

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------|-----------------------------------|--|---------------------------|
| La Sierra High School | 33 66977 3330008 | May 2, 2023 | |

Purpose and Description

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

Schoolwide Program

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.

La Sierra High School (LSHS) is fully embracing the mindset of ensuring the most promising strategies are used to improve our school and ensure all students are receiving a quality education. A focus for SSC and LSHS is to create a system of interventions to help close the achievement gaps in graduation, a-g, and literacy as well as create a culture of academic rigor based on high expectations for all students. One school wide focus will be on literacy across the content areas to meet the LCAP goal Conditions of Learning, creating a positive student and teacher culture through the lens of PBIS and MTSS, as well as ensuring equity and access for all students. The staff will continue to receive professional development and focus on professional learning communities in order to review, reflect, and revise to courses in order to meet the needs of students. The site also created a PBIS task force and sent a team for training in order to support the establishment of positive staff to student relationships here at LSHS. We will create a culture of academic rigor

through increased enrollment in Advanced Placement Classes, Dual Enrollment Classes, and A-G approved classes. Additionally we will continue to submit courses to the district for A-G approval. Finally, we will work towards the District's last LCAP goal on engagement by focusing on building a positive culture that educates the whole child while embedding opportunities to engage parents in the educational process. New programs to support with supporting the whole child and increasing engagement included the opening of a site Family Engagement Center, Wellness Center, College and Career Center and Scholar Center for the 23-24 school year. Through this comprehensive plan, we will effectively meet the ESSA requirements in alignment to the Local Control and Accountability Plan and other federal, state, and local programs.

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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).

We have utilized multiple surveys and have had a myriad of results. Upon completion of student's senior year, we require an exit survey. The results indicate our students believe they are meeting the A-G requirements; but do not have a clear understanding of a-g. An end of the year parent, student, and staff surveys are developed and implemented each year. In addition, WASC surveys were sent to students, parents, and staff to support in the development of this plan and the accreditation process. Students eagerly participated in the WASC survey with over 700 students responding and almost all staff responding to the site survey. Over 200 parents responded to the WASC survey. In all stakeholders WASC surveys participants responded that the school adequately prepared students for post secondary education in a safe and nurturing environment. Despite low parent participation and community involvement, LSHS is eager in partnering with the school community in ensuring success for all students. An end of the year certificated staff survey showed staff feel their strengths include direct instruction and frequent checks for understanding and areas for growth included: implementing tier one interventions, implementing exit tickets, and providing students with opportunities for reflection. LSHS students completed a similar survey and responded that they felt they would benefit from more visuals in class, opportunities for practice of skills taught, and more strategies to review concepts before assessments.

Classroom Observations

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

Site classrooms are visited regularly by site administration and the instructional coach. Administration keeps an internal Google form of classes observed with a goal of ten visits per week, per administrator. Positive feedback is communicated to teachers and for those tenured teachers that request more specific feedback it is provided to them. This year all probationary teachers were also informally and formally evaluated. Administration has now identified areas for growth based on observations, and will continue to plan PD accordingly for the 23-24 school year. The three areas of growth as a focus for next year include: using daily learning objectives for purpose, utilizing a variety of instructional strategies to engage students, and implementing frequent checks for understanding. The site Instructional coach hosted bimonthly voluntary workshops to support teacher development based on observations as collected by administration. The instructional coach and site principal worked collaboratively with struggling teachers. The official site monthly professional development calendar was created based on survey results conducted before the start of the year by teachers and classroom observation findings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Administrators, department chairs, the instructional coach, teachers and paraprofessionals at LSHS meet regularly to evaluate the results of state and local student assessment data. Teachers discuss and analyze departmental common assessments and interim CAASPP assessments in their department PLCs. This data is also shared and discussed at monthly site leadership meetings that include department chairs and program coordinators, as well as administration. The data drives the instructional focus. Department PLCs also discussed and reviewed progress report data and semester data by course.

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

After looking at multiple years of data it was determined that testing students in 8th grade and then in 11th grade had a negative impact on testing results. Given a drop in CAASPP data in literacy, math, and science from the 2022 Dashboard - new SPSA goals have been developed for implementation for the 23-24 school year. Low re-classification rates have also resulted in the addition of new activities aimed to support our EL students. PLCs review state data as well as course level data to adjust instruction and to ensure student grades are measures of mastery of skills.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All La Sierra High School teachers are fully credentialed and deemed highly qualified.

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

All teachers at LSHS are fully credentialed and no teachers are mis-assigned. Professional development, monthly school wide and bimonthly by department, focused this year on tier one interventions, DLIQ, supporting special populations, and the continued use of technology to increase engagement. supporting special populations. Teachers continue to build capacity through regular PLC collaboration, departmental release days facilitated by the coach, and additional paid after school training sessions, learning walks, and conferences.

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

During PLC meetings and release days, teachers have worked to fully implement Common Core ELA and math standards, literacy standards, ELD standards and Next Generation Science Standards while focusing on instructional practices. All teachers continue to receive supplemental after school training facilitated by the site coach. Teachers attend appropriate conferences and district training, and participate in the Teacher Induction program as required. Paraprofessionals also participate in site and district level staff development.

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

LSHS employs one full-time Instructional coach focused on improving instructional practice for all teachers, pulling and interpreting data to drive professional learning for teachers and PLCs. Through our instructional coach voluntary professional learning workshops are held bimonthly, some months even weekly. Coach also facilitates monthly meetings for new teachers, learning walks, and course revision work.

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

Departments participate in PLC meetings twice monthly. The focus of all teacher collaboration is organizing pacing plans and course non-negotiables, creating data protocols and interpreting data to drive instruction.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned to Common Core and Next Generation Science content and performance standards.

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

La Sierra High School adheres to state and locally required instructional minutes.

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

The master schedule provides a number of intervention and credit recovery courses, i.e. Odysseyware classes, and study skills. Off cycle Integrated one and two as well as low class sizes for integrated one and English one were also interventions used this year for struggling students instead of relying on Odysseyware.

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

All teachers have access to standard aligned instructional materials available through the district office. Curriculum enrichment materials can also be accessed through the site instructional coach.

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

Curriculum in all departments is based on Common Core State Standards. Students from all subgroups have access to a meaningful, rigorous, standards-based curriculum.

Opportunity and Equal Educational Access

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

Students are able to attend after-school tutoring. All day virtual tutoring has also been set up for students in the home based program this year. Inside and outside (0-6 period) of the school day Odysseyware courses are available to students that need remedial assistance as well as during a winter session and summer school.

Evidence-based educational practices to raise student achievement

LSHS teachers work collaboratively in PLC groups to analyze assessment data and plan interventions for under-performing students. All core instructional programs are implementing and using common assessments to measure student growth in a manner consistent with expected learning outcomes using Common Core State Standards. Common assessment data analysis provides teachers with information regarding student achievement and areas in need of reteaching. Additionally, students have opportunities to recoup credits for failed classes through standards-aligned Odysseyware courses, and off cycle courses.

Parental Engagement

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

In order to assist under-achieving students, La Sierra utilizes all available resources. Parental involvement is seen as crucial to student success. Information is made available to parents through the use of Parent Square, monthly parent meetings, workshops, the school website, printed information sent home, and La Sierra's social media Facebook/Twitter. Additionally, one parent engagement teacher facilitator worked with a site staff to implement the monthly workshops and meetings for parents to come together this year. The Family Engagement center will open for monthly on site workshops for the 23-24 school year with an increase frequency in workshops to re-engage our families post pandemic.

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)

Parents at LSHS are involved through several organizations such as the School Site Council, and the English Learner Advisory Committee. Parent advisory committees meet regularly to provide input to the school administration regarding specific student groups. Parents are also actively involved in decision-making through their participation in School Site Council. Additionally, the school makes every effort to seek feedback and gain parent support. In the 2016-17 school year several new parent partnerships have been formed including ATP (Action Team Partnership), and No Parent Left Behind. These groups played a key role in creating transparency between the school plan, budget and instructional vision as well as discussing topics of relevance.

Funding

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

Students not meeting grade level standards have access to a variety of tutoring and intervention options. On an individual basis, teachers provide after school tutoring. Use of categorical funds helped establish our new scholar center this year to support students as well as the contracting of services for online tutoring through Tutor.com. The district also supports our summer academies which will include a leadership academy to plan and implement Freshman First Day and a sports training academy to grow our athletic programs.

Fiscal support

LCFF-LI and LCFF-EL funds supplement the general fund to provide tutoring, teacher-trainings, and additional resources for under-performing 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

School Site Council (SSC) held elections in August and met for the first time in September of 2022. During this meeting the current SPSA was reviewed including goals and activities. The SSC met monthly to review data for each of the four goals, review activities and revise as needed for the new SPSA. In April of 2022, work completed through SSC was shared with staff and asked for input as to the new goals and activities. The SSC reviewed suggestions and finalized the new SPSA on May 24, 2023. This was then presented to the Alvord Board of Education on and approved for implementation.

Resource Inequities

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

LSHS has received new technology. Our students are now able to access digital apps and assessments on a frequent basis and can engage in class instruction using technology given that we are now one to one; academies and some special programs also have access to additional laptop carts. LSHS has also now received new interactive televisions for every classroom. La Sierra also has a great need for targeted academic interventions. Creating targeted academic interventions is costly, yet we have been supported this year with Title I funding for additional tutoring for students in need, and summer school. The instructional coach has provided teachers with voluntary trainings and workshops when it comes to technology and app use.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0.19% | 0.2% | 0.13% | 3 | 3 | 2 |
| African American | 3.61% | 3.1% | 3.82% | 58 | 50 | 59 |
| Asian | 3.93% | 4.0% | 3.88% | 63 | 65 | 60 |
| Filipino | 2.24% | 2.1% | 2.13% | 36 | 34 | 33 |
| Hispanic/Latino | 78.69% | 79.8% | 80.27% | 1,263 | 1,289 | 1241 |
| Pacific Islander | 0.5% | 0.3% | 0.32% | 8 | 5 | 5 |
| White | 9.16% | 8.9% | 8.09% | 147 | 143 | 125 |
| Multiple/No Response | 1.68% | 1.5% | 1.36% | 27 | 24 | 21 |
| | Total Enrollment | | | 1,605 | 1,615 | 1546 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Grade 9 | 400 | 437 | 378 |
| Grade 10 | 405 | 401 | 441 |
| Grade 11 | 436 | 394 | 384 |
| Grade 12 | 364 | 383 | 343 |
| Total Enrollment | 1,605 | 1,615 | 1,546 |

Conclusions based on this data:

1. La Sierra is mostly Hispanic decent, which leads to high levels of English Language Learners.
2. Besides the ethic group of Hispanic students, La Sierra does not have another predominate ethnic group.
3. The class of 2024 is the largest group of students on campus.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|--------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| English Learners | 372 | 403 | 361 | 23.2% | 25.00% | 23.4% |
| Fluent English Proficient (FEP) | 584 | 553 | 541 | 36.4% | 34.20% | 35.0% |
| Reclassified Fluent English Proficient (RFEP) | 55 | 3 | | 12.5% | 0.20% | |

Conclusions based on this data:

1. A quarter of our student population first language is not English.
2. Over a three year period the reclassification rates have dropped significantly

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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 11 | 382 | 377 | 352 | 370 | 0 | 329 | 370 | 0 | 329 | 96.9 | 0.0 | 93.5 |
| All Grades | 382 | 377 | 352 | 370 | 0 | 329 | 370 | 0 | 329 | 96.9 | 0.0 | 93.5 |

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 11 | 2572. | | 2538. | 17.30 | | 11.85 | 30.27 | | 26.75 | 29.19 | | 21.88 | 23.24 | | 39.51 |
| All Grades | N/A | N/A | N/A | 17.30 | | 11.85 | 30.27 | | 26.75 | 29.19 | | 21.88 | 23.24 | | 39.51 |

2019-20 Data:

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| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 11 | 21.35 | | 16.51 | 50.00 | | 51.68 | 28.65 | | 31.80 |
| All Grades | 21.35 | | 16.51 | 50.00 | | 51.68 | 28.65 | | 31.80 |

2019-20 Data:

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| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 11 | 21.35 | | 14.94 | 50.00 | | 48.48 | 28.65 | | 36.59 |
| All Grades | 21.35 | | 14.94 | 50.00 | | 48.48 | 28.65 | | 36.59 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 11 | 15.95 | | 8.23 | 66.49 | | 69.82 | 17.57 | | 21.95 |
| All Grades | 15.95 | | 8.23 | 66.49 | | 69.82 | 17.57 | | 21.95 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 11 | 21.62 | | 13.41 | 55.68 | | 64.63 | 22.70 | | 21.95 |
| All Grades | 21.62 | | 13.41 | 55.68 | | 64.63 | 22.70 | | 21.95 |

2019-20 Data:

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Conclusions based on this data:

1. Over all the English Language Arts data shows we need to implement some interventions, there is a significant increase in students who are below the standard and significant decrease in students who are above/at or near standard.
2. After the pandemic and one year of testing in 2022 there was a significant drop in all ELA areas and therefore need for interventions to remediate learning loss.
3. Writing is an area that needs to be focused on. The data clearly states students are not able to produce clear and purposeful writing.

