LA SIERRA HIGH SCHOOL
SELF-STUDY REPORT

4145 La Sierra Avenue

Riverside, CA 92505

Alvord Unified School District

March 27 - 29, 2017

ACS WASC/CDE Focus on Learning Accreditation Manual,

2016 Edition

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Preface

La Sierra began the self-study process in the spring of 2016, with the former administration and previously assigned WASC focus groups. Meetings were held both with Home (department groups) and interdisciplinary WASC teams to review previous action plans and progress made toward goals. Meetings were also held with paraprofessionals (Bilingual and Special Education assistants) to discuss the same topics. In the fall of 2016, a WASC coordinator was designated and new focus group leaders were selected. On August 8th, the staff was given an update on the SBAC student performance data, in relation to the new standards and in comparison to other schools in the district and area. New goals and strategies for student success were discussed for the upcoming year, encouraging each department to promote best practice discussions at department meetings. In August 2016, the staff were asked to select their top two choices of focus groups they preferred to participate in. The staff were then assigned to focus groups to ensure that each group remained balanced with representatives from each department, program, and the academies, while still making an effort to honor focus group preferences. The focus groups met from August 2016 through February 2017, on designated staff development Tuesdays, including 4 minimum days which were added to the school calendar for the purpose of completing the work of WASC. Focus groups worked to discuss findings and evidence, and answer the prompts within the five categories of Chapter 4 of the WASC Self Study. All stakeholders attended the last meeting in February 2017 to prioritize the strengths and growth needs for each category. A list was compiled of all areas of need, and given to the staff to decide the order of importance. The WASC writing team met from January 2017 through February 2017 to thoroughly analyze student data and the student performance data. La Sierra High School's action plan was then created, incorporating action steps to address the needs of our students.

Chapter I: Student/Community Profile and Supporting Data and Findings

A. General Background and History

Our Community

La Sierra High School was built in 1969, and it is one of three comprehensive high schools in the Alvord Unified School District. The district serves a thirty square mile area including the western portion of the City of Riverside and a small area of eastern Corona. The district manages fourteen elementary schools (K-5), four middle schools (6-8), three comprehensive high schools (9-12), one continuation high school and an alternative learning center for high school students.

Family and Community Trends

La Sierra has continued to experience a decline in enrollment since the opening of Hillcrest High School at the start of the 2012/2013 school year. With an improving economy, several factors beyond the opening of a new school have contributed to this trend. The number of multiple family homes has decreased, since more families are now able to afford their own residences. Although the boundaries have not changed, other factors, such as sports and specialized programs, have also contributed to the decline in enrollment.

Parent and Community Organizations

La Sierra High School welcomes parental and community involvement on campus. Parents are involved in the School Site Council (SSC) and English Learner Advisory Committee (ELAC), which meet regularly throughout the school year. These committees play a vital role in the everyday functions and long-term plans for the school. In addition, La Sierra has taken steps this year to implement the Action Team for Partnership (ATP). The team at La Sierra consists of 12 members that are comprised of teachers, students, administrators, counselor and parents. ATP provides structure for implementing successful family engagement strategies that support the school's instructional goals creating a plan for parent and family engagement. Parents are also involved in organizing and attending monthly BATES (Bringing Awareness to Every Student) Family Nights, in which families are provided with resources and information, in order to bring awareness to serious and relevant issues that youth face. Parents are also involved on campus as they volunteer to be a part of the Copy Cats copier service for teachers and staff. Through numerous booster clubs for athletics and visual and performing arts, parent and community involvement benefit extracurricular activities as well. Parents are also encouraged to attend Mornings with Moss and Coffee with the Counselors to provide their input and to voice concerns related to their children's safety and education. Finally, La Sierra hosts numerous events on campus such as AVID Parent Night, Academy Parent Night, and College Night. La Sierra is also currently in the process of opening a Parent Center in order to provide parents with access to technology, information, and resources.

Community Foundation Programs

La Sierra benefits from foundations such as The Alvord Educational Foundation (AEF). AEF is a non-profit, non-political organization dedicated exclusively to the benefit of the students of Alvord Unified School District. Thanks to generous contributions from Alvord staff, the community and company sponsors, AEF has been able to support many school activities through grants. The Alvord Educational recognizes and promotes excellence within the classroom for teachers, staff, and students. This AEF program provides available funds, helping to bring ideas to reality for our students.

Business and Community Relationships

School and business partnerships are other examples of community involvement. Kaiser Permanente has been a business partner with La Sierra since 1989. As a key partner with La Sierra's Health Career Academy, Kaiser provides guidance on curriculum content, classroom speakers, field trips, mentors, summer employment, and on-site work experience for seniors. A variety of community business partners work with the International Business Academy by serving on the steering committee, by mentoring students, and by serving as guest speakers. Both academies promote academic and vocational curriculum that prepare students for employment and that foster continued interest in post-secondary education. Academies are state funded and can receive up to $74,700 per year through the California Department of Education.

Staff Description

La Sierra High School currently has 159 staff members; 93 certificated staff and 66 classified and support staff. The Guidance Department includes four full-time school counselors and two school psychologists, one of which is specifically dedicated to supporting the needs of the on-site Emotionally Disturbed (ED) program. In addition, there is a District level counselor on-site weekly designated to provide support to homeless and foster youth. 64.8% of the staff members are female and 35.2%, male. The ethnicity of the staff is 53.5% White/Not Hispanic or Latino, 25.8% Hispanic, 5.6% White/Hispanic or Latino, and 4.4% Black/African American with the remaining 10.7% including Asian, Other or Declined to state.

ACS WASC accreditation history for school

School purpose

La Sierra High School has adopted the Alvord Unified School District Strategic Plan aligning itself with the values, beliefs, vision, and mission of the district; therefore the vision for the district and the school is that "all students will realize their unlimited potential". This is fully supported by the district mission statement which states that "Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by inclusive partnerships, trusting relationships, equitable learning opportunities that hold high expectations, and a mindset that promotes improvement".

The beliefs of the district and school include: the belief that education empowers individuals, everyone has the right to a world-class education, engaged learning strengthens our organization, innovation with inspiration can transform lives, and excellence is within everyone. The district and school's beliefs, vision, and mission statement allows for the creation of our schoolwide learner outcomes or objectives. La Sierra High School works to ensure that all students will graduate from high school, be college and career ready, will contribute to a high quality of life in our community, and will be inspired to fulfill their own unlimited potential.

Brief history or past ACS WASC accreditations

La Sierra High School is currently approaching the end of its WASC accreditation cycle that started in the 2011-12 school year. At the completion of that self-study, La Sierra was given accreditation for six years with a mid-cycle, one day revisit. During the 2013-14 school year, the WASC committee re-visited and determined that there would need to be a second re-visit to happen the following year. The school participated in a second re-visit in 2014-15 and was cleared to begin the work of a full self-study for the current 2016-17 school year. After the completion of the mid-cycle revisits, we have reached the end of the timeline of the original self-study cycle.

LCAP Identified Needs and Description of Goals

La Sierra has identified our goals and needs, with the help of parents and the community through their input in School Site Council, ELAC, Single Plan for Student Achievement (SPSA), district meetings, and community forums.

Goal 1 – Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Identified Need	Metric
● Students require highly qualified teachers who are skilled in the teaching of state standards.	Number of mis-assigned teachers.
● Students require access to standards-aligned instructional materials	Student access to standards-aligned instructional materials .
● Students need access to a comprehensive course of study	UC/CSU Required A-G Courses Completion Rate
● Students require schools that are well-maintained	Schools rated "good" or "exemplary" on the California Facilities Inspection Tool

Goal 2 – Students will be prepared to be college and career ready when they graduate from high school.

Identified Need	Metric
● Students require access to instructional strategies that increase critical thinking skills.	Teacher Survey
● Students across all grade levels must acquire solid foundational skills for success in the next grade level.	Individual Course Grades
● Teachers must be masterful and knowledgeable in first, best instruction	On- going Professional Development
● Students need assistance with achieving academic proficiency on district and state assessments	Analyzing Common Assessment Data Academic Performance Index
● English learner students require access to core content and English language development	English Learners' Reclassification Rate Percentage of English Learners making one year of growth Percentage of English learners attaining the proficient level in five or more years Percentage of English learners attaining the proficient level in less than five years.

Goal 3 – Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Identified Need	Metric
● Students need positive behavior interventions and supports.	Suspension Rate Chronic Absenteeism Rate Attendance Rate Expulsion Rate
● Parent satisfaction with and connectedness to schools needs improving.	Parent Survey
● Parent participation in school based academic activities needs improving.	Action Team for Partnership Committees to facilitate engagement Attendance at Parent Conferences
● Interventions for student subgroups need increasing	Dropout Rates Graduation Rates

B. School Program Data

La Sierra High School is a comprehensive high school that follows a 1-6 period model. There are limited options for 0 period and 7th period classes, which are mainly used for credit recovery classes.

Intervention Programs

English Learners

La Sierra supports English learners by offering designated and integrated English language development courses. Integrated courses include sheltered classes with highly qualified teachers, specially trained in strategies to support access to content. These classes also include bilingual instructional assistants to support students. Sheltered courses not only align with the course content standards to inform instruction, but use the California English Language Development Standards in tandem.

Designated English Language Development (ELD) classes are offered to students with limited English language proficiency in order to support English learners' academic and linguistic development. ELD classes rely solely on the California English Language Development Standards to support students in developing the English language knowledge and skills needed to be successful in content instruction.

In addition, Advanced Academic Language Development (AALD) classes are also offered to Long-term English Learners (LTEL). The AALD course aligns with the California English Language Development Standards, addresses critical linguistic and academic problems identified by the California English Language Development Test (CELDT), prepares students to meet the reclassification criteria to exit English learner status, and provides the skills necessary for academic success in all content areas. The AALD course is offered to incoming freshmen meeting the criteria of a long-term English Learner.

Socio-economically Disadvantaged

La Sierra High School, for the past two and a half years, has had a tutoring program called Homework Zone. Students would come to the library after school Monday through Thursday to receive assistance in all subject areas from student tutors. There was a writing lab, in Homework Zone, led by an English teacher, twice weekly, to assist students with their reading and writing needs. Likewise, Homework Zone also had a Math Lab, twice weekly, where a math teacher helped students with their mathematics questions. During the first semester of the 2016-2017 school year, students received assistance in Language Arts twice a week and in Mathematics once a week. However, student attendance at Homework Zone was declining every year. Therefore, the

administration and staff decided to change to a more personalized tutoring experience during the second semester of the 2016-2017 school year. There are now multiple math and social science teachers that provide one-on-one tutoring before school or after school. There is also an Advancement via Individual Determination (AVID) tutoring room where all students can get support for all subjects after school on Mondays and Wednesdays.

Special Education

La Sierra currently serves 126 students in the Resource Specialized Program (RSP) and 85 students in the Special Day Classes (SDC). These students participate in a variety of programs which provide the necessary support in the learning environment. These special education programs and classes include a Life Skills course for students that are intellectually disabled with low adaptive skills, Special Day Classes (SDC), Reading Intervention, and the RSP mainstream collaboration model in which general education teachers partner with special education teachers and/or instructional aides to provide support and access to instructional content based on the needs outlined in students' Individual Education Plan (IEP).

The Reading Intervention Program is specially designed to address each student's individual needs. On a daily basis, students work on-on-one with a teacher or aid on fluency, decoding, and skill support. Utilizing Read 180, each student's lexile reading level is monitored regularly and is assigned course work within their designated reading level.

In addition, La Sierra also offers a self-contained, Emotionally Disturbed (ED) program for students in need of additional support and supervision. Students are generally referred to the program after failing to respond to intervention, counseling, and focus on social and emotional goals.

Local Intervention Programs

La Sierra High School, in coordination with the community and the district, has interventions both on and off campus for students and their families. The Wylie Center is a non-profit organization that provides outpatient counseling to students and their families, counseling for expelled or suspended students, and substance abuse counseling for students, individually or in a group setting. The CREST (Community Response Evaluation and Support Team) is part of the Riverside County Department of Mental Health and partners with the Riverside Police Department to help evaluate students who are potentially suicidal and provide resources and support for the students and their parents. There is also Education Related Mental Health Services (ERMHS), where a designated educational psychologist supports students with disabilities. Additionally, the school psychologist is available in the Guidance Office for students and staff.

Two therapists from Operation Safehouse come to La Sierra to provide interventions for the students. The first therapist is at the school once a week to provide group and individual

counseling for students. The second therapist provides Cognitive Behavioral Intervention for Trauma in Schools (CBITS) counseling to students who are 15 years old or younger and have experienced a traumatic event. The program is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavior problems for students who have experienced trauma, whether it is school violence, accidents, physical abuse, domestic violence, or natural disasters. The program is also structured to improve functioning, grades, attendance, peer and parent support, and coping skills.

Online Instruction

La Sierra provides four online year-long courses; American Government, Economics, US History, and World History. These courses are offered through Odysseyware and are facilitated by a social studies teacher during zero period. Health, a semester long graduation requirement, is also offered online for original credit through a 7th period Odysseyware course. American Government and Economics courses are offered specifically to seniors, whereas US History and World History courses can be taken by all students. Online students are those enrolled in our regular program at school, but are taking an additional class because their schedule is impacted (due to participation in AVID, sports, academies, or AP classes). Potential online students first meet with their counselor to discuss expectations of an online course. The teacher then explains procedures to ensure the incoming students understand expectations for the online learning environment. Students are required to have a computer and the curriculum is outsourced by Odysseyware on the web. This course offers asynchronous instruction. Teacher and student keep in constant contact through the REMIND app and are assessed using online exams and projects.

Focused Programs

Integrated Math College Readiness

The Integrated Math College Readiness (IMCR) was created in conjunction with Riverside Community College (RCC) to prepare students for entrance into RCC. This course is offered to all seniors who plan on attending RCC. At the beginning of the course, it is explained to students that the goal of the course is to get them placed into a higher level math course in college and to avoid the need for remediation. This course can be taught by any credentialed mathematics teacher. Students attend the class daily, receiving direct instruction with guided practice, work in pairs for understanding, and can obtain additional assistance by asking questions through Edmodo and Remind. The textbooks used for this course are the same ones used in the district and RCC. If the students earn a 70% or better on the course final, they will bypass the community college entrance exam and receive priority registration, with a guaranteed placement into the next math course in the Fall. If they are close to the 70%, RCC offers a summer boot camp to get them ready for the Fall. Students are visited by a RCC professor who also reinforces the use of this course. The partnership began as a Riverside City grant, but has continued without grant money and has been showcased to many city leaders and RCC staff for its success in placing students for

the following year.

Hospitality Pathway

The Hospitality Pathway provides a hands-on learning environment in both food and culinary careers.   Students are introduced to the program in the eighth grade showcase when they are preparing to register for their high school courses. To enroll in the pathway, students need to be proficient in reading, writing and basic math, as well as having a basic understanding of Microsoft Word. Students receive additional instruction through guest speakers, study trips, and former students who have attended culinary institutes. As a focus of instruction in the Hospitality Pathway, students explore a variety of career choices related to the curriculum, and receive certifications to work in the food industries. Daily instruction is onsite by credentialed teachers using additional curriculum that is provided for students through Virtual Business, Riverside County Environmental Health Department, Alliance for Education, and Occupational Safety and Health Administration. Assessments include written and oral tests, but culminate in practical tests using the hands-on environment. The performance-based assessments help students retain the information they have been taught throughout the lesson with the ability to become career ready. The business partnerships for the Hospitality Pathway include Hampton Inn and Suites, Sysco Foods Riverside, Farrell's Ice Cream Parlor, Kountry Folks Restaurant, Riverside City College, and Chaffey College.

Health Career Academy

The Health Career Academy follows a pathway model in which students move together as a cohort through high school and stay on track to meet high school graduation requirements. Students receive instruction daily in three core classes (English, science, and social science) and a Career Technical Education (CTE) course from highly qualified teachers. All academic teachers are credentialed in the subject area they are teaching, and the CTE teachers carry the appropriate CTE credential. Many of the courses throughout the pathway are tailored to focus on healthcare or the needs of the students. For example, during sophomore year students take Anatomy & Physiology which incorporates approved instructional units from the Health and Science Pipeline Initiative. In order to progress, students must pass all academy classes to move on to the next grade level. In the event that a course is not passed during the school year, there are options to make up the missing credits during summer school. For the capstone course in the pathway, students intern at a local hospital in various departments. In order for the students to be cleared to work in the hospital setting, they need to be trained and certified in cardiopulmonary resuscitation (CPR) and they also need to have the appropriate current vaccinations.

Students for the program are originally recruited through their freshman courses for entry at the beginning of 10th grade. Once students are accepted, they go through orientation, and the program coordinator gives each student a contract, which outlines and explains expectations for student behavior and performance. Expectations are referenced and explained in the annual contract for students. Once accepted in the program, preparation for college starts by being aligned with a-g requirements. A designated counselor assigned to the program aids in ensuring all students are enrolled in the correct courses to meet both high school graduation requirements and a-g eligibility. Throughout the year, students also visit various college campuses to gain exposure to possible college options. To support career readiness, the program offers support starting freshman year by providing freshmen the opportunity to create and maintain a ten-year plan using the Get Focused, Stay Focused curriculum. This program allows students to explore different career options. Periodically, visitors come to speak about their professions and the path that led them there. In addition, the internship that students have during their senior year provides a real life experience in a workplace setting. The pathway is designed to ensure that students within the program receive support throughout high school.

The Health Career Academy has built numerous partnerships that offer different support to students including pipeline programs, guest speakers, mentors, internships, and volunteer opportunities. Currently, the Academy has partnerships established with Kaiser Permanente, Riverside University Health System, University of California Riverside, Riverside Community College, and the Career and Technical Education department of the Riverside County Office of Education.

Project Lead the Way

Through the California Career Pathways Trust (CCPT), a multi year grant in partnership with Norco College and multiple educational agencies throughout the county, the Health Career Academy has garnered the necessary funding to fully support the integration and implementation of the High School Biomedical Science Project Lead the Way (PLTW) sequence of courses. The foundational course Principles of Biomedical Science was offered to freshmen students in 2015-16. This year two sections of Biomedical Science are again being offered to freshmen who have expressed an interest in joining the Health Career Academy. The original cohort from 2015-16 is currently enrolled in the second course in the sequence, Human Body Systems, to complement their studies in Anatomy and Physiology. Next year, these students will participate in the third course in the sequence, Medical Interventions and the work to get this third course Board approved is currently in progress.

International Business Academy

The La Sierra High School International Business Academy (LSHS IBA) is a funded California Partnership Academy. The LSHS IBA follows the traditional academy model; running as a school-within-a-school that supports college, career and other goals through motivation. Academy students are placed in Career and Technical Education (CTE) classes which consist of academy students only. Most academic core classes are also pure with academy students. Some exceptions are made for students enrolled in AP/Honors classes and math variations.

The LSHS IBA offers a unique learning environment where the curriculum focuses on Entrepreneurship and Global Business practices. Curriculum is coordinated with academic classes resulting in cross curricular activities. CTE classes include: International Business Studies, Virtual Enterprise, Computer Information Systems Office and Accounting. Academic classes

include English, Social Studies, Spanish and Math. Recruitment happens in the 8th and 9th grade levels and target students that meet the "at-risk" criteria for at least half of the sophomore class. Students are required to apply and interview for entry into the program. About 60-70 students are selected for entry each year; enough to comprise two sections of a sophomore class. Mandatory Parent/Guardian meetings are held once per year in the evening to present information and expectations. Teachers monitor students' grades and progress in order to encourage success. Counseling is provided for students' who fail a class; providing recommendations for tutoring, credit recovery, and may be placed on Academic Probation. Personal counseling or advice is evidenced through our extensive Mentoring Program.

Business Academy teachers usually have a common planning period, however this year with conflicts in master schedule planning, this was not possible. Teachers use PLC time to plan activities, meet with students and parents, monitor students' progress, and coordinate with business representatives. Teachers work together to offer integrated projects. Students have the opportunity to attend the local Chamber of Commerce Meetings, field trips to local businesses and colleges, mentoring activities, job shadowing with UCR, and have unpaid internships their senior year with two local businesses.

AVID

Advancement Via Individual Determination (AVID) is a program that trains educators to use proven practices in order to prepare students for success in high school, college and a career, especially students traditionally underrepresented in higher education. Students interested in AVID are required to apply and go through an interview process. AVID does focus, but is not limited to, students who are the first generation in their family to attend college. The main mission of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. Support in academics and college and career preparation is imbedded into the curriculum at every grade level. Personal counseling is an integral part of teaching AVID.

All AVID teachers attend NEATO training during their first year of teaching AVID. AVID Elective teachers are required to attend AVID Summer Institutes every other year to keep relevant certification, which includes implementation and tutorology. AVID curriculum is available online at avid.org with access for all teachers who attend the Implementation strand. This access allows teachers to look at day-to-day curriculum for each grade level, with a focus on the implementation of Writing, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR). The AVID coordinator also has a copy of all the AVID resource books and new teachers have a 3 month window to download those resources electronically once they attend the Implementation strand. Each year, the AVID site team must complete an Initial Self-Study (October) and a Completion Self-Study (April) to submit for certification purposes. Other data requirements, site team plans, and recertification meetings happen throughout the year.

AVID classes use Gmail and Google documents to provide online portfolios for the students. Freshman, sophomores, and juniors use Khan Academy for SAT prep; while all grade levels use various websites to research scholarships, colleges and careers. AVID classes require sections at each grade level, college- aged tutors, cross- age tutors, and allocate funds to run the program

(such as paying college tutors, field trip costs, supplies, etc.). During the first month of all AVID classes, curriculum is designed to introduce and refine all specific AVID processes (tutorials, notebook checks, Cornell Notes). Contracts are given to each student outlining expectations and are signed by both a parent/guardian and the student. An AVID parent night is held within the first 2 months of school to reiterate to parents the expectations and processes of AVID.

ERWC and ECR

The Expository Reading and Writing Course (ERWC) and English College Readiness (ECR) are English courses geared toward preparing students for the rigors of college level reading and writing, with the goal of bypassing the need for remediation. ERWC and ECR work in conjunction with the CSU system, and focuses almost exclusively on expository and argumentative reading and writing. There are 6-8 units a school year (3-4 per semester), with each unit involving multiple non-fiction readings. The activities and discussions focus on rhetoric and structure, teaching students to identify intended audience, author's purpose, and the function(s) of titles, visual structuring, etc. Certification is required to teach ERWC, which involves a four day training and an additional 4 days during the school year dedicated to norming. Norming ensures equitable scoring and expectations. Norming days frequently include RCC English professors to ensure work is aligned with college expectations. Required essays are typically on-demand and include a written excerpt and a prompt, styled after the assessments they may encounter in college.

C. Student Demographics

Socioeconomic Status of School

Percent of Students Eligible for Free and Reduced Lunch						
School Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent	63.9	69.3	72	76	73.3	73.4

The percent of students eligible for free and reduced lunch at La Sierra High School has significantly increased since the opening of Hillcrest High School. Last year, 2015-2016, was the first year that our school experienced a decline in student eligibility. Current numbers are consistent with the year prior.

Student Enrollment

La Sierra has seen a steady decline in total enrollment due to the opening of the district's third comprehensive high school in 2012 starting with a freshmen class. Each subsequent year, there has been a steady decline in the expected class enrollment.t. La Sierra is now expected to maintain an enrollment of 1800 students, respectively. We currently have 1768 students with 894 males and 874 females.

La Sierra High School Enrollment					
Grade Level	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
9th Grade	820	531	504	445	493
10th Grade	833	805	533	481	458
11th Grade	852	795	750	496	460
12th Grade	792	791	712	700	467
Ungraded	3	-	5	15	15
Total	3300	2923	2504	2137	1893

Over the past five years, the enrollment by ethnicity at La Sierra has seen an increase of over ten percent in its Hispanic or Latino population and a nearly 10% decline in the White population. Other ethnic groups have maintained fairly stable enrollment rates with the Asian and Black or African American groups being the only other groups declining by more than one percent.

La Sierra High School Enrollment by Ethnicity					
Ethnicity	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
American Indian or Alaska Native	10 (.3%)	5 (.2%)	6 (.2%)	5 (.2%)	8 (.4%)
Asian	176 (5.3%)	153 (5.2%)	126 (5%)	98 (4.6%)	79 (4.2%)
Black or African American	188 (5.7%)	153 (5.2%)	122 (4.9%)	105 (4.9%)	83 (4.4%)
Filipino	86 (2.6%)	72 (2.5%)	63 (2.5%)	62 (2.9%)	44 (2.3%)
Hispanic or Latino	2195 (66.5%)	2052 (70.2%)	1802 (72%)	1571 (73.5%)	1477 (78%)
Native Hawaiian or Pacific Islander	17 (.5%)	17 (0.6%)	9 (0.4%)	10 (0.5%)	3 (0.2%)
None Reported	0 (0%)	4 (.1%)	9 (.4%)	0 (0%)	0 (0%)
Two or More Races	54 (1.6%)	44 (1.5%)	32 (1.3%)	34 (1.6%)	36 (1.9%)
White	574 (17.4%)	423 (14.5%)	335 (13.4%)	252 (11.8%)	163 (8.6%)

In 2015-16, there were a total of 510 English Learners making up 26.9% of the total population. Similar to the overall enrollment data, the majority of the population has Spanish identified as their primary home language. All English Language Learners take the CELDT test and based on their results, are placed in the English Language Development class or in Sheltered EL courses. Students who score advanced or early advanced (a score of 5 or 4) are placed into mainstream courses with support. Students who score a 1, 2, or 3 are placed into the English Language Development Program and their course schedule is modified to reflect their learning needs. The percentages of redesignated students have been fairly steady over the past five years with a slight dip during the 2013-14 school year.

La Sierra High School Language Proficiency					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
EL Learners	737 (22.3%)	684 (32%)	618 (24.7%)	527 (24.7%)	510 (26.9%)
Fluent English Proficient	810 (24.5%)	822 (28.1%)	711 (28.4%)	634 (29.7%)	574 (30.3%)
Redesignat ed FEP	55 (7%)	53 (7.2%)	46 (6.4%)	42 (6.8%)	37 (7%)

La Sierra High School Primary Languages Other Than English					
Language	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
All Other	20 (.6%)	13 (.6%)	20 (.8%)	12 (.6%)	7 (.4%)
Arabic	6 (.2%)	5 (.2%)	8 (.3%)	11 (.5%)	6 (.3%)
Filipino (Pilipino or Tagalog)	-	-	-	6 (.3%)	5 (.3%)
Korean	8 (.2%)	9 (.4%)	7 (.3%)	6 (.3%)	4 (.2%)
Romanian	7 (.2%)	7 (.3%)	6 (2%)	-	-
Spanish	680 (20.6%)	633 (29.6%)	565 (22.6%)	485 (22.7%)	482 (25.5%)
Vietnamese	16 (.5%)	17 (.8%)	12 (.5%)	7 (.3%)	6 (.3%)
Total English Learners	737	684	618	527	510

Most of the focused programs on campus have seen the same decline in enrollment consistent with the decline in school enrollment. Despite this decline, AVID is featured as a program area of strength. The total number of students involved in AVID has seen significant increases each year since 2012-13.

La Sierra High School Focused Program Enrollment					
Program	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
AVID	316	312	239	293	314
GATE	284	244	232	197	149
Business Academy	155	153	162	164	162
Health Academy	252	244	188	192	176

D1. Conditions of Learning

Staff Qualifications

One hundred percent of La Sierra teachers meet the highly qualified teacher requirements of the Elementary and Secondary Education Act (ESEA). In addition, the number of paraprofessionals meeting the requirements of ESEA is also 100%.

