade Level Equivalency (GLE) Growth</p> <p>2022-2023: 1.0 GLE Growth Course II (pre-algebra concepts) - 100 lexile points improvement 2021-2022: 2.0 GLE Growth Course II (pre-algebra concepts) - GLS per semester averaging to 2</p> <p>2020-2021: 1.1 GLE Growth Course II (pre-algebra concepts) -111 lexile points improvement</p>	<p>Students continue to show strong math growth in MATH 180 especially considering their remediated or plateaued growth prior to enrolling in this math intervention course. LSHS began only teaching Course II in 2018-2019. Course II offers intervention in pre-algebra skills. This is an area identified by the WASC Visiting Committee as an area of focus in their 2022 report.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2019-2020: Unable to Analyze Due to Covid-19 Restrictions. However, at semester students showed .9 GLE Growth Course II which projects to 1.8 GLE Growth Course II at end of year.</p> <p>2018-2019: 1.7 GLE Growth Course II (pre-algebra concepts) -167 lexile points improvement</p>	
ELA and math teachers, as well as teachers in all CORE areas, will develop common assessments and benchmarks and analyze this data in content-specific PLCs to drive instruction, to define students' strengths and areas of focus.	ELA and math teachers have already developed common assessments and benchmarks using the newly Pearsons online curriculum. There are 20 early-release days to support PLC data analysis starting in 2022-2023.	ELA and math teachers, as well as teachers in all CORE areas, will continue to develop common assessments and benchmarks and analyze this data in content-specific PLCs to drive instruction, to define students' strengths and areas of focus. This is an area identified by the WASC Visiting Committee as an area of focus in their 2022 report.
Provide instructional aides in Adult Transition Program, Opportunity, and iSierra classes as well as in lunch-time and after-school tutoring.	There are 39 instructional aides on the LSHS staff.	Continue to provide instructional aides in Adult Transition Program, Opportunity, and iSierra classes and lunch-time tutoring.
Bowling Fees for ATP	Bowling supports the ATP Therapeutic Recreation service.	Bowling gives ATP student an opportunity to exercise, be part of a team and develop their social skills.
IXL Licenses	Opportunity teachers piloted IXL curriculum in 2018-2019 for basic skills practice in math and to increase the rigor of	Continue using IXL.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	credit recovery. The pilot was successful and implementation continued for the Opportunity Program in 2019-2020 and extended to the ABC and ATP Diploma Bound classrooms.	
English and Math Department Summer Hours	English teachers will analyze data and develop material for the school wide writing assessment and the new English Composition class. Math teachers will review assessments and student scores to identify students in need of additional support with basic math skills. In addition, they will analyze, evaluate and modify scope and sequence of algebra.	Multiple measures will be available to measure student writing growth. Students will be placed more appropriately in their math classes and offered an opportunity to achieve higher academic success.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

ATP Students

#### Strategy/Activity

Bowling

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,520

Source(s)

Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Opportunity Students

#### Strategy/Activity

IXL Licenses

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,800

Source(s)

Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

English and Math Students

Strategy/Activity

Summer Hours for Teachers

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,500

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Enroll all Opportunity students into one of the three CTE pathways.

Continue to job develop for the ATP program.

Continue to seek “a – g” approval of LSHS classes.

Explore opportunities to increase honors offerings.

Continue embedding ERWC modules into the curriculum.

Continue to offer AP classes in the iSierra On-Line Academy

Continue monitoring lunch-time tutoring participation.

Continue offering differentiated APEX curriculum.

Continue partnering with CSUF to provide Best/Tuffie Buddies mainstreaming program for ATP students.

Continue to monitor student achievement and enrollment in the iSierra Academy.

Continue to track the percent of special education students meeting goals.

Continue to survey ATP graduates.

Continue to monitor credit productivity

Continue to track enrollment in math classes after passing algebra in the iSierra program.