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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 11 | 382 | 377 | 350 | 368 | 0 | 324 | 368 | 0 | 324 | 96.3 | 0.0 | 92.6 |
| All Grades | 382 | 377 | 350 | 368 | 0 | 324 | 368 | 0 | 324 | 96.3 | 0.0 | 92.6 |

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

2019-20 Data:

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| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 11 | 2541. | | 2511. | 7.34 | | 3.40 | 16.58 | | 11.11 | 26.90 | | 22.53 | 49.18 | | 62.96 |
| All Grades | N/A | N/A | N/A | 7.34 | | 3.40 | 16.58 | | 11.11 | 26.90 | | 22.53 | 49.18 | | 62.96 |

2019-20 Data:

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| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | |
| Grade 11 | 14.95 | | 4.94 | 25.54 | | 36.11 | 59.51 | | 58.95 | |
| All Grades | 14.95 | | 4.94 | 25.54 | | 36.11 | 59.51 | | 58.95 | |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 11 | 8.97 | | 5.86 | 43.48 | | 60.49 | 47.55 | | 33.64 |
| All Grades | 8.97 | | 5.86 | 43.48 | | 60.49 | 47.55 | | 33.64 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 11 | 8.97 | | 4.94 | 54.08 | | 66.36 | 36.96 | | 28.70 |
| All Grades | 8.97 | | 4.94 | 54.08 | | 66.36 | 36.96 | | 28.70 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The overall math data shows we need intense targeted interventions.
2. The greatest area of need, according to the percentage of students below standard, is in applying mathematical concepts and procedures.
3. The largest percentage of students falling at or near the standard is in the area of Demonstrating ability to support mathematical conclusions.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| 9 | 1553.9 | 1561.1 | 1520.0 | 1569.9 | 1576.4 | 1513.0 | 1537.4 | 1545.2 | 1526.6 | 122 | 92 | 82 |
| 10 | 1558.5 | 1560.4 | 1531.6 | 1569.6 | 1569.0 | 1526.5 | 1546.9 | 1551.3 | 1536.3 | 111 | 85 | 105 |
| 11 | 1558.6 | 1565.4 | 1536.2 | 1557.1 | 1576.5 | 1528.5 | 1559.6 | 1554.0 | 1543.4 | 78 | 74 | 81 |
| 12 | 1554.5 | 1531.1 | 1529.6 | 1549.1 | 1533.0 | 1519.6 | 1559.3 | 1528.8 | 1538.9 | 82 | 57 | 62 |
| All Grades | | | | | | | | | | 393 | 308 | 330 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| 9 | 23.77 | 26.09 | 2.44 | 41.80 | 29.35 | 32.93 | 22.95 | 30.43 | 40.24 | 11.48 | 14.13 | 24.39 | 122 | 92 | 82 |
| 10 | 25.23 | 29.41 | 7.69 | 28.83 | 35.29 | 34.62 | 28.83 | 17.65 | 36.54 | 17.12 | 17.65 | 21.15 | 111 | 85 | 104 |
| 11 | 24.36 | 26.03 | 6.25 | 28.21 | 27.40 | 33.75 | 23.08 | 28.77 | 38.75 | 24.36 | 17.81 | 21.25 | 78 | 73 | 80 |
| 12 | 25.61 | 17.86 | 1.61 | 28.05 | 33.93 | 37.10 | 19.51 | 28.57 | 30.65 | 26.83 | 19.64 | 30.65 | 82 | 56 | 62 |
| All Grades | 24.68 | 25.49 | 4.88 | 32.57 | 31.37 | 34.45 | 23.92 | 26.14 | 36.89 | 18.83 | 16.99 | 23.78 | 393 | 306 | 328 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| 9 | 45.08 | 44.57 | 10.98 | 32.79 | 33.70 | 51.22 | 13.11 | 10.87 | 20.73 | 9.02 | 10.87 | 17.07 | 122 | 92 | 82 |
| 10 | 38.74 | 48.24 | 23.08 | 34.23 | 27.06 | 39.42 | 15.32 | 9.41 | 22.12 | 11.71 | 15.29 | 15.38 | 111 | 85 | 104 |
| 11 | 38.46 | 41.10 | 15.00 | 29.49 | 39.73 | 46.25 | 10.26 | 9.59 | 22.50 | 21.79 | 9.59 | 16.25 | 78 | 73 | 80 |
| 12 | 30.49 | 33.93 | 22.58 | 35.37 | 39.29 | 35.48 | 15.85 | 10.71 | 20.97 | 18.29 | 16.07 | 20.97 | 82 | 56 | 62 |
| All Grades | 38.93 | 42.81 | 17.99 | 33.08 | 34.31 | 43.29 | 13.74 | 10.13 | 21.65 | 14.25 | 12.75 | 17.07 | 393 | 306 | 328 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| 9 | 2.46 | 4.35 | 1.22 | 26.23 | 27.17 | 9.76 | 40.16 | 35.87 | 41.46 | 31.15 | 32.61 | 47.56 | 122 | 92 | 82 |
| 10 | 8.11 | 7.06 | 4.81 | 28.83 | 32.94 | 22.12 | 31.53 | 29.41 | 29.81 | 31.53 | 30.59 | 43.27 | 111 | 85 | 104 |
| 11 | 10.26 | 4.11 | 2.50 | 20.51 | 17.81 | 26.25 | 37.18 | 36.99 | 35.00 | 32.05 | 41.10 | 36.25 | 78 | 73 | 80 |
| 12 | 15.85 | 1.79 | 3.23 | 21.95 | 21.43 | 9.68 | 29.27 | 39.29 | 41.94 | 32.93 | 37.50 | 45.16 | 82 | 56 | 62 |
| All Grades | 8.40 | 4.58 | 3.05 | 24.94 | 25.49 | 17.68 | 34.86 | 34.97 | 36.28 | 31.81 | 34.97 | 42.99 | 393 | 306 | 328 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| 9 | 8.20 | 9.78 | 2.44 | 73.77 | 71.74 | 75.61 | 18.03 | 18.48 | 21.95 | 122 | 92 | 82 |
| 10 | 9.91 | 12.94 | 7.69 | 74.77 | 67.06 | 70.19 | 15.32 | 20.00 | 22.12 | 111 | 85 | 104 |
| 11 | 5.13 | 4.11 | 3.75 | 61.54 | 72.60 | 65.00 | 33.33 | 23.29 | 31.25 | 78 | 73 | 80 |
| 12 | 4.88 | 0.00 | 0.00 | 56.10 | 80.36 | 70.97 | 39.02 | 19.64 | 29.03 | 82 | 56 | 62 |
| All Grades | 7.38 | 7.52 | 3.96 | 67.94 | 72.22 | 70.43 | 24.68 | 20.26 | 25.61 | 393 | 306 | 328 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|--------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| 9 | 84.43 | 70.31 | 46.34 | 9.84 | 25.00 | 35.37 | 5.74 | 4.69 | 18.29 | 122 | 64 | 82 |
| 10 | 73.87 | 85.71 | 57.28 | 17.12 | 9.52 | 29.13 | 9.01 | 4.76 | 13.59 | 111 | 63 | 103 |
| 11 | 69.23 | 76.36 | 57.50 | 12.82 | 18.18 | 28.75 | 17.95 | 5.45 | 13.75 | 78 | 55 | 80 |
| 12 | 67.07 | 0.00 | 53.23 | 20.73 | 0.00 | 32.26 | 12.20 | 100.00 | 14.52 | 82 | 4 | 62 |
| All Grades | 74.81 | 75.81 | 53.82 | 14.76 | 17.20 | 31.19 | 10.43 | 6.99 | 14.98 | 393 | 186 | 327 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| 9 | 7.38 | 15.38 | 6.10 | 54.10 | 40.66 | 34.15 | 38.52 | 43.96 | 59.76 | 122 | 91 | 82 |
| 10 | 18.92 | 15.29 | 10.58 | 45.95 | 49.41 | 34.62 | 35.14 | 35.29 | 54.81 | 111 | 85 | 104 |
| 11 | 14.10 | 9.59 | 3.75 | 47.44 | 42.47 | 47.50 | 38.46 | 47.95 | 48.75 | 78 | 73 | 80 |
| 12 | 19.51 | 8.93 | 3.23 | 42.68 | 41.07 | 46.77 | 37.80 | 50.00 | 50.00 | 82 | 56 | 62 |
| All Grades | 14.50 | 12.79 | 6.40 | 48.09 | 43.61 | 39.94 | 37.40 | 43.61 | 53.66 | 393 | 305 | 328 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| 9 | 0.82 | 0.00 | 0.00 | 84.43 | 79.35 | 63.41 | 14.75 | 20.65 | 36.59 | 122 | 92 | 82 |
| 10 | 7.21 | 2.35 | 0.00 | 69.37 | 76.47 | 68.27 | 23.42 | 21.18 | 31.73 | 111 | 85 | 104 |
| 11 | 8.97 | 12.33 | 12.66 | 64.10 | 67.12 | 62.03 | 26.92 | 20.55 | 25.32 | 78 | 73 | 79 |
| 12 | 6.10 | 14.55 | 8.06 | 69.51 | 61.82 | 59.68 | 24.39 | 23.64 | 32.26 | 82 | 55 | 62 |
| All Grades | 5.34 | 6.23 | 4.59 | 73.03 | 72.46 | 63.91 | 21.63 | 21.31 | 31.50 | 393 | 305 | 327 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Significant drops in all areas and domains- there is a need to embed interventions to increase the amount of students who are proficient in English.
2. The listening domain is an area of strength. Students are able to listen; yet, struggle to read and write proficiently in the English Language.
3. There is a need to focus on critical reading and writing - all teachers will need to understand and embed Elevation strategies into their content areas.

School and Student Performance Data

Local Assessment Data English Language Arts

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|----------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 394 | 318 | 80.7 | 19.3 | 17.8 |
| Female | 186 | 156 | 83.9 | 16.1 | 21 |
| Male | 208 | 162 | 77.9 | 22.1 | 14.9 |
| American Indian or Alaska Native | 2 | 2 | -- | -- | -- |
| Asian | 20 | 19 | 95 | 5 | 25 |
| Black or African American | 11 | 9 | 81.8 | 18.2 | |
| Filipino | 10 | 10 | -- | -- | -- |
| Hispanic or Latino | 311 | 251 | 80.7 | 19.3 | 17 |
| Two or More Races | 5 | 3 | -- | -- | -- |
| White | 35 | 24 | 68.5 | 31.5 | 17.1 |
| English Learners | 106 | 82 | 77.4 | 22.6 | 1.9 |
| Foster Youth | 3 | 1 | -- | -- | -- |
| Homeless | 12 | 10 | -- | -- | -- |
| Socioeconomically Disadvantaged | 297 | 237 | 79.8 | 20.2 | 14.5 |
| Students with Disabilities | 53 | 36 | 68 | 32 | 5.7 |

Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data Mathematics

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|----------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 394 | 316 | 80.2 | 19.8 | 25.95 |
| Female | 186 | 150 | 80.65 | 19.35 | 26.67 |
| Male | 208 | 166 | 79.81 | 20.19 | 25.3 |
| American Indian or Alaska Native | 2 | 1 | -- | -- | -- |
| Asian | 20 | 15 | 75 | 25 | 66.67 |
| Black or African American | 11 | 9 | -- | -- | -- |
| Filipino | 8 | 8 | -- | -- | -- |
| Hispanic or Latino | 311 | 247 | 79.42 | 20.58 | 25.1 |
| Two or More Races | 7 | 7 | -- | -- | -- |
| White | 35 | 29 | 82.86 | 17.14 | 24.14 |
| English Learners | 96 | 70 | 72.92 | 27.08 | 4.29 |
| Foster Youth | 3 | 1 | -- | -- | -- |
| Homeless | 13 | 9 | -- | -- | -- |
| Socioeconomically Disadvantaged | 300 | 237 | 79 | 21 | 21.94 |
| Students with Disabilities | 55 | 39 | 70.91 | 29.09 | 7.69 |

Conclusions based on this data:

1.