Certificated Staff	2012-13	2013-14	2014-15	2015-16	2016-17
Doctorate	3	3	2	2	0
Master's Degree +30	78	73	71	77	70
Master's Degree	16	14	17	5	7
Bachelor's Degree +30	24	23	13	13	15
Bachelor's Degree	9	6	2	0	1
Total	130	118	105	97	93
Classified Staff	2012-13	2013-14	2014-15	2015-16	2016-17
Full-time Paraprofessionals	1	1	1	1	1
Part-time Paraprofessionals	15	14	16	15	18
Full-time Office/Clerical	9	8	9	7	9
Full-time Other Staff	17	19	19	19	19
Part-time Other Staff	15	19	20	20	19
Total	57	61	65	60	66

Currently, there are not any National Board Certified Teachers. There are no teachers with short-term or provisional intern permits. Two teachers are participating in BTSA. 82.3% of teachers have earned a Master's Degree. The average years of service for teachers in the Alvord Unified School District is 11.9 years, while the average number of years in education is 14.88.
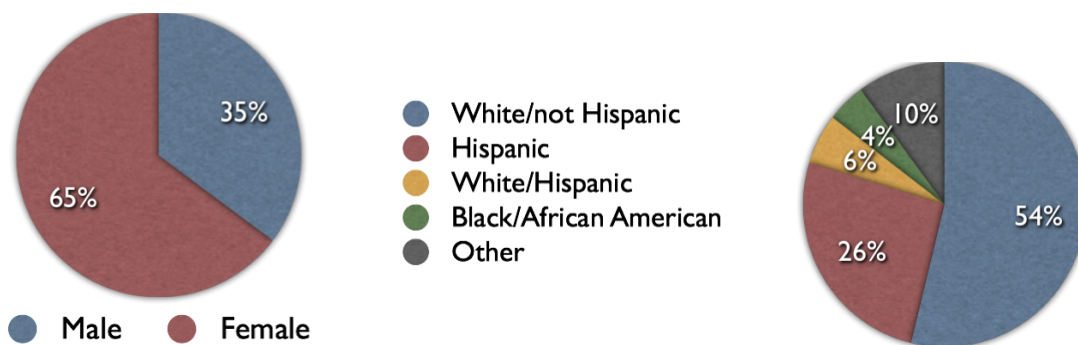
Specialized Training and Professional Development

Teachers participate in variety of professional development opportunities throughout the year. This year, Alvord Unified introduced the District Professional Development Plan in February. Cross-curricular sessions take place at sites all over the district the third tuesday of the month for all the teachers to develop diverse teaching strategies to support students in understanding the Common Core curriculum. BTSA training is offered through the district and used by new teachers on campus for assistance and support. All AVID teachers attend conferences each year to keep current with changes in testing, programs, and strategies. AVID conferences are also open to any teachers interested in learning how to use AVID strategies in their classroom. AP teachers who are new to the course or whose course has undergone a significant change in curriculum are sent to an AP Summer Institute for a week of targeted training relating to their specific AP course and exam. Administration and department chairs have attended the Excellence through Equity training to help students with achieving their goals by providing equity across the curriculum. History teachers attended training on how to use Document Based Questions as a method to assess student learning. Twice a month, departments meet in PLC to discuss first-best practices that have been successfully used in the classroom, lesson plan, and develop common assessments. The Link Crew Coordinators attend the Boomerang Project Advanced Course along with the California Association of Directors of Activities. English teachers who teach ERWC attend a mandatory professional development along with teachers in Riverside Unified School District, and with our partner, Riverside Community College, to help with align curriculum to college standards and expectations. With the recent hiring of our Instructional Coach, the school is now in the process of developing structured professional development opportunities for on-site paraprofessionals.

School Facilities

La Sierra is committed to providing a safe and secure school campus for all students and staff. LSHS has seven campus supervisors and a School Resource Officer, from the Riverside Police Department, in addition to five administrators, that enforce the rules and maintain a safe campus. La Sierra participates yearly in the Great American Shakeout in October in order to inform all students and staff of school disaster procedures. LSHS received a fair rating on the CA Facilities inspection tool in November of 2015. Comments were received from parents, students, and staff on surveys conducted by the school discussing the conditions of cleanliness of the campus.

Implementation of Standards

La Sierra teachers have implemented the Common Core State Standards and the Next Generation Science Standards. Teachers from each department at La Sierra were invited to serve on Instructional Leadership Teams (ILT) to develop rigorous standards based Units of Studies, which are being implemented in the core classes. Sheltered classes are offered for English Learners which provide a bilingual aid in the class. Special Education classes are offered and support staff is available for the students that are in mainstreamed classes. AVID strategies are also implemented schoolwide.

Pupil Access and Enrollment in a Broad Course of Study

a-g Requirements

Students at La Sierra High School have access to a broad and rigorous curriculum. The percentage of graduating seniors meeting the UC/CSU a-g requirements has continued to increase from year to year. For the class of 2016, 182 students or 43.75% of the graduating class met the a-g requirements. In 2015 the percentage of student meeting UC/CSU a-g requirements was 40.2%, and in 2014 the percentage was 33.1%. Previously the management of a-g course approval was overseen at the District Office, however, restructuring of the District Office has recently pushed this responsibility back to the site. The school continues to align courses to the a-g requirements and is working to correct errors and inconsistencies that have been uncovered with previous lists. School counselors and Administration work cooperatively to review and update the course listing.

Enrollment in IM1

IM1 is typically scheduled Freshman year. Most 8th graders take 8th grade Common Core Math with few opportunities for students to take IM1 prior to high school. All 9th grade students are enrolled in IM1 or higher, the school does not offer any general education math courses lower than IM1.

	2014-15	2015-16	2016-17
9th Grade	320	380	335
10th Grade	135	81	78
11th Grade	52	21	22
12th Grade	22	3	6

Co-Curricular and Extra-Curricular Activities

La Sierra High School offers a variety of activities for students outside of the classroom to support them in their academic and social interests. This builds a connection to the school and school community, enhancing their high school experience.

La Sierra High School Clubs			
Academic		Interest/Service	
AVID	Interact Club	Art Club	French Club
Drama Club	Key Club	Cancer Awareness Club	Friendship Society
College Club	Choir	Cheer Club	MECHA Club
National Honor Society	Spanish Honor Society	Chess Club	Associated Student Body (ASB)
Link Crew	Entrepreneur Club	Environmental Club	Cadet Corp
Band Club	Dance Club	Gay Straight Alliance	Sign Language Club
California Scholarship Federation (CSF)	Future Business Leaders of America (FBLA)	Life Club	
Health Academy Club	Voices of the Eagle (choir)		
Weight Club (Fitness Training)			

La Sierra High School offers many sports for all students on campus to participate in. The coaches encourage students to prioritize their academics while being a part of the athletic program.

La Sierra High School Sports	
Aquatics (Boys and Girls)	Tennis (Boys and Girls)
Baseball	Track
Basketball (Boys and Girls)	Volleyball (Boys and Girls)
Cross Country (Boys and Girls)	Soccer (Boys and Girls)
Golf (Boys and Girls)	Wrestling (Boys and Girls)
Football	Water Polo (Boys and Girls)
Softball	Cheer
Drill Team	

District and School Financial Support

- California Career Pathways Trust: Grant Money is designated for La Sierra from 6/1/15-6/30/17.

  2016-2017: $402,000

- California Partnership Academy Grant- Health and Business Academies: Money is given to the district every two years, but is given to the each academy at LSHS on a yearly basis.

  2016-2018: $72,000 per academy

- College and Career Readiness Grant: A district grant for three years with no carryover for any college and career program. Any program that receives these monies must be added to the LCAP for sustainability.

  2016-2019: $707,775

- Career and Technical Education Grant: This money is to the district for just this year.

  2016-2017: $1,354.474

- Perkins Funding: A district grant received yearly from the state for any CTE pathways program to apply for.

  2016-2017: $19,138

- LI Funding: Funding for La Sierra High School designated by the LCAP.

  2016-2017: $77,196

- EL Funding: Funding for La Sierra High School designated by the LCAP.

  2016-2017: $40,397

D2. Pupil Achievement Outcomes

CAASPP

**SBAC English Language Arts/Literacy
Overall Achievement Level Distribution**

Percent of students tested

While La Sierra students fell below the county average for students meeting or exceeding the standards in 2015, scores actually increased in 2016 and surpassed the county average of 56% by 3%.

CST vs. SBAC English Language Arts (11th Grade)
Longitudinal Study

Percent of students tested

> Significant gains in student achievement have been made in the last year. Percentage of students designated at or above standard is the highest in the last 5 years
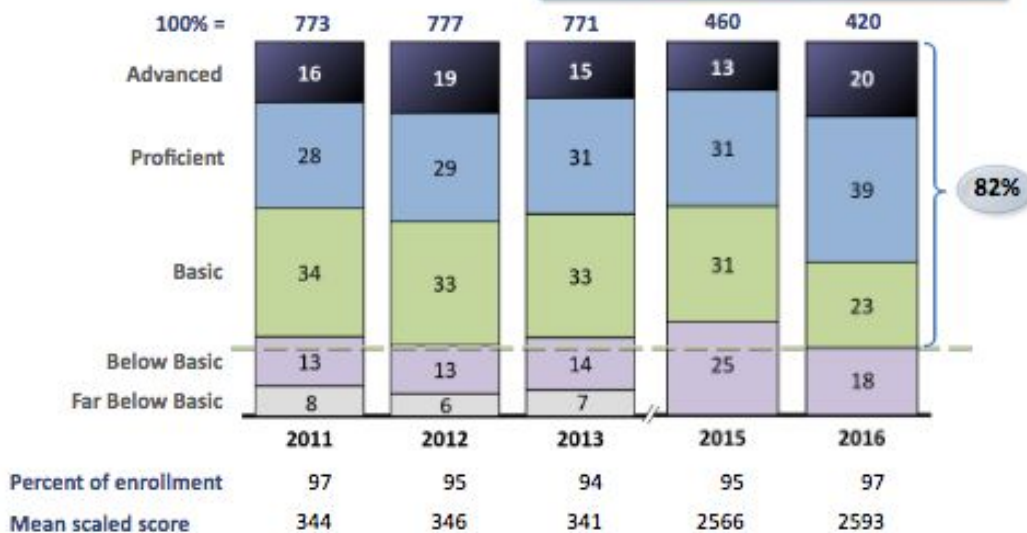
100% =	773	777	771	460	420	
Advanced	16	19	15	13	20	
Proficient	28	29	31	31	39	82%
Basic	34	33	33	31	23	
Below Basic	13	13	14	25	18	
Far Below Basic	8	6	7			
	2011	2012	2013	2015	2016	
Percent of enrollment	97	95	94	95	97	
Mean scaled score	344	346	341	2566	2593	

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

When comparing the CST vs. SBAC percentages, students are scoring higher in the proficient and advanced than in the last year of CSTs in 2013.

SBAC Mathematics
Overall Achievement Level Distribution
Percent of students tested

	2015	2016	
100% =	461	416	
Standard Exceeded: Level 4	5	7	
Standard Met: Level 3	19	21	
			58%
Standard Nearly Met: Level 2	29	30	
			+5%
Standard Not Met: Level 1	47	42	
Percent of enrollment	96	97	+2%
Mean scaled score	2549.5	2563.5	+0.6%
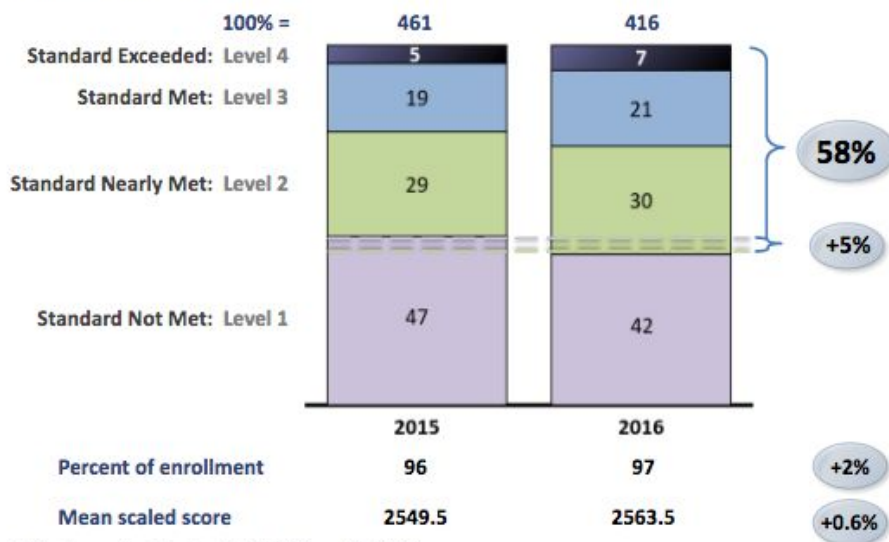
Note: 11ᵗʰ Grade enrollment declined by 10.37% from 2015-2016.

Source: California Department of Education CAASPP: SBAC Test Results, 2015-2016

While students at LSHS have a high percentage in Standard Not Met on the SBAC Math portion, the percentage of students that nearly met, met and exceeded the standard increased by 5% from 2015 to 2016.

English Learners - CAASPP Results
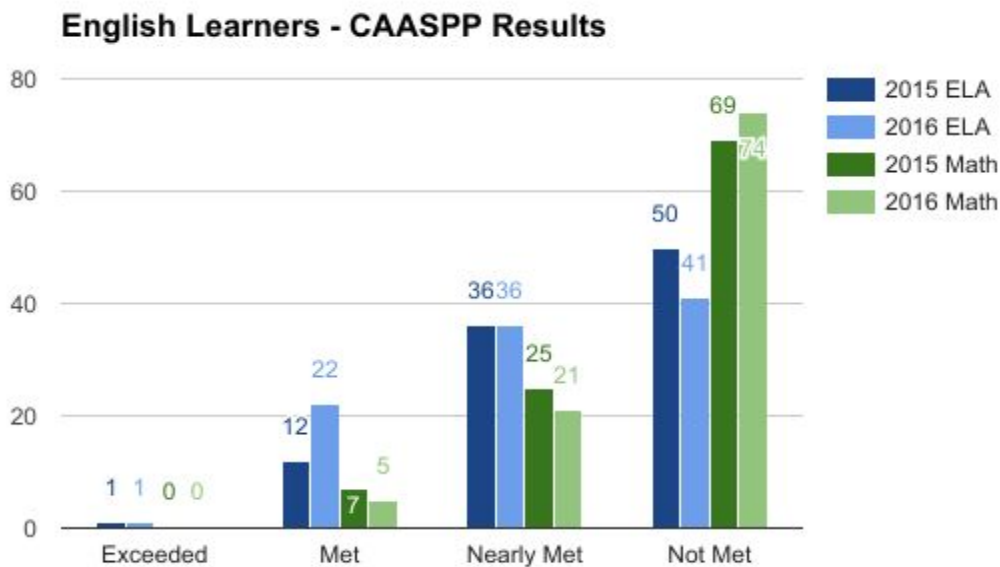
Data shows our EL population remains an identified group in need of support in mastering the demands of the standards.

Economically Disadvantaged - CAASPP Results
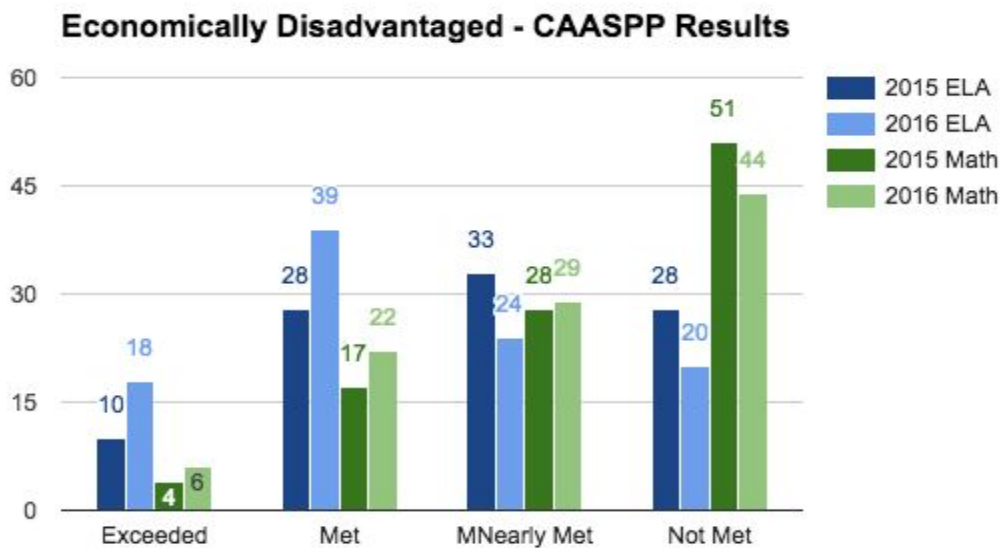
Our socioeconomically disadvantaged population have shown growth in all areas of the English Language Arts and Math portions of the Smarter Balanced Assessment. Most significant improvements include a 7% decrease in the percentage of students failing to meet the standards in math and a 8% increase in students exceeding mastery of standard

SPED CAASPP Results
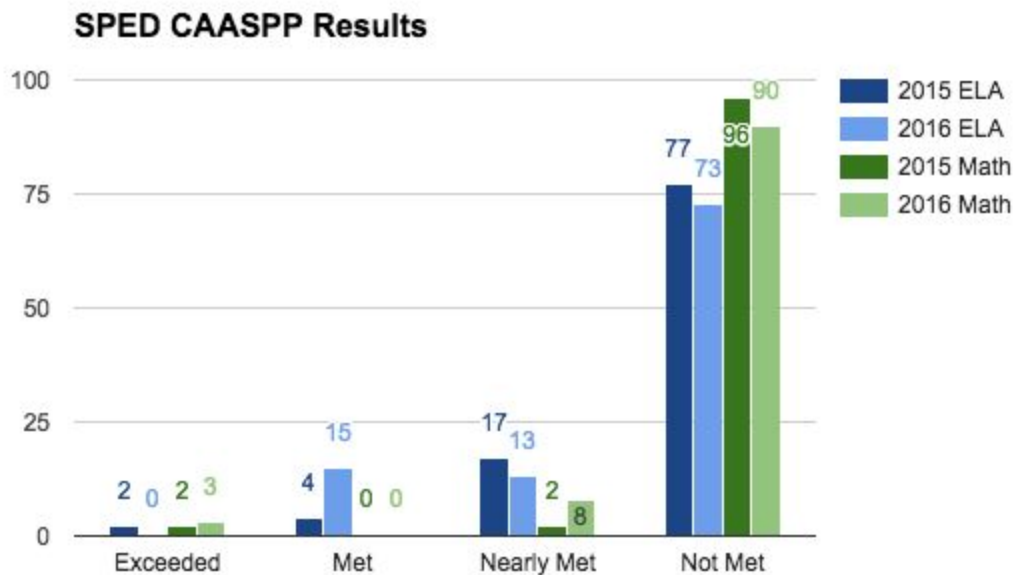
Our SpEd population remains a focus for increased support in meeting the demands of the standards. Data shows this population as significantly failing to meet the standards with 90% in Math and 70% in English falling under the "Not Met" category. Improvement in English is noted with an 11% increase in students meeting the standards.

CST

CST English-Language Arts
Grade 9
Percent of students tested
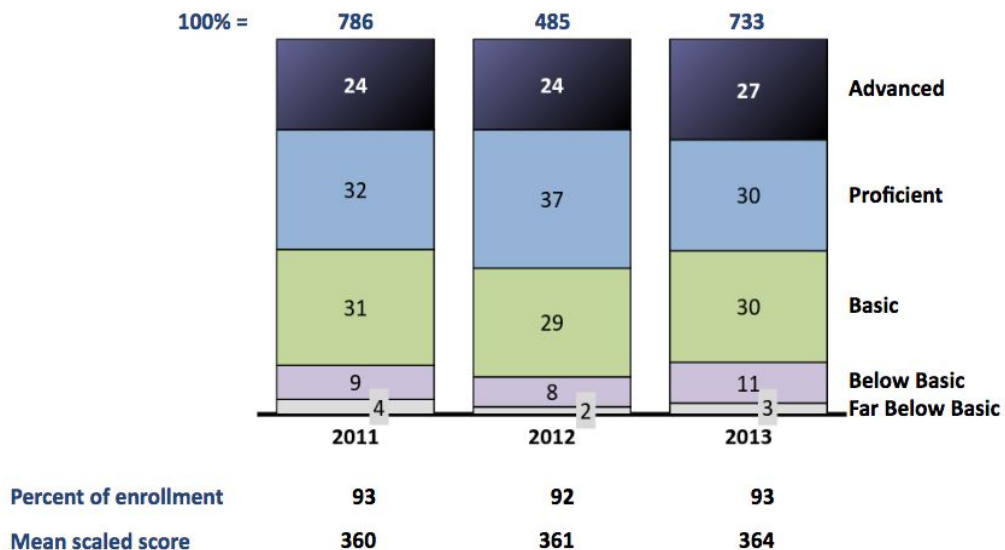
100% =	786	485	733	
	24	24	27	Advanced
	32	37	30	Proficient
	31	29	30	Basic
	9	8	11	Below Basic
	4	2	3	Far Below Basic
	2011	2012	2013	
Percent of enrollment	93	92	93	
Mean scaled score	360	361	364	

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

Looking at the 9th graders at LSHS, there was a 3% decrease in the proficient/advanced levels. The percentage of 9th graders in the below basic/far below basic increased by 4% in 2013.

CST Algebra I
Grade 9

Percent of students tested

100% =	322	294	172
Advanced	1	2	1
Proficient	18	14	8
Basic	28	33	29
Below Basic	36	34	43
Far Below Basic	18	17	20
	2011	**2012**	**2013**
Percent of enrollment	38	37	33
Mean scaled score	314	294	169

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

The Algebra 1 CST scores show a very small percentage of students that are advanced/proficient. The decrease from 2011 to 2013 is 10%. There is a significant increase in the below basic students from 2012 to 2013 of 9%.

CST Geometry
Grade 9

Percent of students tested

100% =	432	396	273
Advanced	4	6	2
Proficient	23	20	18
Basic	36	32	27
Below Basic	32	32	44
Far Below Basic	4	10	9
	2011	2012	2013
Percent of enrollment	51	50	52
Mean scaled score	320	316	305

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

Comparing the data from 2011 to 2013, the LSHS freshmen showed a decrease in advanced/proficient levels. The decrease resulted in more students scoring in the below basic level.

CST Algebra II
Grade 9

Percent of students tested

	2011	2012	2013
100% =	41	52	50
Advanced	38	46	38
Proficient	50	31	40
Basic	13	19	10
Below Basic		2	12
Far Below Basic		2	

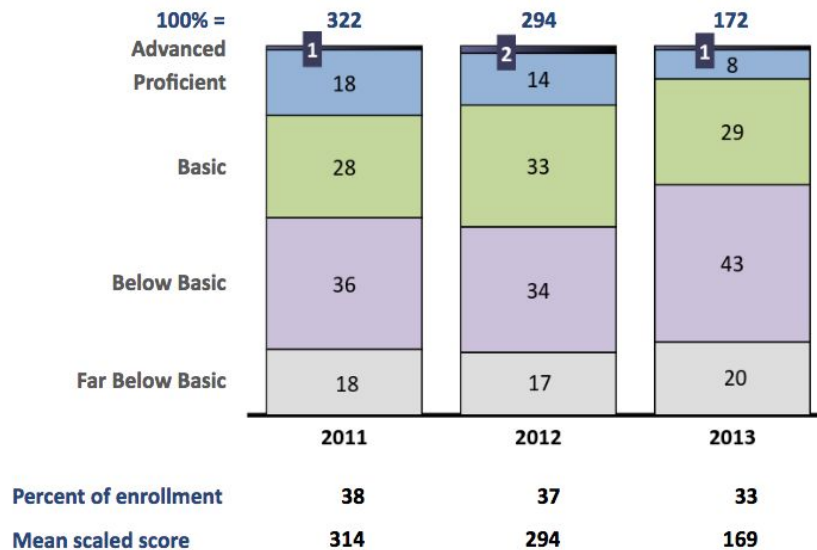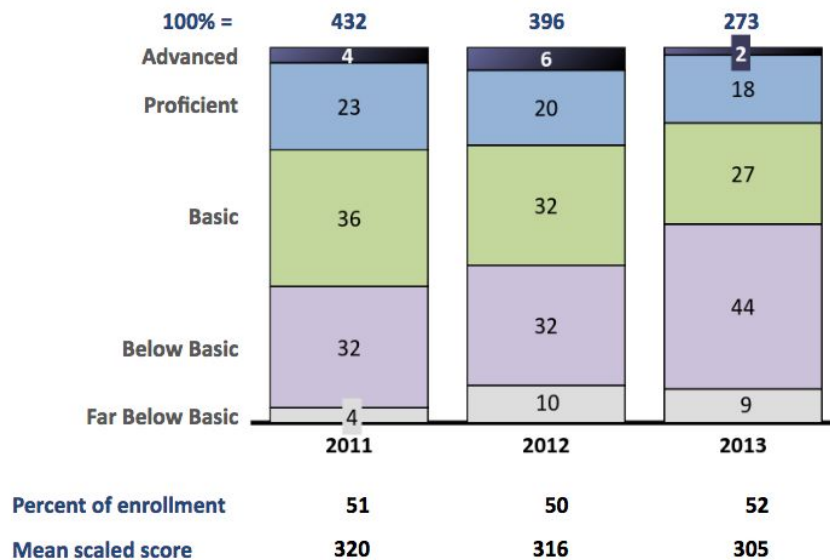|	2011	2012	2013
Percent of enrollment	5	7	9
Mean scaled score	418	415	394

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

The 9th graders that took Algebra II their freshmen year showed a great percentage in the advanced/proficient levels, 78%. There was unfortunately an increase in the below basic from 2011 to 2013.

CST English-Language Arts
Grade 10

Percent of students tested

	2011	2012	2013
100% =	808	770	735
Advanced	19	20	19
Proficient	30	29	28
Basic	35	33	38
Below Basic	12	12	11
Far Below Basic	4	6	5
Percent of enrollment	96	94	93
Mean scaled score	350	347	348

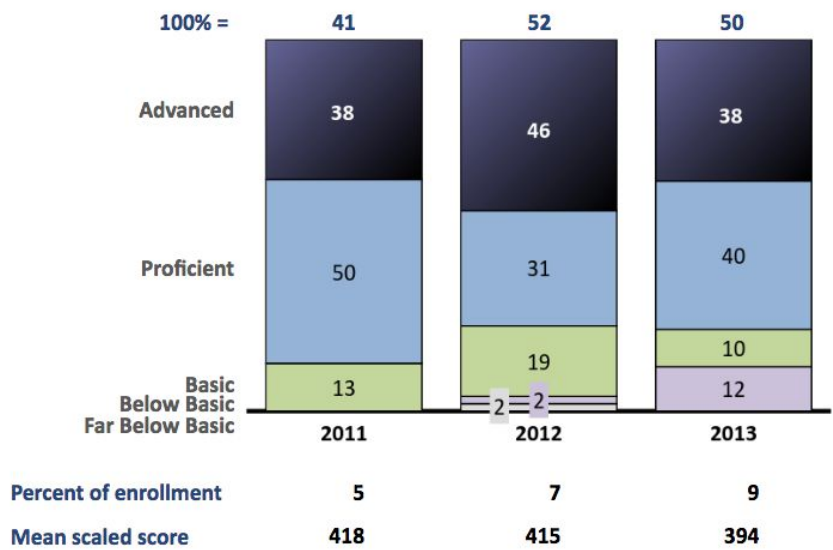*Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013*

The CST scores for 10th graders in English-Language shows a slight decrease of 2% in the advanced/proficient levels.

CST Algebra I
Grade 10

Percent of students tested

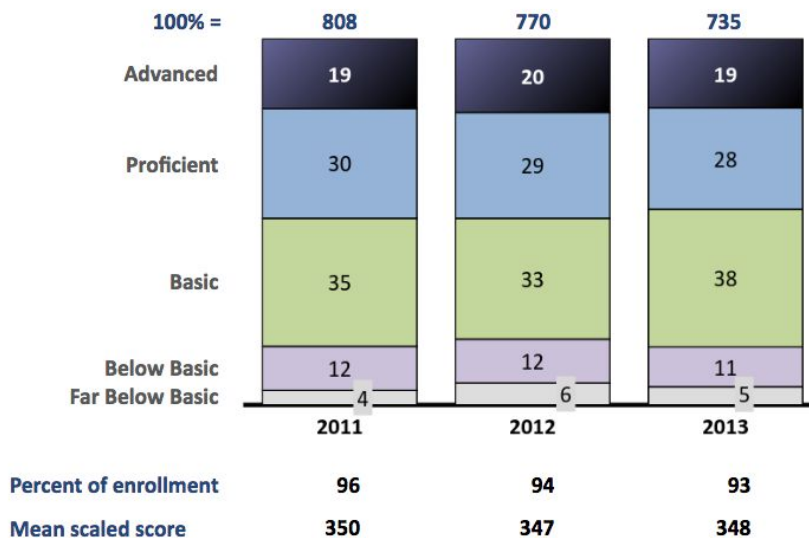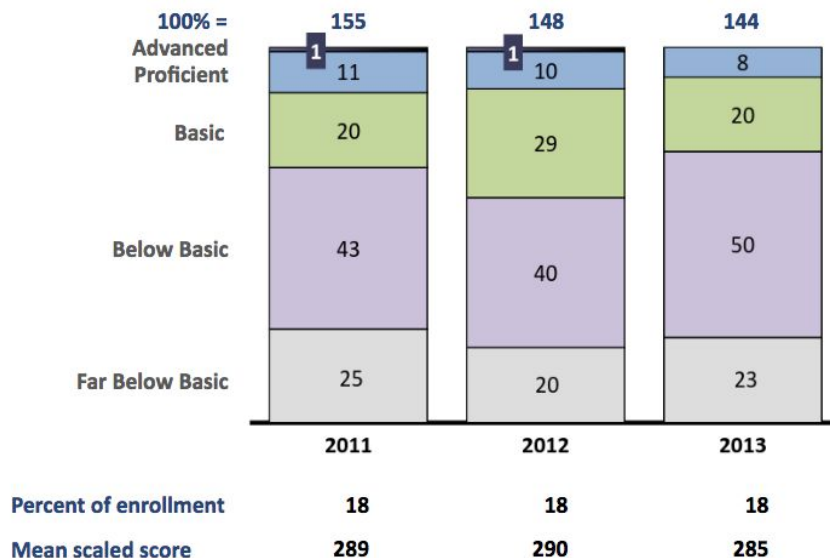|	2011	2012	2013
100% =	155	148	144
Advanced	1	1	
Proficient	11	10	8
Basic	20	29	20
Below Basic	43	40	50
Far Below Basic	25	20	23
Percent of enrollment	18	18	18
Mean scaled score	289	290	285

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

The CST scores for 10th grade students in Algebra 1 showed a slight decrease in advanced/proficient scores from 2011-2013, but a significant decrease in below basic of 10% from 2012-2013.