Continue to monitor school-wide reading improvement through Nelson Denny testing - test switched from Gates McGinitie starting in 2018-2019.  
Continue to analyze lexile growth in the READ 180 reading intervention program  
Continue to analyze GLE growth in the MATH 180 math intervention program  
Continue to provide instructional aides in programs where needed

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

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



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

## Goal 3

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

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

## Identified Need

High-Quality Instruction

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>kept by the school secretary. In 2022-2023 the FJUHSD gifted each of its schools with 20 days of early release to focus on professional development. This provides dedicated time for the LVHS departments to fully participate in professional learning communities. In addition, the FJUHSD Educational Services department has created multiple days of subject-specific release days to focus on site and District alignment of curriculum, instruction, and assessment. All staff development is aligned to content standards, assessed student performance and professional needs: MATH 180 training, READ 180 training, APEX training, special education-specific training, English, and math digital curriculum training, Elevated Achievement Group's 12 Highly Effective Instructional Practice training, Aeries.net training, Aeries Alternative Scheduling, Next Generation Science Standards training, DBQ training, ELD training, ERWC training.</p>	<p>focused on the four CORE values:  The 12 Highly Effective Instructional Strategies including EL Strategies  Instructional Technology Applications  School-Based Mental Health  Safety</p>
<p>Google Applications for Education Training and Google Badging</p>	<p>All staff members (teachers, administrators, counselors, instructional aides and office staff) are participating in the fourth wave of technology badging/training through level twenty-one led by the site technology instructional coach.</p> <p>In the first year all staff badged on four levels of Basic Training, GoGuardian, Peardeck, Turnitin, and two levels of EAG Basic Training.</p>	<p>Teachers and other staff will develop mastery and begin using three of the new technology apps:  Google Originality Report, Google Classroom Rubric, Google Updates, QR Codes, Slidesmania, AllSides, Gimkit, Deltamath, ST Math, Revisiting Peardeck, Wordwall, and Share Your Own</p> <p>LSHS will purchase site licenses for the apps that generate strong positive staff</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In the second year four more badges were added:            Opportunity - EdPuzzle, GoFormative, Classrmscreen, and Kahoot.            iSierra, KWB and H/H - EdPuzzle, GoFormative, Flipgrid, and a personal explorer opportunity            ATP - Academic Skills, Communication Skills, Daily Living Skills, Social Skills</p> <p>In the third year the following four badges were added:            Opportunity - Quizlet, Pocket Points, Flipgrid, Start.me            iSierra, KWB and H/H - Google Docs Tips/Tricks, Start.me, Pocketpoints, Screenrecorder (choice of 2)            ATP - Everydayspeech, Birdhouse, LibbyLibrary, Start.me</p> <p>In the fourth year staff earned four badges choosing from the following:            Zoom, Google Keep, Google Classroom, Popular Chromebook Tips and Tricks, Kami, Yoteachapp, Screencastify, PDF Candy, Google Jamboard, Google Voice</p> <p>In the fifth year staff earned three badges choosing from the following:            FLOOP, Google Translate, Google News, Cool Ways to Do Slides, Textingstory Chat Maker, Padlet, iorad, Parlay, Mindmup, Google Meet</p> <p>2022-2023 staff will add three more badges and can choose from the following:            Google Originality Report, Google Classroom Rubric,</p>	<p>responses. In addition, and per the WASC Visiting Committee recommendation, this same data will be used to phase out technology that is deemed to be no longer relevant, impactful, or engaging for students or faculty use, to increase fidelity, engagement, and effectiveness of edtech platforms supporting student engagement and achievement.</p> <p>The site technology instructional coach will continue to support the utilization of technology instructional applications and oversee the school-wide badging process.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Google Updates, QR Codes, Slidesmania, AllSides, Gimkit, Deltamath, ST Math, Revisiting Peardeck, Wordwall, and Share Your Own	
12 Highly Effective Instructional Strategies Training (EAG Consultants) and Instructional Rounds Data	<p>LSHS teachers train on the 12 Highly Effective Instructional Practices and participate in peer-to-peer instructional rounds observations and collected school-wide data on the student learner indicators of curriculum, instruction, assessment, and culture.</p> <p>2022-2023</p> <p>Strengths (Non-Traditional): Measure of observation of "supportive/very supportive" Overall Domain- Curriculum (91.4%), Instruction (82.2%) Strategy - Materials that match rigor/content (95.7%), Respectful/promotes each student (92.9%), Monitoring current understanding/feedback (92.8%)</p> <p>Areas of Need (Non-Traditional): Overall Domain - Climate/Culture (69.2%), Assessment (61.85%) Strategy - Adjustments based on current data (38.5%), Collaborative/enhances productivity (51%), Predetermined differentiation (54.25%).</p> <p>Data for the traditional Opportunity Program was combined with the LVHS Program and is reported out in the LVHS SPSA.</p>	Non-traditional represents our La Sierra HS programs such as iSierra, Adult Transition Program (ATP) and ABC.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	<p>Reclassification Rates:</p> <p>2022-2023: 3 students out of 33 (9.09%)</p> <p>2021-2022: 3 students out of 146 - .02%</p> <p>2020-2021: Unable to reclassify due to Covid-19</p> <p>2019-2020: 11 students out of 98 - 11%</p> <p>2018-2019: 15 students out of 98 - 15%</p>	Reclassification percentage increased significantly. This can be attributed to having a EL Family Liaison to support our EL students for the entire year.
English Learner Training	The LSHS EL Liaison provides EL Instructional Strategies training at staff professional development days.	The EL Liaison will support follow up support to teachers who desire additional coaching or push-in support.
Trauma-Informed Instruction Academy	<p>In 2022-2023 all teachers will complete the first three mastery-level trauma-informed modules:</p> <p>Respond, Don't React</p> <p>Self Regulation and Mindfulness</p> <p>Secondary Scenarios</p> <p>100% of the LSHS staff were certified in Trauma-Informed Instruction in 2019-2020. The training covered the five following topics:</p> <p>ACEs and Trauma Awareness</p> <p>Dysregulation</p> <p>Don't React, Respond!</p> <p>Just Breathe: Practical Self-Regulation Strategies</p> <p>Scenarios</p>	New staff will be certified in Trauma-Informed Instruction in the future.
Restorative Practice Training	100% of the LSHS were trained in Restorative Practices by the end of 2019-2020.	New staff members will be trained in Restorative Practices in the future.
Participation in District-organized SET (Supporting, Equipping, Teaching) content-specific full-release days and twenty early-release PLC days	A list of release time awarded for professional development is kept by the school secretary.	Continue with this virtuous cycle of professional development.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
on campus. In addition, there are four full-release professional development days throughout the school year. Training on full-release days focuses on LSHS's four core values: the 12 Highly Effective Instructional Strategies, Educational Technology Applications, School-Based Mental Health, and Safety.		