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 |
| 1,546 | 86.4 | 23.4 | 0.7 |
| 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 | 361 | 23.4 |
| Foster Youth | 11 | 0.7 |
| Homeless | 67 | 4.3 |
| Socioeconomically Disadvantaged | 1,335 | 86.4 |
| Students with Disabilities | 242 | 15.7 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 59 | 3.8 |
| American Indian | 2 | 0.1 |
| Asian | 60 | 3.9 |
| Filipino | 33 | 2.1 |
| Hispanic | 1,241 | 80.3 |
| Two or More Races | 21 | 1.4 |
| Pacific Islander | 5 | 0.3 |
| White | 125 | 8.1 |

Conclusions based on this data:

1. La Sierra's student population is nearly 90% socioeconomically disadvantaged. When students are lacking the basic necessities of life, it is difficult for them to be academically successful. We must continue to look for ways to provide items to our students that their families can not provide for them.
2. Over fifteen percent of our population are identified as students with exceptional needs. Students on IEPs require teachers to be unique in their approach to educating students. Having high numbers of students on IEPs also puts constraints on our master schedule and can adversely affect our test scores. Academic and behavioral interventions need to be put in place to help assist our students with exceptional needs.
3. ALmost a quarter of our population is identified at English Learners. Once again, this another sub group of students with exceptional needs. Not being proficient in the English language adversely affect test scores and our graduation rate. The need for literacy interventions across the curriculum is very apparent.

School and Student Performance Data

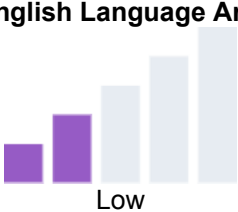
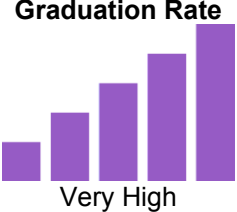
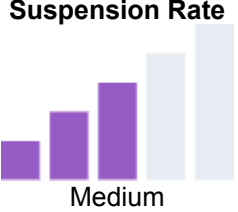
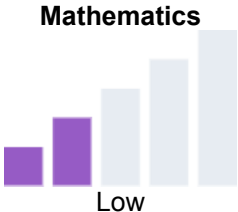
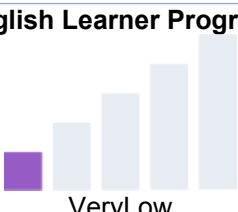
Overall Performance

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 |
|--|---|--|
| <p>English Language Arts</p>  <p>Low</p> | <p>Graduation Rate</p>  <p>Very High</p> | <p>Suspension Rate</p>  <p>Medium</p> |
| <p>Mathematics</p>  <p>Low</p> | | |
| <p>English Learner Progress</p>  <p>Very Low</p> | | |
| <p>College/Career Not Reported in 2022</p> | | |

Conclusions based on this data:

1. Our overall performance on the California Dash Board indicates our graduation rate has steadily increased over the last three years.
2. We are disproportionately suspending students that are African American.
3. We are very low in the performance indicator in mathematics and English language arts.

School and Student Performance Data

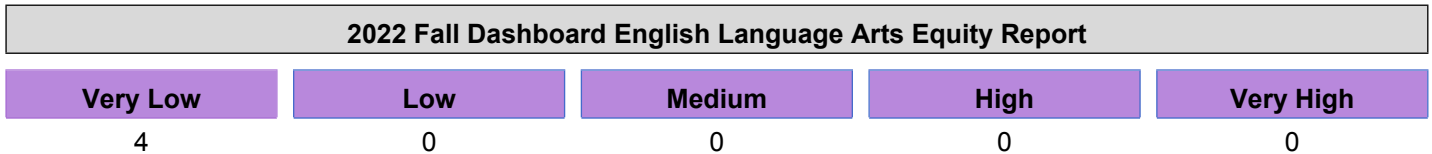
Academic Performance English Language Arts

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](#).

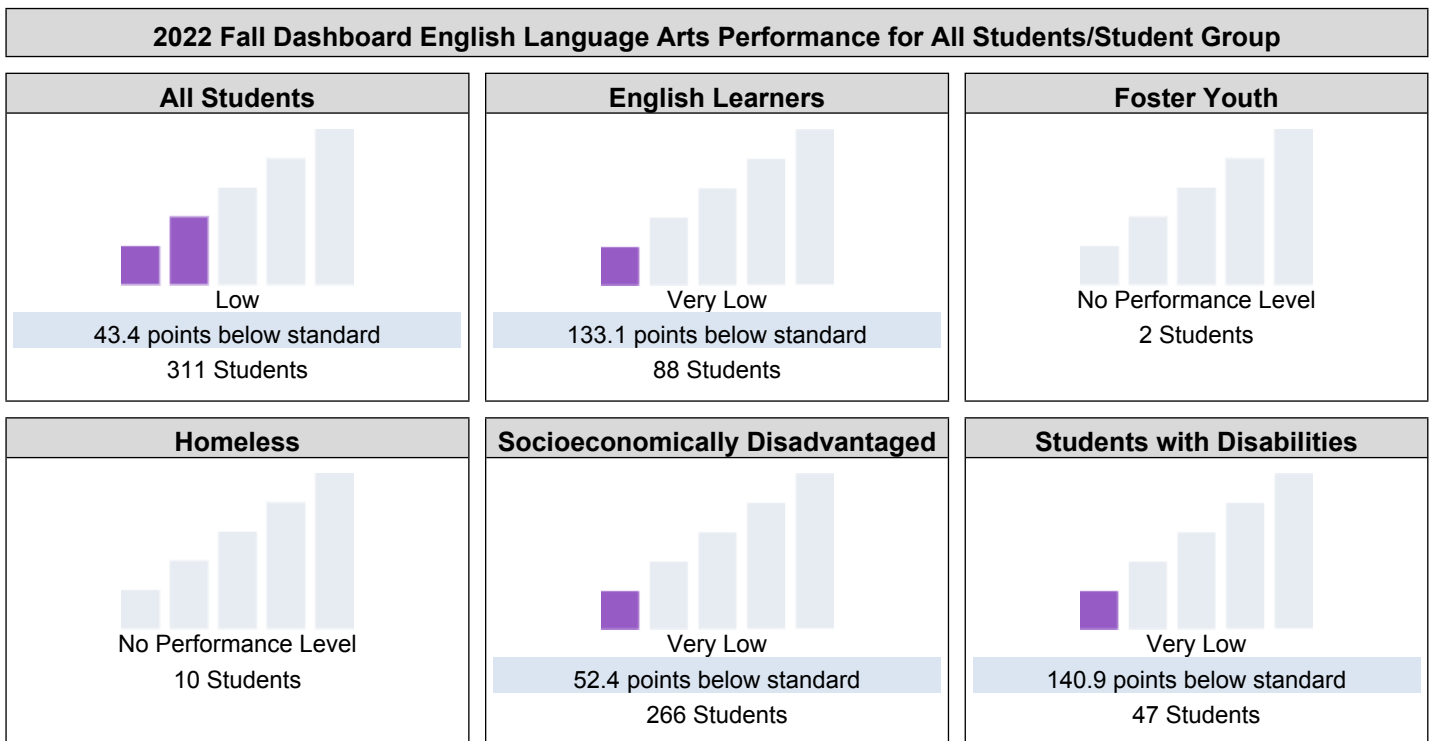
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



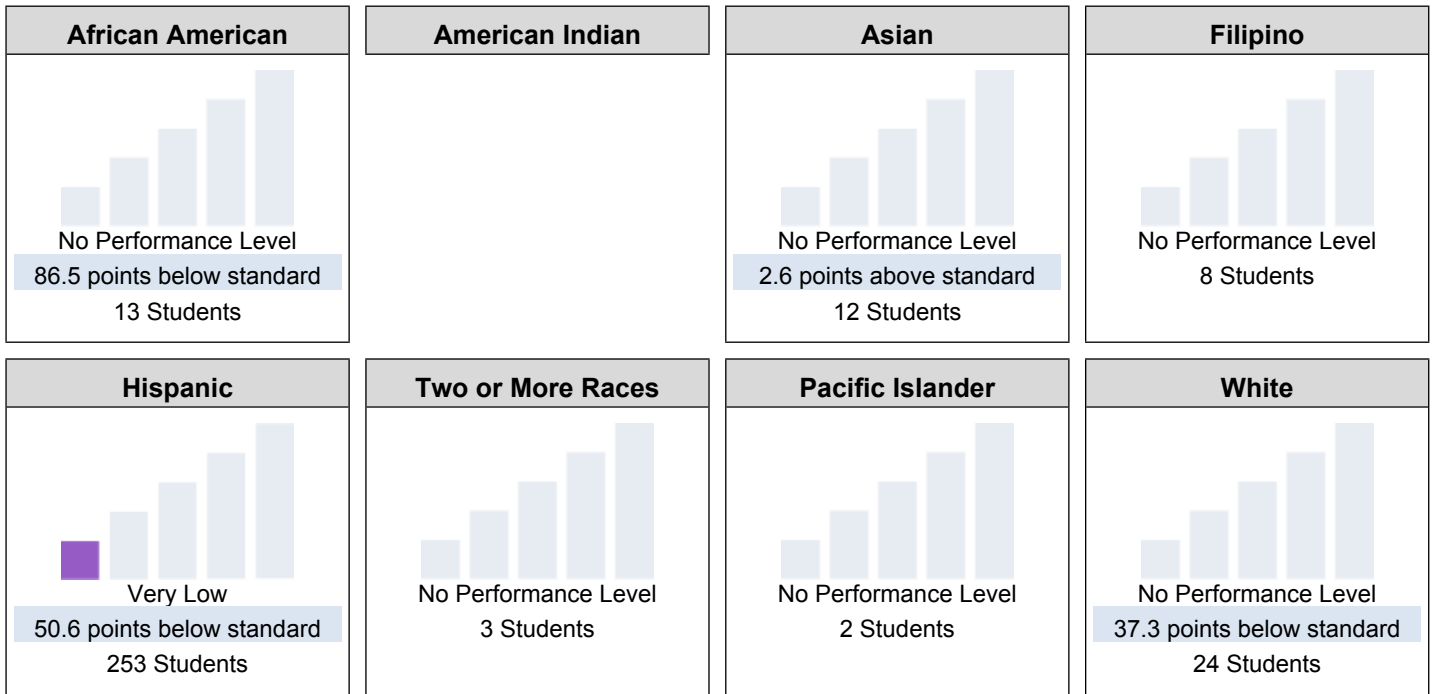
This section provides number of student groups in each level.



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 |
|--|---|--|
| 158.5 points below standard 69 Students | 40.7 points below standard 19 Students | 39.5 points below standard 115 Students |

Conclusions based on this data:

- Overall our students declined by many points on the English portion of the test.
- No subgroups have shown growth

School and Student Performance Data

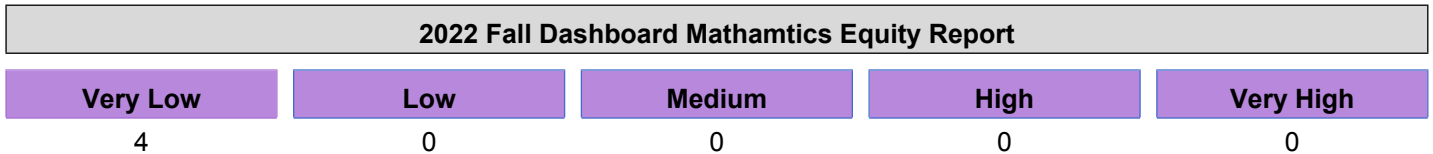
Academic Performance Mathematics

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](#).