CST Geometry
Grade 10

Percent of students tested

	2011	2012	2013
100% =	311	302	261
Advanced	1	1	
Proficient	9	6	7
Basic	23	28	19
Below Basic	54	49	55
Far Below Basic	14	17	19
Percent of enrollment	37	37	33
Mean scaled score	288	286	282

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

The 10th grade students who took the Geometry CST test had significant changes to basic scores, with a rise of 5% from 2011-2012 but a 9% decrease from 2012-2013. The change in students who performed below basic from 2011-2012 dropped 5% then increased by 6% from 2012-2013.

CST Algebra II
Grade 10

Percent of students tested

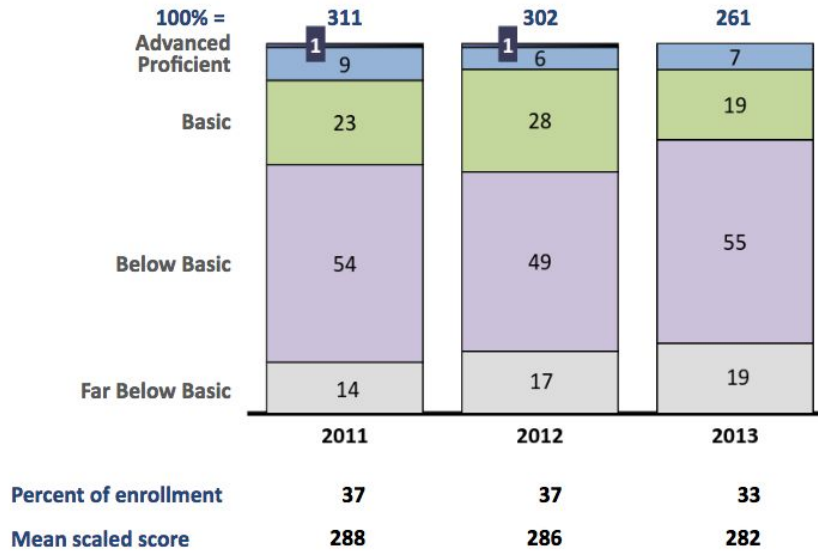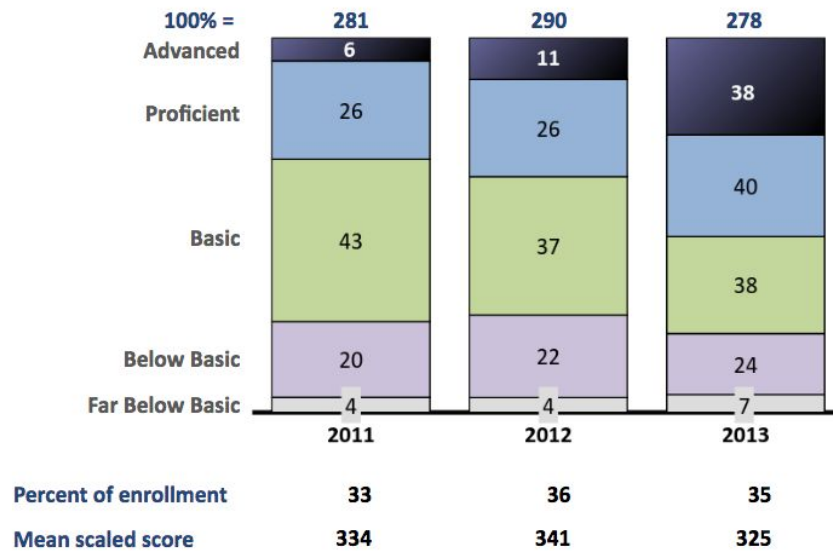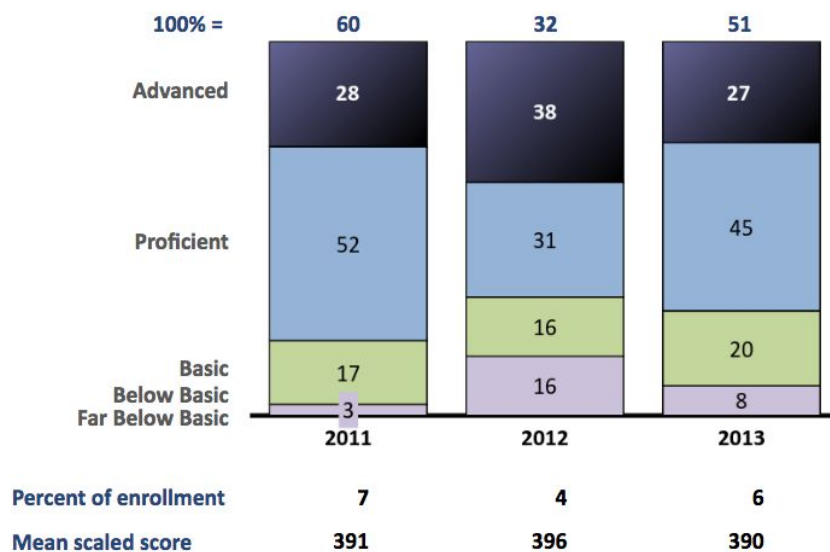|	2011	2012	2013
100% =	281	290	278
Advanced	6	11	38
Proficient	26	26	40
Basic	43	37	38
Below Basic	20	22	24
Far Below Basic	4	4	7
Percent of enrollment	33	36	35
Mean scaled score	334	341	325

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

The CST Algebra II scores for 10th grade students had a significant increase in advanced students from 2011-2013 by 32% with an increase in proficient of 14%. During 2011-2013, the number of students basic scores decreased by 5%.

CST Summative High School Mathematics
Grade 10

Percent of students tested

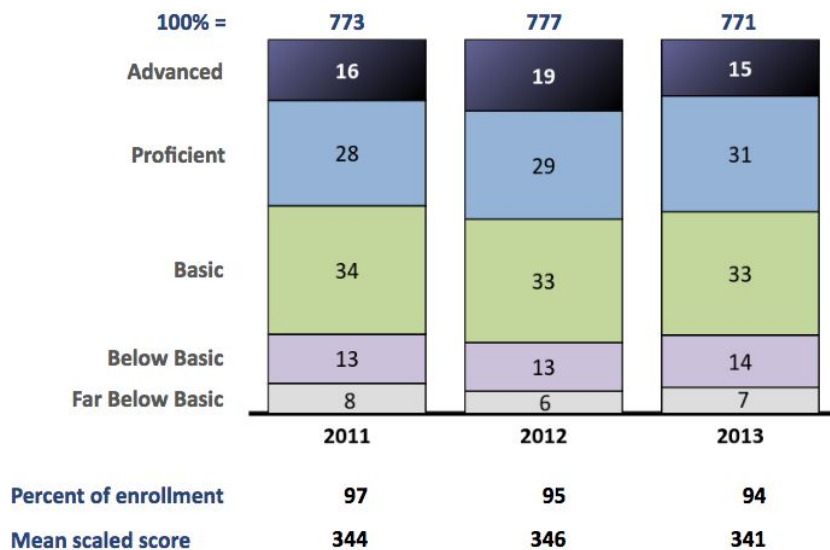|	2011	2012	2013
100% =	60	32	51
Advanced	28	38	27
Proficient	52	31	45
Basic	17	16	20
Below Basic	3	16	8
Far Below Basic			
Percent of enrollment	7	4	6
Mean scaled score	391	396	390

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

In 2012, a 10% more of 10th grade students scored advanced on the CST Summative High School Mathematics test than in 2011 and 2013. The number of students proficient fell 21% from 2011-2012, but rose again 16% in 2013.

CST English-Language Arts
Grade 11

Percent of students tested

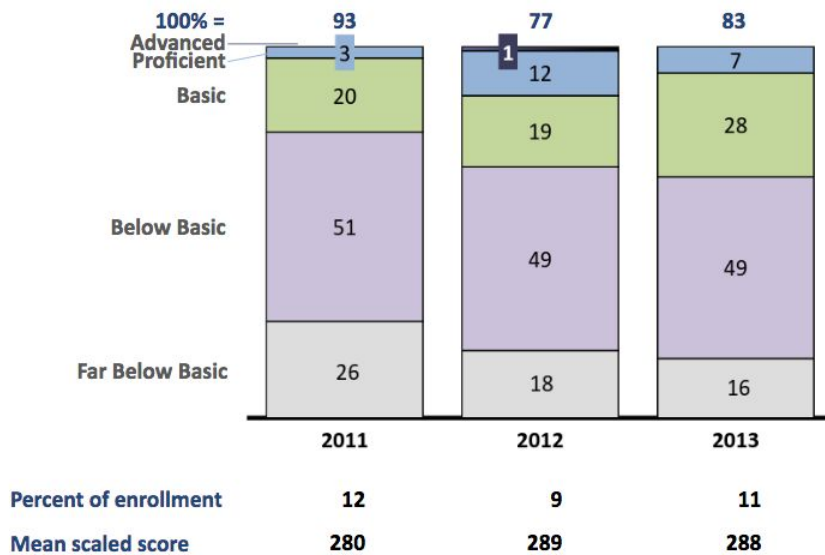|	100% =	773	777	771
Advanced		16	19	15
Proficient		28	29	31
Basic		34	33	33
Below Basic		13	13	14
Far Below Basic		8	6	7
		2011	2012	2013
Percent of enrollment		97	95	94
Mean scaled score		344	346	341

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

In 2011-2013, the CST English-Language Arts scores for 11th grade students were consistent each year without any major changes.

CST Algebra I
Grade 11

Percent of students tested

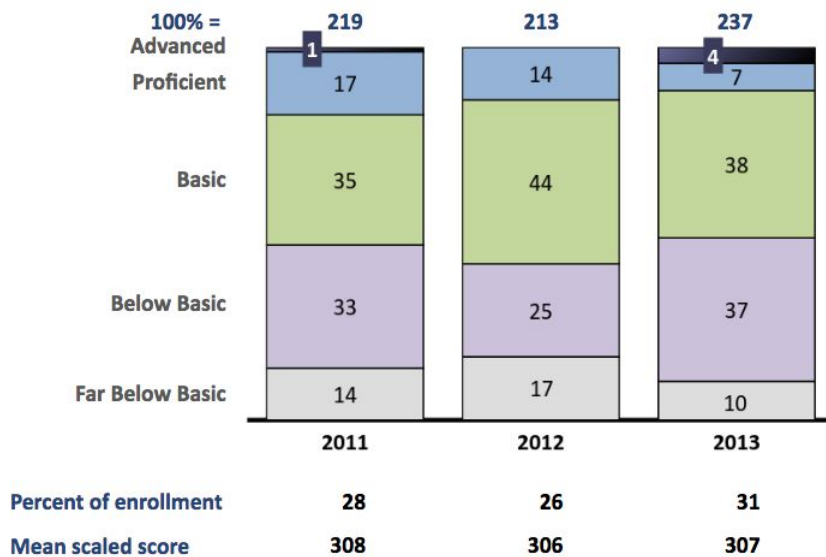|	2011	2012	2013
100% =	93	77	83
Advanced / Proficient	3	1	7
Basic	20	12	28
		19	
Below Basic	51	49	49
Far Below Basic	26	18	16
Percent of enrollment	12	9	11
Mean scaled score	280	289	288

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

From 2011-2012, the number of 11th grade students who were advanced/proficient on CST Algebra I increased 9%, with a 9% decrease of students who scored far below basic during that same time period. There was also a 9% increase in students who were basic from 2012-2013.

CST Algebra II
Grade 11

Percent of students tested

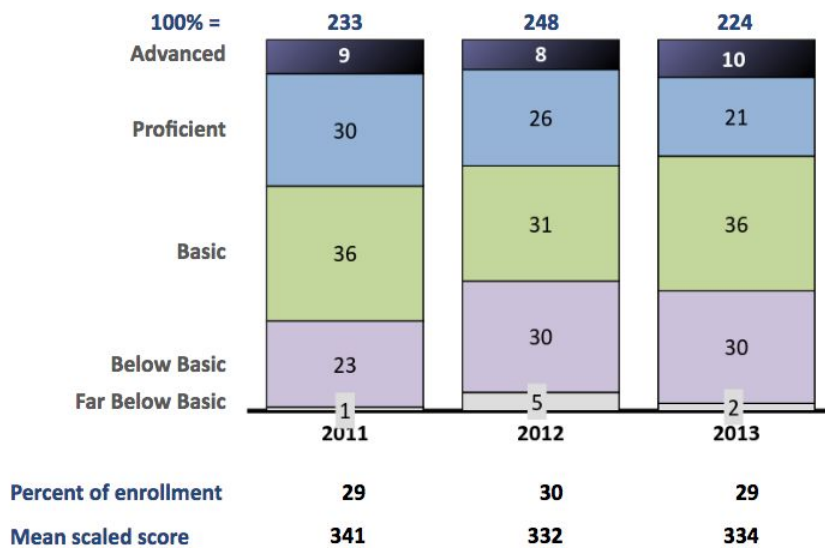|	2011	2012	2013
100% =	219	213	237
Advanced	1		4
Proficient	17	14	7
Basic	35	44	38
Below Basic	33	25	37
Far Below Basic	14	17	10
Percent of enrollment	28	26	31
Mean scaled score	308	306	307

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

On the CST Algebra II test, basic scores increased 9% from 2011-2012, and below basic scores decreased by 8%.   Proficient scores decreased 10% from 2011-2013.

CST Summative High School Mathematics
Grade 11

Percent of students tested

	2011	2012	2013
100% =	233	248	224
Advanced	9	8	10
Proficient	30	26	21
Basic	36	31	36
Below Basic	23	30	30
Far Below Basic	1	5	2
Percent of enrollment	29	30	29
Mean scaled score	341	332	334

Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2013

The 11th grade students who scored advanced/proficient on the CST Summative High School Mathematics decreased 8% from 2011-2013.

AYP

Federal Adequate Yearly Progress (AYP)

2014 AYP Participation Rate

Group	ELA			MATH		
	ELA number of students tested	ELA rate	ELA met 2014 criteria	Math number of students tested	Math rate	Math met 2014 criteria
Black or African American	22	100		21	100	
American Indian or Alaska Native	1	100		1	100	
Asian	25	100		25	100	
Filipino	10	100		10	100	
Hispanic or Latino	417	98	Yes	405	97	Yes
Native Hawaiian or Pacific Islander	1	100		1	100	
White	55	95		52	95	
Two or More Races	4	100		4	100	
Socioeconomically Disadvantaged	411	98	Yes	397	97	Yes
English Learners	224	97	Yes	217	97	Yes
Students with Disabilities	68	93		60	89	
Schoolwide	**535**	**98**	**Yes**	**519**	**97**	**Yes**

Note: ELA and Mathematics Content Area Targets of 95% were met

Source: California Department of Education Analysis, Measurement, and Accountability Reporting Division: Accountability Progress Reporting, 2014

Federal Adequate Yearly Progress (AYP)

2015 AYP Participation Rate

Group	ELA			MATH		
	ELA number of students tested	ELA rate	ELA met 2015 criteria	Math number of students tested	Math rate	Math met 2015 criteria
Black or African American	16	100		16	95	
American Indian or Alaska Native	1	100		1	100	
Asian	26	100		26	100	
Filipino	10	100		10	100	
Hispanic or Latino	356	95	Yes	357	95	Yes
Native Hawaiian or Pacific Islander	0	0		0	0	
White	47	96		47	96	
Two or More Races	5	84		5	84	
Socioeconomically Disadvantaged	363	95	Yes	364	95	Yes
English Learners	138	93	Yes	139	93	Yes
Students with Disabilities	55	83		55	83	
Schoolwide	461	96	Yes	462	95	Yes

Note: ELA and Mathematics Content Area Targets of 95% were met

Source: California Department of Education Analysis, Measurement, and Accountability Reporting Division: Accountability Progress Reporting, 2015

Federal Adequate Yearly Progress (AYP)

2016 AYP Participation Rate

Group	ELA number of students tested	ELA rate	Math number of students tested	Math rate
	ELA		MATH	
Black or African American	17	95	17	100
American Indian or Alaska Native	1	100	1	100
Asian	21	100	21	100
Filipino	8	100	8	100
Hispanic or Latino	328	97	323	96
Native Hawaiian or Pacific Islander	1	100	1	100
White	37	95	35	90
Two or More Races	5	100	5	100
Socioeconomically Disadvantaged	333	97	329	96
English Learners	157	97	157	96
Students with Disabilities	41	86	40	84
Schoolwide	418	87	411	96

Source: California Department of Education Analysis, Measurement, and Accountability Reporting Division:
Accountability Progress Reporting, 2016

The participation rates schoolwide and for significant subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, and English Learners) were met for both ELA and Math criteria of 95% in 2014, 2015, 2016.

Graduation Rate

2013-2016

Group	2013	2014	2015
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	87.53	89.16	92.36
Native Hawaiian or Pacific Islander			
White	90.67	95.50	92.92
Two or More Races			
Socioeconomically Disadvantaged	85.80	88.77	92.71
English Learners	74.73	82.59	87.38
Students with Disabilities	61.40	68.06	72.22
Schoolwide	88.59	89.95	92.65

Note: *Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for LEAs and schools until 2019 when the target for all LEAs, schools and the state is 90%.*

Source: *California Department of Education Analysis, Measurement, and Accountability Reporting Division: Accountability Progress Reporting, 2016*

La Sierra students met the target graduation rates schoolwide and for significant groups of students. Our EL population made the most significant jump of approximately 14% from 2013 to 2015.

Percent Proficient - Annual Measurable Objectives (AMOs)

Student Groups	ELA Percent At or Above Proficient	ELA met 2014 Criteria	Math Percent At or Above Proficient	Math met 2014 Criteria
Hispanic or Latino	37.9	No	51.3	No
Socioeconomically Disadvantaged	37.4	No	49.6	No
English Learners	21.4	No	38.8	No
Schoolwide	42.7	No	54.9	No

Student Groups	ELA Percent At or Above Proficient	ELA met 2015 Criteria	Math Percent At or Above Proficient	Math met 2015 Criteria
Hispanic or Latino	37.9	*	51.3	*
Socioeconomically Disadvantaged	37.4	*	49.6	*
English Learners	21.4	*	38.8	*
Schoolwide	42.7	*	54.9	*

 * Due to the transition to the Smarter Balanced Summative Assessments, the U.S.
 Department of Education (ED) approved the California Department of Education's
 waiver request to exclude the percent proficient from AYP determinations.

La Sierra did not meet their AMOs schoolwide nor for significant subpopulations for 2014 for ELA and Math criteria. The AMOs for 2015 were excluded from the AYP determinations.

The AYP Goal was not met in 2014 with only 9 of the 17 AYP criteria met. The most significant factor that led to La Sierra not meeting the AYP was the lack of students who scored proficient or above on the CST. We did not meet ELA or Math criteria schoolwide nor for significant subgroups.

La Sierra met the AYP Goal in 2015 meeting all 9 criteria.

AYP data is unavailable for 2016 due to the State of California's approval of a new accountability system. Schools now receive an Accountability Transition Report, which provides the most recent information about school performance on statewide assessments.

SAT/ACT

SAT/ACT
2011-2015

SAT Test Taking
Number and percent of 12th grade students testing

	2011-2012	2012-2013	2013-2014	2014-2015
Number of 12th grade students taking exam	313	335	297	298
Percent of 12th grade students taking exam	39.52	42.35	41.71	42.57

ACT Test Taking
Number and percent of 12th grade students testing

	2011-2012	2012-2013	2013-2014	2014-2015
Number of 12th grade students taking exam	113	141	110	145
Percent of 12th grade students taking exam	14.27	17.83	15.45	20.71

- 3-year growth rate in participation of 12th graders taking the ACT has been over 45%
- Percent of La Sierra 12th graders scoring >1500 on the SAT jumped in 2014-2015 from 28-34%

2014-2015
Note: To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.

Name	Grade 12 Enrollment*	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
La Sierra High	700	298	473	478	458	103	34.56
Alvord Unified	1,427	508	459	466	447	150	29.53
Riverside County	33,843	13,426	468	472	462	4,663	34.73
Statewide	496,901	210,706	489	500	484	93,334	44.30

2013-2014
Note: To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.

Name	Grade 12 Enrollment*	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
La Sierra High	712	297	455	468	449	85	28.62
Alvord Unified	1,500	466	454	464	451	132	28.33
Riverside County	34,424	12,905	471	477	466	4,652	36.05
Statewide	498,403	204,848	492	506	489	93,937	45.86

2012-2013

School	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
La Sierra High	791	335	42.35	458	470	453	96	28.7
District: (Alvord Unifie)	1,606	506	31.51	456	464	451	142	28.06
County: (Riverside)	34,523	12,476	36.14	471	478	465	4,501	36.08
Statewide:	496,859	200,543	40.36	492	508	489	93,136	46.44

2011-2012

School	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
La Sierra High	792	313	39.52	449	469	449	79	25.2
District: (Alvord Unifie)	1,466	456	31.11	451	465	454	118	25.88
County: (Riverside)	34,255	11,943	34.86	469	480	467	4,308	36.07
Statewide:	493,947	194,191	39.31	491	510	491	90,624	46.67

Source: California Department of Education Analysis, Measurement, and Accountability Reporting Division: Accountability Progress Reporting, 2011-2015

The number of students who took the SAT from 2011-2012 to 2014-2015 has remained steady with a slight increase of 4%. There has also been an increase in the percent of 12th graders at La Sierra High School taking the ACT.

EAP

Percent of Students Approved for California State University EAP

	ELA 2013	ELA 2104	ELA 2015	ELA 2016
Ready	15%	20%	13%	20%
Conditionally Ready	17%	13%	31%	39%

	Math 2013	Math 2014	Math 2015	Math 2016
Ready	7%	6%	5%	7%
Conditionally Ready	53%	41%	19%	21%

The percentage of students that are conditionally ready to attend a CSU in ELA rose 22% over the past four years. However, the students conditionally ready in Math dropped significantly by 32%. The percentage of Math students ready to attend a CSU has remained consistent.

Advanced Placement Exams
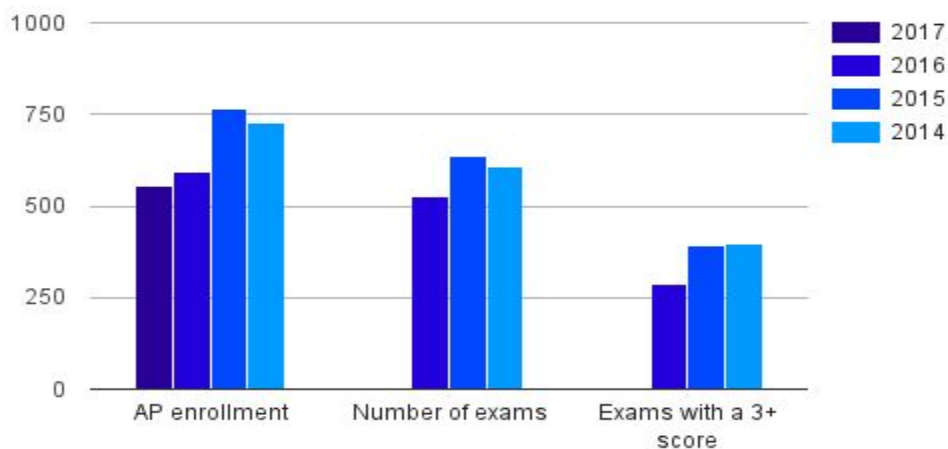
The number of students enrolled in AP courses has declined proportionally with the decline in enrollment experienced from 2012-2015. In 2016, there was an increase in the percentage of students taking the AP Exam to 88.7% when previously the percentage of students taking an AP Exam was in the low 80s. With a higher percentage of AP students taking on the rigor of an AP Exam, the pass rate dropped in 2016 from 61.7 to 55%. Currently 556 students are enrolled in an AP Course. This represents a slight decrease from 2016 Enrollment numbers.

API

# Academic Performance Index (API) Report
API Growth and Targets Met

Group	2010-2011			2011-2012			2012-2013		
	Number of students included in 2011 API	2011 Growth	Met Student Groups' Growth Target?	Number of students included in 2012 API	2012 Growth	Met Student Groups' Growth Target?	Number of students included in 2013 API	2013 Growth	Met Student Groups' Growth Target?
Black or African American	104	767	Yes	118	762	Yes	97	707	
American Indian or Alaska Native	7			3			5		
Asian	119	873	Yes	126	856	Yes	99	853	
Filipino	53	892		66	851		52	863	
Hispanic or Latino	1466	758	Yes	1533	750	No	1393	737	No
Native Hawaiian or Pacific Islander	14	815		9			9		
White	373	820	Yes	366	813	Yes	273	810	Yes
Two or More Races	40	905		41	859		22	876	
Socioeconomically Disadvantaged	1347	754	Yes	1474	744	No	1939	758	Yes
English Learners	827	723	Yes	858	709	No	779	696	No
Students with Disabilities	189	535	Yes	228	543	No	223	533	No
Schoolwide	2179	781		2263	771	No	1950	757	No
Similar Schools	•	737			752			n/a	

The growth target is assigned by the state and determined by calculating 5% of the difference between the Base API and 800, or a minimum of 1 point growth. A school meets their overall growth target if they meet their school-wide target and the targets of all the numerically significant subgroups. In 2010-2011, LSHS hit all subgroup targets and the school-wide target, therefore hitting the overall target. In 2012-2013, the Hispanic/Latino, socioeconomically disadvantaged, English learners, and students with disabilities subgroups did not meet their growth targets, so the school-wide target was not met. In 2013-2014, the socioeconomically disadvantaged subgroup met their target, but the Hispanic/Latino, English learners, and students with disabilities subgroups still missed their meeting the assigned growth targets.

Academic Performance Index (API)

## Number of students tested by sub-population
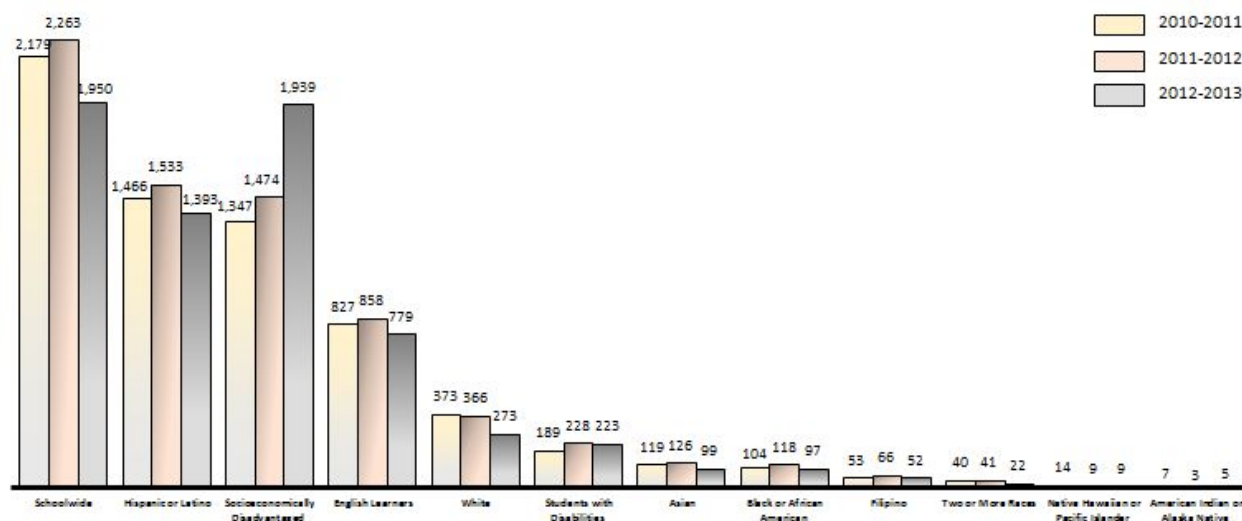
College and Career Readiness

Data from the National Student Clearinghouse StudentTracker for High Schools Aggregate Report indicates that 61% of students enrolled in college in the fall immediately following high school. Of these students 38% enrolled in a 2-year institution and 23% enrolled in a 4-year institution. The total number of students enrolling in post-secondary institutions has remained consistent while there has been slight variations in the percentage of students selecting a 2-year over a 4-year institution. Of those students, the percentage of students enrolled in college within the first year after high school who returned for a second year of college remains consistent at 85%.