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

EAG Consultants to Support 12 Highly Effective Instructional Practices

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

9,000

#### Source(s)

Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Teacher and Staff conferences

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	Title I

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students
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**Strategy/Activity**

Instructional Educational Apps Site Licenses
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**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4000	Title I

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS**

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

LSHS will continue to place teachers into positions for which they are highly qualified and will rely on the Small School's Act to qualify teachers for positions requiring multiple credentials only when no other options are available.

LSHS will continue to provide required instructional materials to all students.

LSHS will continue to follow the District and Site Professional Development Plan.

All LSHS teachers will be badged through level twenty-one of Google Badging by the end of 2021-2022.

All LSHS teachers will continue to participate in the 12 Highly Effective Instructional Strategies trainings provided by site teacher trainer and EAG consultant. All teachers are trained in the 12 Highly Effective Strategies.

All LSHS teachers will participate in the instructional rounds process to collect school-wide data on instruction, curriculum, assessment, and culture.

The EL/Community Liaison will continue to reclassify students.

LSHS will continue to provide training on English Learner Instructional Strategies.

Teachers will implement Restorative Practices and Trauma-Informed Instruction.

LSHS will continue to support students by providing earbuds when necessary.

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

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



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

## Goal 4

LSHS will continue to provide excellent internal and external communication to all stakeholders with a focus on breaking down language and cultural barriers to families of English Learners through increased personal contact and by building positive relationships. (State Priority 3 and 5)

This goal directly relates to Board Priorities F (Technology Plan), H (At-Risk Students) and I (Enhance District Communication). This school goal relates to District Goal 5 (There will be effective internal and external communications), and District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district). This goal also directly relates to WASC goal 4.