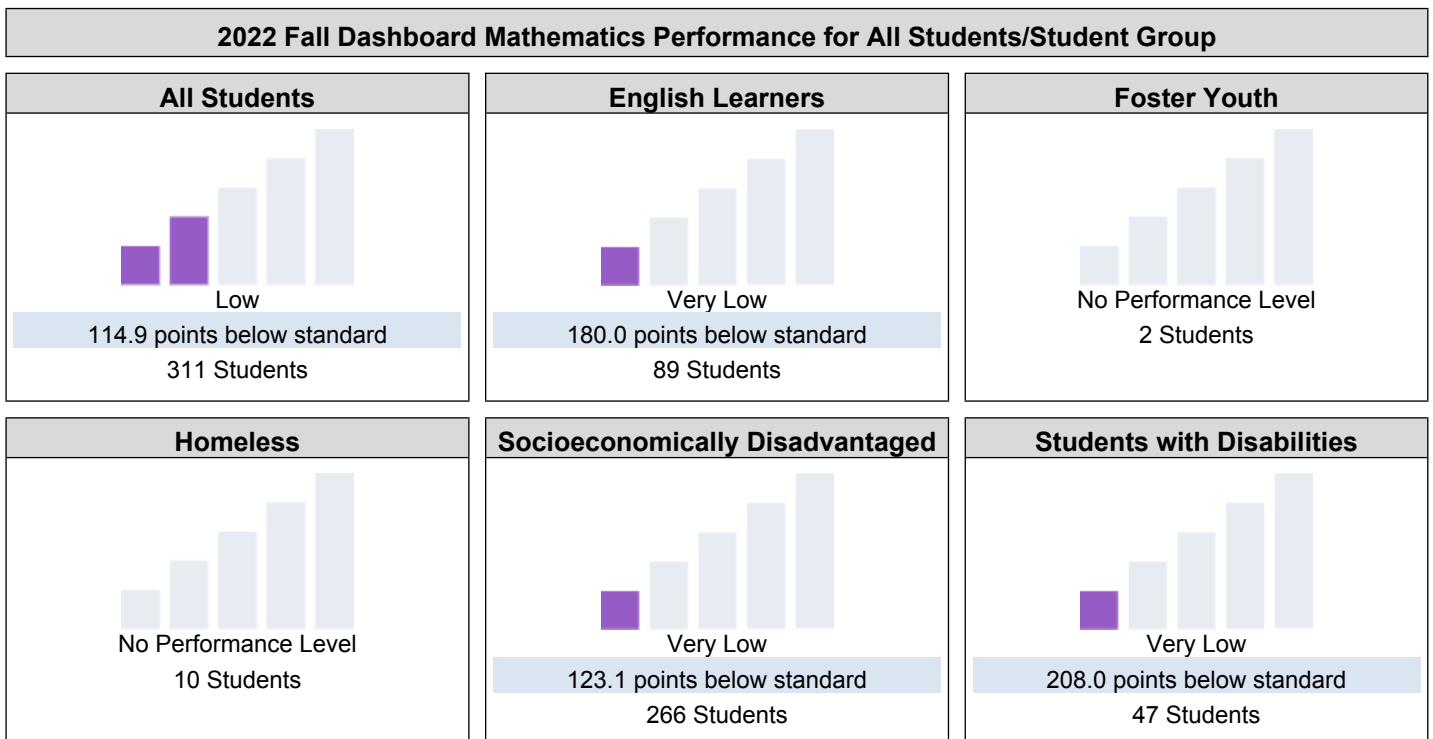
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



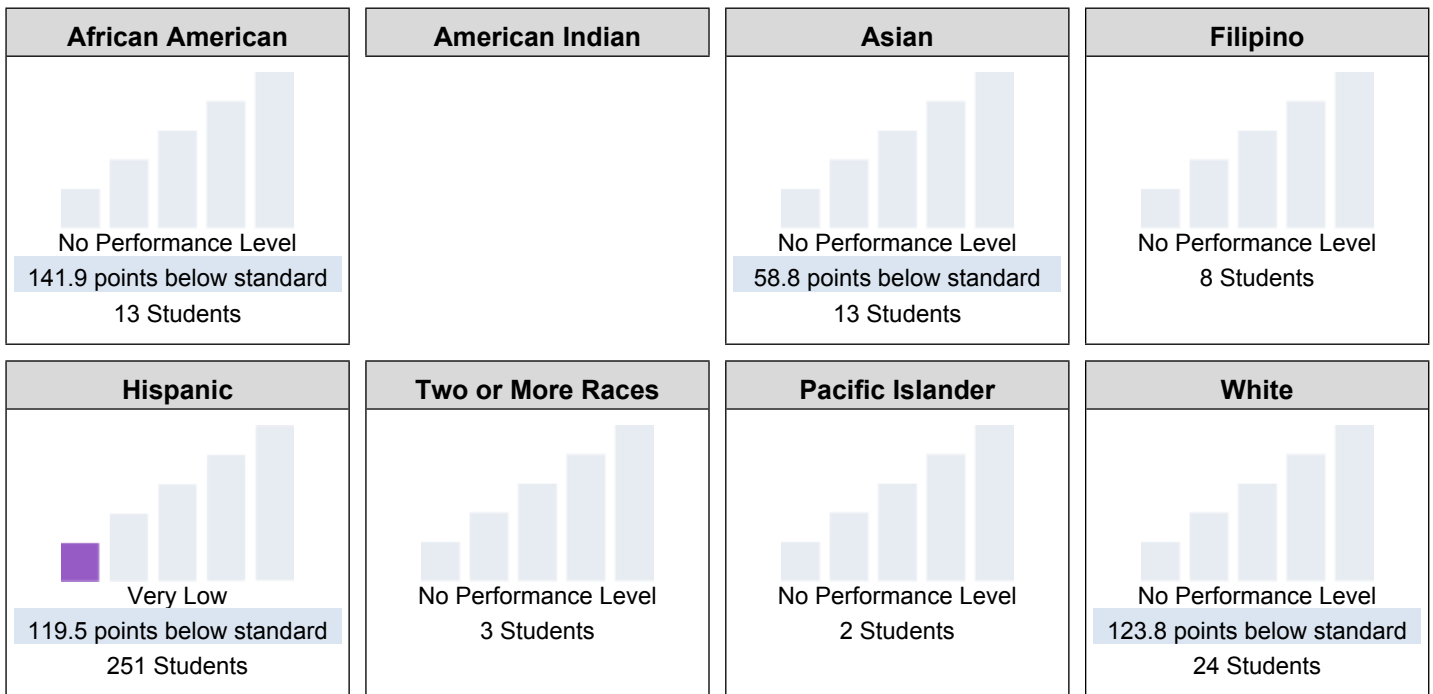
This section provides number of student groups in each level.



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 |
|--|--|---|
| 189.8 points below standard 69 Students | 146.0 points below standard 20 Students | 119.1 points below standard 116 Students |

Conclusions based on this data:

1. Overall our students scores declined in the area of mathematics.
2. All subgroups are in the lowest indicator.

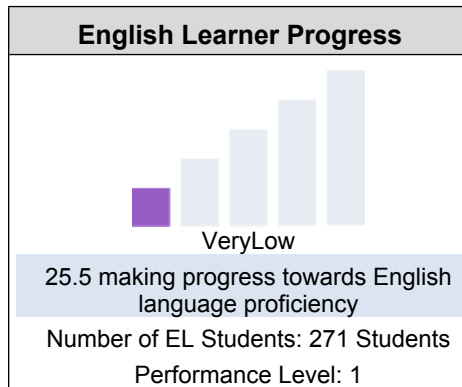
School and Student Performance Data

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 |
|--------------------------|--|-------------------------|------------------------------------|
| 42.1% | 32.5% | 1.8% | 23.6% |

Conclusions based on this data:

1. Almost a quarter of our student population are English Learner, which creates a huge need to build literacy.
2. Almost half of our students have decreased by an entire level.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

- 1.

School and Student Performance Data

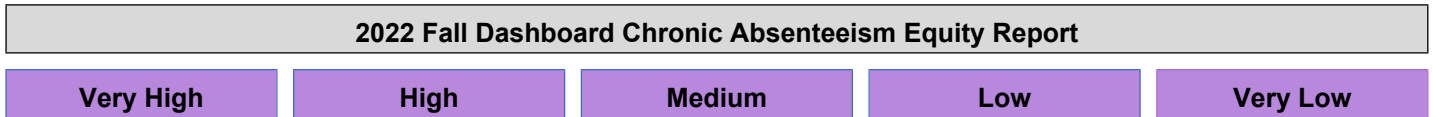
Academic Engagement Chronic Absenteeism

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](#).

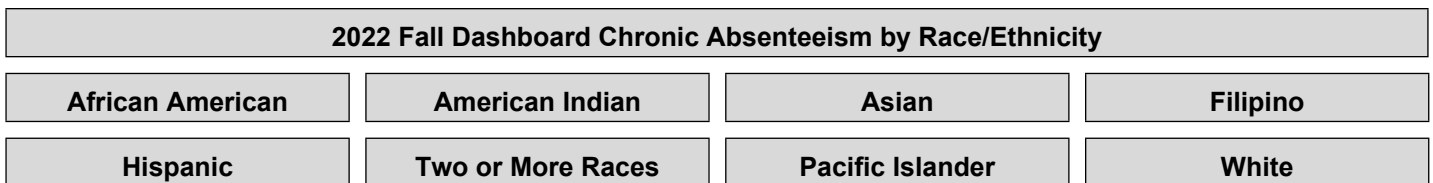
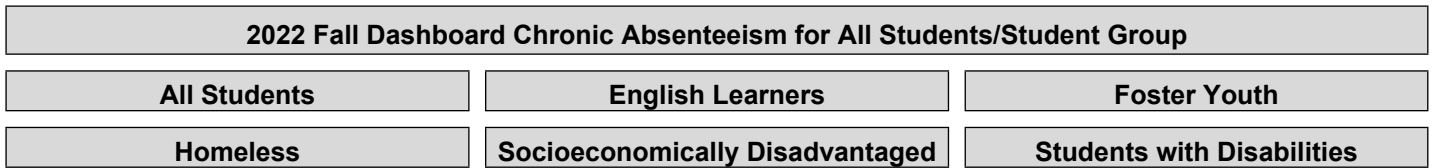
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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.



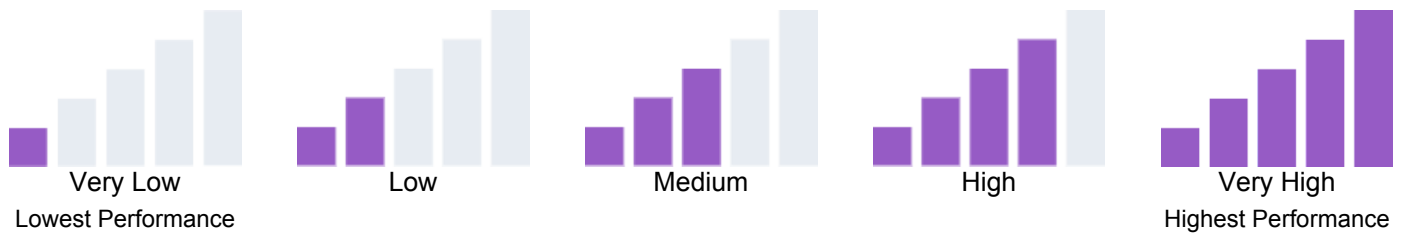
Conclusions based on this data:

- 1.