CELDT
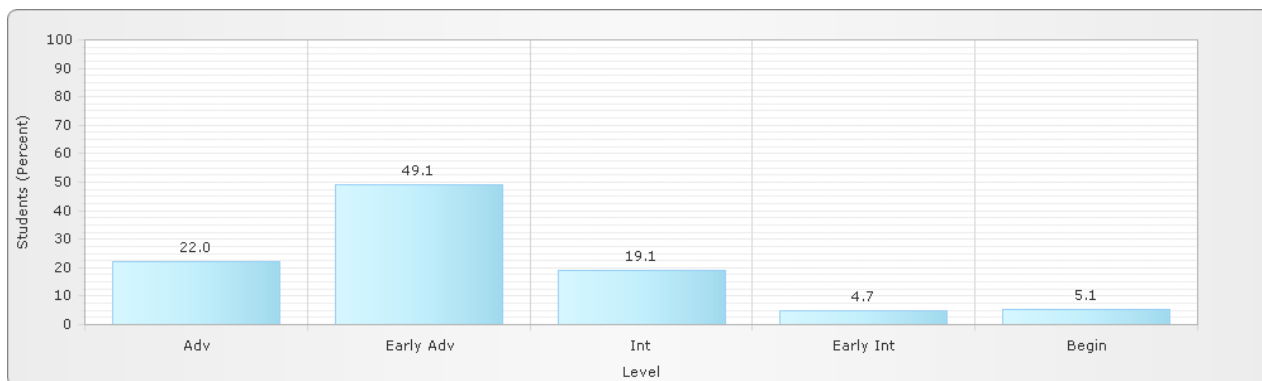
2016-2017 CELDT Data

Percent of students at each overall performance level
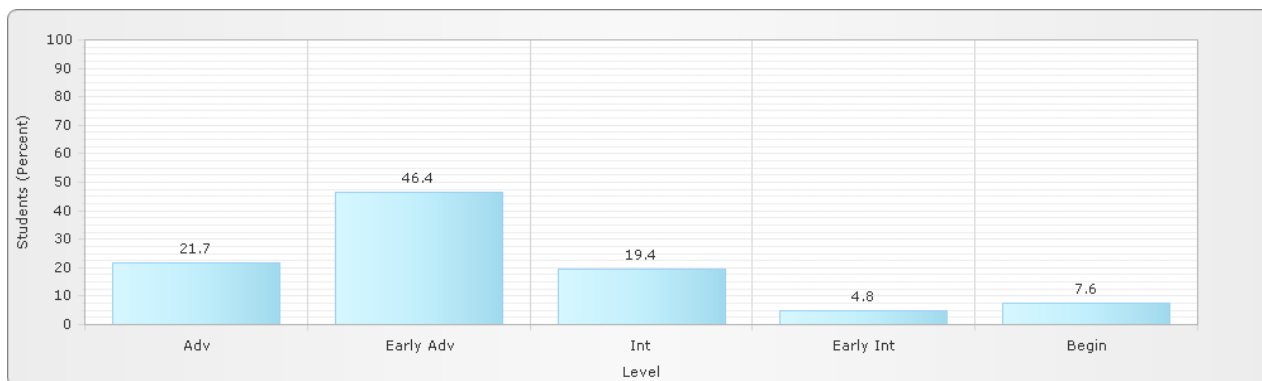
In the 2016-2017 school year 433 EL students were tested. Of the 433, 94 students tested advanced, 201 early advanced, 84 intermediate, 21 early intermediate, and 33 beginning.
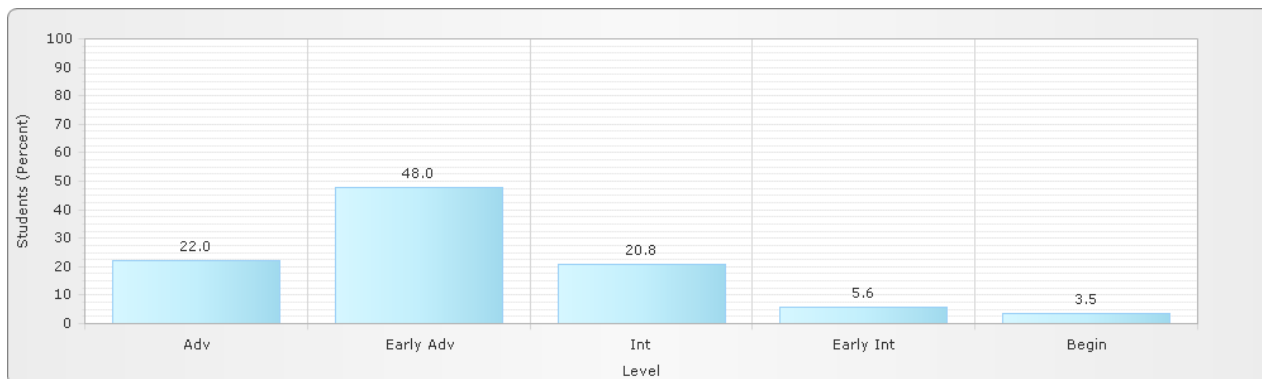
2015-2016 CELDT Data

Percent of students at each overall performance level

In the 2015-2016 school year 450 EL students were tested. Of the 450, 99 students tested advanced, 221 early advanced, 86 intermediate, 21 early intermediate, and 23 beginning.

2014-2015 CELDT Data

Percent of students at each overall performance level

In the 2015-2016 school year 450 EL students were tested. Of the 481, 106 students tested advanced, 231 early advanced, 100 intermediate, 27 early intermediate, and 17 beginning.

English Learner Reclassification Rate

| | AMAO 1 - Annual Growth | | AMAO 2 - Attaining English Proficiency | | | |
| | | | Less than 5 years | | 5 years or more | |
School Year	Percent Students Met AMAO 1	AMAO 1 Target Met	Percent Attaining English Proficiency Level	AMAO 2 Target Met	Percent Attaining English Proficiency Level	AMAO 2 Target Met
2012-2013	78.2%	YES	24.3%	YES	71.5%	YES
2013-2014	74.8%	YES	26.4%	YES	70.8%	YES
2014-2015	78.1%	YES	34.0%	YES	74.7%	YES

AMAO 1 represents the percent of ELs making annual progress in learning English on the CELDT. AMAO 2 indicates the percent of ELs attaining the English proficient level on the CELDT. La Sierra has met the AMAO 1 and AMAO 2 targets for all three years. The percentage of EL students that met the AMAO 1 has been fairly consistent. The percent of EL students that attained English proficiency in less than five years has increased by 9.7% over the three year span. AMAO 3 consists of participation rates and percent proficient or above on state assessments, as well as if the graduation rate of the EL student group is met. La Sierra did not meet AMAO 3 targets, during 2012-2013 and 2013-2014, due to ELs not meeting the percent proficient or above on the CSTs. AMAO 3 measurements are not available for 2014-2015 because state assessments are transitioning to the SBAC.

Report Card Analysis

2015-2016 — Mark Distribution Analysis by Course (1st Semester Grade - M3) — Page 6

Course ID and Title		Teacher name	Period	A TOTAL	A PCT	B TOTAL	B PCT	C TOTAL	C PCT	D TOTAL	D PCT	F TOTAL	F PCT	I TOTAL	I PCT	OTHER TOTAL	OTHER PCT	GPA
0960	INT Math 1/ICT			89	19.6	76	16.7	101	22.2	68	15.0	120	26.4	0	0.0	0	0.0	1.88
0961	INT Math 2/ICT			41	11.5	52	14.5	78	21.8	73	20.4	114	31.8	0	0.0	0	0.0	1.53
1032	English 1			61	18.2	52	15.5	49	14.6	101	30.1	72	21.5	0	0.0	0	0.0	1.79
1232	English 2			41	17.8	55	23.9	52	22.6	38	16.5	44	19.1	0	0.0	0	0.0	2.05
3062	Biology			81	20.0	131	32.3	114	28.1	54	13.3	24	5.9	0	0.0	1	0.2	2.47

2015-2016 — Mark Distribution Analysis by Course (2nd Semester Grade - M6) — Page 1

Course ID and Title		Teacher name	Period	A TOTAL	A PCT	B TOTAL	B PCT	C TOTAL	C PCT	D TOTAL	D PCT	F TOTAL	F PCT	I TOTAL	I PCT	OTHER TOTAL	OTHER PCT	GPA
0960	INT Math 1/ICT			71	16.6	64	15.0	100	23.4	70	16.4	123	28.7	0	0.0	0	0.0	1.74
0961	INT Math 2/ICT			51	15.4	64	19.3	61	18.4	73	22.0	83	25.0	0	0.0	0	0.0	1.78
1032	English 1			48	14.5	65	19.6	52	15.7	78	23.6	88	26.6	0	0.0	0	0.0	1.72
1232	English 2			5	11.6	13	30.2	16	37.2	4	9.3	5	11.6	0	0.0	0	0.0	2.21
3062	Biology			71	18.0	120	30.5	110	27.9	51	12.9	42	10.7	0	0.0	0	0.0	2.32

| 2016-2017 | Mark Distribution Analysis by Course (1st Semester Grade - M3) | | | | | | | | | | | | | | | Page 1 |
Course ID and Title	Teacher name	Period	A TOTAL	A PCT	B TOTAL	B PCT	C TOTAL	C PCT	D TOTAL	D PCT	F TOTAL	F PCT	I TOTAL	I PCT	OTHER TOTAL	OTHER PCT	GPA
0960	INT Math 1/ICT		97	22.3	85	19.5	80	18.4	63	14.5	108	24.8	0	0.0	2	0.5	2.00
0961	INT Math 2/ICT		55	14.2	58	15.0	94	24.4	77	19.9	102	26.4	0	0.0	0	0.0	1.71
1032	English 1		60	19.2	65	20.8	67	21.5	59	18.9	61	19.6	0	0.0	0	0.0	2.01
1232	English 2		22	10.7	31	15.1	43	21.0	43	21.0	66	32.2	0	0.0	0	0.0	1.51
3062	Biology		102	24.6	126	30.4	113	27.3	52	12.6	21	5.1	0	0.0	0	0.0	2.57

In the first and second semester of 2015-2016, the percentage of F grades were slightly larger in IM 1 than the percentage of F grades in the first semester of 2016-2017. The percentage of A grades in the first semester of 2016-2017 in IM 1 is an increase of the previous year. The number of F grades in IM 2 has decreased in the first semester of 2016-2017 than the first semester of 2015-2016, and a slight decrease in D grades. In the English 1 classes, the number of D grades decreased about 12% from the first semester of 2015-2016 to the first semester of 2016-2017, and the B and C grades with an increase of 5% during the same time period. The difference in F grades in English 2 decreased by 8% from first semester to second semester of 2015-2016, but increased significantly by 21% from second semester 2015-2016 to first semester 2016-2017. B and C grades from 2nd semester of 2015-2016 to first semester of 2016-2017 decreased about 15%. The A-D grades in Biology are consistent through all three semesters; however, the F grades had an increase of about 5% between first and second semester of 2015-2016 and then a decrease of 5% between second semester of 2015-2016 and first semester of 2016-2017.

D3. Engagement Indicators

In an effort to increase parent involvement in the decision-making process, La Sierra High School staff and administration have encouraged parents to actively participate as members of School Site Council (SSC), and the English Language Advisory Council (ELAC). Parents have also been invited to participate in the development of the LCAP goals and the creation of the SPSA. La Sierra High School is creating a Computer Literacy class and Family Literature class specifically for parents.

Dropout Rates

- 2010-2011   11.2%
- 2011-2012   7.6%
- 2012-2013   7.1%
- 2013-2014   4.2%
- 2014-2015   4.6%

Average Daily Rate of Attendance

- 2014-2015   94.4%
- 2015-2016   94.2%
- 2016-2017   95.2%

Chronic Absentee Rate

- 2014-2015   22%
- 2015-2016   23%
- 2016-2017   22%

High School Graduation Rate

- 2010-2011   85.2%
- 2011-2012   88.6%
- 2012-2013   90.0%
- 2013-2014   92.7%
- 2014-2015   92.9%

Suspension Rates

- 2012-2013   4.5%
- 2013-2014   3.3%
- 2014-2015   3.3%

Expulsion Rate

- 2012-2013   1.2%
- 2013-2014   0.4%
- 2014-2015   0.7%

E. Schoolwide Learner Outcomes

Students will be prepared to be college and career ready when they graduate from high school.

- Perception data indicates that 80% or more of stakeholders agree and somewhat agree that La Sierra High School has high expectations for student academic achievement.
- Student survey data indicates that 95% of students are aware of what the LSHS graduation requirements are.
- 71% of La Sierra students know what the a-g requirements are according to student survey data.
- Student enrollment in AP and AVID classes has increased.
- The amount of students involved in the Health Careers and International Business academies, and Hospitality pathway have increased each year.
- SBAC results from 2015-2016 indicate that 59% of La Sierra High School students in English and Language Arts/Literacy and 28% of students in Mathematics met or exceeded the standards.
- Students identified as ready for a CSU based on the ELA portion of the EAP is 20% and on the Math portion is 7%. Students identified as conditionally ready for a CSU based on the ELA portion of the EAP is 39% and on the Math portion is 21%.
- Graduation rates schoolwide, and for all significant subgroups, has increased each year.
- 61% of La Sierra High Schools students have enrolled in a 2 year/4 year college after high school. 85% of those students that have attended a 2 year/4 year college completed their first year of college and return for a second year of college.

F. Perception Data

Student Survey Results (agree/somewhat agree)

94% know that the school has high expectations for student academic achievement.

93% know what is expected of them academically.

89% are kept informed of their academic progress by their teachers.

78% feel connected to LSHS.

87% feel safe at LSHS.

76% find that the school buildings and grounds are well maintained.

85% use the AERIES portal to access grades and attendance.

89% feel the learning environment in their classrooms is positive and supportive.

Staff Survey Results (agree/somewhat agree)

92% state that the school has high expectations for student academic achievement.

85% feel connected to LSHS.

94% feel safe at LSHS

54% believe that the buildings and grounds are well maintained.

Parent Survey Results (agree/somewhat agree)

86% find that LSHS has high expectations for student academic achievement.

94% know what is expected academically.

83% are kept informed of their child(ren's) academic progress.

87% believe that the learning environment in their child(ren's) classrooms is positive and supportive.

80% feel connected to LSHS.

87% feel that LSHS is a safe school.

80% believe that LSHS's buildings and grounds are well maintained.

85% have access to Aeries Portal for student grades and attendance.

Teacher Survey Results (agree/somewhat agree)

99% have high expectations for student academic achievement.

96% believe that students and parents know what is expected academically.

95% keep parents informed of the student's academic progress.

100% believe the learning environment in their classroom is positive and supportive.

88% feel connected to LSHS.

93% feel safe at LSHS.

53% believe that school buildings and grounds are well maintained.

*For additional survey results please see the appendices.

Chapter II: Progress Report

Significant Developments:

La Sierra, over the past six years, has been a school in flux in terms of administration, staffing, and student enrollment. Our school has had five leadership changes in principals from Craig Shiflett (served two years) to William Mynster (served for two years) to Errol Garnett (served for one and a half years) to Norma Berrellez, interim (served for half a year) to Joshua Moss (current principal for one year). The opening of Hillcrest, a third high school within Alvord Unified School District, in August 2012 caused a drastic decrease in staffing numbers and student population over the past four years. La Sierra is starting to stabilize with our staff and student enrollment.

School Critical Areas for Follow-up (2010 Visiting Committee Report):

1. *The administration should increase time and resources to support professional development activities for teachers, especially as it pertains to intervention strategies, differentiated instruction and assessment-driven instruction that will result in higher levels of student achievement.*

2. *Administrators, teachers and counselors should ensure that all students receive instruction with appropriate levels of rigor so that gifted, special education, remedial and average students all can reach their academic potential.*

3. *The administration should develop a stronger connection between counselors and teachers and expand current guidance procedures so that all students can receive the full academic and personal support that they need.*

4. *The administration should develop a strategic plan to address the anticipated changes that will occur in the district with the opening of the new high school in 2011.*

Recommendations (2014 Visiting Committee Report):

1. *The WASC Visiting Committee recommends that the District recognize that the on-going changes in leadership at La Sierra High School are causing disruptive effects in the learning environment.*

2. *The school administrative team needs to develop a procedure for parents to address their concerns and resolve issues.*

3. *The school action plan needs to identify three to four goals where each goal is measurable, what data is used to form the goal, how the school will evaluate the progress of the goal, the action to be taken to reach the goal, the timeline when the goal will be accomplished, responsible person(s), funding source and amount to be spent.*

Ongoing Follow-Up Process:

The SPSA is reviewed and monitored annually by the School Site Council, ELAC, and the school site leadership team. Department leaders work with their subject teams to examine progress made and revise goals and action steps accordingly. Revised goals are then discussed by the site leadership team in Department Chair meetings and presented to the SSC and ELAC for final review and approval. This year, SPSA goals were also presented and discussed at all-staff meetings. As the parents, students, teachers and administrators on the School Site Council are tasked with overseeing the LCFF-LI and LCFF-EL budgets, all expenditure requests are evaluated in accordance with the SPSA to ensure that funds are utilized to support school goals.

Progress, Evidence, Impact on Student Learning for 2015-2016 Action Plan Goals:

Action Plan Priority 1: Students

High Expectations and equitable learning opportunities for all

1) **Homework Zone including Writing Lab and Math Lab:** This program was in effect for the past two and a half years. However, it was discontinued the second semester of the 2016-2017 school year. The program's effectiveness came into question because a specific set of students, who had a mandatory "tutoring hour", were socializing instead of studying. As a result, the attendance in Homework Zone for those needing assistance declined each year. Therefore, La Sierra has instituted a new program where students receive personalized tutoring from Math teachers, Social Science teachers, and AVID tutors.

2) **Honors/AP:** The assumption is that the enrollment in AP/Honors classes is increasing. More transparency is needed in this matter because enrollment data is not discussed with stakeholders. We have open access to these classes, which means little to no requirements and no teacher recommendation. A concern is that it seems as if students are being coerced into AP courses to increase the numbers, but are not necessarily getting the support to do well or stay in these classes. Some of the stakeholders believe that perhaps more Honors classes should be offered.

3) **SAT and PSAT:** The PSAT and SAT are offered to our students free of charge due to funding provided by the district. Some feel that these tests should be given only to students who want to take it, not the entire student population, because not all students are invested in taking the tests. Juniors receive their PSAT data and are given guidance on where to obtain online assistance for the sections in which they earned lower scores.

4) **AVID:** Consensus on campus is that the enrollment in AVID is up. Additional AVID core classes have been added each year. Enrollment numbers have increased to 18.5%.

5) **Link Crew:** Link Crew is a program where juniors and seniors mentor the freshmen on campus to help them navigate through their first year of high school both academically and socially. It is in its second year and is quite visible on campus. Link Crew holds multiple events for freshmen to get more involved and feel connected to the school. They also recognize and reward freshmen for good academic behavior. There is a positive view of this program by staff and students.

6) **Supplemental Programs:** Cadet Corp. is a new program on campus, which began this school year, with a mission to teach our students leadership, citizenship, and academic excellence in order to prepare them to be successful in college and the work force. Our Hospitality Pathway provides students with a hands-on experience to work in the food and culinary fields. As of this year, Academic Decathlon and Eagle's Quill (our online newspaper publication) are no longer offered to students.

7) **Parent Involvement:** La Sierra has a variety of ways to involve/support parents on campus. Parents can participate in the decision-making process at out school as members of SSC, ELAC, or APT. They can attend meetings or presentations with BATES, Mornings with Moss, Coffee with Counselors, AVID parent night, Academy parent night, and Financial Aid night where parents hear and discuss relevant topics relating to high school students. A new parent organization geared towards Spanish speakers, called No Parent Left Behind, will begin in February 2017. Translation services are available for parents at all of these events.

Action Plan Priority 1 had an impact on the Critical Areas for Follow-up 1 and 2. The implementation of Homework Zone was an attempt by administration to increase resources to support teachers as it pertains to intervention. The administration and staff recognize that more needs to be done in terms of interventions because many of the programs that we had in place at La Sierra no longer exist. Allowing Honors/AP classes to have open access has given all students the ability to reach their academic potential. Increasing AVID enrollment, the start of Cadet Corp, and expanding the Hospitality pathways on campus is another way our students receive instruction with appropriate levels of rigor to reach their academic potential while preparing the students to be college and career ready.

La Sierra has met Action Plan Priority 1 because six out of the seven action steps within the goal have been accomplished. We have met the following action steps:

- The percentage of 11th and 12th graders enrolled in or having taken at least one course of rigor has increased.
- All freshmen and sophomores have access to the PSAT and all juniors have access to the SAT.
- AVID enrollment has risen to 18.5%
- Link Crew is connecting with and supporting freshmen through various activities held on and off campus.
- Cadet Corp has begun on campus and the Hospitality pathway is growing.
- Parent Involvement is improving on campus. We have multiple parent group meetings that support our families.

Action Plan Priority 2: Teachers

Professional Development that promotes quality teaching and learning.

1) **Teacher Collaboration:** Teachers work together on Tuesdays, with an early release time, to work in their Professional Learning Communities (PLC) to plan units of study, create common assessments, and discuss best practices. In previous years, the schedule was late start on Thursdays for these meetings. Release time, during the workday, is given to subject teams within departments on an as needed basis for planning, norming and curriculum work.

2) **AVID:** During the 2015-2016 school year, teachers and paraprofessionals were provided with training and demonstrations of AVID strategies to use in their classrooms. This was conducted as a rotation once a month for five months. The strategies were emailed to teachers at the end of the training by the AVID coordinator. All teachers are invited to join the AVID teachers in attending Pathway trainings and the Summer Institute each year. The objective is for every teacher to be trained in AVID strategies and incorporate them into the classroom.

3) **Curriculum Review Team (CRT):** CRT teams were created by the district for members from each school to develop the Units of Study within each level of each subject area. The review teams began meeting three years ago with the implementation of the new Common Core standards. In the last year, members from each school worked to organize the curriculum with the evolving state standards once a month for about six months. This year, members are tasked with creating common district assessments for each unit. The district has arranged for four meetings to take place at the district office this year with the first meeting in February. Those involved in CRT find the value in common units of study but there needs to be time on campus for CRT instructional leaders to debrief with their sites. The review teams have changed every year and unfortunately the district has limited the number of members from each site, which has created a lack of representation at each level of a subject area.

4) **Document Based Questions Implementation:** History teachers went to training on implementing Document Based Questions (DBQ) in Rigorous Curriculum Design (RCD) units within the Common Formative Assessments (CFA). Data, however, is not yet being used to drive instruction because lack of time available for reflection on the results from the DBQ's.

5) **Subject Specific Training:** Subject specific conferences are available to staff members. Funding to attend trainings and professional development is requested through School Site Council (SSC). There is the possibility of the request being denied, so attendance isn't guaranteed. The following conferences were attended: NGSS new science standards training, CMC Conference, CUE Conference, Educating for Careers (Business & Health Academy, Hospitality Pathway), CTE Model Curriculum Standards Training, NTPRS Conference, Excellence through Equity Conference (leadership team members), AP Summer Institutes, Google Docs training, and mandatory ERWC training is done in conjunction with Riverside Unified and Riverside Community College.

Action Plan Priority 2 has had a direct impact on Critical Areas for Follow-up 1 and 2. Teacher collaboration during PLC and release days, the increase in teachers trained in AVID strategies, CRTs, DBQ Implementation, and Subject specific trainings supported professional development opportunities for teachers to develop intervention strategies, differentiate instruction and assessment-driven instruction that will result in higher levels of student achievement. Students receive instruction with appropriate levels of rigor to reach their academic potential by teachers incorporating AVID strategies in the classroom, discussing ways to differentiate instruction during collaboration time, and having the CRTs refined units of study that align with common core standards to include the differentiated instruction for at risk students.

La Sierra has partly met Action Plan Priority 2 because the majority of action steps within the goal have not been completely accomplished. We have partially met the following action steps:

- Teacher collaboration during release days has only take place with the Social Science and Math departments.
- CRT has met once, thus far, during the 2016-2017 school year. The goal for this year is to create CFAs for the district, which has not yet been completed. As a result, many departments have had to use their PLC time to create school wide common assessments for units of study.
- DBQs have been integrated into Units of Study, but data has not been used to drive instruction.

We have fully met the action step pertaining to subject specific training because our school has provided an array of trainings and professional developments.

Action Plan Priority 3: Instructional Content

Multiple opportunities for exploration and creativity. Access to learning experiences that promote a high quality of life.

1) **Career Choices/My10yearplan.com:** This program was first implemented within the Freshmen focus and AVID 9 courses during the 2014-2015 school year. Some sophomores completed the follow-up module on late start testing days, which was hit or miss due to attendance/participation. Follow up modules for years three and four have been postponed, but are expected to continue for AVID and Health Academy students.
2) **Supplemental Instructional Supplies:** $500 has been allocated by the district to each teacher for instructional supplies. Teachers have been supplied with unlimited copies for use in the classrooms. This allows teacher to use computer created worksheets to enhance the implementation of the Common Core Curriculum as the textbooks that are in the classroom do not contain the new standards.
3) **Credit Recovery:** Credit Recovery is offered for students to replace failing grades for students. It is offered through the use of the Odysseyware program which is taught by a credentialed teacher. The original credit is offered for courses is Social Studies and Health classes. The courses are available to all students. A zero period of Odysseyware for Math

was attempted in the Fall of 2015 and a 7th period intervention for 9th grade football players using a Tenmarks program, but both were unsuccessful. A concern about the recovery programs is that the classes lack rigor and consistency, where the Social Studies courses are designed by the Social Studies teacher in coordination with the Odysseyware program.

4) **Career Pathways:** The Hospitality pathway is recruiting and enrolling ninth graders into their classes. Freshmen are also being enrolled into "Pre-Academy" classes.

5) **Technology:** There is an increase in access to technology with the purchase of a few laptop carts available in specified classrooms, but some are concerned that access is not easily attainable due to scheduling conflicts.

Action Plan Priority 3 had an impact on Critical Area for Follow-up 2. The administration has allowed staff to have unlimited copies to supplement materials that support rigorous curriculum. Original credit and credit recovery (remediation) courses are offered to our students to reach their academic potential. Teachers are utilizing more technology within lessons to ensure that students receive instruction with appropriate levels of rigor.

La Sierra has partly met Action Plan Priority 3 because the majority of action steps within the goal have not been completely accomplished. We have partially met the following action steps:

- The implementation of Career Choices has only occurred to 9th and 10th graders. The modules for 11th and 12th graders have been suspended for now.
- Odysseyware, in order for students to receive original credit, is being taught by a credentialed teacher within the content area of Social Studies only. However, Odysseyware is being taught by a non-content area credentialed teacher when students receive remediation.
- La Sierra spent LI and EL funds on laptop carts last year, but no funds have been allocated for technology this year.

We have fully met the following two action steps:

- For the past two years funds have been allocated, by the district and our school, providing materials to enhance and effectively implement RCD and Common core standards across the curriculum.
- Health Careers and International Business Academy have both integrated Pre-Academy classes, into their programs, that the 9th graders are enrolled in. La Sierra is still in the process of developing our Hospitality Pathway.

Critical Areas for Follow-up not currently in the Action Plan:

School Critical Areas for Follow-up (2010 Visiting Committee Report):

1) *The administration should develop a stronger connection between counselors and teachers and expand current guidance procedures so that all students can receive the full academic and personal support that they need.*

> There is increased communication between administration and guidance by including a counselor (who rotates) at the Monday morning leadership meetings. Communication between the counselors and teachers has also improved with counselors attending department PLC meetings to address thoughts and concerns that teachers have. The counseling staff also emails updates to keep the staff informed.

2) *The administration should develop a strategic plan to address the anticipated changes that will occur in the district with the opening of the new high school in 2011.*

> Regrettably, the administration never created a strategic plan to address the anticipated changes that have occurred with the opening of Hillcrest.