## Identified Need

Improve Internal and External Communication

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Institute for Quality Education	LS re-established a partnership with PIQE in 2022-2023. Nine families participated. Curriculum covered self-awareness, social emotional learning, social awareness, understanding social awareness, relationship skills, responsible decision-making, and preparing for college admission requirements.	The number of parents participating in these trainings will increase. Other parent-education agencies are being explored.
EL/Community Liaison	An EL/Community Liaison was hired to support LSHS (40%) - Fall 2017	Communication with EL families will improve.
Student Intervention Liaison	A Student Intervention Liaison was present to support our students for the entire 2022-2023 school year.	Communication with at-risk families whose students have poor attendance and academic performance will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		improve. Student performance will improve.
Number of Parents Participating in ELAC, DELAC and SSC	The number of stakeholders participating in ELAC and DELAC meetings continues to increase. Communication with ELAC stakeholders to achieve richer dialogue in forming the Single Plan for Student Achievement continues to improve.	The EL Liaison will continue to build authentic participation in these committees.
Student, Staff and Community Partner Surveys and Consultation Findings	Survey results are analyzed each year. Recent changes resulting from this analysis include: <ul style="list-style-type: none"> <li>* Addition of an assistant principal</li> <li>* After-school program for tutoring, sports, e-sports, and clubs</li> <li>* Reimplementation of Opportunity Plus behavior intervention program</li> <li>* Increased mental health supports</li> </ul>	Continue to analyze surveys and consultation findings.
Lion's Roar Weekly Telecast	Video production students produce a weekly newscast. Principal has a regular segment called The Principal's Perspective. All students listen to Lion's Roar during period five on Fridays.	Increase parent and community partner subscription to Lion's Roar.
Daily Announcements	Principal and ASB members communicate with students and staff on relevant announcements about school activities and lead the recitation of the pledge of allegiance.	Continue with daily announcements.
Weekly Newsletter	Principal sends out a weekly newsletter with a message from the principal, staff spotlight, recaps of important events from the week,	Continue to publish weekly newsletter.

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

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

SMORE Newsletter Program

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

180

Source(s)

Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Parent Education Partner

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25000

Source(s)

Title I

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

## Goal 5

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

This school goal directly relates to Board Priorities A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), and H (At-Risk Students). This school goal relates to District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 5 (There will be effective internal and external communications), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district). This also directly relates to WASC goal #5.

## Identified Need

Additional Support to Students

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Trauma-Informed Instruction Academy	<p>All staff certified in Trauma-Informed Instruction 2019-2020.</p> <p>In 2022-2023 all teachers will complete the first three mastery-level trauma-informed modules:</p> <p>Respond, Don't React</p> <p>Self Regulation and Mindfulness</p> <p>Secondary Scenarios</p>	<p>A reduction of student referrals and suspensions is expected. New staff will continue to be certified in Trauma-Informed Instruction in the future.</p>
Mental Health Services	<p>Tier I Supports</p> <ul style="list-style-type: none"> <li>* Seneca Behavior Support Specialist on staff</li> <li>* SEL curriculum calendar and push-in presentations created by Mental Health Specialist and Seneca Behavior Specialist and implemented schoolwide</li> <li>* Care Solace connecting students, parents, and staff members to community-based mental health services.</li> </ul> <p>Two campus-wide campaigns supporting the student's social emotional wellness. In September 2022 a tabling was provided supporting Suicide Prevention Month, offering students coping strategies, information and resources. In February 2023 a tabling was provided promoting Healthy Relationship. The tabling provided coping strategies, information about healthy relationships, and community based resources.</p> <ul style="list-style-type: none"> <li>* LSLV WellSpace (called the Zen Den) is a space on campus for all students to access that offers an opportunity for students to regulate their thoughts and emotions in order to return back to class. Any and all students can ask permission to</li> </ul>	<p>Students will receive support to help them achieve more in school. Attendance rates will improve.</p>