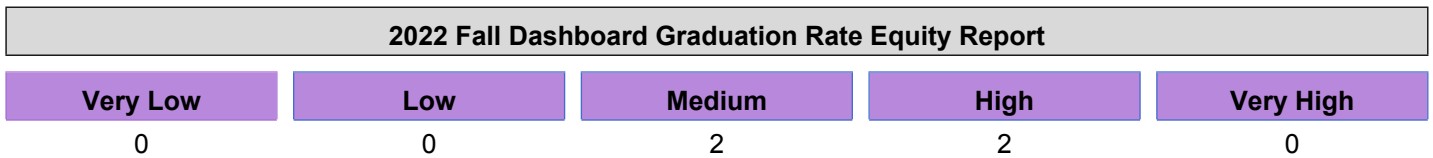
School and Student Performance Data

Academic Engagement Graduation Rate

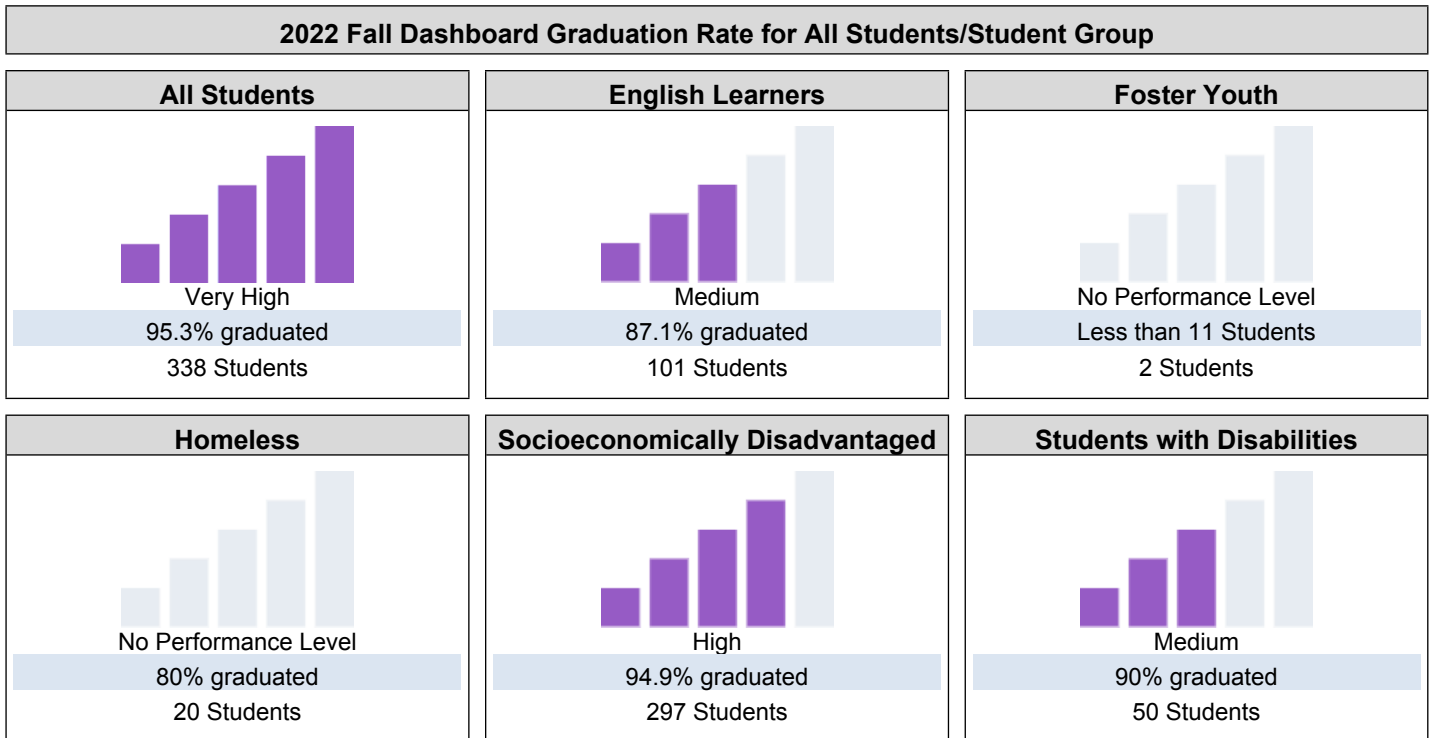
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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](#).



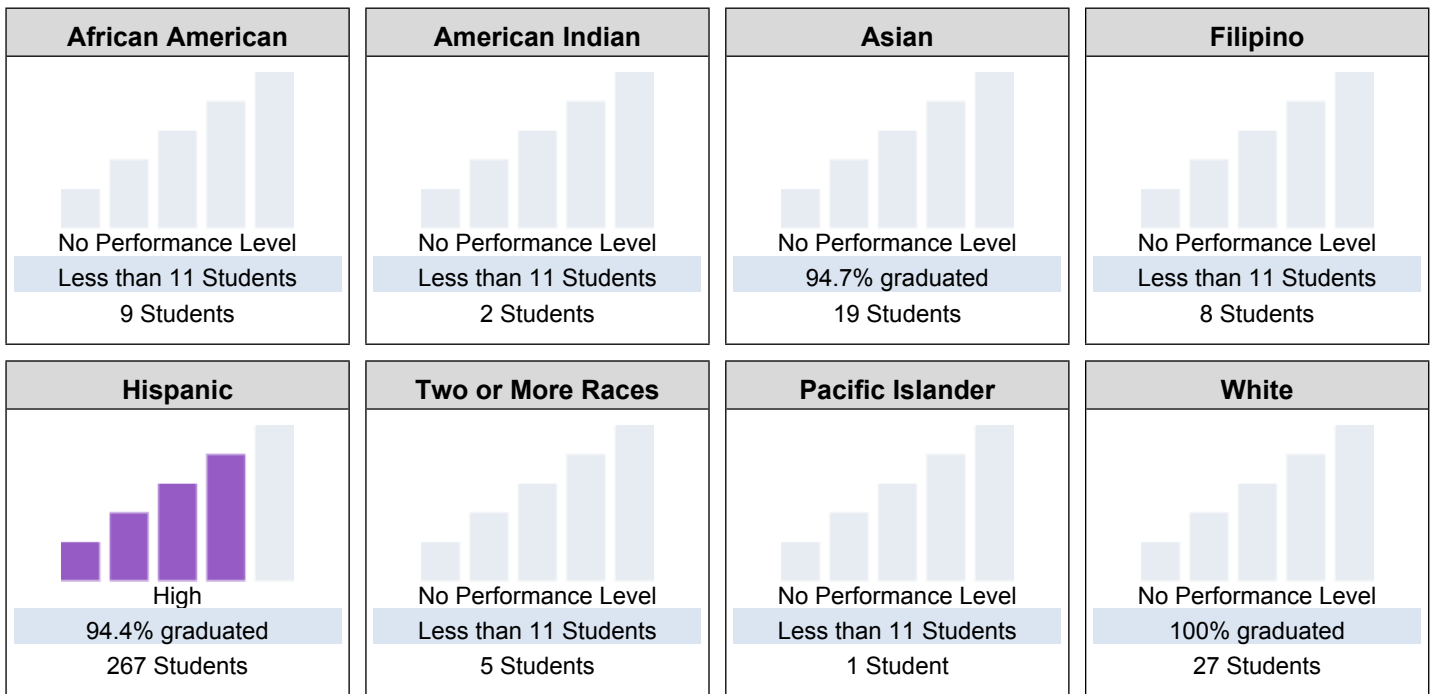
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

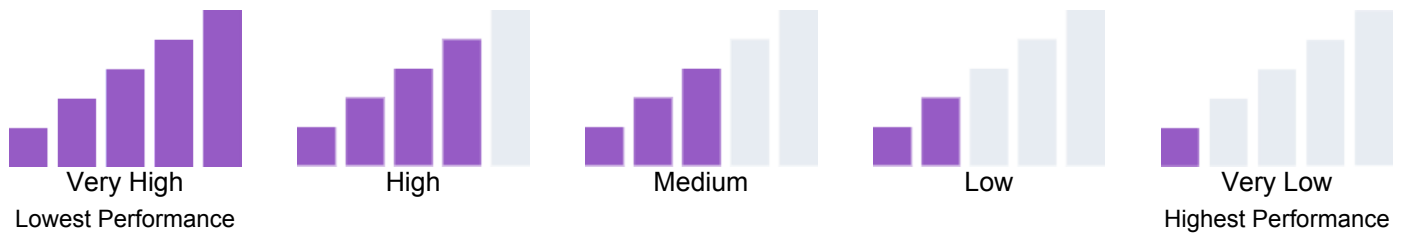
1. The graduation rate is steadily increasing the last three years.
2. Students with IEPs are graduating at a lower rate.
3. English Learners are also graduating at a lower rate.

School and Student Performance Data

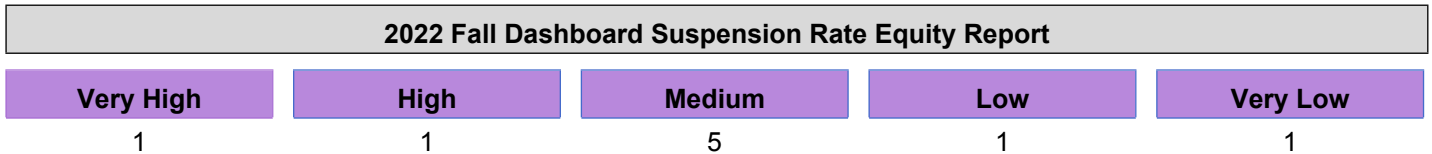
Conditions & Climate Suspension Rate

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](#).

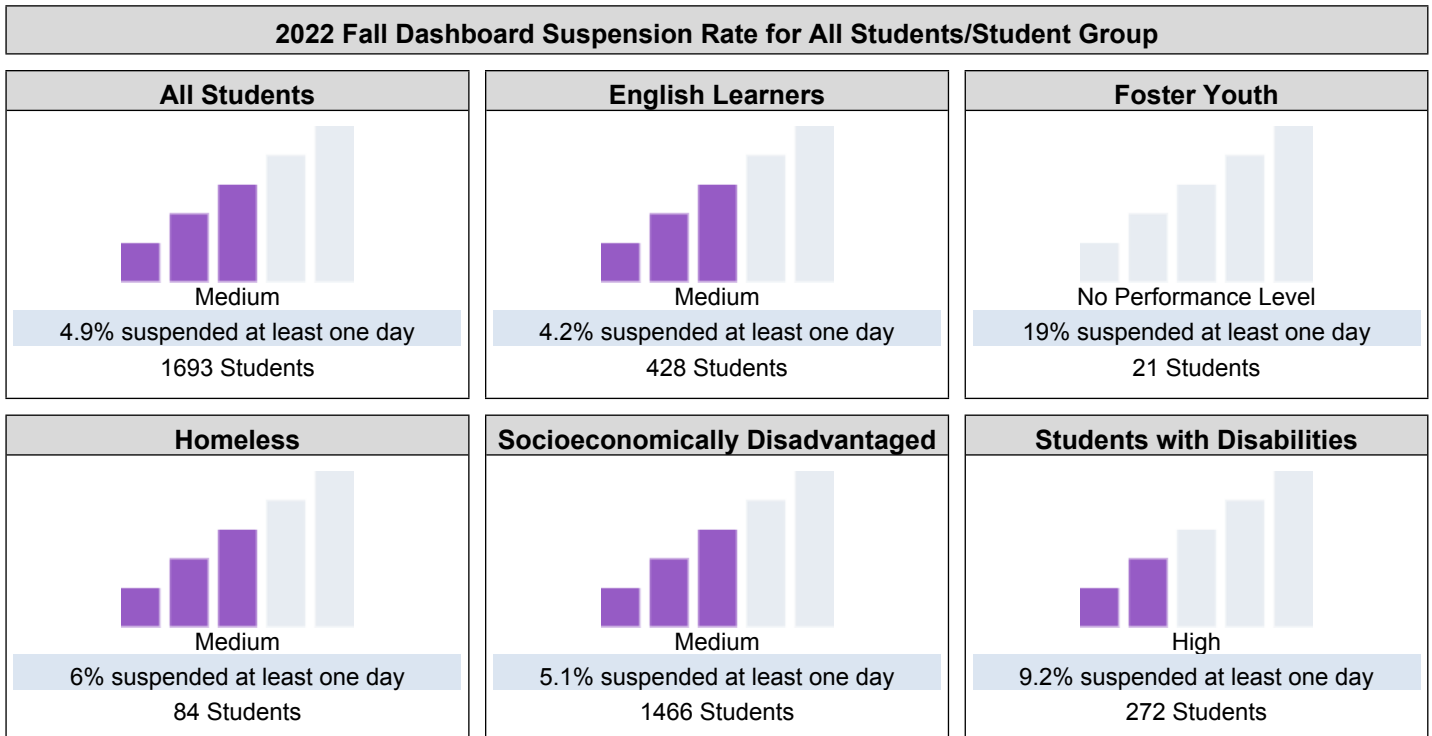
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