Recommendations (2014 Visiting Committee Report)

1) *The WASC Visiting Committee recommends that the District recognize that the on-going changes in leadership at La Sierra High School are causing disruptive effects in the learning environment.*

> This was not met due to restructuring at the district office, but the district is very supportive of our current administration team.

2) *The school administrative team needs to develop a procedure for parents to address their concerns and resolve issues.*

> There is open communication between parents and La Sierra's administration. This is evidenced by the many parent involvement opportunities we have on our campus.

3) *The school action plan needs to identify three to four goals where each goal is measurable, what data is used to form the goal, how the school will evaluate the progress of the goal, the action to be taken to reach the goal, the timeline when the goal will be accomplished, responsible person(s), funding source and amount to be spent.*

> Revisions were made to La Sierra's Action Plan during the 2015-2016 school year. Three goals/priorities were identified and divided into action steps to accomplish the goals. Action steps indicate a relationship with the SPSA goal(s). Each action step specifies a timeline when the step will be accomplished, the allocated funding source with amount to be spent, the assessment and evaluation processes, and responsible person(s).

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Data

Prior data, from the CSTs indicated that La Sierra 9th, 10th and 11th grade students made slight improvements in English Language Arts proficiency levels, while advanced and proficient levels in Math significantly declined. These changes occurred due to the emphasis in reading and writing across the curriculum and loss of math intervention classes.

Current SBAC data, from the past two years, has shown a significant growth in students that have exceeded or met ELA standards. The data also points toward gradual improvements in the percentage of students that have exceeded or met Math standards. Progress was made, in both ELA and Math, because our curriculum has been designed to align with the California Common Core Standards.

CELDT data indicates that La Sierra's EL student numbers remain fairly consistent for the advanced performance level. Reclassification of our EL students with less than five years has made a good amount of progress and those reclassified in five years or more have slightly increased. Advancements were a result of more reading and writing across the curriculum.

The following data is based upon courses consisting of freshman and sophomore students. The number of students who received D and F grades in IM 1 the first and second semesters are 31% and 45%, respectively, in 2015-2016. This is a direct reflection of the of IM 2 students in first semester of 2016-2017 have D and F grades at 46%. An analysis of English 1 grades for 2015-2016 shows 52% and 50% combined D and F grades for first and second semesters. Those same students are reflected in D and F grade percentage of 53% in English 2 for the first semester of 2016-2017. In Biology, the D and F grade percentages are considerably lower because the students who have not met the standards are placed in an InterRichment program to provide reteaching and reassessment to ensure proficiency. This data shows that with interventions, the freshman students that struggle academically will be better prepared for the courses that are to follow.

Critical Learner Needs

1) Prepare students for the rigor of Common Core State Standards (CCSS) by incorporating more reading and writing across the curriculum.

2) Increase the academic and social support of 9th graders in order to decrease the amount of D's and F's in core content areas in subsequent years.

3) Offer a variety of interventions to support all student groups (AP, EL, Special Ed, etc.) towards the goal of being college and career ready.

Guiding Questions

1) How can teachers in their PLC's use assessment data to inform and drive instruction?

2) How can we promote academic achievement for all students through Common Core State Standards aligned teaching strategies?

3) What supports do freshmen need in order to be successful throughout high school?

4) What types of support can we use to better prepare our students to be college and career ready?

Chapter IV: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1.   Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The school is expected to adopt the district wide mission and vision statements. The vision is that "All students will recognize their unlimited potential". The mission statement is that Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by: ● Active and inclusive partnerships ● Relationships that foster a culture of trust and integrity ● High expectations and equitable learning opportunities for all ● A mindset that promotes continuous improvement ● Multiple opportunities for exploration and creativity ● Professional development that promotes quality teaching and learning ● Access to learning experiences that promote a high quality of life The vision and mission statements are a direct reflection of the district LCAP, which is based on the overall belief that all students will become college and career ready. The vision and mission	**District meeting minutes, District website SPSA 2015-2016, My10yearplan.com, LCAP**

statements are posted in classrooms. Students have open access to all programs and courses. Presently, the school has CTE programs (Health, Business and Computers), Hospitality Pathway and AVID, in addition to Honors and AP courses. Freshmen who are enrolled in Freshmen Focus are required to utilize the Career Choice curriculum which includes the development of a 10 year plan on My10yearplan.com which can be accessed by teachers and counselors.	**AVID, Career Pathways, Freshmen Focus, AP, CTE**
La Sierra High School was recognized as an AVID Demonstration school and the school wide expectation is to implement AVID Instructional Strategies. The school uses research based AVID strategies and is being trained through professional development.	**AVID, Professional Development**
The pupil outcome goal of our LCAP states that students will be prepared to be college and career ready when they graduate from high school. Parent and school staff surveys were sent out for feedback and returned to the district for analysis and processing.	**LCAP**

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt*: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
During the period of January 2014-May 2014, the district held focus groups and regular meeting to create the district wide Vision and Mission Statements and School Wide Learner Outcomes. The focus groups and meeting members consisted of community, staff and parent stakeholders. La Sierra had one representative for the school.	**District meeting minutes, SPSA 2015-2016 Pg. 8**
During the Fall of 2014, the district presented to the staff, the current vision and mission statement in the Annual Convocation. The district expectation is that we have a unified vision and mission statement which encapsulates the district wide goals as it relates to learning and direction.	**District meeting minutes**

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The vision and mission statements are posted in classrooms. They are also posted as "Our Promise" on the district and school website.	**Posters, District Website La Sierra Website**
Town hall meetings hosted by the district office allow the community to discuss and give feedback regarding the Vision and Mission statements.	**Mission Statement, District Meeting Minutes**
School Site Council (SSC) oversees budgets for the LCFF (Local Control Funding Formula). The SSC reviews and gives input on the SPSA, which is aligned to the Vision and Mission statements. The council then votes to approve the plan annually. SSC is composed of staff members, parents, students and school administration.	**SSC agenda and minutes**
The La Sierra High School website is part of the Alvord District website to create communication and flow between the schools in the district. Parents are encouraged to visit the website for information about their school and staff members.	**La Sierra High School website**
Annual parent nights for various programs promote elements of the Vision and Mission statements.	**Parent nights from Business Academy, Health Career Academy, AVID**

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
Policies and Procedures are listed and available to the public in the district website.	**District website**
The Uniform Complaint Procedures are posted in classrooms, given to students as flyers to take home, and are listed on the district website.	**Flyers, District website**

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
Relationship is outlined in the Board Policy.	**Board Policy 4000 on District website**
Policies are shared with staff at the beginning of each school year. The district requires that staff sign an agreement for all of the policies and procedures.	**Staff Handbook, AEA Contract**

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
Parents received invitations and notifications to join SSC, ELAC, Parent Advisory Committee, AVID Site Team, AVID Parent Night, Monthly mornings with Moss, Parent Night. These invitations are posted on the school website, printed information is sent home and automated telephone calls are sent out to all concerning parties.	**Registration Materials, Phone calls, Blackboard Connect, Marquee, Banners in front of school**
Parent advisory committees and the Action Team for Partnership (ATP) meet regularly to provide input to the school administration regarding specific student groups.	**SSC, ELAC, Parent Advisory Committee, AVID Site Team, AVID Parent Night, Monthly Mornings with Moss Meeting Agenda, ATP Minutes**
Students involved in ASB, the Superintendent's forum, and School Site council give feedback regarding the governance of our school.	**ASB, SSC**
Town hall meetings, hosted by the District office allow input from the community members.	**District Meeting Minutes**

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
The goals for each school site's SPSA must be aligned with the Strategic Plan and approved by the Board annually.	**SPSA, Board Meeting Minutes**

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
At the time of registration, complaint procedures are communicated with parents. Additionally, Uniform Complaint Procedures are posted in each classroom and are on the District website under the community tab.	**District website, Student Registration Packet, Classrooms**
The annual employee handbook, which includes the complaint procedures, is distributed to the staff.	**Staff Handbook**

A3.   Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
La Sierra teachers work collaboratively in Professional Learning Community (PLC) groups to analyze assessment and grade 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 Standards. Common assessment data analysis provides teachers with information regarding student achievement and areas in need of reteaching. Additionally, students have opportunities to recover credits for failed classes through standards-aligned OdysseyWare courses.	**Department Meeting Minutes, EADMS**

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
The goals of the SPSA are created by core Departments based on student achievement data. Progress toward the goals are analyzed and reviewed annually as each goal is revised for the upcoming year. The various departments on campus create measurable goals (SMART goals) to determine the effectiveness of instruction. Data is monitored through the implementation of common assessments designed to evaluate student learning.	**Department meeting minutes, EADMS, SPSA**

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Presently, we have monthly staff meetings which are used to share best practices in regard to AVID instructional strategies and other best practices.	**Staff Meeting minutes**
La Sierra has leadership team meetings where information is conveyed from administration to department chairs which is then conveyed to the remainder of the staff.	**Leadership Team minutes, Department Chair minutes,**
The principal meets monthly with La Sierra's Alvord Educators Association (AEA) representatives to demonstrate a shared responsibility in decision making at our school.	**Meetings**

Weekly Leadership meetings with the Administration include the Instructional Coach, ASB Director, Athletics Director, Campus Supervisor III and Head Custodian and provides a forum to discuss concerns and work collaboratively to create solutions.	**Leadership Meeting Agendas**
Monthly Department Chair meetings provide opportunities for collaborative discussion in a forum where each Academic area and program is represented.	**Department Chair Meeting Agendas**
During department meetings (PLC), the staff is asked if there are any concerns the department chair can communicate with the administration.	**PLC**

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
Information is regularly communicated with staff and administration via email. The principal sends out "This Week at La Sierra" emails to highlight upcoming events for the week and share updates with staff.	**Emails**
Presently, La Sierra has approximately two hours of PLC planning per month. This teacher directed time is allocated for planning, reviewing common assessments and sharing best practices.	**Department meeting minutes**
Monthly meetings between the principal and Alvord Educators Association (AEA) representatives allow time for resolving differences between the staff and administration.	**AEA**
La Sierra has established an online calendar located within the school website which provides information about meetings and other staff related functions.	**La Sierra High School Calendar**

Staff votes on parent conferences via an online survey. They have a choice of times and dates.	**Survey Monkey Results**
At the time of the first staff meeting, the staff is presented with a binder which contains information about meeting dates and other correspondence.	**Staff handbook**

A4.   Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
Annually, Human Resources (HR) reviews all credentials and courses that teachers are teaching to verify that the teacher is properly credentialed in that area. If the teacher is found to be teaching outside their credential content area, HR will work with the administration and teacher to resolve the situation.	**Teacher Credentials**

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
In the beginning of second semester, staff is asked via their department chairs about their teaching preferences for next year. At that time, the needs and expertise of each staff member is analyzed and the master schedule is created.	**Department meeting minutes, Master Schedule**
In accordance with the contract, teachers are notified of their teaching assignment for the upcoming year, which allows the teachers to prepare for their content areas. Programs and Pathways recruit teachers based on the needs from each content area or program. During the summer, the staff can attend the AVID Summer Institute to expand their knowledge of AVID Instructional Strategies. Also, teachers who wish to teach Advanced Placement (AP) also have an opportunity to attend professional development in that area.	**AEA Contract, AVID Summer Institute and AP Summer Institute**

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The pacing guides are available on the network drives and district website and are called Units of Study. Prior to Common Core, the district created an Curriculum Review Team (CRT) to create common assessments, tasks and pacing guides aligned to the content standards. The CRT meets regularly to review, modify and enhance the documents where needed.	**Alvord Unified School District website, District network drives, CRT meetings, Units of Study**
Employee and staff handbooks are distributed annually and provide information about roles and responsibilities.	**Employee and Staff Handbooks**
The AEA and CSEA (California School Employees Association) contracts both define policies, procedures, and responsibilities between the staff, administration, and district.	**AEA and CSEA Contracts**

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
Starting this year, the district has Instructional Coaches at each school site. Their primary focus is to help support core teachers in their classrooms.	**Instructional Coach**
The staff is exposed to AVID Schoolwide Instructional Strategies at each staff meeting. Departmental meetings allow for discussions of best instructional practices based on recent instruction and feedback.	**Staff Meeting Minutes, AVID Site Team meeting minutes, Emails from the AVID Coordinator**

	Write Path training, AVID Summer Institute, Get Focused Stay Focused, SBAC Teacher Instruction, Educating for Careers in California Partnership Academies (CPA).
The staff also participates in other professional development opportunities.	

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Non-tenured certificated staff are formally observed twice and then evaluated once per year. Tenured certificated staff are formally observed and evaluated every 2 years. If the tenured certificated staff has worked for the school district for at least 10 years, and has met certain evaluation criteria, they are eligible to receive up to a 5 year exemption. This policy is in accordance with the teacher contract.	**Staff evaluations, AEA Contract**
Administrators occasionally visit classrooms to observe instruction. Feedback is provided and either emailed to the staff member or a form is placed in their box.	**Feedback form, Classroom visits**
Classified staff are formally evaluated once per year and meet with administration to review their evaluation.	**CSEA contract**

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
The school participates in the LCAP process, receiving community input and implementing suggestions.	**ELAC meeting minutes, SSC meeting minutes, District meeting minutes**
The SPSA is written with input from the students, parents, staff, and the administration.	**SPSA**
LCFF-LI and LCFF-EL Resources are spent in alignment with the LCAP goals.	**SSC meeting minutes, La Sierra School Site Budget**

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The most recent district budget demonstrates the district's ability to meet the financial obligations for this year and the following two years. Both the district and the site undergo regular audits of the budget.	**District budget, La Sierra School Site budget, Audit reports**

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
La Sierra received a fair rating on the California Facilities Good Repair Status in the SARC, which indicated that the school was not in good repair. "Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site." Deficiencies that were noted in the inspection were immediately repaired by the district maintenance department.	**SARC 2015**
La Sierra is visited by the Riverside Fire Department and Williams inspectors annually.	**Fire Marshal Inspection Report, Williams Inspection Report**
Facilities are continually reviewed and maintained by both school and the district. During the 2015-2016 school year, parents, district staff, and the Superintendent worked together to create a priority list of maintenance and facility concerns on the campus. Painting, repair of goal posts, adding sod and repairing sprinklers have been completed. The school is presently working on moving the Administrative office to the front of the school and creating a Multi-Purpose Room. Presently, safety and traffic flow in front of the school are being reviewed and addressed.	**District meeting minutes, Maintenance and Operations work order logs**
There is open communication between Security, Custodial Staff, and Administration. The lead campus supervisor and head custodian share concerns during the Monday morning leadership meeting. The assistant principal oversees the school safety plan and regularly communicates with Riverside Police Department regarding safety and security concerns or issues on campus.	**Leadership Meeting, Emergency Plans**

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
The school has been implementing the purchase of computer carts toward the goal of 1:1 access. The site currently has 3 hard-wired computer labs; one in the library and two classroom labs (room 501 and 504). Teachers have unlimited usage of the copy machines. The district IT department maintains and troubleshoots computer technology equipment and assists in determining technology needs.	**Computer Labs, Copy Machines, District IT work orders**
In accordance with district policy, each teacher is provided with a $500 supply budget to be used towards materials and other classroom instructional needs. Each department is also provided with a regular budget from General Unrestricted funds to help supplement the instructional needs.	**Supply Budget, La Sierra Site Budget**
The district has formed a Curriculum Advisory Committee (CAC) that reviews and makes recommendations to the Superintendent and Board regarding new courses, changes to existing courses, establishing school/college partnerships and reviews the district course of study.	**CAC meeting minutes**
Inventory of textbooks and other instructional resources are maintained through the district's Instructional Media Services and the library at our site. Individual department and program leaders are responsible for maintaining, inventorying and acquiring resources, materials and equipment that are specific to the program or department. This includes manipulatives, lab materials and other related resources. The district's Information Technology department oversees the software and technology needs for the district and our site. We have a district Information Technology technician assigned to our site who maintains classroom technology and equipment to support computerized testing and instructional needs in the classroom.	**Destiny Textbook Inventory, Instructional Resources Inventory, District IT work orders**

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Currently, all teachers are No Child Left Behind (NCLB) highly qualified. The school currently has Advanced Placement classes, AVID and three CTE academies. Each AP teacher has been properly trained. Each AVID teacher also attends the AVID Summer Institute. CTE Academy teachers are provided with the opportunity to attend the Educating for Careers conference in Sacramento.	**La Sierra Site Budget**
The District Professional Development Plan (DPDP) offers professional development on a monthly basis. Partnered with The California Teachers Association (CTA) and The Instructional Leadership Corps (ILC), teachers within the district select training modules that address individualized needs.	**DPDP**

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
Progress toward LCAP goals are evaluated annually and reported to all stakeholders. The SPSA is written to align with District LCAP goals. The SSC reviews all expenditure requests for LI and EL funds to ensure alignment with the student achievement goals written in the SPSA.	**Alvord Unified School District budget, La Sierra Site budget**

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

The district's mission and vision statement support high expectations and equitable learning opportunities for all students as well as professional development that promotes quality teaching and learning.

Over the past few years, La Sierra has attempted to overcome the challenges of an inconsistent administration, as well as a change in the student and staff population. There has been a lack of communication between all stakeholders which was challenging for the staff and students. This year, our administration has been very supportive in working to build a culture of communication, transparency and structure for the staff and students.

Better direction is needed regarding the information contained within LCAP, SPSA and other documents from the district and Administration. This year teachers were asked to give feedback and provide input toward the SPSA which has not occurred in prior years.

Accountability and structure for student attendance were concerns in prior years. However, there is structured attendance policy in effect which now supports instructional needs.

There is adequate staffing and all teachers are NCLB highly qualified. The school also abides by budgetary requirements and guidelines. Facilities are currently undergoing improvement in accordance with the school plan.

It is difficult to achieve the critical learner needs when there is a lack of up-to-date textbook, computers and other technology, and there is no plan at the district level for maintenance or replacement of technology equipment and instructional materials.

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Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- District is implementing an innovative Strategic plan for literacy that will affect all sites at the beginning of next school year. There are representatives from each school site involved in the planning process.
- This year the school has a fully staffed and consistent administration. There is increased accountability for student attendance and academic achievement. Students and parents have access to Aeries for the purpose of checking and monitoring grades and attendance records. Saturday school is being better utilized by creating structure and accountability.
- We have open access for students into AP classes and the District has started utilizing funds to provide AP exams, SAT and PSAT exams for all students. LSHS was revalidated as an AVID Demonstration School. We are expanding our CTE offerings to include the Health and Hospitality Career Pathway. Foreign Language has created a Spanish Honors Society.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Our school requires increased support in technology needs in the classroom. La Sierra needs a centralized tech support on campus, presently the district IT representative has multiple schools to support. We need increased response time for repairing and fixing computer and technology issues. Create a plan to address obsolete technology and equipment in classrooms and Library. We need increased academic resources (adoption of new textbooks or electronic textbooks).
- We need to increase support for certain elective courses and expand Special Programs and elective offerings.
- Our school needs to further strengthen parent involvement.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
La Sierra High School uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for its students. The adoption of the Common Core Standards (CCSS) by California has ensured that current educational research concepts are in the state's curriculum. La Sierra High School teachers, along with the other high schools in the district, undertook the task of writing units of study and pacing guides based on the CCSS in Math, English, Science and Social Science while utilizing Rigorous Curriculum Design.	**Units of Study**
Each academic department is currently working with their subject area teams to implement the Common Core Standards.	**Department Meeting Minutes, District-wide Professional Development days.**
The Math Department is teaching Integrated Math 1,2 & 3 which are aligned to the CCSS. New textbooks have not been purchased to match the new standards. Teachers are creating lessons and performance tasks to supplement the older textbooks which are aligned with the outdated California state standards. Lessons and performance tasks are aligned with the Eight Standards of Mathematical Practice. KUTA software is used to generate worksheets and assessments. Teachers meet during PLC to discuss and improve curriculum. Cornell Notes are widely used within the department.	**Units of Study, CCSS, Cornell Notes**

The English Department curriculum is aligned with the CCSS. New textbooks integrating CCSS have not been purchased. Teachers work in subject area teams to implement and locate additional resources for the units of study. Step Up to Writing materials were purchased for every teacher in the department.	**Units of Study, CCSS**
The Social Science Department is focused on the California Content Standards while integrating the Common Core Standards for Literacy in History. New textbooks have not been purchased which would integrate the Common Core Standards for Literacy in History so teachers and subject teams are supplementing with primary source analysis performance tasks as well as increasing written assessments such as Document Based Questions (DBQs) that are aligned with CCSS.	**Units of Study, DBQ Data**
The Science Department is aligned with Next Generation Science Standards in Biology, Chemistry, Earth Science and Physics. This set of standards was founded on the collaborative work by the National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve by creating a Framework for K-12 Science. States then led the development of the Science Standards in alignment with the Common Core State Standards. New textbooks have not been purchased which would integrate the Next Generation Standards so teachers work in subject teams to integrate research based strategies such as AVID strategies, Depth of Knowledge, and the above-mentioned framework in developing their Unit of Study.	**NGSS, Units of Study**
CTE works from the College and Career Readiness anchor standards and the Pathway standards which are aligned with CCSS. Emphasis is placed on writing using technology including the internet to produce and publish, and to interact and collaborate with others. There is also a focus on speaking and listening in all the CTE courses through the use of oral presentations.	**College and Career Readiness Standards, Pathway Standards**

AVID has grade level standards that are implemented in the AVID elective courses at every grade level. The standards based curriculum originated from the main AVID website within what is called "Weeks at a Glance"(WAG). Within WAG, multiple WICOR lessons are provided, and LSHS teachers incorporate many of the standards into weekly lessons.	**WICOR, AVID Strategies**

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
All English curriculum is aligned to and focuses on the CCSS and College and Career readiness. In addition, all of the syllabi for Advanced Placement courses are certified through the College Board. The Expository Reading and Writing Curriculum (ERWC) developed by the California State University system, and the English College Readiness Course (ECR) are implemented in 12th grade to prepare students to read and write at the college level. Students who complete the ERWC or ECR class with a B or above are placed in English 50 at Riverside Community College. If a student earns a B or better, and earns a 70% on all parts of the course final in ERWC or ECR, then the student will be placed into English 1 at RCC. If a students does not get a C or better in an English class, Odysseyware courses are offered at La Sierra High School in English 1,2,3 and 4 for a-g credit.	**Units of Study**, **AP Audits, Master Schedule**, **A-G List, Class Syllabi**

The Mathematics curriculum is aligned to and focuses on the Common Core Standards. All courses including Integrated Math 1, 2, 3, C-STEM Integrated Math Robotics Computing and Technology 1 and 2,Statistics, Pre-calculus, and Trigonometry/Pre-calculus are a-g. Business Math is also offered. It is not an A-G course, but does provide career readiness. AP Calculus AB and BC as well as AP Statistics are also offered and syllabi are certified through the College Board. There is also an Intermediate Algebra class which teaches curriculum coordinated with Riverside Community College (RCC). If students pass the final for this course with a C or better, they get priority registration and placement in the next level of math class at RCC.	**Units of Study**, **AP Audits, Master Schedule**, **A-G List, Class Syllabi**
The social science curriculum is aligned to the California Framework and focuses on Common Core Literacy Standards. All courses are a-g. Zero period Odysseyware courses are also offered to students with impacted schedules in World History, US History, Government and Economics. These courses are also a-g. AP Government, AP Psychology, AP Economics (Micro and Macro), AP US History, and AP European History have syllabi certified by the College Board.	**Units of Study**, **AP Audits, Master Schedule**, **A-G List, Class Syllabi**
The Science Department is aligned with, and focuses on, the Next Generation Science Standards in Biology, Chemistry, Physics and Earth Science as well as the Common Core Standards for Literacy in Science. Earth Science, Biology, Project Lead the Way-Human Body Systems, Chemistry, Anatomy and Physiology, and Physics, AP Environmental, Physics, and Biology are all recognized as a-g courses. Honors classes are also aligned with the NGSS; however, these classes are more rigorous and the subject matter is more in depth. AP courses strictly align to the AP standards and labs to prepare students for the AP Exams. All AP courses have their course syllabi and programs approved and accepted by the College Board.	**Units of Study, NGSS, AP Audits, Master Schedule**, **A-G List, Class Syllabi**

Courses in Ceramics, Drawing, Music, Choir, Drama, Food and Nutrition 2 are all a-g electives and follow state standards. In addition AP Studio Art is offered and the syllabus is certified by the College Board.	**Master Schedule**, **A-G List, Class Syllabi**
World Language courses are aligned with the state standards, and the AP syllabi in AP Spanish Language and Literature, and AP French Language are certified by the College Board.	**AP Audits, Master Schedule**, **A-G List, Class Syllabi**
The PE Department uses state standards to drive curriculum in the Physical Education classes. The California Cadet Corps is offered in grades 9-12 for PE credit.The PE courses are not a-g, but are required for graduation.	**Physical Education Model Content Standards**
La Sierra offers a variety of Career Technical Education (CTE) courses currently taught by RCOE instructors with industry standards and experience.	**Course List**
The AVID program provides g credit for students who complete four years in the program while in high school and also complete one AP course.	**Student Transcripts**

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
All of the core classes are standards-based. Congruence between concept and skills taught, the academic standards, and college and career readiness standards are continually being refined through PLC meetings on Early Release Tuesdays. Each department started with units of study created collaboratively with the district, and then in on-site PLCs have focused on refining to insure that courses have congruence. Periodic Common Formative Assessments (CFAs) and Performance Tasks developed collaboratively with the district are available to be given within each department. Teachers have access to CFAs to inform instruction and help re-teach skills and content. The social science department makes use of DBQs with scoring based on a common rubric.	**Units of Study**, **Common Formative Assessments, DBQ Common Scoring Rubric, Department Meeting Minutes**
Students are also prepared for career readiness through numerous Career Pathways at La Sierra including International Business Academy, Health Career Academy, Hospitality Pathway, and the Project Lead the Way Pathway.	**Career Pathways**
The AVID program is focused on college readiness. Congruence is demonstrated in that historically there has been a 90% acceptance rate of AVID students to at least one four-year university.	**AVID**
Congruence is demonstrated between the concepts and skills taught in rigorous AP Courses by the approval of the syllabi by the College Board and with testing administered by the College Board. In 2016, 269 students took 526 AP Exams. 55% of the Exams taken earned a score of three or higher.	**College Board Website**

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
There is integration between disciplines, but it is not systematic. Much of the integration occurring on campus is informal and indirect. Business and Health Academies have integration between the disciplines. Health Academy and Business Academy regularly participate in cross-curricular team meetings.	**Health Academy meeting minutes, Business Academy meeting minutes**
Some courses are outsourced. In the English Department the English College Readiness (ECR) Program is integrated with Riverside Community College, and the Expository Reading and Writing Curriculum (ERWC) is integrated with California State University. Recently, Project Lead The Way was added as a paid curriculum for both freshman Biomedical and sophomore Human Body Systems in Anatomy and Physiology. Odysseyware is a paid subscription for a broad array of classes used as credit-recovery and in Social Studies and English a-g credit. In 2016, Cadet Corps was added as an outsourced program to prepare students for leadership and career.	**ECR Curriculum**, **ERWC Curriculum**, **Class Syllabi, Odysseyware**

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence

As AUSD has transitioned from our former curricula to the CCSS and NGSS, articulation between middle schools and high schools has been addressed. The Instructional Leadership Teams met from across the district to plan the units of study for the core areas. Curriculum Review Teams were later formed to follow up and continue to articulate between grade levels. Within the AEA teacher contract the 5th Tuesday's within a given year are reserved as vertical articulation days across the district for all teachers and schools.	**Instructional Leadership Teams**, **Curriculum Review Teams, AEA Contract**
The La Sierra Hospitality Pathway Leadership meets four times per year with the high school and feeder middle schools to ensure Home Economics articulation and alignment.	**Hospitality Pathways**
AVID connects with the district's middle schools to articulate curriculum with the purpose of preparing incoming students. AVID is fully implemented at the middle and high school levels, and is being articulated and incrementally implemented at the elementary level. District wide AVID certification meetings are scheduled to insure district wide alignment of plans and goals.	**AVID, District Calendar**
A number of courses are articulated with local colleges/universities. Anatomy and Physiology is articulated with Riverside Community College (RCC). The ROP Computer Information Systems is articulated with RCC. ECR is articulated with RCC. Intermediate Algebra is creating a strong foundation for RCC and is congruent with RCC. ERWC is articulated with California State University.	**Articulation agreements, Class Syllabi**
The Health Academy also meets regularly with UCR and RCC representatives to make sure that the skills to make students successful are being taught. CTE and Perkins funded programs track graduates to evaluate the effectiveness of the programs.	**Health Academy Steering Meeting Minutes**, **CTE State Report, Perkins E2 Report**