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



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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>students to the supports they need. Seneca will also provide wrap-around services to support LVHS's most at-risk students and target truancy.</p> <p>CareSolace: this agency will help any staff, student, or family connect to a community mental health provider.</p> <p>TCC/Leaders in Resiliency: provides group and individual counseling, tutoring, ABC tutoring and groups, and an alternative to suspension Saturday school program. Leaders in Resiliency will provide students with mental health, social/emotional and behavioral support.</p> <p>Phoenix House: graduate interns in a mental health program who can work with students with lower-level obstacles affecting academic functioning. They will also provide Positive Action Classroom groups (5-6 week group) and a group for students caught with substances or paraphernalia by the drug dogs.</p> <p>Vista Community Clinic (VCC): this is a licensed therapist that can support our students dealing with complex situations affecting academic functioning.</p>	
Home Visits	<p>Leaders in Resiliency and administration will visit truant students in their homes to gather information and connect the student back to school.</p> <p>2022-2023: 24 home visits</p>	Attendance rates will improve if students are engaged at their home.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
After-School Program	<p>The after-school program runs three days a week, Tuesday - Thursday, from 3:00pm to 5:00pm. Food and transportation are provided. After-school components include:</p> <ul style="list-style-type: none"> <li>Tutoring daily</li> <li>eSports daily</li> <li>Competitive sports once a week</li> <li>Club meetings as scheduled by advisors</li> </ul> <p>Put in new Data</p>	Expected outcomes include Improved credit productivity, grades and attendance.
Attendance Rate	<p>Attendance Rate</p> <p>2022-2023: 85%</p> <p>2021-2022: 89%</p> <p>2020-2021: 86%</p> <p>2019-2020: 75%</p> <p>2018-2019: 79%</p> <p>Home Visits (La Vista and La Sierra data combined)</p> <p>2022-2023:</p> <p>2021-2022: 54</p> <p>2020-2021: 59</p> <p>2019-2020: 68</p> <p>2018-2019: 44</p>	<p>Attendance rates decreased in 2022-2023. This is attributed to the designated support of the Intervention Liaison teacher on special assignment being transferred in October to a different position and the intervention position remaining vacant for the remainder of the year.</p> <p>Comprehensive Support and Improvement (CSI) 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.</p>
Graduation Rate	<p>Graduation Rate -</p> <p>2022-2023: 93%</p> <p>2021-2022:: 62%</p> <p>2020-2021: 15.8%</p> <p>2019-2020: 15.7%</p>	The graduation rate increased significantly in 2022-2023. This can be attributed to the increased teacher training of trauma informed practice and the SEL strategies that may be increasing student self awareness and understanding.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>In addition, the students are continuing to rebound from the impact of the pandemic.</p> <p>Comprehensive Support and Improvement (CSI) 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.</p>
Academy	Offer Academy class for all students to support social/emotional needs as well as academic progress.	Continue to offer Academy class for all students to support social/emotional needs as well as academic progress.
Suspension Rates	<p>Suspensions:</p> <p>2022-2023: 30</p> <p>2021-2022: 44</p> <p>2020-2021: 4</p> <p>2019-2020: 116</p> <p>2018-2019: 84</p>	<p>The number of suspensions per year has increased in 2021-2022 compared to 2020-2021 when students were in Distance and Hybrid Learning due to Covid 19. However, the number of suspensions is down compared to the years pre-Covid. in the last years due, in part, to the legalization of marijuana and student access to marijuana and vape products. In addition, more students are being caught with marijuana since the drug-detecting dog program started three years ago and vape detectors were installed in the restrooms two years ago. Implementation of school-wide Restorative Practices and the after school program should support a decrease in suspension rates. Also, La Sierra will reduce days of suspension when appropriate if the suspended student attends and participates in four days of</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Leaders in Resilience Saturday Schools.
Reduction in Days of Suspension - Run by Leaders in Resiliency	<p>Leaders in Resiliency will provide group and individual counseling, and alternative to suspension Saturday school program. Leaders in Resiliency will provide students with mental health, social/emotional and behavioral support.</p> <p>2022-2023 20 Days 10 students participated in the Alternative to Suspension Program throughout the school year 100% did NOT repeat the offense</p> <p>2021-2022 21 Days 8 students participated in the Alternative to Suspension Program throughout the school year 100% did NOT repeat the offense</p> <p>2020-2021 Students did not participate in the Reduction to Suspension program in 2020-2021 due to Covid-19 Distance and Hybrid Learning</p> <p>2019-2020 48 days 27 students participated in the Alternative to Suspension Program throughout the school year</p>	<p>The Alternative to Suspension Program was established in 2017-2018 to support students by addressing the social/emotional issues behind the poor choices that led to suspension. LSHS will continue to collaborate with the Leaders in Resiliency organization that provides a sixteen-hour curriculum over four Saturdays that covers the following topics:</p> <ul style="list-style-type: none"> <li>Conflict Resolution Skills</li> <li>Mediation and Restorative Conversations</li> <li>Restorative Activities</li> <li>Recovery Skills</li> <li>Anger Management Skills</li> <li>Language and Communication Skills</li> <li>Emotion and Self-Regulation Skills</li> <li>Cognitive Flexibility Skills</li> <li>Social Thinking Skills</li> <li>Moral Reasoning Skills</li> <li>Parent Education/Conference</li> <li>Academic Recovery</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>85% did NOT repeat the offense            ***Please note that a majority of referrals stopped in March 2020 due to Covid-19.</p> <p>2018-2019            81 Days            42 students participated in the Alternative to Suspension Program throughout the school year            86% did NOT repeat the offense</p> <p>(This data is for La Sierra and La Vista High School combined.)</p>	
Expulsion Rates	<p>Expulsions:            2022-2023: 0            2021-2022: 4            2020-2021: 4            2019-2020: 3            2018-2019: 0</p>	<p>Expulsion rates continue to be low at LSHS. LSHS will continue to implement school-wide Restorative Practices, trauma-informed instruction, and the after-school Program to support a decrease in expulsions.</p>
Case Managers	<p>Case managers will meet with each special education student to develop an individual learning plan regarding progress toward graduation including meeting all graduation requirements, reading and math intervention, future goals, and post-high school plans.</p>	<p>Special education students will be able to achieve more in school with support provided by case managers.</p>
Counselors	<p>Counselors will meet with each student to develop an individual learning plan regarding progress toward graduation including meeting all graduation requirements,</p>	<p>Students will be able to achieve more in school with support provided by counselors.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	reading and math intervention, future goals, and post-high school plans.	
Academic Saturday School	Students not meeting academic deadlines for major assignments will be given the opportunity to still earn full credit by completing the assignment in Academic Saturday School.	Collect data on credits recouped in Academic Saturday School.
Monthly Meetings	Disseminate information via monthly leadership meetings, followed by monthly department meetings.	Continue to hold monthly meetings to achieve effective internal communication
PE Equipment	Purchase new PE equipment and maintain existing equipment.	Continue to purchase new PE equipment and maintain existing equipment.
Increase literacy options.	Increase literacy options in classrooms and the library.	This is a critical area of focus identified by the 2022 WASC Visiting Committee. The administration and faculty will work collaboratively with stakeholders to develop and plan a school library with books that include novels addressing the diversity of the student population and are representative of the life experiences of the students. Consideration should also be given to high interest-low ability and authors from historically marginalized student populations that are representative of the student population enrolled at LSHS and LVHS.
Signage	Increase at-promise students' connection to school and school spirit	Students will have more connection to school and school spirit will increase