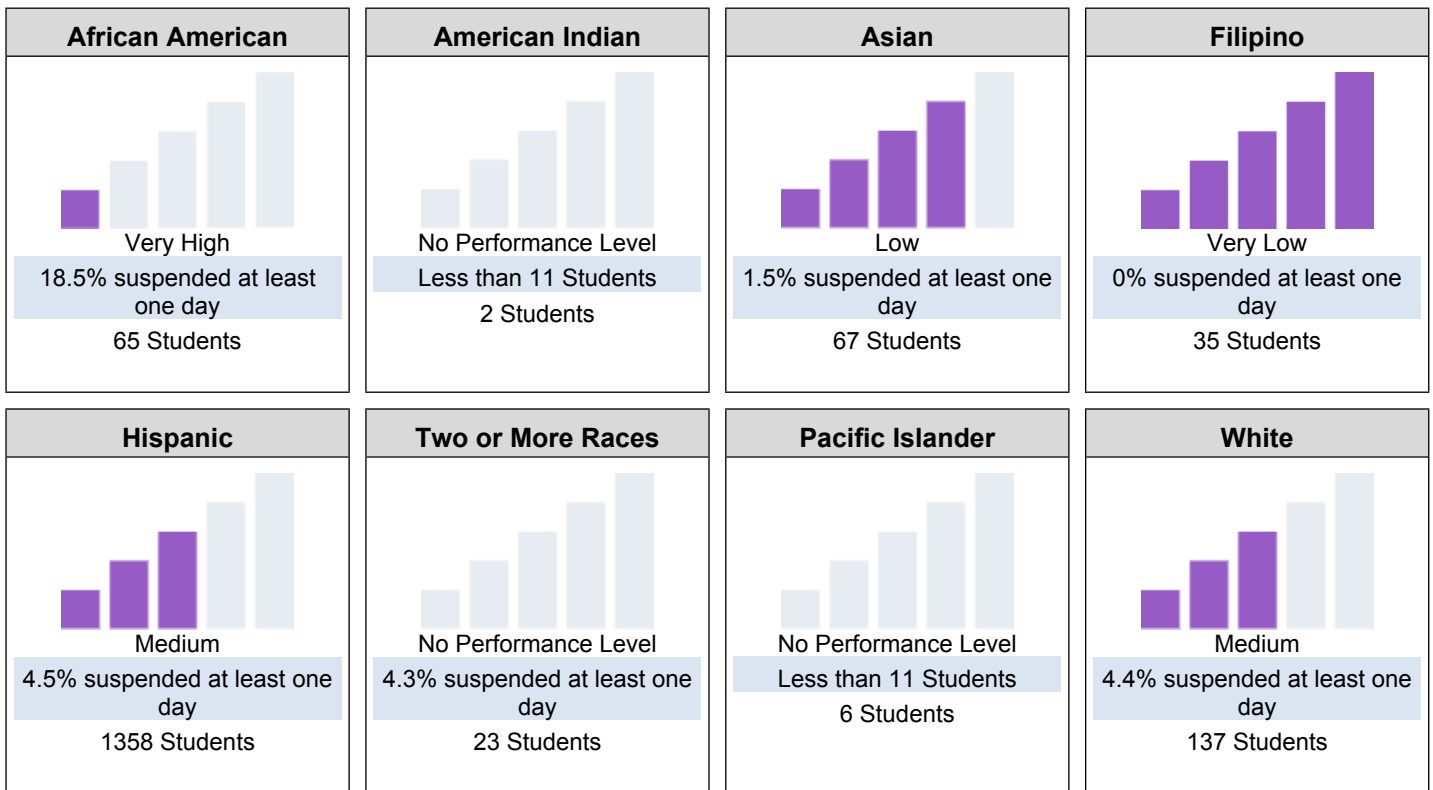
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. The suspension rate has increased.
2. Students with disabilities are disproportionately being suspended.
3. Students that are African American are disproportionately being suspended.

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

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

LSHS will strengthen literacy across all content areas with a focus on informational texts. To support this teachers will implement a school wide approach with the adoption of one literacy strategy in all content areas.

Identified Need(s)

LSHS has high numbers of students with exceptional needs, English Learners, and socio economic disadvantaged. Each significant sub group needs to have positive academic gains. After reviewing course data, ELPAC reclassification rates, and 2022 ELA CAASPP data, there still continues to be a need for support in literacy development and student support in reading comprehension of both literature and informational texts. Vocabulary development was another area of need. This data indicated a need for academic interventions and extended learning opportunities for students. We also have a critical area of need for professional development for teachers in integrating literacy strategies in all content areas. Our teaching staff needs to understand the CAASPP and ELPAC as well as provide students with direct instruction and interventions to meet their needs; they need to understand how students are being assessed. Teachers have collaborated and implemented one literacy strategy for implementation (DLIQ) for the 22-23 school year and will continue to do so. Adopting one literacy for the site across all content areas will provide students with a deliberate opportunity to reflect as to their learning or lack thereof and teachers with a check for understanding. Activities in this area also provide teachers with professional development through observations of classrooms and debriefs with the instructional coach.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------|---|--|
| CAASPP SBAC English Data 2022 | 39% of students met or exceeded the standards | We will decrease the percentage of students who do not meet the standard by 1% and increase the percentage of students who met the standard by 1%. |
| CAASPP SBAC Math Data 2022 | 15% of students met or exceeded the standards | We will increase the percentage of students who met the standard by 5%. |
| ELPAC Data | 25.5% of ELs reclassifying in 2022 | We will increase the percentage of students who scored a level 3 by 5%. |

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)

EL Learners & Special Education

Strategy/Activity

The purchase of more literacy materials and instructional supplies for ELs/SL (Spanish/English) & textbook readers and Ebooks for Special Ed.

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)

3,000.

Source(s)

LCFF-EL
4000-4999: Books And Supplies

1,500.

LCFF-LI
4000-4999: Books And Supplies

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

AVID 4 C training for 20 teachers to support literacy development and strategies in all classes. \$450 for 20 teachers (9,000) 2 days of sub coverage for each 10,760- Title I

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
5800: Professional/Consulting Services And Operating Expenditures

10,760

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ELs & Sped

Strategy/Activity

Funds to pay for monthly BIA and IA trainings on Elevation strategies to support student success and literacy in all content areas - BIA \$ LCFF EL, IA LCFF LI \$

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)

LCFF-EL
2000-2999: Classified Personnel Salaries

LCFF-LI
2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Funds to be allocated for EL Field trips - will cover venue, transportation, and sub coverage - not to exceed \$5,000 - from LCFF EL

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)

5,000

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Providing non AVID, non ELA teachers with training in AVID literacy strategies. Such strategies will support with professional development in strengthening literacy skills in non-ELA content classes.

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)

5,000.

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Funds to create a maker space in the library for LSHS students to promote reading and literacy.
\$2000 LCFFLI

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)

2,000

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Sheltered teachers need time to analyze ELPAC data and understand the fluency/literacy levels of their students. Funds allocated for semester release time for six sheltered (SL) teachers work with EL facilitator and analyze data and implement best practices four times a year - quarterly. - \$7000
LCFF EL

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)

7,000

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Funds to host two book events in the library for LSHS students to promote reading and literacy. Funds can be used to incentivize participation, materials, and marketing of event \$2000 LCFF LI

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)

2,000.

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Special Education

Strategy/Activity

Funds allocated for Snap and read extensions for students with an IEP - cost of \$40 per 250 students - in order to ensure all students have access to rigorous texts and support literacy development. \$10,000

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)

10,000

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Funds to be allocated for bilingual tutoring not to exceed - 2 days a week. NOt to exceed \$4000.
LCFF EL

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-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Funds to be allocated for EL Field trips - will cover venue, transportation, and sub coverage - not to exceed \$5,000 - from LCFF EL

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)

5,000

Source(s)

LCFF-EL

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

ELs

Strategy/Activity

Funds for a team of teachers, a site admin and classified aid to attend CABE conference to support EL services - LCFF EL not to exceed \$6000

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)

6,000

Source(s)

LCFF-EL

5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Funds to purchase award recognitions and treat for students on track to meeting Seal of Biliteracy requirements. Not to exceed \$1000 LCFF LI

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)

1,000

Source(s)

LCFF-LI
None Specified

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

9th grade ELA Intervention Students

Strategy/Activity

Funds for ELA Intervention class materials including LEXIA subscription in order to support students academic achievement in the course \$4000 Title I - PowerUp immerses students in an age-appropriate learning experience that is tailored to their individual strengths and weaknesses. PowerUp's adaptive instructional model maximizes student learning and provides motivational tools to minimize the time required for students to start mastering grade-level skills.

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)

Title I
None Specified

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.

The overall implementation of the strategies is to provide opportunities for teachers to collect and understand data, develop their capacity when it comes to supporting literacy with all students, and to support implementation of strategies with additional instructional materials to increase engagement. The overall effectiveness will be measured at the end of the school year, when testing data results are received.

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

There are no major differences between the intended implementation and the budgeted expenditures. The budgeted expenditures are all intended to promote literacy and support student success in literacy across the content areas.

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.

There will be no changes on this goal, annual outcomes, metrics, or strategies activities to achieve this goal as a result of this analysis.

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

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

LSHS will build a culture of academic rigor and high academic expectations through increased enrollment in AP courses, increasing A-G, rates and increasing number of students in dual enrollment classes.

Identified Need(s)

Data shows that there is a need for focus on making sure students are not only on track to graduate, but also on making sure students are prepared for multiple post-secondary options including being a-g eligible. Calpads data shows that the graduation rate has remained the same from 2018-2019 (93.2) to 2019-2020 (93.2). In 2020-2021 the graduation rate increased slightly to 94.9% and 95.5% in 2022. Although there has been growth in A-G completion in the last year there is still more growth to make given that for the 2020-2021 school year the A-G rate was 46.2% and 44% in 2022. Students that are ELs are graduating with an A-G rate of 25% and students with IEPs are graduating with an A-G rate of 17%.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------|---|--|
| A-G Completion Rate | Class of 2022, 44%, Sped 25%, ELs 17% | A-G completion rate will increase by 3% for all students and subgroups |
| College and Career Readiness | There was no CCI Dashboard Data for 2022 but for 2018-2019 - 39.8% of all students met College and Career Readiness indicators (CCI). Socioeconomically disadvantaged students were at 36.8%, English Learners at 17.3% and Students with Disabilities at 0.0%. | The percentage of students meeting CCI will increase by 1% overall and for each significant sub-group. |
| Graduation Rate | The 2022 graduation rate was 95.5%. English Learners at 87% and Students with Disabilities at 89%. | Graduation rates will increase by .5% overall and for each significant sub-group. |
| AP Enrollment | In 2021-2022 a total of 11 sections were offered and in 2022-23 this went up to 14 sections of AP courses. | |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| Dual Enrollment | Dual enrollment numbers have been fewer than 10 students each year prior to 2020 - in 2021- 22 36 students were enrolled in a Dual Enrollment class and in 22-23 this number has increase to 46 students. | Enrollment in Dual Enrollment courses will increase by 5 students. |

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 grades 9-11

Strategy/Activity

ASB/Ren: LSHS will host an AP potential campaign in the fall where students have the opportunity to learn about AP classes and programs offered at LSHS. Materials for these special fairs such as post cards for potential students, marketing materials such as posters, and incentives can also be purchased to enhance and engage more students during these events.- \$1200 LCFF LI

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)

1,200

Source(s)

LCFF-LI
4000-4999: Books And Supplies
AP Potential/Dual Enrollment Marketing and Campaign/cords

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

ASB/Ren: Hosting an annual Commitment Day Signing event for seniors. This is to recognize them for committing to post secondary institutions, career, and military. Materials will be purchased for this event.Under classmen will be invited to attend in order to encourage them to pursue post-secondary options.- \$3000 LCFF LI

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)

3,000

Source(s)

LCFF-LI
4000-4999: Books And Supplies

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

College and Career Guidance Initiative (CCGI) professional learning for teachers and counselors to discuss CCGI best practices and tools available, after school monthly for up to 6 certificated teacher leads. This tool will be accessible to all students and provide students with a 4 year planning tool, portal for FAFSA application, and UC/CSU applications as well as college and career lessons for students. Not to exceed 60 hours.- \$3600 LCFF LI

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)

3,600.

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries
CCGI PD Monthly for up to 6 people and indirect costs total 60 hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

AP students

Strategy/Activity

Test prep time for preparing students for AP exams. AP teachers will host additional out of class time to provide AP students with support in passing AP exams. These hours must be held outside of the contractual day. Each teacher is not to exceed 5 hours. 8 teachers not to exceed 40 hours - \$ 3000- LCFF LI

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)

3,000

LCFF-LI
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students grades 9-11

Strategy/Activity

LSHS will host a dual enrollment campaign in the fall where students have the opportunity to learn about classes and programs offered. Materials for these special fairs such as post cards for AP potential students, marketing materials such as posters, and backdrops can also be purchased to enhance and engage more students during these events.- \$1000 LCFF LI and mailing home materials for this event

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)

1,000.

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In order to establish a culture of celebrating academic rigor, funds to host two honor roll assemblies/events. Materials to be purchased include certificates, ribbons, and decorations - \$1700 LCFF LI

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)

1,700.

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

AP students

Strategy/Activity

Funds to be allocated to establish AP exam fee scholarships for families in need to cover exam fees. \$1000 LCFFLI

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)

1,000.

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Funds to cover the costs of mailing report cards and transcripts to communicate to families the importance of academics and a-g. \$4000 LCFFLI

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-LI
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To cover the costs of having 4 teachers each semester work 5 hours each for a total of 20 hours each semester, 40 for the year to provide additional support in scholar center during final exam time. Also to cover costs of student incentives, snacks to attend. \$2600 Title I

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)

2,600.

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
40 hours for the year

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In order to increase A-G completion and build a culture of academic excellence, funds will be allocated to host a senior awards event where students will be recognized for A-G completion, awards, scholarships, attendance, and seal of biliteracy. LCFF LI \$3000

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)

3,000

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Funds will be allocated to provide students enrolled in the COLlege success class - materials for the class. \$1000 LCFFLI

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)

1,000

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Instructional coach will facilitate AP experience days in the Spring for students interested in taking an AP class.