B2.   Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
La Sierra High School has many programs that offer students realistic college, career and/or other educational options. Programs include the International Business Academy, Health Career Academy, Hospitality Pathway, AVID, Advanced Placement, CTE, Cadet Corp, Special Education, and ELD.	**Master Schedule**
Program representatives and counselors presented to the middle schools about the offerings at the high school. The presentations include: credits needed to graduate, AP courses, different programs offered at high school, study skills, and the difference between high school and middle school.	**A-G requirements, Graduation requirements**
Counselors give FAFSA presentations, college application workshops. They also meet individually with every senior. In addition to Financial Aid workshops, the counselors offer two CASH For College Nights which assists parents completing the FAFSA.	**Guidance Calendar**
Counselors make classroom presentations at every grade level. Each presentation reviews a-g requirements, the college systems, college entrance exams and college entrance requirements. In addition, Counselors discuss tutoring, AP classes, Alternative Education, Summer School career options, and Credit Recovery options.	**A-G List, AP course list, Alternative Education, Credit Recovery**

Freshmen students are enrolled in a Freshmen Focus class that provides students with the Career Choices curriculum geared toward career research and exploration. Within the curriculum, students create a 10-year plan online which is accessible to teachers, and counselors. It can be updated by the student throughout high school. Students develop a 4-year plan for high school based on their college and career goals.	**Freshmen Focus Syllabus**
Open Access to all students is available for all Honors and AP courses.	**Guidance Office**
UC, Cal State and Community College Workshops are available to help students apply to college. Career and university speakers regularly present to students on campus. The military is on campus every quarter. Presentations in the College and Career Center are open to all students.	**Career Center**
The Academies provide students with a three-year career and college pathway that is guided by the academy teachers and counselors. Academy teachers meet to discuss student performance and progress. The goal of the academies is to provide students with career and college oriented courses. The Health Career Academy seniors are assigned internships at Kaiser Permanente Hospital. Academy juniors participate in mentor meetings throughout the year with health industry professionals. Business Academy juniors and seniors are placed in the District Office for internships. Academy students discover both college and career options on field trips to colleges. The International Business Academy attends a Small Business Expo. The Hospitality Pathway takes field trips to hotels, restaurants and colleges.	**Academy Team Meeting Minutes**
The AVID program provides 325 students, about 18.5% of the student population, with extra counseling and guidance in developing a high school plan. AVID students attend field trips to various colleges throughout California. Sophomores and Juniors have overnight field trips to these universities.	**AVID**

The California Cadet Corps provides students with a quality educational and leadership program that prepares students for college and career. This program develops leadership, engender citizenship, encourages patriotism, and fosters academic excellence. Cadet Corps teaches basic military knowledge and promotes health, fitness, and wellness.	**Cadet Corp**
In Special Education, all students with IEPs have a transition goal focused on education and employment transition. It starts with the skills needed to achieve and make appropriate choices in high school and then gives students realistic career, college or other educational options.	**Special Education**

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
All of our core classes adhere to the Common Core State Standards, which are rigorous, relevant, and include real-life applications in each unit of study. AP and Honors classes are offered with open access when course prerequisites are met. Teachers utilize AVID strategies in the instruction of course curriculum.	**AP Enrollment**, **Units of Study, AVID strategies**
Sheltered content courses for EL students have Bilingual instructional assistants to aid in scaffolding language acquisition and accessing content. The Special Ed Department works collaboratively with general education teachers in order to support students who have been mainstreamed into general education courses.	**Aide Work Schedule**
Health Career Academy students have access to real world application of their learning during their senior year internship at Kaiser Permanente Hospital. International Business Academy seniors are placed in the District Office for internships.	**Health Career Academy, International Business Academy**

The Eagle's Nest, which is the on-campus restaurant, provides students with the opportunity to learn the skills of cooking, order taking, catering, and managing restaurant finances.	**Hospitality Pathways**
55% of the La Sierra teachers have been formally trained in AVID strategies to make content accessible to all. There is also ongoing focus on AVID strategies in Staff Professional Development meetings.	**Professional Development Calendar**

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Students start off their freshman year completing a 10 year plan online. Counselors meet individually with every student at least once per year to assist them in reviewing their high school plan and selecting courses for the upcoming school year.	**Freshman Focus Syllabus**, **Guidance Calendar**
Specialized programs like International Business Academy, Health Careers Academy, and AVID hold parent nights to help guide students along with their parents towards their identified goals. Students have the flexibility to change paths if they choose.	**Parent Nights**
AVID teachers revisit student academic goals along with counselors yearly (4-year plan).	**AVID**
The Special Ed Department collaborates with students, teachers, counselors, administrators, psychologists and parents in developing IEPs and 504 Plans.	**Special Education**
Parents and students can stay continually informed using AERIES to monitor classes and grades. Teachers can stay connected to parents using Blackboard Connect.	**AERIES, Blackboard Connect**

Two parent-teacher conference nights are offered per year, one each semester.	**School Calendar**
Teachers using technology like AERIES parent portal, REMIND, Edmodo, and email to continually collaborating with students and parents.	**AERIES,Edmodo, Remind**
There opportunities for parents to meet with the principal and counselors called Mornings with Moss/Coffee with Counselors where parents can share concerns and the school can disseminate information.	**Mornings with Moss, Coffee with Counselors**
The School Counselors host a Parent Night for parents of 9-11th grade students. The presentation includes information about various college systems, FAFSA, graduation requirements, college testing, AP courses, the different programs offered at La Sierra High School, career info, summer school and Alternative Education. Additionally, study skill resources are made available. There is also a Senior Parent Night where the same information is discussed with an emphasis on College/ Career, Graduation and FAFSA. The School Counseling Department also offers a College Night for parents and Students. Representatives from the four college systems present to parents and students following an elective presentation format. All presentations are offered in both English and Spanish.	**Guidance Calendar**

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
61% of La Sierra students pursue post-secondary education immediately after high school. AVID students have had a 90+% acceptance rate to universities over the last 19 years.	**National Student Clearinghouse**
The PSAT is offered to all students in 9th, 10th grade and 11th grade, and the SAT is also provided for juniors.	**La Sierra High School Calendar**

La Sierra 19 AP classes which include English, Math, Social Science, Science, World Languages and the Arts.	**Master Schedule**
81% of La Sierra seniors complete the FAFSA before high school graduation.	**Guidance Office**
La Sierra's Health Academy, Business Academy and ROP program facilitate transition to post-secondary career options.	**Health Academy, Business Academy, Pathways**
In Special Education, all students with IEPs have a transition goal that focuses on how the district will assist the student on achieving goals and the next steps towards furthering their education and potential employment opportunities. Each transition goal focuses on an individual student's needs and address skills particular to the student. It provides each student with the means to realistically identify skills required for career and education as well as personal strengths in order to make more appropriate choices in both furthering their education and potential career choices.	**Special Education**

ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

La Sierra provides a rigorous and relevant standards based curriculum to a significant extent. This college and career readiness curriculum leads to a focus on reading and writing in the majority of content areas. PLC time is used to collaborate on strategies to increase the effectiveness of the curriculum and to foster literacy. From freshman year through senior year students have access to a significant range of courses and programs that prepare for college and careers. These courses and programs are made accessible by counseling from the Guidance Department. Students are further supported through Freshman Focus, Career Pathways, AP classes, AVID, CTE, Cadet Corps, Special Ed and ELD.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Students have access to rigorous curriculum through open access to AP and honors courses and by a consistent focus on a standards-based Common Core curriculum.
- We provide college and career readiness programs for student advancement and success.
- Teachers collaborate consistently to make our Common Core curriculum stronger and more relevant and accessible to all students.
- An increase in the availability of mobile computer labs gives students access to technologically- dependent curriculum.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Core curricular areas need Common Core and AP textbook adoption to foster access to rigorous curriculum rather than outdated CST-style textbooks.
- Students need support in writing across the curriculum to support the Common Core Standards.
- The 10 year plan is only completed in the freshmen year, but the program is not carried out through all four years of high school.
- La Sierra needs to do more to address the needs of the ELL population.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
All departments at La Sierra High School have changed and adapted their instruction of curriculum to meet the Common Core State Standards and Next Generation Science Standards.	**Units of Study**
La Sierra High School provides a wide variety of AP/Honors courses to challenge students. Students have open access to all AP/Honors courses, which are based on a progressive path. Some courses recommend a pre-requisite course as part of this progression while others do not. The courses are taught with rigor and make use of research-based instructional strategies. Ultimately, the classes promote the taking and passing of AP Exams.	**AP Course Enrollment** **AP Exam Data** **AP Course Syllabi**
La Sierra's AVID program has grown over the past three years increasing from 10 to 12 sections despite school wide enrollment decreasing. Before the decrease in La Sierra's student population, the AVID program represented about 10% of the student population, AVID students now represent 18.5% of the student population. The AVID program challenges students to enroll in rigorous courses such as AP and Honors. Due to the support of the AVID program, more than 91% of AVID seniors are accepted to a 4 year college or university.	**AVID Program**

All freshmen at La Sierra High School are enrolled in a Freshman Focus course. This course is designed to help students focus on their four year high school plan, college or postsecondary education, and future careers. Students learn to identify their goals and passions in life as they create a comprehensive 10 year plan online. Students have access to their online plans throughout high school and beyond and are able to modify their plans as goals and interests change.	**Freshman Focus Program, My10yearplan.com, Career Choices Curriculum**
La Sierra High offers a continuum of services for students with disabilities. Service options include general education classes with consultation and/or collaboration from the special education staff, or a separate classroom with specialized academic instruction, and a self-contained Life Skills Program where students that are in a separate classroom for the majority of the day (depending on the requirements of each student's IEP). La Sierra also has a self-contained IEP driven, Emotionally Disturbed classroom. The full range of options is intended to meet the education and service requirements of individuals with disabilities in the Least Restrictive Environment (LRE). Beginning at age 16, students receive support for their transition and graduation plan. There is an option for a job skills course.	**Access to Core Curriculum**
La Sierra High School has many learning opportunities in Career Technical Education. There are two California Partnership Academies: Health Careers and Business. There is also a Hospitality pathway which can lead a student into an entry level position and/or a college education. There is an IM1 and IM2 Robotics classes, Cadet Corp, and Project Lead The Way: BioMedical Sciences pathway.	**Course Descriptions Career Pathways, Course Enrollment**
The teacher librarian consistently provides instruction to students and teachers by integrating the use of the online databases into inquiry based lessons. These Internet-based resources encourage students to explore topics in-depth and beyond the regular curriculum. The school librarian supports and collaborates with teachers in designing lessons and assists students in learning how to verify and evaluate the accuracy and bias of online resources. The school librarian helps teachers implement software or technology into a lesson and explores new tools for them to use in the classroom.	**Brittanica Online, Microsoft Office, Google Docs, EBSCO**

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Students at La Sierra High School understand the standards of each area of study because teachers post their standards based objectives daily. Students know the expected performance levels they must achieve to demonstrate proficiency in the following ways: Gradebook Category Percentages, Performance Task Rubrics, DBQ Rubrics, Common Formative Assessments (based on CCSS and NGSS) Proficiency Levels, Articulation with Riverside Community College in order to receive priority registration, AP Exam pass rates, and course pass/fail percentages.	**Classrooms, Aeries, CFA Proficiency Levels, AP Scores, Class Syllabi**

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
Teachers use EADMS to analyze assessment data to drive and differentiate instruction in their content area. Some teachers use pre-tests to guide the differentiation of instruction in their lessons.	**Units of Study, EADMS**
55% of La Sierra's staff have attended an AVID training. All of La Sierra's staff have attended a series of AVID professional developments on campus presented by AVID elective teachers. This has resulted in an increase of AVID teaching strategies being implemented in classrooms across campus where students receive differentiated instruction in their academic courses that address various learning styles. Teachers implement collaborative learning in classrooms.	**AVID Strategies**
All LSHS teachers are CLAD certified. ELD and SDAIE teachers use common instructional practices including strategic questioning based on Depth of Knowledge, Cornell	**DOK, Cornell Notes, Manipulatives, Laptops**

notes, hands-on activities and manipulatives, and an increased use of technology in the classroom. English learner's literacy needs are being addressed with common core based reading across the curriculum.	
The library has a comprehensive program to meet the needs of all students in the school for all subjects, including literacy. An active and integral element promoting student access and success in all courses of study begins with the La Sierra teacher librarian. The library media center encourages and supports a love of reading by providing students with a literacy-friendly environment and a selection of reading materials to interest all readers at every level. The teacher librarian's teaching schedule is periods 2-7 so that there can be an after school study hall in the library to meet the needs of the students.	**Library circulation materials Non-print resources/ handouts, Librarian's modified schedule**
Teachers can select various lexile levels of reading material, which is content specific, to meet the needs of each individual student. A Spanish option is available for select articles.	**Achieve 3000, Newsela, EBSCO**
Special Education teachers will change the font size and blow up the text for visually impaired students. Textbooks with extra large print are also provided for visually impaired students. Special Education teachers will test students at different lexile levels based on students reading levels and verbally read tests to students when needed. For classrooms that have a hearing impaired students, special equipment is provided to meet their needs and benefiting all students in the classroom.	**Special Education classes, and Mainstream classes, Voice Amplifiers/Clarifiers**

All teachers at La Sierra High have access to either mobile laptop carts or computer labs on campus to be used for research or for students to work collaboratively to create presentations, videos, or writing assignments. Spanish and English teachers will allow students to use their cell phones to access specific websites to assist in their understanding of vocabulary.	**Laptop carts, Computer labs, PowerPoint presentations, Video, Wordreference.com, Dictionary.com**
Many Teachers on campus use online sites to assist in teaching their class and to differentiate instruction. Students are able to log-in and access class assignments, communicate with their teacher and/or peers in their class. Teachers are able to use these sites to communicate to their students as well.	**Edmodo, Weebly, Remind, Teacher created websites**

C2.   Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
LSHS is taking advantage of existing and emerging technologies to provide opportunities for student learning and feedback. The multimedia and technologies integrated into the classroom include, but are not limited to Interactive Whiteboards, LCD projectors, Document Cameras, Teacher Designed Websites, PowerPoint presentations, Blackboard connect, Edmodo, Remind, Odysseyware, various Google Apps for Education (GAFE), graphing calculators and Qwizdom. With the increase of personal devices owned by students, there has been an increase usage of these devices in the classroom for learning purposes. Students are using various applications beneficial to learning in the classroom such as Remind, Edmodo, Aeries, various web browsers, Google Drive, etc. La Sierra provides students access to a permanent computer lab in the library, several mobile laptop computer carts across the campus, and a mobile laptop computer lab designated for EL students. Other mobile labs have been assigned to support the Career Choices curriculum in Freshman Focus classes, and to the AVID and Credit Recovery programs. The Health Academy and Hospitality pathway have mobile labs to support and enhance their curriculum. Special Ed English teachers use Action Magazine Online to engage and meet the reading needs of individual students. Spanish teachers use Google Voice as a tool for students to leave recorded messages in Spanish that can be played back to the teacher or in class. School-wide there has been an increase use of Google Drive and gmail that allows for students to collaborate on live documents (word processing or presentations) for various assignments across their classes. Math teachers use computer labs to research and present specific data performance tasks from the Units of Study.	**Laptop Carts, Edmodo, Remind, Graphing Calculators, Qwizdom, Edmodo, Aeries, Google Drive, Newsela, Read 180, Classzone.com, Computer Labs, Action Magazine Online, Google Voice, Google Drive**

Instructors at LSHS employ a variety of non-technical strategies to engage students. Teachers use Cornell notes, Costa's Levels of Questioning, Socratic Seminars, cooperative group work, think/write/pair-share activities, reciprocal teaching, and storyboards. There has been an increase use of essential questions to focus student learning in the classroom.	**AVID Instructional Strategies**
English classes use non-fiction text to focus on argumentation and use critical reading strategies to increase reading comprehension. English and other departments use Step Up To Writing strategies with the IVF model (Identify the item, Select the Verb, and Finish your thought) to improve students writing skills. Each of these strategies is effective in reaching all learning modalities. Each year English teachers have the opportunity to attend AVID trainings where they learn to incorporate critical reading and writing strategies into the curriculum.	**Action Magazine Online, Student Work, Critical Reading Strategies, Critical Writing Strategies**
The Biology department has established a common curriculum around which intervention can be provided for non-proficient students, and enrichment for those deemed proficient as defined by test scores. Students requiring intervention are retested after extensive re-teaching and granted the higher score. Students qualifying for enrichment spend time engaged in activities such as experimental labs, microscope work, and dissections.	**Biology InterRichment Program**
The Art Festival is an annual evening event open to the community to showcase student craftsmanship and artistic talents. In addition to visual arts, students, parents, and the community experience a variety of different art mediums across the curriculum, such as, music, poetry, and dance. The Art Festival also provides real world exposure to the traditions and artifacts of other cultures.	**Art Festival promotional posters and bulletin announcements, Art Club, Examples of student work**

The Health Careers and International Business Academies and Hospitality pathway provide opportunities for students to go on trips to learn from experts in their respective fields. Eleventh grade Health Academy students are mentored by health-professionals from the community, allowing them to get a first-hand look at the life of a health-care professional. Senior Health Academy students go to Kaiser Permanente Riverside to job-shadow healthcare professionals. Many of these students are afforded preliminary work with patients giving them a hands-on experience of health care. The International Business Academy also has a mentorship with Southern California business in which leaders meet with students on campus at least four times a year. The Virtual Enterprise class travels to three trade fairs across the state to compete in a variety of skill areas such as salesmanship, business plan, catalog and commercial. Senior Business Academy students participate in internships and on the job training as part of their capstone course.	**Academy budgets, Academy records, Trade fair awards, Mentorships and Internships**

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Teachers incorporate AVID strategies such as jigsaw, literature circles, and reciprocal teaching to have students navigate a text individually and in groups. Students problem solve within groups with the teacher as the facilitator, monitor, and "teacher". Students are assigned different parts of the assignment and are responsible for sharing/teaching other students what they discovered. Each group then completes group assignment.	**AVID Instructional Strategies**
Teachers use Virtual Enterprise to engage entrepreneurs. In this student-directed learning class, students develop a business from an idea to virtual implementation, using a website. Teachers act more as a coach to assist students as needed, while the students work in various departments to	**Virtual Enterprise**

develop the enterprise.	
In the science courses, teachers offer coaching techniques that fall both within and outside of the school day. Within the school day, teachers often offer re-assessments after re-teaching to give all students the opportunity to show growth within the knowledge being assessed at the time. One technique that has proved to be very beneficial is the development of the InterRichment program which separates students within their science period based on their performance on an assessment. Students may travel from their scheduled class to another teacher's class to receive instruction or tutoring that is tailored to how they performed. Outside of the school day, a schedule of various teachers are available throughout the week before and after school. Students are not only encouraged to seek their own teacher for help but any teacher who teaches in the subject area. For many of the AP courses, teachers are available after school and on a few Saturdays to offer the opportunity to complete lab work or tutoring. Our local university (University of California, Riverside) offers AP preparation for students and one of our AP teachers organizes the transport and attendance for themselves along with their students.	**InterRichment schedules, Tutoring schedules, UCR AP Readiness**
In Freshmen Focus, teachers guide students to answer essential questions from their Cornell notes. The students are directed to create their own questions for review with questions and answers. Teachers have students use the appointment clocks to collaboratively review for assessments.	**AVID Strategies, Cornell Notes, Appointment Clock**
In Physical Education, teachers demonstrate proper lifting technique so students are safe and accurately taught. Students then use these skills to practice independently. Teachers monitor their work and assist when needed.	**Samples of Student Work**
Within the Visual and Performing Arts (VAPA) department a variety of coaching strategies are implemented such as live demonstrations, videos, peer-tutoring, and one-on-one interaction between teacher and students. Students utilize	**Plays, Video, Art Displays**

problem-solving that involves the right hemisphere of their brain. Students experience non-didactic moments in class as they have to problem-solve with their mind/hands (no textbooks or calculators).	
In the Mathematics classes, teachers provide many coaching opportunities to help students. In class, teachers use the think-pair-share method throughout Cornell Notes. This guides the students to try the problems on their own and work with a partner in class to check their work or ask questions. Assessment reviews consist of small groups working together on the review. Some classes follow the AVID model of tutorial groups which is when students can work out problems on the whiteboards and the group facilitates the learning. Many teachers provide before and after school tutoring for students. Test corrections or test retakes are often available. AP students also have the opportunity to attend AP Readiness on Saturdays at the local university (University of California, Riverside) for additional tutoring for the AP exam. AP teachers also offer Saturday tutoring before the AP exam.	**Units of Study, Common Core Math Standards, UCR AP Readiness, AVID Strategies,**
In Social studies teachers utilize guided practice on readings, questions, and note-taking. The teachers incorporate socratic seminars, class debates, group projects, team building, and presentations to influence academic discussions. Teachers also use group and individual projects to check for understanding. They encourage students to do research by taking the students to the library to work on research based projects like creating newspapers or war memorials.	**Units of Study, DBQs, AVID strategies**
In the World language classes, teachers guide students through dialogue with guided practice in class. Teachers present the structures of words and phrases, students work together to practice structures, and students create a presentation (oral/written) using structure.	**Examples of Student Work, TPRS lessons (Teaching Proficiency Through Reading and Stories) Lessons**

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students apply basic math skills to real life situations through performance tasks that are integrated into the UPOs.	**Math Units of Study**
The Business/CTE/ROP classes have their students attend trade shows where the students create a booth for the business they developed and provide an elevator pitch. The students compete in various competitions as application of the knowledge they have acquired in Virtual Enterprise.	**Virtual Enterprise Trade Shows**
Freshmen Focus students are assigned to work on a career and college project which incorporates using My10yearplan.com. Students use Careercruising.com, which provides them with a list of compatible careers based on how survey questions were answered. Students use Careerzone.org to research three careers and then choose one to further explore. Students also use Careerzone.org, to research a university, college or technical school that provides training related to their chosen career. Students compile their findings into a final project and then present to the class.	**Freshman Focus Career Project Poster, College Project Poster**
English classes have students complete assignments that require them to use the acquired knowledge from previous lessons in the year/unit. This is accomplished by Performance Task assessments and engaging scenarios. Students complete tasks which guide them through topic sentences, evidence based claims, making claims, and citing details and evidence from a source, advancing from a small sample of text to larger	**Units of Study**

texts, until eventually students compare the central ideas from two texts. Student then demonstrate their learning from by writing a comparative essay, to demonstrate they read, comprehended, compared, evaluated, and organized all the information.	
Students in the various science classes demonstrate their learning by organizing all of their coursework in a student created notebook. The students utilize their notebooks daily for all types of instruction including lab work, writing responses, cornell notes, investigations, research, etc. When performing various tasks or assignments within the course, students have an organized tool that contains their work and prior knowledge that can help them complete tasks. All of the science courses structure their lessons to incorporate the Units of Study which commonly allows a cycle of learning and applying the various concepts taught within the unit. Within some courses, the Honors designation is embedded and all students have the opportunity to earn the additional grade point through the completion of additional work.	**Science Units of Study, Notebooks**
Performing Arts students demonstrate their applied knowledge and skills as they lead up to performances they present in front of an audience. Visual arts students showcase the development of their skills by creating and presenting their final art projects. Students have the option to enter their work in the spring Art Festival.	**VAPA Performance Schedules, Examples of Finished Art Projects**
Each Social Studies unit of study provides students with many opportunities to use, access, and demonstrate their acquired historical knowledge. Each unit generally has 3-4 different performance tasks that require students to use their historical knowledge to create or produce something tangible. Tasks include creating timelines, newspaper articles, and pamphlets, writing creative stories and essays, generating historical narratives, structured academic discussions, and preparing class presentations.	**Units of Study, Student Work**
The World Languages require students to use oral presentations, such as dialogues, skits, google voice messages,	**Unit of Study, Student Work**

speaking assessments, interviews, and individual presentations to apply the knowledge they have acquired. The World Languages also require written presentations such as compare and contrast analysis, biographies/autobiographies, email replies, persuasive essays, and short stories in which students demonstrate their language proficiency. In addition to these, students use authentic texts (articles, reports, news/radio casts, youtube videos) to obtain information and produce presentations. Students make connections between disciplines and engage in culture lessons.

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students in the math classes use Performance Tasks to demonstrate higher levels of thinking and problem solving. Students, individually, analyze data and use the information to solve real world problems. Students use Cornell notes, to summarize their knowledge of each lesson. Students also discuss the best methods in solving problems in a collaborative setting.	**Performance Tasks, Individual Data Analysis, Think-Pair-Share, Cornell Notes, Group collaboration**
Science teachers have begun incorporating the 5E lesson plan template in their design of the NGSS Units of Study. Students are then encouraged to Engage, Explore, Explain, Elaborate, and Evaluate the purpose and process of specific topics. The combination of the 5E's along with the Science and Engineering Practices within the NGSS allows students to practice the skills that scientists perform such as ask questions and define problems, develop and use models, and engaging in argument using evidence as they complete performance tasks found in the appropriate Unit of Study. Student samples of this work include developing a solution to a specific human impact on the environment, creating the most efficient hand warmer, arguing whether or not concepts such as genetic manipulation should be practiced.	**5E's, Science Performance Tasks, Science and Engineering Practices, Hands on Learning Activities**

In English classes, students close read passages, establish an opinion and participate in debates. Students write argumentative essays in which they decipher the prompt, develop major and minor details, and create sentences with topics and conclusions. Students use graphic organizers to write paragraphs, edit, and rewrite. Create visual representations of readings to ensure comprehension of materials read. Teachers use rubrics and norming to assess student mastery of content and frequently meet to discuss student progress.	**Debates, Socratic Seminars, Graphic Organizers, Rubrics, Norming**
Social Studies teachers have attended a variety of professional development trainings that have included the implementation of the DBQ Project, Stanford Historical Education Group (SHEG) trainings which emphasizes the integration of readings from outside of the textbook, and analyzing primary and secondary sources. Students participate in notebook journaling, answering essential questions, the use of Interactive student notebooks, and structured academic discussions.	**DBQ Project Essays, SHEG Handouts, Interactive Notebooks, Structured Academic Discussions, Cornell Notes, Common Assessments.**
At the end of the school year, ceramics students create a project of their own choosing through which they reason, problem-solve, and investigate with clay in an independent-study format. Students use engineering concepts and ancient techniques implemented by American Indians to discover how to think spatially in terms of building a functional 3D form.	**Ceramics Assignments and Finished Products**
AP World Language students interpret readings, authentic audio recordings, video and art to compare their culture with Spanish speaking cultures while answering a prompt. Students use comparison phrases to identify differences/similarities between their own culture and the target language culture. Students read, watch, and listen to authentic text, interpret and engage in collaborative dialogue to discuss controversial topics from the text. Students also create a physical representation of characters to describe using adjectives, vocabulary and structures learned in class lessons.	**Cultural Comparisons, Discussions/Debates, Collaboration, Student Projects**

During outdoor recreation in Physical Education classes, students use challenging equipment such as TRX bands, Prowlers, Tire Flips, Battle Ropes and Sledgehammers. Students think and problem solve by learning how they can best test their abilities by using proper form and technique. Students are challenged as individuals and work in groups.	**Physical Fitness Test**
Students in Health classes use problem solving skills with a partner to create a healthy weekly meal plan based on a given shopping list which must include protein, carbohydrates and fat, each highlighted in a different color. This is based on a $21/week budget, just like Cal Fresh EBT.	**Healthy Food Menu Project Food Stamped Project**
Students in Business/CTE/ROP create financial records and establish a company budget. Students do research and create a company logo, letterhead, business cards, website, policies and procedures. Students also keep records and files on all employees. Students research products and develop a sales catalog and marketing material.	**ROP Curriculum, Student Work**

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes..*

Findings	Supporting Evidence
Students in multiple classes use the Remind app and Edmodo to communicate with teachers and other students if they have questions on assignments or require assistance of any kind.	**Remind, Edmodo**
Integrated Math class students use the internet to conduct research to complete performance tasks. Students can communicate with teachers via Remind and Edmodo to ask questions, receive feedback, and revisit lessons for clarification. There are math teachers with lessons uploaded to YouTube, as well as teachers that use websites such as ThatQuiz.org, IXL.com, and Mathantics.com. These programs allow the teachers to assess student learning, help struggling students through the use of tutorials, and reassess students to see if standards have been met. The website PollEV.com	**Performance tasks, Computer lab schedules Remind, Edmodo, ThatQuiz.org, IXL.com, Mathantics.com, PollEv.com**

exposes students to unbiased survey results instead of a paper/pencil survey allowing students to use a website to collect and analyze data.	
Science students use technology to communicate with their teachers using applications on their cell phones to create stop motion animations about various processes such as mitosis. Students use laptops for research and powerpoint presentations. Students post presentations or videos to share with the class and teachers on Edmodo.	**Stop motion video, Stop Motion App, Flip A Gram App, Edmodo, examples of projects and student work**
Students use the Socrative Student app to respond electronically via their cell phones to a prompt and start class discussions which can be viewed by the whole class.	**Socrative Student app**
English classes use Vocabulary.com and Dictionary.com to search for synonyms and definitions of vocabulary terms. Students receive grammar instruction using online videos and games. Special Education classes use Action magazine, which is an online version of articles called eReads.	**Vocabulary.com, Dictionary.com, Action Magazine, eReads**
Students within social studies classes use and have access to laptops, desktops, document cameras, and use all these different technology pieces to: ● Conduct historical research; ● Construct answers to essential questions; ● Find and research primary sources to evaluate and support historical arguments; ● Use powerpoints or other presentation tools to present on specific historical time periods; and ● Use the different Microsoft suite applications to produce essays.	**Laptops, Desktops, Elmo Cameras, Cell Phones, Read 180**
Students have learned how to access historical sites rife with photographic research materials, diaries, documents from the time period, newspaper stories/headlines, editorials, and personal family photographs of life from the desired time	**SHEG, DBQ**

period. They have found excerpts from diaries or journals that tell, from a first-hand point-of-view, what life was like for various groups that have impacted American history (western settlers, slave owners, slave protesters, abolitionists, slaves, immigrants, immigrant processors, reformers, slum housing residents, slum owners, politicians, diplomats, presidents, and authors). Social studies students have also used their cell phones to access online information to help them find primary source materials to add depth and factual foundations to their reports, essays, posters, or presentations.	
In Ceramics classes, students are asked to create a traditional ceramic teapot that is decorated in a theme of the student's own choosing. Students use a variety of technology to research design ideas – computer print-outs, cell phone ("Google Images") camera roll, XEROX/copy machines, etc. Their resulting images later get transferred to the outer walls of their teapot. Finished, high-quality teapots meet the teacher's outcomes for 3D problem solving (solving design problems) and contribute to the achievement of Fine Arts standards.	**Ceramics "Teapot" Assignment**
In the World Language department, students in all levels submit oral responses in Google Voice to speaking prompts. Study guides and practice quizzes are given to Spanish students with listening resources using Quizlet. Simulated conversations, cultural comparison prompts and presentations are recorded and saved using voice recorders or Audacity. Student responses are used to provide feedback. Students also use powerpoint to present on a variety of topics.	**Google Voice, Quizlet, Voice recorders/ Audacity, Powerpoint presentations**
Freshman Focus students produce an online portfolio using My10yearPlan.com. This portfolio can be used and revised in the future and can be accessed by students and teachers.	**My10yearplan.com**
In Computer Information Systems (CIS) Office, students use computers to create daily lessons, assignments, and tests in Microsoft Word, Excel, Access, Publisher and PowerPoint. They create MLA research papers, databases, mail merges,	**CIS Office course**

business cards, flyers, dream car presentations, career presentations, business letters, and use loan payment calculators.	