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Signage - all students

#### Strategy/Activity

Increase at-promise students' connection to school and school spirit

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

LCFF - Base

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Attendance Incentives

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Diverse, engaging and attractive literature and storage that increases fluency and overall success

#### Proposed Expenditures for this Strategy/Activity

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



Amount(s)	Source(s)
5000	Title I

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Mental Health Mobile Application Licenses

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8500	Title I

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Survey students and teachers on impact of Restorative Circles in Academy classes  
Continue to analyze attendance rates  
Continue to monitor drop-out rate  
Continue to monitor graduation rate  
Continue to analyze productivity rates  
Continue to monitor suspension and expulsion rates while implementing school-wide Restorative Practices and Trauma-Informed Instruction  
Monitor reduction in days of suspension through use of Leaders in Resiliency  
Continue to offer robust case carrier and counseling support  
Continue providing academic and social/emotional support and weekly Restorative Circles via Academy class and across alternative programs

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

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



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$82,500.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$78,500.00

Subtotal of additional federal funds included for this school: \$78,500.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$4,000.00

Subtotal of state or local funds included for this school: \$4,000.00

Total of federal, state, and/or local funds for this school: \$82,500.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 3 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Sandi Layana	Principal
Laura Medina	Other School Staff
Analizeth Gamboa	Other School Staff
Dennia Reyes	Other School Staff
Tanya Antunovich	Classroom Teacher
Ana Mendez	Secondary Student
Mya Osorio	Secondary Student
Tracey Berkley	Parent or Community Member
Shawntel Palacios	Parent or Community Member
Ana Lilia Castro	Parent or Community Member
Daphne Sloggett	Classroom Teacher
Maria Castro (non-voting member)	Other School Staff
John Diaz (non-voting member)	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/3/2021.

Attested:



Principal, Sandi Layana on 10/25/22

SSC Chairperson, Laura Medina on 10/25/22

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019