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)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

AVID students

Strategy/Activity

2 days release time for up tp 5 AVID teachers to review transcripts, discuss strategies to implement, review student data, plan recruitment events - LCFF LI \$ 2000

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)

| | |
|-------|---|
| 2,000 | LCFF-LI 1000-1999: Certificated Personnel Salaries |
|-------|---|

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Funds to cover the costs of counselors attending ASCA conference in the Spring to support academic achievement - Title 1 - not to exceed \$15,000.

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)

15,000

Title I
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

SpEd students

Strategy/Activity

Funds for the purchase of ear phones for students to hear texts - not to exceed \$500 - LCFF LI

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)

500

Source(s)

LCFF-LI
None Specified

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Funds to host a college and career fair on campus- not to exceed \$2000 LCFF LI for counselor hours and materials.

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)

1,000

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

1,000

LCFF-LI
None Specified

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.

Overall, these strategies will better prepare students to meet a-g requirements, build a culture of positive recognition for academic achievement, and increase the number of students enrolled in a-g, AP, and dual enrollment classes.

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

There are no differences between the intended implementation and budgeted expenditures. All expenditures are intended to support meeting the goal of increasing graduation rate and college and career readiness indicators (AP Exams, A-G completion, College enrollment).

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.

There will be no changes to the goal, annual outcomes, strategies or activities.

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

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

LSHS will take a proactive and intervention based approach in ensuring all students graduate college and career ready.

Identified Need(s)

Data shows that there is a need for focus on making sure students are not only on track to graduate, but also on making sure students are prepared for multiple post-secondary options including being a-g eligible and career options. Calpads data shows that the graduation rate has increased over the last 4 years and is now at 95.5% in 2022. The site A-G rate is still under 50% with it growing to 46% in 2020-2021 and dipping a bit to 44% in 2022. Since returning from the pandemic, site data such as the number of increased referrals to Wiley Center counseling, increased number of disciplinary referrals, and referrals to group counseling for substance abuse all deem the need for site interventions more important than ever.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------|---|--|
| A-G Completion Rate | For the class of 2020-2021, 46% of La Sierra graduates met A-G requirements, 2022 44% | A-G will increase by 3%. |
| College & Career Readiness | No Dashboard Data for 2022 but for 2018-2019 - 39.8% of all students met College and Career Readiness indicators (CCI). Socioeconomically disadvantaged students were at 36.8%, English Learners at 17.3% and Students with Disabilities at 0.0%. | The percentage of students meeting CCI will increase by 1% overall and for each significant sub-group. |
| Graduation Rate | The 2020-2021 graduation rate was 94.9% and in 2022 95.5% | Will increase by .5%. |
| AP Enrollment | In 2020-2021 a total of 334 students took an AP course. In 2021 11 AP courses were offered and in 2022 14 AP courses were offered. | 20 more students will enroll in AP courses. |
| Counseling Referrals | 10 students were referred to group substance abuse | This will decrease by 10 students in 22-23. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| | counseling in 2021-22 and in 22-23 there have been 57 of these referrals. | |

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 - 9th graders

Strategy/Activity

ASB- Funds to host a Freshman First Day before the start of the school year. During this half day event, new freshman will receive a campus tour, check out materials, have lunch, and attend a survival skills workshop as well as a meet and greet with their counselor. Cost of this will cover, food, audio, and decor not to exceed \$3,000 LCFFLI. This is a level one intervention for all incoming students here at LSHS.

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) |
|-----------|--|
| 3,000. | LCFF-LI 4000-4999: Books And Supplies |
| | Title I None Specified |

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

LSHS has established an a-g elective course where upperclassmen can sign up to be a peer academic tutor as a period 0 class. The Scholar Center will be open daily from Mon-Friday and offer drop in tutoring services for all students interested. Allocated funds will allow for purchasing materials for the peer academic tutoring center. \$3000 LCFFLI.

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)

3,000.

Source(s)

LCFF-LI
4000-4999: Books And Supplies

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

LSHS will host monthly college and career workshops in our College & Career, Center here at LSHS. Workshops will be held during lunch for students who sign up. This tier one intervention will give access to college and career info to all students. Funds will be used for materials for the center (1,000) LCFFLI

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)

1,000

Source(s)

LCFF-LI
4000-4999: Books And Supplies

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

Positive, Behaviors, Interventions, & Supports (PBIS) task force will hold monthly after school meetings to plan and facilitate all elements of PBIS. Teachers on this task force will focus on data, teacher PD, marketing, and special PBIS event planning for all students. Funds will cover one hour of meeting time for a team of 5 staff (50 hours total= 3200 LCFFLI). In addition two release days for up to give PBIS task force teachers to review data and develop site interventions as needed to support student success. \$3000. Title I

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)

3,200

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

| | |
|-------|---|
| | |
| 3,000 | Title I 1000-1999: Certificated Personnel Salaries |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS -Funds will also be allocated for the purchase of school wide incentives (5000 LCFFLI) & for students using the 5 Star system (8,000 LCFFLI).

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) |
|-----------|---|
| 8,000 | LCFF-LI 5000-5999: Services And Other Operating Expenditures |
| 5,000 | LCFF-LI 4000-4999: Books And Supplies |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

RCOE trainings for OCI teachers and staff interested on MTSS. not to exceed \$3000 Title I.This includes release time for teachers to attend.

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) |
|-----------|---|
| 3,000. | Title I 5000-5999: Services And Other Operating Expenditures |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Funds will be allocated for one girl code and one guy code workshop day for students identified as needing additional support to be successful. Funds will cover the cost of a sub for teacher facilitator, materials, and food for students. \$3000 LCFF LI

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)

3,000

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Funds will be allocated for students participating in gardening club as an intervention. Pre and post surveys will be conducted with participants and students assigned through OCI and self referrals.\$1000 LCFF LI

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)

1,000

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

As a tier one intervention and student support, funds will be allocated to purchase every student a planner as a tier one tool and support. \$6500- LCFFLI

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)

6,500

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

African American Students

Strategy/Activity

Funds will be allocated for two HBCU college field trips for students that are African American - not to exceed \$3000 LCFFLI for the year.

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)

3,000

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

LSHS will continue with an site Wellness Center for all students. A Wiley Center counselor will be in the WC daily for drop in student services and will also facilitate group counseling for anger management, grief, and for special populations. After school workshops for students will be held twice a month in the area of socio-emotional health such as meditation and yoga. Funds will pay for these after school services for one staff 10 hours each for a total of 10 hours for the year and for materials for this center to be a place where students can get the support they need. \$2000 LCFFLI

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)

2,000

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Sub coverage for 40 teachers to participate on one learning walk the next year - 4 learning walks will be held for up to ten teachers in a walk. Participants will observe classrooms and then implement best practices in their own lessons to support student success - \$12,000 Title 2

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)

12,000

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Teachers will be provided ongoing after school voluntary paid professional development in the instructional BIG 3 ideas - learning objectives, CFU, and strategies to increase engagement and support student success. Up to 10 teacher per session monthly - 100 hours not to exceed \$6000 Title I

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)

6,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

all 9th grade students

Strategy/Activity

Funds will also be allocated for a family 9th grade orientation date event in the spring to welcome new students and families. Funds will cover cost of materials, interpreters, and clerical support - not to exceed \$3,000 LCFFLI

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)

3,000

Source(s)

LCFF-LI
2000-2999: Classified Personnel Salaries

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Funds to cover up to 14 teachers and one administrator to attend Standards Based Grading COncference to ensure that student grades are accurate measures of mastery and to support student success. Not to exceed \$28,000 Title I

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)

28,000

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Funds to cover Implicit Bias training for up to 25 teachers through PIQE - costs include sub coverage and costs of the training on site - \$16,000 Title 2. This will support the site response to the ATSI finding and support success for all 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)

16,000

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Funds to cover tutoring in the Scholar Center daily during lunch - center will be staffed by two classified aids to provide tutoring.

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)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Funds to cover the staffing of the Scholar Center after school with one teacher Mon-Thursday for one hour to provide tutoring to students - not to exceed 160 hours - \$10,000 Title I.

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)

10,000

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

Students with IEPs

Strategy/Activity

Funds for case managers to facilitate connection days for students on their caseloads - each case manager would receive one release day to facilitate these days that would focus on academic support, graduation progress checks, career planning, not to exceed \$3000 Title I

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)

3,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

2 site leadership release days for department chairs to go over course data, academic supports and instructional practices to support student academic success - \$5300 _ Title I

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)

5,300

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Funds for Saturday School enrichment materials for students - \$2000 LCFF LI

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)

2,000

LCFF-LI
None Specified

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Funds will be allocated to facilitate two college trips for the year as a tier 2 intervention assigned through OCI for students not part of a special program or academy having access to this. Funds will cover the cost of sub coverage for two teachers and transportation not to exceed \$3000 LCFFLI

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)

3,000

LCFF-LI
5000-5999: Services And Other Operating Expenditures

Title I
4000-4999: Books And Supplies

Title I
5800: Professional/Consulting Services And Operating Expenditures

Title I
1000-1999: Certificated Personnel Salaries

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.

The overall implementation of the strategies/activities is to build a system of interventions here at LSHS where all students are given access and supports to be successful. The goal is to be

proactive instead of reactive as well as focus on the positive behaviors our students are demonstrating and the assets they bring the classroom and campus.

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

There are no major differences between the intended implementation and budgeted expenditures.

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.

There will be no changes to this goal, the annual outcomes, metrics, or strategies to achieve this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Goal 4: LSHS will focus on building a positive school culture that the educates the whole child and embeds opportunities to engage parents and community in education process.

Identified Need(s)

In recent years, there has been a decline in parent involvement opportunities and because of the pandemic, a need for those opportunities to be created for all stakeholders to re-connect. Parents should receive support to ensure their student not only graduates but graduates college and career ready. By partnering with families and the community we can create an environment where students continue to feel safe and welcomed at school.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------------|--|--|
| Parent completion of CHKS survey | Only 90 parents completed the annual healthy kids survey in 20-21, 63 in 2021-22. | 120 families complete this survey in 2023. |
| Parent booster clubs | 6 out of 18 sports have active boosters | this will increase to 8 active boosters |
| Parent Attendance at Counselor Events | In 22-23 there have been 8 events with a total of 172 attendees over the 8 events. | this will increase to 220 in 23-24 |

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

LSHS have a family engagement center on site. This is dedicated space for monthly family workshops, classes, and drop in support. This provides families with a space to feel welcomed and to get the support they need for their student as well as, to actively engage in their student's

learning. Funds will be utilized to plan family events, monthly workshops, additional time for ATP teacher (20 hours for the year) . Funds will also be allocated for marketing materials for family engagement.\$1500 additional hours for ATP Title I

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) |
|-----------|--|
| 1,500 | Title I 1000-1999: Certificated Personnel Salaries additional hours for ATP 20 hours |
| | Title I 4000-4999: Books And Supplies |
| | Title I 2000-2999: Classified Personnel Salaries |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students' families

Strategy/Activity

ASB/Parent Engagement: LSHS will host a Fall and Spring community engagement and family resource fair for all stakeholders. This will not only provide an opportunity for families to engage with LSHS, but they will also be provided with community resources. LSHS will also have an opportunity to market educational programs and site resources to our families. This also provides our students with opportunities to fundraise for their clubs. Clubs are an important part of school culture and students participating in them are more likely to engage in academics \$2400 LCFF LI for items, custodial and two staff to work check in at the events \$ LCFFLI

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) |
|-----------|---|
| 2,400 | LCFF-LI 4000-4999: Books And Supplies |
| | LCFF-LI 2000-2999: Classified Personnel Salaries |

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

Funds will be allocated to mail every family a welcome packet of resources and site interventions as well as semester calendar of events for family engagement each semester. Funds will also be allocated to mail senior parents grad checks for seniors and FAFSA informational materials. \$4000 Title I

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)

Title I
5000-5999: Services And Other Operating Expenditures

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

Funds will be allocated for counselors to host more parent resource workshops especially in the fall for senior families. An event on site for senior family night and funds will cover hours for counselors or teachers to work, and snacks (not to exceed 40 hours for the year total). \$2600 Title I

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)

2,600.

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students that are African American

Strategy/Activity

Funds for a teacher to plan and facilitate a monthly Black Parent Union Council - this is in response to ATSI findings and in order to support student success and achievement. Not to exceed 20 hours for the year - \$2000 Title I for hours and snacks for meetings.