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
The Integrated Math classes research various topics on the internet to complete performance tasks, create powerpoints or posters, and make presentations to the class. Students also make two dimensional constructions using a straightedge and compass, as well as create 3D models using various materials. In math classes, teachers have students use Desmos, a website that provides students with access to a program that is a graphing calculator, also calculators and graphing calculators assist students with assignments. Teacher lessons are posted on Edmodo, Remind and YouTube for students, and they create assessment which aligned with the new CCSS curriculum.	**Math Units of Study, Powerpoint Presentations, Constructions, Models**
The performance tasks that are in the Science Units of Study are designed to use resources beyond the textbook. Most activities involve student research through additional resources provided by the teacher such as scientific readings that give a current view of the topic, online activities, and lab investigations designed to observe and explain phenomena. Based on the various resources, student output will be presented in the form of written explanations, verbal presentations, or the creation of websites, stop motion animations and video creation.	**Units of Study Edmodo, Laptops, Lab Equipment and Chemicals, Websites and Apps**
In science classes students use apps on their cell phones to create Mitosis stop-motion videos and post them on Edmodo to present. Students also use laptops to simulate changing environments on a species and use the data analysis to interpret trends. Students research various topics on the internet, such as how homeostasis works. Science classes also use lab equipment and chemicals to gather and analyze data.	

Social Studies teachers use the Document Based Questioning Project (DBQ) and the Stanford Historical Education Group (SHEG) to provide students access to technology to use real world historical research activities.	**DBQ Project, SHEG activities**
Visual and Performing Arts students use many resources beyond the textbook. The students use art tools, musical instruments, and vocal exercises to work on various projects They rely on overhead projectors and document cameras to assist in visual examples during lectures by the teacher.	**Instruments, Art Tools, Overhead Projectors, Document Cameras**
The World Language classes use authentic text such as newscasts and commercials to discuss, reflect, describe and react to formal and informal oral and written presentations.	**Spanish 1-Passport Native Spanish 2-Persuasive Essay AP Spanish-Persuasive Essay and Formal Emails**
Students in physical education utilize the outdoor recreation equipment once a week. This equipment includes battle ropes, TRX bands, tires, sledgehammers and prowlers. The students use the cardio room once a week which includes ellipticals, exercise bikes, stair climbers and dumbbells.	**Outdoor Recreation Equipment, Cardio Room**
Freshmen focus students use My10yearplan.com to develop a 10 year education, career, and life plan. They utilize Careerzone.org to create a Career Project, and create a College Project by researching schools based on their desired career choice. Students in the Academy Freshmen Focus classes are exposed to a variety of skills in the medical field. These skills include interpreting medical records, physical therapy techniques, radiology and suturing skills.	**My10yearplan.com, Careerzone.org Careercrusing.com Onetonline.org**

Within the CTE, ROP, and Hospitality pathway classes, the instruction is driven through hands-on curriculum. Students create career portfolios, virtual businesses, work inside of a kitchen, CPR training, and do outside internships at local businesses and hospitals.	**Career Portfolio, Virtual Enterprise, Culinary Unit of Study, Health Careers and Business Academies**
College and Career research is part of the curriculum throughout the AVID courses. Students write personal statements, fill out FAFSA's, scholarships applications, and college applications. SAT/ACT practice and registration is part of the 11th/12th curriculum, as well as PSAT prep with the 9th/10th graders.	**AVID**

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
All Health Academy students are required to research the different health careers available. There is a mentorship program where professionals in various health careers meet and mentor Health Academy junior students. Academy seniors intern for a semester at Kaiser Permanente Hospital to shadow personnel in various health fields. Every student in Health Academy is CPR certified. They also learn to take vitals using blood pressure equipment and other tools.	**Health Academy Program**
Project Lead the Way is a health careers program on campus that is taught by a CTE teacher with professional work experience in the medical field.	**Project Lead the Way**

The Visual and Performing Arts students explore various art careers through social media, video clips, and online research. Our students also submit their artwork to local city contests and competitions where the public can view their 3D work/sculpture.	**Career Exploration (via media), Art Competitions**
This year, La Sierra has implemented the Cadet Corps program. The program prepares students for success in college and the workforce . The program focuses on leadership, citizenship, patriotism, academic excellence, health, fitness and wellness, and basic military knowledge. In addition, the program teaches basic life skills such as first aid, finances, car maintenance, cooking, CPR, tax preparation, etc.	**Cadet Corps**
In the Freshmen Focus classes, the students explore their career choices by using My10yearplan.com. Students also use the survey on careercrusing.com where they are given job suggestions based on their responses. The students then complete a career project where they research potential careers in depth.	**Career Project**
The International Business Academy uses community mentors, career awareness projects, job shadowing, networking and real world trade show experiences to allow students to explore the post-secondary world and allow students to use their academic skills in a career setting. The Academy integrates project based curriculum, team building activities, and guest speakers. Our senior students are placed in two (2) internships and receive work experience in an office environment.	**International Business Academy**

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

La Sierra High School is meeting the criterion for challenging and relevant learning experiences in several ways. La Sierra provides challenging learning experiences through open access AP and honors courses. This is evident by the number of students enrolled in these rigorous courses as well as the number of students taking AP exams each year. Challenging and relevant learning experiences are provided to students through CTE courses, Health Academy, Business Academy, and the Project Lead The Way programs. These programs address the needs of students who are seeking careers in corresponding fields requiring postsecondary education but not necessarily a four year degree. AVID is a program on campus that provides relevant learning experiences by meeting the needs of first generation college students seeking a four year degree from a college/university after high school. La Sierra provides challenging and relevant learning experiences for special education students by supporting their transition and graduation plan in job skills class and through their IEPs. La Sierra provides challenging learning experiences for its English learners but having highly trained staff use teaching strategies to address student's learning modalities in the classroom.

La Sierra High School is also meeting the criterion of student engagement. Teachers across the campus have been trained in AVID strategies to increase engagement with the curriculum. Many of these strategies are used daily and include critical reading strategies, cornell notes and student collaboration. La Sierra has increased its technology on campus by providing several mobile laptop carts to be accessible to teachers and students for research, collaboration, and producing a variety of projects. Most classrooms are equipped with an LCD projector, document camera, and some kind of video playing device. Several classrooms are equipped with interactive Smartboards which have enhanced the engagement of student learning on campus. In addition many teachers on campus are encouraging the use of student's smartphones and smartphone apps to engage them in the learning process. Teacher use sites such as Edmodo.com and Remind.com to communicate, provide lessons, copies of assignments, and for posting of student work. Many students at La Sierra High School have a google drive account and a gmail allowing students to have access to their documents and student work from any computer with internet access. Google drive also allows for students to collaborate on a live document with their peers even when they are not present together. Integrating these multimedia and technologies has enhanced student engagement in the learning process.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Implementation of real world problems and relevant learning experiences.
- School-wide common planning and organized delivery of instruction by departments.
- School-wide teachers have been trained in various AVID teaching strategies and implementing them in the classroom.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Increase the use of technology for differentiation of instruction.
- Implement intervention and enrichment programs school-wide.
- Expand CTE pathway options for career readiness.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
La Sierra High School (LSHS) employs various professionally acceptable assessment processes to manage student data. The staff has access to the internet based program called EADMS which allows the school to collect, disaggregate, and analyze data from a wide variety of assessments. Teachers gather data from State standards using the CELDT, CAASPP, NCLM Science and Physical Fitness tests. The school administers the PSAT to all 9-11 graders, and the SAT test to all juniors. Additionally, data is collected from District standards by administering Common Formative Assessments, as well as, Departmental standards by giving tests and final exams through EADMS. The results from these assessments can be disaggregated into subgroups per question, standard, student, class, school, and district to analyze. Guidance interns will be reviewing PSAT results through US History classes and showing the students a link to Khan Academy for further support. The powerpoint they use will be available to all staff.	**EADMS**

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
LSHS is using an online student information system called AERIES. This program permits administrators, counselors, teachers, parents, and students alike to access detailed information on a student's progress of grades and attendance. Parents and students have access to current grades, transcripts, PSAT, SAT, and AP results from the time the student entered the district.	**AERIES**
The school further communicates performance data when the district sends home letter grade performance reports six times a year. Parent Teacher Conference nights are held twice a year in the late afternoon/early evening. These conferences give parents additional opportunities to receive detailed information on their child's progress. Teachers are also in contact with parents about student's academic performance and behavior through Blackboard. This internet based phone system allows the staff to send an individualized informative message home regarding student progress and is used to notify parents after every progress report.	**Progress Reports, Parent Conferences, Blackboard**
The Alvord Unified School District (AUSD) and LSHS websites provide all members of the community access to our School Accountability Report Card (SARC) and API, AP, SAT I, and ACT results.	**Alvord Unified School District Website, La Sierra High School Website**

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Students growth towards academic standards are monitored by teachers, counselors, coaches, case carriers, and program coordinators. College and career readiness is monitored through counseling and transcript analysis twice annually schoolwide. Student learner outcomes are monitored through CAASPP, CELDT, CFA's, PSAT's, PFT's, and course grades. Student progress grades are required every six weeks, with final grades at the end of each semester. Teachers use common formative assessments and/or teacher created assessments to determine students' growth and progress towards mastery of the standards.	**Aeries, EADMS, IEPs**

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
The teachers at La Sierra High School employ a variety of assessment strategies to evaluate student academic achievement. Most departments are currently giving common assessments, both formative and summative, such as projects, essays, tests, and CFA's designed before the unit begins to give students the opportunity to exhibit mastery of academic skills and standards. The visual and performing arts, academy, and career technical education (CTE) programs offer performances, study trips, real life competitions, and real world mentoring to the students. These provide opportunities for later assessment. Some staff members utilize Qwizdom, an interactive assessment tool, which provides immediate feedback from students as they answer questions on multiple topics and assists the teacher in determining whether students are acquiring the necessary knowledge needed to be successful. Teachers assigning DBQ projects use release days to norm and score student work. Student comprehension is also checked on a daily basis through a wide range of classroom activities including, but not limited to, classwork, constructions, manipulative activities, real-life applications, problem-solving activities, labs, journals, short writing assignments, comprehension checks, discussions, pair-share, peer evaluation, speaking and writing activities, and various cooperative-learning activities.	**Individual and Group, Projects, Essays, Tests, Common Assessments, Performances, Projects, Portfolios, Study Trips, Real Life Competitions, Qwizdom, Classroom Activities**

Some staff use assessment results to make the necessary modifications in instruction for struggling students, special education students, and English Language learners. The Professional Learning Communities (PLC) allows for collaboration. Some teachers use the time to analyze the results of data collected in EADMS. Information in EADMS enables teachers to identify areas of strength and plan intervention. Teachers share best practices for teaching different standards. This collaboration assists teachers in reteaching and spiraling previous material into future lessons.	**Professional Learning Community (PLC), EADMS**
Most departments follow the district Units of Study, which provide teachers alignment to the standards. These guides are revisited and revised continually based student needs and level of mastery of the Common Core state standards determined by the analysis of the CAASPP and Common Formative Assessments, other assessments, and fluctuations in the school calendar. Pacing guides help the staff focus on the essential standards to enhance the education process.	**Units of Study, CFA**

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
For Core subject areas the district aligned Units of Study have a pacing calendar that incorporates a week long buffer window after each unit. This week is for the purpose of data analysis and planned reteaching based on student performances on Common Formative Assessments.	**EADMS, PLC**

	PLC
Teachers modify lessons during teaching, re-teaching or in future lessons. Subject teams analyze the effectiveness of assessment questions based on student performance to modify lessons and re-teach concepts. Depending on assessment scores, some courses offer enrichment/intervention, while others do test corrections as a class or individually to reinforce knowledge and clarify understanding. Subject teams meet during PLC to share common practices and identify areas in need of improvement to guide and modify instruction.	

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
The students said they knew what is expected of them when it comes to behavior, grades, and effort. They knew they could communicate with their teachers regarding grades and general progress in class. They felt comfortable going to teachers if they needed more time for an assignment. They are aware of AERIES gradebook and have access to it, and knew which teachers provided printed grades. They are also aware of progress reports and their importance.	**AERIES**
The students felt they knew if they were college ready by the communication with counselors and teachers, and which courses, including AP, they should take, and which qualified A-G. They felt clubs and classes such as Freshman Focus, Health Academy and other programs would prepare them for careers.	**Clubs, Guidance Office, Academies**
The students felt clubs, like Link Crew, helped them learn leadership skills for life after school, but felt they could use more guidance regarding what comes after high school and college.	**Link Crew, ASB**

The students felt that student-teacher interaction was strong and that gave them confidence and trust.	**Classrooms**
One area of concern was that some parents still did not have AERIES access for unknown reasons. They suggested other forms of communication, like during registration, course scheduling meetings, or on the website. They felt that some parents did not realize they could link their students accounts together so they only needed one login.	**AERIES**

D3.   Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
The district is informed of student progress through the AERIES program, as grade reports are due every six weeks. The district has access to data from the CAASPP, CELDT, PSAT and SAT. These results reflect the material that the students have learned throughout the school year. The district provides the CFA's that are created with district-wide teacher input in each subject category. The district and LSHS websites offer all shareholders access to the School Accountability Report Card (SARC).	**Progress Reports, CAASP, CELDT, CFA, School Accountability Report Card (SARC)**
The school board is notified of the progress of each school every second meeting of the month.	**Board Meetings**
Teachers are the main source involved in the assessment process of a student's progress. They individually and collaboratively provide the assignments that assess each student.	**AERIES, EADMS**
Prior to the beginning of each school year, La Sierra School Counselors do transcript analysis for all students and adjust schedules for summer school completion, graduation requirement and A-G completion deficiencies. At the beginning of the year, graduation status letters are sent home to all parents of seniors. The school counselors meet individually with four year bound senior students to check on A-G completion, remind students about upcoming workshops for college applications and financial aid, and plan for any additional college entrance exams. During first semester, the school counselors meet with the seniors and juniors in danger of not graduating in a small group intervention where they	**Transcripts**

review their transcripts, options for credit recovery, alternative education, and adult education.	
La Sierra High School Counselors meet individually with all students in February to plan their course of study for the upcoming year and review their post-secondary plan. The student's four year plan, progress towards graduation, completion of A-G requirements, and the student's career goal are reviewed and discussed.	**4-Year Plan**
Several times a year, transcript analysis through computer queries is completed for at risk students. Based on this analysis, students are enrolled in credit recovery courses and referred for alternative education and/or adult education. At each progress report an automated phone call is sent home to parents of students receiving a "D" or "F" grade with a message for parents to contact the teacher for remediation information. Within the classroom counseling presentations, School Counselors inform students of the resources available to them for tutoring and credit recovery. All post-secondary options are presented as well as the specific requirements for these options.	**Transcripts, AB1802 Program, Behavior Contract**
The AERIES program keeps all shareholders informed about each student's progress. Staff, parents, and students have online access to AERIES which gives detailed information about grades and attendance. The use of the AERIES grade-book program is not required to be used by teachers. Progress reports are sent home to parents six times a year to monitor their child's performance. The AERIES gradebook is accessible to all parents online, yet some do not have online access.	**AERIES**

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
The results for Smarter Balanced Assessment Constorium are shared with the staff when the results are made available. CRT modified the Units of Study and will modify CFA's to better align to the standards with ELA and SPED accommodations included. Performance tasks were created in the Integrated Math 1, 2, and 3 courses as part of the assessment process. They include written assignments and real life applications. DBQ's are written and scored in the Social Science department to addresses reading and writing standards. SAT and ACT results are available for students on their transcripts. EAP results are emailed to English and math departments. PSAT results along with CELDT scores, teacher recommendations combined with ELA course grades affect reclassification of English Learners.	**Smarter Balanced results, CFA's in EADMS, Performance Tasks, DBQ's, EAP results, PSAT results**

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Spanish Teachers World Language Department, with LCFF-LI funding, are piloting Teaching Proficiency and Reading through Storytelling (TPRS) which uses a more "natural" approach to learning a language through comprehensible input while sheltering vocabulary rather than grammar through storytelling.	**TPRS training and curriculum**
AP teachers attend summer institutes. AP teachers are paid to attend AP Readiness at UCR which help guide instruction and	**AP Summer Institute**

assessment in the AP classes. All Social Science teachers were sent to the DBQ project training to create another form of assessment.	**DBQ**

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
A group of teachers, counselors and administration completed transcript analysis for all juniors to ensure students would complete all graduation requirements. Teachers and counselors periodically check graduation status, especially for seniors.	**Transcript Analysis**
Each of the four core departments have representatives on the CRT team which is in the process of editing or creating common assessments. Every six weeks Department Chairs are provided with grade distributions for each teacher and course. This allows departments to analyze grading policies and pass rates.	**CRT**
Automated phone calls are made for all D's and F's at the 6 week grading periods. For seniors, letters are sent home to notify parents of students that are in danger of failing to me the requirement for graduation. Seniors are encouraged to sign up for adult ed if they failed a course.	**Grade distributions**
Academies, athletics, drama and AVID evaluate student progress and provide support for students who need it with requirements that students must maintain a 2.0 minimum GPA in order to participate in these programs.	**Health and Business Academies, Drama, Athletics, AVID**
Interns in the Guidance office met with freshman who failed 2 or more classes and offered the students an opportunity to participate in a support group.	**Guidance Office**

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
La Sierra High School has a testing coordinator /team of teachers that organize and administer the major tests; PSAT, SAT, CAASPP and AP. They create room schedules, prepare testing boxes, and assign the position of proctors and rovers to teachers. The proctors actively monitor the exams and rooms are made testing ready by taking phones and smart watches away, and covering information posted on walls. All teachers are trained in security procedures and are required to sign a security affidavit when applicable. Teachers are encouraged to call the testing center if there are testing irregularities or concerns during the test administration. Site and district administration walk the testing rooms to ensure the integrity of the process. Testing materials are secured in the testing center and only accessible to the testing coordinator and administration. There is a process for proctors to sign for the materials received and sign again when they are returned to the testing center. All testing procedures are followed according to the requirements of each exam.	**Staff Meeting Minutes, Secure Testing Room**

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

AERIES and EADMS are our main systems to collect, disaggregate, analyze, and report student performance data to all stakeholders. The transition to Common Core has brought new assessments that are still being created and/or refined. These assessments are created and results are stored in EADMS. Teachers use the data EADMS provides to make necessary changes to instruction.

Teachers use individual and group projects, constructed responses, common assessments, performances, portfolios, study trips, real life competitions, and classroom activities to name a few of the formative and summative assessment strategies to evaluate student learning. PLC time is used to discuss results and decide how to address areas of need, how to revise, review, revisit, reteach, and potentially retest. This can also lead to rebuilding curriculum and instruction. Teachers provide intervention, including tutoring, for all student groups.

AERIES is the main tool used to monitor student progress towards achievement of academic standards, college and career readiness and schoolwide learner outcomes. Counselors and teachers analyze student transcripts and update students and parents regularly. Progress reports are sent home every six weeks.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- The transparency of AERIES and its access to all stakeholders with information about each student including, but not limited to, grades, transcripts, and test scores allows all interested parties to be knowledgeable about student progress towards graduation and college and career readiness.
- EADMS has transformed how local tests are administered and how tests, DBQ's, and CFA's can be analyzed.
- SBAC participation and completion is high, and we hope to continue to strive for 100% participation/completion.
- The implementation of common district assessments, the PSAT to all students in grades 9-11, and the SAT for all juniors expands the opportunity for analysis of student growth

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Some parents and students still need AERIES access, and training on how to understand the information is includes.
- Teachers need basic and/or advanced training on the use and power of AERIES and/or EADMS.
- The staff needs time and/or training on CFA, PSAT, SAT and SBAC results, and how teachers can identify the "special needs" groups, modify their instruction, and what intervention would be best to improve results.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Aeries: Parents and students have access online to the Aeries grading system. Students also have access to the Aeries app which allows them to not only see their grades, but project what their grade could be with missing work turned in or specific test grades. This ability to access updated grades allows students and parents to be proactive in monitoring the student's progress.	**Aeries, Aeries App**
ASB: Involves families, local businesses, industry partnerships, board members and all stake holders in school activities.	**ASB Rallies, assemblies and school activities**
AVID: Students, teachers, and parents work with local colleges to provide guidance and support to college bound students may be the first in their family to attend college. LSHS have been recognized as an AVID National Demonstration School.	**Site Team Meetings, Guest Speakers, National Demonstration Banner**
B.A.T.E.S.(Bringing Awareness to Every School): A program established by parents based on concerns facing the youth today (mapped out several major areas of concerns) to enlighten parents to assist in all students becoming more successful.	**Meeting Agendas, minutes, parent feedback**

BlackBoard Connect: Communication system that allows teachers to communicate with parents through an automated telephone system. Teachers can select specific communication strands that support every aspect of the student's day. For the 2016-2017 school year, we switched from Teleparent to BlackBoard Connect.	**BlackBoard Connect, Teleparent**
Cadet Corps: This program develops leadership, citizenship and patriotism while promoting academic excellence and encouraging personal health and wellness. Guest speakers visit often to provide insight into different military options. Our students participate in competitions and volunteer in the community.	**Curriculum, Competition schedule**, **Cadet Corp**
California Partnership Academies: Both the Business and Health Academies and Hospitality Pathway are designed to incorporate real-life application of learning into school curriculum. Students participate in community events with their mentorship programs as well as partnering with different businesses in our community to provide additional opportunities for student outreach. The Hospitality Pathway is working on obtaining state funding and is looking to be a fully implemented Academy by the next school year.	**Health Academy, Business Academy, Kaiser, Riverside Department of Mental Health, County and City of Riverside, UCR, Companion Hospice, Ben Clymers Body Shop, Real Estate and Insurance Co.**
Club/Sports Boosters: Parents and community members are active participants in various clubs and booster programs on campus. They support the school by organizing fundraising, hosting and organizing banquets, providing supervision at school events and offering support to advisors and coaches.	**Meeting Schedule, minutes and agendas**
Coffee with Counselors: Counselors meet with parents on a monthly basis to inform parents of different opportunities for academic support, FAFSA information and other college admission questions.	**Meeting Schedule, minutes and agaendas, Blackboard Connect**
Copy Cats: Copy Cats is a parent volunteer program sponsored by LSHS that originated with the Parent Teacher Organization in 2008-2009. Copy Cats specifically help in the copy room making copies for teachers and delivering the completed copies to classrooms.	**Parent Volunteer schedule**

Drama Productions: Drama productions include community sponsorships. The Spring Musical includes a special children's matinee performance with interaction between children and cast members at the end of the performance. Often Middle school and elementary school students are invited for a sneak peak performance during the school day.	**Performance schedules, Programs**
ELAC: The English Language Advisory Committee (ELAC) is comprised of parents and staff members that advise the school on the needs of our English Learner Community. This advisory panel meets bi-monthly to discuss the EL budget and the SPSA, plans workshops for parents about graduation requirements, reiterates the importance of regular school attendance, and to address other topics that the parents and the staff feel will benefit our EL community.	**ELAC Agendas, Minutes and Sign-in sheets**
FAFSA and College Nights: The counselors provide various FAFSA nights throughout the year to help students and parents of seniors apply for financial aid. In addition, College Nights provide opportunities for students and parents to receive information pertaining to the admission and admittance process for college. There are also colleges and universities that present and provide additional information pertaining to their institution.	**FAFSA presentation schedule, College Night fliers**
Homecoming Carnival: Each year LSHS hosts a carnival with various booths supported by each program and club on campus. Parents and other community members are involved with the supervision and managing of the booths. All community members are allowed and encouraged to attend. Many booths are supported by donations from local community vendors.	**Booth descriptions**
Hospitality Pathway: Students and teachers participate in many events throughout the year to provide catering for programs on campus and community events. Additionally, the pathway provides opportunities for students to have internship possibilities.	**Riverside City wide Day of Service, Hampton Inn, Farrell's**

Mornings with Moss: Mr. Moss, our site Principal, meets with parents on a monthly basis in an open forum setting. Each meeting is designed to provide information as it relates to any current issues, whether socially or academically, that can help support both the parents and the students.	**Agendas, Minutes**
National Honor Society: NHS members are involved in a variety of school and community activities throughout the school year. Recent activities include volunteering with Habitat for Humanity, providing school supplies for the Assistance League of Riverside and collecting food items for Arlington Temporary services.	**Meeting Agendas and minutes, fliers and school announcements**
Parent Nights/Award Nights: Parent Nights are held in the Fall to inform parents of upcoming events and happenings for the school year. End of year celebrations are hosted by various clubs and programs on campus to recognize student achievements throughout the year.	**Presentation information, Celebration programs**
Parent/Teacher Conferences: Conferences are offered twice a year, one in the Fall and one in the Spring. Each conference is scheduled after 6 week grades and gives the parents and teachers an opportunity to discuss the student's progress in their classes. Conferences are organized to allow face-to-face communication with teachers, parents and students.	**Parent Teacher Conference Dates**
Read Across America: LSHS clubs and organizations work in collaboration with the teacher librarian to provide activities for the local elementary students in support of Read Across America. LSHS provides each student with a tote bag and book along with the other arts and crafts the students do throughout the day.	**Read Across America schedule**
Riverside Chamber of Commerce College and Career Fair: Many clubs including AVID, Health Careers Academy, Business Academy and Hospitality pathways participated by providing informational booths at this event which is hosted at the Galleria at Tyler Mall annually.	**Pictures, presentation boards, map of presenters**

School Site Council (SSC): SSC is made up of parents, students, teachers and administrators who work as a collaborative decision making body. The SSC approves or denies LCFF-LI and LCFF-EL expenditure requests from various school staff for use to enhance and support students learning. They also approve the Single Plan for Student Achievement (SPSA).	**SSC Meetings**
Silent Message Boards: LSHS utilizes three silent message boards to broadcast information to students, their families and the community about school related activities.	**School Marquee and Silent Message Boards**
Spanish Honor Society/MEcHA: These two student clubs recently organized a "Day of the Dead" celebration at LSHS. The celebration included local vendors within the community and was open to anyone who wanted to participate. The event was very well attended and plans to expand this event for the coming year are already in the works.	**Day of the Dead Flier, pictures**
Student Study Team (SST): SST meetings are comprised of family members, teachers, counselors, administrators, the students who need support, and any other community members who can contribute to the success of the student. These are valuable teams that have been highly effective in helping students become more successful academically, emotionally, and socially.	**SST Meetings**
Supper: La Sierra offers free supper to every student on campus. In addition, the supper program extends to any student in the community that is under the age of 18. Supper is a healthy snack offered after school for an hour.	**5-Star System, Sign-in sheets**
Town Hall meeting: Parent and community forum that rotates through the different school sites in the Alvord District. The first annual meeting was held at La Sierra High School this year.	**Meeting schedule, minutes**

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
8th Grade Showcase for CTE – An annual showcase at the beginning of the calendar year displaying the array of classes and programs 8th graders can participate in as a high school student.	**Display boards, pictures**
Alvord Educational Foundation – The foundation offers scholarships and grants to educators and students. The foundation hosts several major fundraiser events throughout the year such as the AEF Citrus Bike Classic and the AEF Spirit Run to be able to offer these grants annually. Many campus clubs and organizations volunteer and participate in the community events sponsored by AEF.	**AEF website for Scholarship and Grant winners, Fliers, Pictures, Community Service Logs**
AVID – Guest speakers including former students and local professionals come on a monthly basis to speak to all AVID students about college and careers. AVID also participates in adopting families from local shelters during the holiday season to provide gifts and canned foods for families in need.	**Schedule of Guest Speakers, Local shelters verify donations**
Business Academy – Partners with local businesses to provide internships for seniors. Former students, parents, local professionals and colleges come to guest speak to the students as well. There are three mentor activities each semester. In addition, students participate in job shadowing with either the County and City of Riverside or UCR.	**Mentorship Schedule, Guest speaker schedule**

Career Technical Education: The CTE program includes classes such as Hospital Occupations, Culinary Arts and Restaurant management, Game Design, Computer Information Systems and Media Design. These programs have a strong background in the inclusion of parents and the community. The County has an annual community/business advisory with over 100 community partners involved. All participating courses are required to keep in contact with community leaders and partners. Many of the classes offer internship programs for the students.	**CTE Department, Eagle's Nest**
College and Career Fair – Annually hosted by the Riverside Chamber of Commerce. Programs such as AVID, Health and Business Academy and the Hospitality pathway have booths to showcase their programs. Students interact with visitors to the fair, presenting information, answering questions and promoting their respective programs.	**Presentation Boards, pamphlets**
College Day Signing – The mayor of Riverside, along with Board members and District personnel, come out to support our college-bound seniors. LSHS hosts a lunch-time event that showcases all of our seniors that are choosing to further their education.	**Article from Press Enterprise, pictures of the event**
College and Career Center – The Guidance department has assumed oversight of the College and Career Center. School Counselors schedule guest speakers from a variety of colleges, universities, trade and technical schools in addition to the military on a weekly basis. All students are welcome to attend presentations.	**College and Career Center Presentation Schedule**
CTE/ROP Yearly Advisory Meetings: Business partners meet with teachers, students and program leaders to update and validate the curricular program.	**Agenda and minutes**
Health Academy: Partners with Kaiser and the Department of Mental Health to provide internships for seniors. Former students and local professionals come to guest speak to the students as well. Mentorship activities are done quarterly to pair juniors up with professionals in the community that guide them through grades, education, and post high school plans.	**Minutes, Kaiser Internship Placements, Junior Mentor Schedule/Agendas**

Health Academy Steering Committee: The Steering Committee meets quarterly with business partners along with local colleges and universities to discuss current events and opportunities for Health Academy students to participate in.	**Minutes**
Homecoming Carnival: LSHS brings in local vendors and community members to help sponsor booths for the homecoming carnival. Clubs and organizations run the booths and the carnival is open to everyone.	**Booth Sign-Up**
Read Across America – The librarian and administrators organize for the elementary students to come to La Sierra for the day. Various programs on campus run enrichment sessions for the students to attend throughout the day that supports the district wide focus on literacy.	**Calendar**
Scholarships: Each year at our senior Awards Ceremony, representatives from local organizations present scholarships to our seniors. There are several other scholarships available to our underclassmen such as the Assistance League Scholarship for students attending college trips.	**List of recipients**
Silent Message Board: 3 marques are located throughout campus (one at the entrance of the school, one on the Performing Arts Building and one in the school quad) with updated information on current events happening on campus.	**Marquee**

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
6th Period Sports: Students who have walk-on coaches are now in a designated class during 6th period.	**Teacher Rosters, Attendance**
Administration Visibility: Administration is visible on campus on a daily basis. They visit classrooms and are out during lunch time to be a valuable presence around campus.	**Administration**
Bike Rack/Skateboard Rack: There is a designated area for bike storage for students. In addition, we have added a skateboard room where students are required to check in their skateboard every morning. Students are no longer carrying around their skateboards throughout the day.	**Pictures of storage rooms and racks**
Campus Beautification: Our site is currently undergoing a few cosmetic changes. The pillars have been repainted along with the roof of our library. Every day after lunch, the custodians are actively cleaning the campus. In addition, if graffiti is found on campus, it is immediately removed.	**Pictures, invoices of work done, construction plans**

Campus Security: La Sierra maintains a high standard for ensuring safety and order for its staff and students. The campus is secured by 7 campus supervisors with radios and access to golf carts, and 5 administrators who monitor the campus during lunch. Also, a full-time Student Resource Officer (SRO) is on campus every day to help support campus safety. La Sierra is completely gated only allowing students off campus during lunch, if a lunch pass is granted. All staff and students must register their vehicle with the school and all visitors must sign-in prior to admittance on campus. In an effort to maintain a drug-free school, the drug dogs perform random searches occasionally during the school year in classrooms and around classrooms. In the spring of 2017, construction on the 200 building will begin to transform it into a Main Office in an effort to secure the campus more efficiently.	**Campus supervisor schedules, SRO schedule, drug dog schedules, construction schedule**
Custodians: They play an active role in making sure our rooms and campus remain clean daily.	**Work schedules**
Diversity Training/Culturally Relevant Teaching: Program leaders and administrators received training on Culturally Relevant teaching and applying the training to our site.	**Conference pamphlets and conference request forms**
Emergency Policies: LSHS has a specific and detailed emergency and evacuation plan that outlines the various responsibilities each staff member has in case of an emergency. All stationary classrooms have automatic locking doors. In case of a lockdown scenario, the principal is able to automatically lock every door on campus (with the exception of portables). We have evacuation procedures in place and practice yearly. First-Aid kits are available in all classrooms. Fire extinguishers are available in designated locations around campus. Additionally, there are designated areas on campus containing trauma kits along with Automated External Defibrillators. In October of each year, all staff and students participate in the Great California Shake-Out.	**Copy of Emergency Plans**
Firewall: We have district wide internet firewalls to protect unwanted sites from being accessed.	**District IT Firewall**

Link Crew: Link Crew has headed the Anti-Bullying Campaign by creating a video, presenting it to all freshmen, and discussing any questions or concerns that may arise.	**Link Crew curriculum, photos of events, advertisements, fliers**
New Tardy Policy: La Sierra's new tardy policy has had a significant impact on our campus. Tardies throughout the day have decreased and consequences are in place and enforced. Random tardy sweeps occur throughout the day and all students late to school are escorted to a centralized location where they are issued a pass into class. Administration assigns students Saturday School when tardies exceed fifteen.	**Late passes, Administration records, Saturday school roster**
Recycling: La Sierra has blue recycling bins in almost all classes. AP Environmental Science and Cross Country students participate in emptying blue bins every Wednesday into large recycling receptacles. Currently, we are averaging six dumpsters of recycled material per week.	**Recycling company route schedule and logs**
Security Cameras: Cameras are installed throughout campus and are fully functional. Administrators and the SRO have access to the video footage which is used during investigations.	**Video footage**
Staff Development: At least one staff meeting a year is dedicated to educating the staff about safety and community issues. Topics of discussion have included human trafficking and signs of drug or alcohol abuse.	**Staff Meeting Agenda**
Student Handbook: Administration conducts an assembly for all students at the beginning of the year that outlines all school rules and policies that are included in the student planner. Student planners are distributed at this time to every student and include a calendar with school events along with organized a daily planner for student use.	**Student Handbook**
Workplace Survey: La Sierra staff participates in a workplace survey that provides information to the district on the needs and concerns at our site. The district uses this data to identify what areas need to be addressed in order to insure a safe and clean working environment.	**Survey Results**

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Academies/Pathways: Students are provided a safe, family environment that allows academic and social support throughout all grade levels.	**Senior student surveys, schedule of courses**
Advanced Placement and Honors courses: La Sierra offers AP and/or honors courses in all core subjects and electives. AP and honors courses are open to all students, however, pre-requisite courses are highly recommended.	**Course selection sheets**
AVID: AVID strategies are spread school-wide through professional development time. AVID and non-AVID teachers present strategies at staff meetings and administrator walk-through forms encourage the use of WICOR strategies.	**Site Team agendas, ISS and CSS reports**
Blackboard Connect: Provides another avenue for teachers to communicate with parents.	**Activity Logs**
Clubs/Organizations: La Sierra offers approximately 56 clubs celebrating diversity and representing student interests. Each club and organization aims to create a caring atmosphere for all participants.	**Club agendas, meeting minutes and activities**
Counseling Services: La Sierra has community based counseling services offered on site. Counseling services include a district wide counselor for foster students who is on site at least once a week and a designated school psychologist with an MFT (license for Marriage and Family Therapy) for special education students in the ED program. Other services include the Safe House, Wiley Center, CREST Team, Cup of Happy and educational related mental health services.	**Pamphlets, counseling schedules**

Five Star: All students are inputted into the five-star system. Students scan their ID cards at all school functions and programs so that program leaders and administrators can track student involvement and participation in specific events.	**Five-Star system**
Freshman Focus: All freshmen are enrolled in a freshman focus course that provides a safe and nurturing environment for students.	**Curriculum**
Homework Zone: Provides a safe place in the library for students after school to work on their studies and have access to the technology resources of the Library. Math and English teachers along with peer tutors provide support to students in each subject area. For the spring of 2017, the Homework Zone will continue in the Library as a safe study environment for all students with peer tutors available to assist students as needed. Teacher based tutoring will be provided by teachers in core subjects within their own classrooms according to a schedule created by the core departments and teacher volunteers. An AVID tutoring center will provide support to students in all curricular areas.	**Tutoring schedule, homework zone schedule**
Link Crew: Upperclassmen mentor freshman to help them adjust to high school. Link Crew also sponsors many student recognition programs such as Student of the Month and Link Applause.	**Fliers, advertisements**
Red Shirt Award: ASB sponsored the Red Shirt Award that was given by teachers to students based on the teachers designated criteria as a way to increase school spirit and recognize student achievement.	**Passes that students turned in for shirts**
Spanish Heritage Month/Day of the Dead: The celebration included local vendors within the community and was open to anyone who wanted to participate.	**Pictures, advertisements and fliers**

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
Board Meetings/News Letter: Board meeting minutes are provided online after every board meeting. Communication flyers are distributed via email and in our boxes of any new policy changes or contract updates.	**Minutes, Fliers**
Coffee with Counselors – Counselors meet with parents monthly to discuss issues on and off campus. The focus of each meeting is based on the needs of the parents to provide additional information.	**Agenda**
ELAC - English Learner Advisory Committee consists of parents, teachers, administration and district personnel. It provides a platform for all participants to discuss any concerns and to hear about any upcoming events occurring on campus. Parents give input and are provided with a copy of the SPSA in their home language.	**Minutes, Agendas**
Email – All staff use email to communicate throughout the work day. Email is used professionally and has been a great tool for getting information efficiently and effectively to all staff.	**Email Policy**
Monthly Staff Meetings – Monthly staff meetings are held to allow communication with administration, teachers, community participants and union representatives. Information presented varies from teaching strategies, school wide testing and policies as well as any changes or updates on campus. This time can also be used for professional development.	**Agendas**

Morning Announcements – The Pledge of Allegiance and announcements are done through the intercom system daily. Any information that needs to be shared school-wide with the students and staff can be submitted to be read in the announcements.	**Bulletins**
Mornings with Moss – A monthly forum for parents, staff, students and community members to attend to speak directly with our principal, Mr. Joshua Moss. Each month follows a theme, usually on a hot topic issue, to create relevancy for the participants.	**Agendas**
PLC – Teachers meet within their departments bi-monthly to discuss curriculum, common assessments, good teaching practices and intervention.	**Agendas, minutes**
SSC – School Site Council conducts monthly meetings for staff to request funds to improve their specific programs and organizations. The funds are spent in alignment with our LCAP goals.	**Agendas, minutes**
Town Hall Meetings: All stakeholders are invited to attend town hall meetings to provide input that is used in developing LCAP goals.	**Meeting Agendas**

E3.   Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Students have access to all their teachers through email, and some through Edmodo and Remind (educational websites to connect with students). This allows students to ask teachers questions and find out missing assignments and notes outside of school. Parents and students can also monitor their child's grades and attendance through the school wide grading program called AERIES. Also, students can take an online course to make up low grades in History through our zero period Odysseyware class.	**Aeries, Progress Reports, Remind, Edmodo, Email, Odysseyware**
AVID, 10 yr plan, College/Career Fair, Cadet Corp and Health and Business Academies are programs that offer students focus and assistance on being successful in their classes and determining pathways after high school. AVID (Advancement via Individual Determination) is a program for students who are the first in their families to attend college. Periodic grade checks are done to hold the students accountable, as well as assisting them in preparing for and applying to colleges and careers. Students are involved in the community through a variety of programs. Health Academy works directly with Kaiser Permanente Health Care providing students hands-on work experience through an internship program. Students are also made aware of these opportunities through flyers in classrooms, daily announcements, and the Guidance Office.	**AVID, College Career Fair, Health and Business Academies, Career Pathways, Daily Announcements**
Students receive mental health assistance with an on-campus school psychologist, a therapist from Safe House, and the Crest Team. Students can make appointments or can be referred to the on-site psychologist, when needed. The therapist from Safe House is available for seniors who have	**School Psychologist, Safe House, Crest Team, SST**

experienced trauma. The Crest Team is to help and evaluate suicidal teens and is available on-call. The Student Study Team is a committee of teachers and administrators who monitor students that have been recommended as having difficulties in many classes with various issues.	
Link Crew is a club/class where upper classmen mentor freshman and help them become acclimated to high school. They offer support and encouragement by having orientation for all freshmen before the first day of school. During orientation, small groups are formed so personal connections can be made between the Link Leaders and a group of freshmen. The Link Leaders are responsible to give information to the freshmen throughout the year. Also, they provide campus-wide programs such as Anti-Bullying and the Winter Wishes to support all students. Other clubs provide similar support such as ASB, and NHS.	**Link Crew, ASB, NHS, Clubs**

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
AVID teaching strategies are demonstrated during PLC and staff meetings for use in the classroom. Administrators look for WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies during informal classroom walk-throughs to encourage teachers to reach all students.	**PLC, staff meetings, WICOR posters**
A variety of different pathways such as Business, Health and Hospitality offers students hands on experience in career related training. They receive experience that can be used on their resumes through internships with businesses in the community. In addition, these programs offer students opportunities to receive certifications to use towards future employment.	**Business Academy, Health Academy, Hospitality Pathway, Career Pathways**

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Student Study Teams which include an Administrator, a Regular Ed Teacher, a Special Ed. Teacher, the School Psychologist, parents and the student are to offer individual learning plans that address the student's past and present academic situation with the goal of helping the student develop good study skills and work habits. If there is a lack of improvement in 2-3 classes, then follow-up meetings are scheduled to recommend Special Education testing occurs.	**SST**
Sheltered Core Classes are offered in every subject level to provide EL students with access to the curriculum.	**Sheltered Classes**
Special Ed teachers meet with the departments of the subjects they teach so that all students are provided with the statewide standards and strategies to use in their classrooms.	**Special Ed**
Homework Zone is after school tutoring provided for students in the Library with Teachers and tutors to assist in afterschool help. Many teachers provide additional assistance through Edmodo and Remind, educational websites where students can ask their teachers questions about their work outside of school hours.	**Homework Zone, Edmodo, Remind**
AP (Advanced Placement) Courses are offered to students to help them get college credit for the course taken at La Sierra. A new series of Integrated Math with Robotics courses is offered to students interested in a college/career pathway in Engineering. A Hospitality pathway is offered for students to learn the various aspects of restaurants, from cooking to billing to ordering of the supplies.	**AP courses, Robotics, Hospitality Pathway**

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
Sheltered Core Classes are offered in every subject level to provide EL students proper support,instruction, and access to the curriculum.	**Sheltered Classes**
Special Ed teachers meet with core departments of the subjects they teach so that all students are provided with the same relevant and coherent curriculum to align instruction.	**Special Ed Classes**
All students have access to Honors and AP courses if they have met any prerequisite requirements.	**AP/Honors Classes**

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
Business and Health Academies offer students hands on experience in career related training and are involved in the community through various programs. Health Career Academy works directly with Kaiser Permanente Health Care providing students hands-on work experience through an internship program. International Business Academy students receive experience that can be used on their resumes through internships with businesses in the community. Also, the Hospitality Pathway program offers a way for students to receive certifications to gain employment or acceptance into specialized schools.	**Academies, Hospitality Pathway**

Project Lead the Way is a Biomedical Science sequence of courses that counts towards the life science graduation and a-g requirements. Students who are interested in a career in medicine can take advantage of the adopted life science standards through a projects based curriculum.	**Project Lead the Way**
AVID (Advancement via Individual Determination) is a program for students who are the first in their families to attend college. AVID teachers monitor student grades so that they to maintain a "C" average to stay in the program. Tutorials are a part of the classes on Tuesdays and Thursdays, so that students receive help in subject areas they may struggle in. Students have the opportunity to apply to colleges and scholarships/grants in the class. The students attend trips to various colleges to make an informed to decision to further their education.	**AVID**
ASB (Associated Student Body) is a class/organization where some students are elected to office by the student body and some go through an interview process. They organize school events and lead school activities. Students learn how to work as a team to organize the activities on campus. They develop leadership skills which aids in leading the school in school activities.	**ASB**
Link Crew is an club and class where upperclassmen mentor incoming freshmen. Students are can be recommended by teachers, or they can self select to apply. Coordinators look at student grades and attendance before students are given an interview. After the interviews, students are selected to become a Link Leader. Link Leaders must attend leadership training in the spring and summer before the new school year The students organize activities for the freshmen year round, including freshmen orientation, and are responsible for a small group of freshmen to mentor throughout the year. Link Crew does positive school-wide positive reinforcement with teacher nominated student of the month awards, freshmen link applause awards, and winter wishes for all students on campus.	**Link Crew**

A wide variety of Sports are offered on campus for students to participate in. Students are actively involved in football, boys and girls basketball, baseball, softball, boys and girls water polo, boys and girls swim, boys and girls tennis, boys and girls soccer, boys and girls golf, boys and girls volleyball, boys and girls wrestling, cross-country, and track are among the many offered. Students must maintain a 2.0 grade point average and are encouraged to go to tutoring if they are receiving any D's or F's on their progress reports.	**Athletic Calendar**
Cadet Corp is a program for students to develop leadership, citizenship, patriotism, academic excellence, health, wellness, and fitness skills.	**Cadet Corp**
Cheer is available to students every year. Students, who wish to participate, audition at the end of the previous year. The cheer team participates at all the football and basketball games, and school assemblies and pep rallies.	**Cheer**
The La Sierra band and Choir are offered as an option for students for their elective credit. Students can join the marching band, who participate in half-time performances at the football games and compete against other schools. The choir often work with the theatre classes for the spring musical and have their own individual performances throughout the year.	**Band and Choir**
Students take drama courses to satisfy their elective requirements. Many get involved in the productions, which have open auditions for all students interested. They have to maintain grades and attend tutoring if they are having trouble, in order to be in the productions. Students can learn all aspects from set design, to sound and engineering, to the acting process.	**Drama Calendar**
Students try out for the Color Guard/Drill Team. They participate in the sporting events and competitions with the Band. They can also use this to fulfill their physical education requirements.	**Color Guard/ Drill Team**

La Sierra offers a variety of Clubs for students to join and meet other students with similar interests. They often have booths at the homecoming carnival and participate in community services activities outside of school.	**Clubs**
Beginning and Advanced Dance classes are offered to students as an option to satisfy their physical education or elective requirement. Many students participate in the annual spring dance show which is primarily student choreographed. Auditions for the show are open to the entire school population. Advanced dancers comprise the Dance and Hip Hop Teams who perform at school events such as: assemblies, pep rallies, and basketball games as well as outside competitions.	**Dance**

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

At La Sierra High School, there are a variety of ways to include the community, parents, and local businesses. Programs that help students become college and career ready include the AVID, Health and Business Academies, and the Hospitality Pathway. The academies and pathways offer internships at local businesses during the senior year of the students who participate in these academies and pathways. In addition, all these programs host guest speakers from the community to talk to their students. These programs each have a parent night at the beginning of the school year to go over program expectations for the students who participate, including discussing grades and interventions available for students to help maintain grades. Homework zone is offered for students in the library after school with additional tutoring provided by history, science and math teachers before and after school for all students in their classrooms. The administration has begun having meetings in the mornings at the end of every month called Mornings with Moss. These meetings give parents a chance to ask questions about concerns with the school and the administration uses this time to educate parents on information in the community and on the internet that are related to the safety of their child/children. Additionally, community members are given an opportunity to meet with counselors and discuss concerns related to the education and safety of their child/children through Coffee with Counselors, a monthly event hosted by our guidance staff.

 La Sierra High School is working toward providing a safe and clean environment for students. The school is part of a district wide beautification process in which we received a minor face lift to the school trim. The school is currently under construction to make a safer campus where all visitors entering the campus will come through the new main office. LSHS currently has seven campus supervisors with walkie-talkies to ensure constant communication with administrators to provide safety to all students. Students are provided with a bike rack and a room to store skateboards to prevent theft and accidents on campus. Security cameras have been installed all over the campus and an emergency map is placed in every classroom. There are also several fire extinguishers in classrooms around the campus. Tardies are processed through a main room using the 5 star system so that record of attendance and tardies is automatically updated and accessible to all staff.

La Sierra High School works to provide all students with the support they need to be College and Career ready.   AVID strategies are presented to the staff during PLC time. Strategies are strategically presented to maintain the focus on promoting strategies that engage students, helping

with literacy and promoting a rigorous curriculum. The AVID program also provides interventions for students, especially freshmen, through tutorials and grade checks are performed regularly in order to help students remain accountable with their studies. Link Crew is a club/class specifically designed to provide academic and social support for freshmen. Upperclassmen are trained and assigned a group of freshmen to mentor and support academically and socially. There are events on campus designed just for the freshmen, including buses for them to football games and a trip for the freshmen that received good grades first semester to John's Incredible Pizza. The Biology department has an enrichment program to assist students, primarily freshmen, if they are struggling in the class.

AP students are given access to an AP Readiness program offered through UCR and specific tutoring offered by the AP teachers to prepare them for the AP exams. To prepare students to be college ready, an Early Academic Outreach Program is offered on campus by UCR to advise and prepare economically disadvantaged students for enrollment in a UC. Other programs to help students with becoming college and career ready are the Health and Business Academies, and Hospitality Pathway, with each offering internships during the senior year. The PSAT is given district wide for students to help prepare them for the SAT their junior year. Students upload their scores into Khan Academy, a website that tailors SAT practice to meet the needs of each specific student. Additional students are involved in many activities around campus that encourage students to maintain their grades while being involved in band, theatre productions, dance team, and art shows.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- La Sierra High School has created more activities to encourage Parent Involvement; such as Mornings with Moss, and Coffee with Counselors. These are meetings where parents are given the opportunity to interact with the administration and counseling office and get information helpful to their students' needs or get any questions answered.
- LSHS also provides available and adequate services and support for students with the offering of counseling services on site with a school psychologist and involvement from community support services, such as the RPD. Students are also offered several different choices of extracurricular activities to become involved in that include academic, community, and personal support.
- LSHS gives students access to challenging, relevant curriculum with open access to all Advanced Placement and Honors courses. Many teachers provide additional support for various classes through before/after school tutoring and educational websites, such as Edmodo and Remind, which allow students to ask questions and review notes after school hours.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- LSHS needs to have more consistency with school policies, administration and parental and community involvement. Our school has had drastic changes over the last 6 years with the addition of another high school in our district. Students, staff and administration have undergone major shifts and consistency has been affected by that.
- LSHS needs to provide more intervention opportunities for our struggling students. Our site is devising a plan to offer opportunities to all students; however, we are still at the beginning stages.
- LSHS needs an update, both aesthetically and technologically. There is a need to update facilities, classrooms, and increase the overall pride we all have in our campus.

Prioritized Areas of Growth Needs from Categories A through E

Process: Staff were provided with a comprehensive list of the growth needs that were identified from each of the Focus Groups and asked to rank each priority from Most Important to Least Important. Forty six staff members completed the online survey. The results are as follows, listed in order from most important to least important, along with the average score computed on a scale of 1-10.

- Increased support for technology needs in the classroom and on campus. (9.14)
- Implement intervention and enrichment programs school wide. More opportunities for intervention. (8.44)
- Expand special programs and elective offerings (CTE pathway options). (8.02)
- Update facilities, classrooms. (7.44)
- More consistency with school policies, administration and parent/community involvement. (7.20)
- Support for writing across the curriculum. (6.80)
- Strengthen parent involvement. (6.66)
- Address the needs of the ELL population. (6.02)
- Common core/AP textbook adoption. (5.82)
- AERIES training for parents and students. (5.02)
- Teacher training on assessment data (CFA, PSAT, SAT, SBAC) to inform instruction. (4.49)
- AERIES and EADMS training for teachers. (3.27)

Chapter V: Schoolwide Action Plan

Based upon analyzing the academic performance of all student groups at La Sierra High School we have considered the effectiveness of key elements of the instructional program for students failing to meet the academic performance index and adequate yearly progress growth targets. As a result, LSHS has adopted the following school goals to raise the academic performance of students not yet meeting state standards.

Planned improvements in Student Performance

Performance Goal 1: Improve overall student performance on the SBAC in English Language Arts and Mathematics. Science and History/Social Studies will directly support improvement on the SBAC (summative assessment) with instructional focus on the ELA claims (reading, writing, research and inquiry, and listening) and Math claims (concepts and procedures, problem solving, communicating reasoning, modeling and data analysis).

Performance Goal 2: Improve student performance on the CELDT limited English proficient students with the goal to reclassify/redesignate a higher percentage of students each year.

Performance Goal 3: Ensure that LSHS has highly qualified teachers and paraprofessionals.

Performance Goal 4: Create a safe and drug-free environment conducive for learning.

Performance Goal 5: Prepare students for high school graduation and college readiness.

See the La Sierra 2016-2017 SPSA for school follow-up process and timeline (pages 19-20) including detailed action steps (pages 30-73) to be taken to ensure ongoing improvement in all planned improvement areas.

Appendices:

A. Timeline of self-study process

Date	Task	Participants
April 21, 2016	Discuss Recommendations from 2015 Visiting Committee	Department Groups
April 27, 2016	Review 2015 Action Plan	Instructional Paraprofessionals
May 5, 2016	Review 2015 Action Plan	WASC Focus Groups
August 30, 2016	Findings and Supporting Evidence	WASC Focus Groups
September 20, 2016	Findings and Supporting Evidence	WASC Focus Groups
October 18, 2016	Findings and Supporting Evidence	WASC Focus Groups
November 15, 2016	Edit/Revise Findings and Supporting	WASC Focus Groups
December 20, 2016	Prioritize Strength and Growth Areas	WASC Focus Groups
January 12, 2017	Analyze Data and Compile Self Study	WASC Writing Team
January 19, 2017	Analyze Data and Compile Self Study	WASC Writing Team
January 24, 2017	Summarize Findings	WASC Focus Group
January 26, 2017	Analyze Data and Compile Self Study	WASC Writing Team
February 2, 2017	Analyze Data and Compile Self Study	WASC Writing Team
February 7, 2017	Edit/Revise Self Study	WASC Focus Group
February 9, 2017	Completion of Self Study	WASC Writing Team

B. Results of student questionnaire/interviews

C. Results of parent/community questionnaire/interviews

D. Master schedule

E.   Approved AP course list

F.   UC a–g approved course list

G. School Quality Snapshot (see cde.ca.gov)

H.   School accountability report card (SARC)

I.   CBEDS school information form

J. Graduation requirements

K. Any pertinent additional data (or have it on exhibit during the visit)

M. Budgetary information, including budget pages from the school's action plan, i.e., the   Single Plan for Student Achievement
   See La Sierra 2016-2017 SPSA pages 74-77

N. Glossary of terms unique to the school.