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)

2,000

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Funds will be allocated for athletic family banquet for athletes and their families. Funds will cover cost of awards, food, and decorations to implement the event. \$LCFF LI \$1000

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)

1,000

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Funds for PIQE - \$13000 for parent support and student success - Title I

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)

13,000

Title I

5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Funds for a school ZOOM account to use for family engagement sessions and workshops - \$500
Title I

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)

500

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Clerical hours for bilingual staff to make calls home LCFF LI not to exceed \$1500

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)

1,500

Source(s)

LCFF-LI
2000-2999: Classified Personnel Salaries

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.

Given the post pandemic world connecting with families has been a challenge. The more we are available to support them and their students, the more we hope to grow implementation and increase family engagement.

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

none

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.

Added more activities to increase and provide families more opportunities for engagement with the site as an active partner.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math Literacy

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

La Sierra students will increase their overall academic achievement on the Math CAASPP by meeting and or exceeding standards from 15% to 20% by 2024.

Identified Need(s)

Given the dashboard scores in math for 2022 there is a high urgency to ensure that students are getting appropriate supports in math.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| CAASPP 2022 | 15% of students met or exceeded the standards | increase by 5% |

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

Funds for 4 release days for up to six teachers each time to review pacing, CFA results, and revise CFAs as needed for Integrated 1-3 in order to ensure students are getting appropriate supports in math \$6300 Title I

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) |
|-----------|---|
| 6,300 | Title I 1000-1999: Certificated Personnel Salaries |

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

2 release days to prep lessons for CAASPP, brainstorm strategies and ideas for giving students interim assessments and training tests, academic support lessons to ensure student success on the CAASPP - 2 teachers - \$1300 Title I

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)

1,300

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

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

AVID Math Path trainings for teachers to ensure students are receiving support in math - not to exceed \$4000 Title I

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)

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

Paid subscriptions for Blooket for math department teachers to use as another for checks for understanding. teachers use it as a way to inform day to day instruction, track student performance on standards and overall class performance. Blooket's can be assigned as a warm up, class assignments, homework and tests. Each session concludes with immediate results by class,

student and by item. Student's can access this platform at home and while at school. - not to exceed - \$ 4000 Title I

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)

Title I
None Specified

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.

This is a new goal that will be implemented for the 23-24 school year. Data from the 22-23 school year can be compared to that of the 23-24 school year.

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

No differences.

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.

This is a new goal to the 23-24 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science Support

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2024, La Sierra HS will increase the number of students who meet or exceed the standards in science by 5% as measured by the CAST.

Identified Need(s)

Based on 2022 dashboard data, there is a high need for the science department to re-align and revise common formative assessments and pacing to ensure students will be more successful and prepared to take the CAST exam their Junior year.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|-------------------|
| CAST data | in 2022 19% of students met or exceeded the standards | an increase of 5% |

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

Funds for 4 release days for up to four teachers to review pacing, CFA results, and revise CFAs as needed for Bio and Chem, Physics and to ensure appropriate interventions and supports are being offered to support student academic success. \$6300 Title I

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) |
|-----------|-----------|
| 6,300 | 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.

This is a new goal for implementation for 23-24 school year.

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

no differences

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.

This is a new goal for 23-24 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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 | \$299,260.00 |

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 | \$146,160.00 |

Subtotal of additional federal funds included for this school: \$146,160.00

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 (\$) |
|-------------------------|-----------------|
| | \$28,000.00 |
| LCFF-EL | \$30,000.00 |
| LCFF-LI | \$95,100.00 |

Subtotal of state or local funds included for this school: \$153,100.00

Total of federal, state, and/or local funds for this school: \$299,260.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|---------|------------|
| LCFF-EL | 29,005 | -995.00 |
| LCFF-LI | 63,945. | -31,155.00 |
| Title I | 56,840. | -89,320.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------|------------|
| | 28,000.00 |
| LCFF-EL | 30,000.00 |
| LCFF-LI | 95,100.00 |
| Title I | 146,160.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| | 17,000.00 |
| 1000-1999: Certificated Personnel Salaries | 91,460.00 |
| 2000-2999: Classified Personnel Salaries | 4,500.00 |
| 4000-4999: Books And Supplies | 55,300.00 |
| 5000-5999: Services And Other Operating Expenditures | 26,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 76,500.00 |
| None Specified | 12,500.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|----------------|-----------|
| | | 16,000.00 |

| | | |
|---|---------|-----------|
| | | 12,000.00 |
| | LCFF-EL | 5,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF-EL | 16,000.00 |
| 4000-4999: Books And Supplies | LCFF-EL | 3,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF-EL | 6,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF-LI | 14,800.00 |
| 2000-2999: Classified Personnel Salaries | LCFF-LI | 4,500.00 |
| 4000-4999: Books And Supplies | LCFF-LI | 52,300.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF-LI | 19,000.00 |
| None Specified | LCFF-LI | 4,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 60,660.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 7,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 70,500.00 |
| None Specified | Title I | 8,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 75,260.00 |
| Goal 2 | 44,600.00 |
| Goal 3 | 133,000.00 |
| Goal 4 | 28,500.00 |
| Goal 5 | 11,600.00 |
| Goal 6 | 6,300.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|------------------|----------------------------|
| Tania Cabeza | Principal |
| Arianna Reedy | Classroom Teacher |
| Kathy Thompson | Classroom Teacher |
| Briony Holstein | Classroom Teacher |
| Monica Rangel | Other School Staff |
| Aven Callahan | Parent or Community Member |
| Inez Cossio | Parent or Community Member |
| Crystal Langfitt | Parent or Community Member |
| Abigail Aragon | Secondary Student |
| Brendan Callahan | Secondary Student |
| Justin Auld | Secondary Student |

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

Other: LSHS Administrative Team

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 May , 2023.

Attested:



Principal, Dr. Tania Cabeza on 5//2023



SSC Chairperson, Kathy Thompson on 5//2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

La Sierra High School Parent Compact

2021-2023

La Sierra High School staff, parents, and students have high expectations for themselves in ensuring students are successful and supported. In an effort to provide the highest quality instructional program to students and to demonstrate the partnership between school and family all parties agree to implement this compact. This compact is an agreement between: the parent, the student and the teacher. It lists what each party needs to do to support student learning at La Sierra High School.

Parents will...

- Ensure that their student/s attends school every day when healthy, on time and report all absences in a timely manner
- Notify the school of any changes to contact information including email and current phone number
- Communicate with my student's teachers on a regular basis regarding their progress or lack thereof
- Understand graduation requirements and communicate with my student's counselor regarding their progress towards graduation and a-g requirements
- Participate in parent teacher conference, back to school night, meetings for my student as requested by an administrator, counselor or teacher
- Monitor my student's progress, this includes grades, attendance, and tardies by utilizing the Aeries parent portal
- Attend interventions as assigned including an attendance review team meeting, student success team meeting, student shadow, or back on track meeting

School and staff will...

- Keep grades current in Aeries
- Provide high quality instruction (based on standards) in order for all students to be academically successful and graduate with multiple opportunities for college or career success
- Hold high yet reasonable expectations for all students
- Provide students with a caring and supportive learning environment that not only meets their academic needs, but also their socio-emotional wellness
- Use frequent checks for understanding and assessment data to drive instruction based on student needs
- Communicate with parents/guardians on a regular basis and through a variety of ways
- Provide families with opportunities for engagement

Students will...

- Attend school every day and on time
- Display appropriate student citizenship and behaviors on campus and at school events
- Complete all learning tasks as assigned and to the best of ability
- Communicate with teachers regarding when assistance is needed and own progress
- Respect the rights and personal property of others as well as all different beliefs of people on campus
- Respect school property
- Participate in interventions as assigned for improvement and support

La Sierra High School Compact 2021-2023

Parents: Discuss this Parent Compact with your student before signing.

Parent Signature: _____ Date: _____ Parent Email: _____

Student's Name: _____ Grade: _____ Please
Print

Student's Signature: _____

**La Sierra High School
Title I Targeted Assistance School
Parent and Family Engagement Policy
(2021-2023)**

La Sierra High School jointly developed its written Title I parent and family engagement policy with input from Title I parents and family members. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the school and parents.

LSSH will review and update the policy at Title I meetings held after their monthly School Site meetings. In addition to this, the policy will be reviewed and discussed in upcoming School Site, ELAC, and ATP meetings. Parents will provide feedback regarding the policy, and it will be updated on a continuous basis.

The policy will be distributed to parents and family members of participating Title I students at the beginning of the school year when students register for school in their registration packets, as well as to new enrollees and returning students as part of the new student enrollment packet.

The policy describes the means for carrying out the following Title I parent and family engagement requirement. [20 USC 6318 Section 1118(a)-(f) inclusive]

Engagement of Parents and Family Members in the Title I Program

To involve parents and family members in the Title I program at La Sierra High School, the following practices have been established:

- The school convenes an annual meeting, at a convenient time to which all parents of participating children are invited and encouraged to attend, to inform parents and family members about their school's participation under this part and to explain the Title I requirements, and about the right of parents to be involved.
 - If parents request additional meetings, their requests will be met.
- The school offers a flexible number of meetings for Title I parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.
 - The school will make the policy available to parents at the afternoon School Site meetings, the morning ELAC meetings, the afternoon ATP meetings, and at other family engagement site meetings.
- The school involves parents and family members of participating Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - The school will continuously encourage parents to provide feedback regarding the planning, review, and improvement of the school's Title I programs and parent involvement policy at the Title 1 meeting to be held in the Spring, and at the upcoming ELAC, School Site, ATP, and family engagement site group meetings.
- The school provides parents and family members of participating Title I students with timely information about Title I programs.
 - A Title I informational letter will be sent to parents in the spring the first year of implementation and in future years.
 - Title I program information will be discussed annually during School Site meetings, ELAC meetings, ATP meetings, and other family engagement site meetings.

- The school will hold an annual Title 1 meeting in the Fall.
- The school provides parents and family members of participating Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - The school provides parents and family members of participating Title 1 students with an explanation of curriculum, assessments, and proficiency levels students are expected to meet at ELAC, School Site, ATP, and Novi Parent Group meetings, and during parent teacher conferences and the Title I annual meeting.
 - The school also reviews course expectations and curriculum at their annual Back to School Night.
- If requested by parents and family members of participating Title I students, the school provides opportunities for regular meetings that allow the parents and family members to participate in decisions relating to the education of their children.
 - The school will continuously encourage parents to participate in decisions related to the education of their children at the annual Title 1 meeting, as well as at ELAC, School Site, ATP, and family engagement site group meetings.
 - During orientation, parents are encouraged to keep in contact with the school regarding their child's educational needs. Parents are provided with the school's contact information as well as the direct contact information to the school's counselor. Parents are invited to attend Parent Teacher Conferences, SSTs, IEPs, and Student Review to discuss their child's educational program and progress towards graduation.

School-Parent Compact

La Sierra High School distributes to parents and family members of Title I students a school-parent compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and family members of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
 - The ways parents will be responsible for supporting their children's learning
 - The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences (elementary); frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities.
- The school developed the School- Parent Compact in collaboration with parents from the ELAC meetings, School Site Council meetings. The School-Parent Compact is reviewed bi-annually in the Spring by all groups, and parents are provided an opportunity to make suggestions.

Building Capacity for Involvement

La Sierra High School engages Title I parents and family members in meaningful interactions with the school. It supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - The school provides parents and family members of participating Title 1 students with an explanation of standards, assessments, and how to monitor and improve the achievement of their children at ELAC, School Site, ATP, and family engagement site meetings. In addition, parents are able to monitor the achievement of their children by attending parent teacher conferences, taking note of their student’s progress on report cards and by visiting Aeries parent portal.
- Provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - Achievement data, as well as assessment data is shared with parents at all parent meetings. Parents are provided with strategies to implement in the home which foster academic achievement.
 - Parenting classes offered through the Wylie Center and the site Family Engagement Center.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
 - The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners at monthly family engagement sessions on site, semester grade level meetings by administration, and Back on Track meetings for families of students that are in need of more support.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - LSHS integrates the Title I parental involvement program with other programs, such as the Action Team for Partnership, School Site Council, ELAC, and SITE FAMILY ENGAGEMENT sessions, to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - LSHS translates all documents into the Spanish language, as well as offers interpreters at all public meetings to meet the needs of Spanish speaking parents. In addition to this, LSHS communicates with parents via email, Teleparent, flyers home, Parent Connect, and via the school marquee and school website, as well as weekly messages from the principal.
- The school provides support for parental involvement activities requested by Title I parents.
 - The school provides support for parental involvement activities by requesting input and feedback at all ELAC, ATP, and School Site meetings.

Accessibility

LSHS provides opportunities for the participation of all Title I parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents and family members understand.

Adoption

This policy was adopted by La Sierra High School's School Site Council October 25, 2021 and will be in effect through the 2022-2023 school year.