

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**

**La Sierra High School**

**9301 Wood Road  
Riverside, CA 92508**

**Alvord Unified School District**

**March 27-29, 2017**

**Visiting Committee Members**

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## Chapter I: Student/Community Profile

La Sierra High School was built in 1969, and it is one of three comprehensive high schools in the Alvard 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.

LSHS 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 residence though the boundaries have not changed, other factors, such as sports and specialized programs, have also contributed to the decline in enrollment.

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.

La Sierra High School has adopted the Alvard 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.” 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.

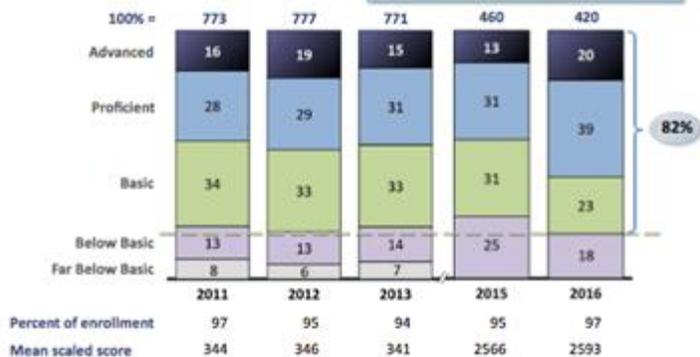
La Sierra has identified their goals and needs, with the help of parents and the community through their input in School Site Council, ELAC, Single Plan for Student Achievement (SPSA), district meetings, and community forums:

- **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.
- **Goal 2** – Students will be prepared to be college and career ready when they graduate from high school.
- **Goal 3** – Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

## CST vs. SBAC English Language Arts (11<sup>th</sup> 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



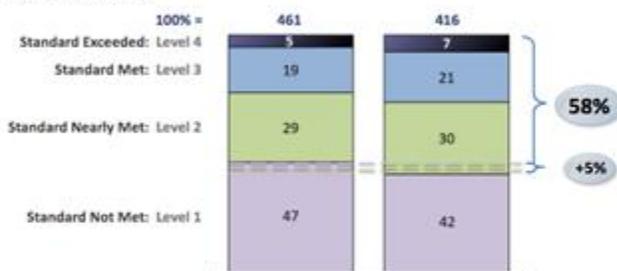
Source: California Department of Education Assessment and Accountability Division: STAR Test Results, 2011-2012

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.

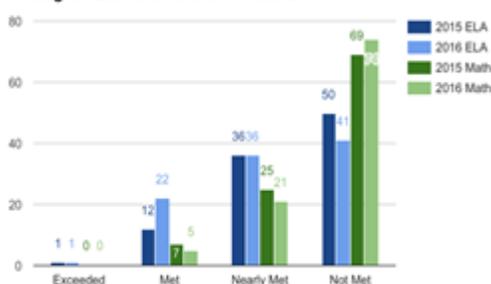
While students at LSHS reflect a large percentage in Standard Not Met on the SBAC Math portion, the percentage of students that nearly met, met, and exceeded the standard increased by 5% from 2015 to

## SBAC Mathematics Overall Achievement Level Distribution

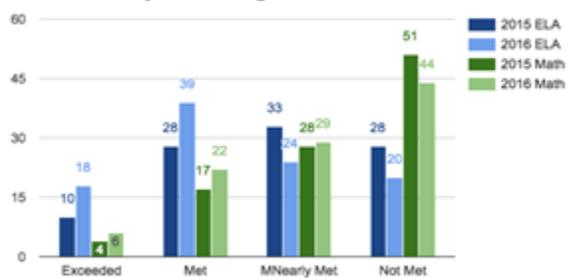
Percent of students tested



### English Learners - CAASPP Results



### Economically Disadvantaged - CAASPP Results



2016.

Data show our EL population remains an identified group in need of support in mastering the demands of the standards. LSHS' socioeconomically disadvantaged population has 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.

**Student Enrollment**

·	2011-12	3300
·	2012-13	2923
·	2013-14	2504
·	2014-15	2137
·	2015-16	1893
·	2016-17	1768

**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%

**Chapter II: Progress Report**

Over the past six years, La Sierra has been a school in flux in terms of administration, staffing, and student enrollment. The school has had five principal changes 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 nearly 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 to assist students with tutoring

opportunities

- 2) Honors/AP including open access to these classes, which means little to no requirements and no teacher recommendation
- 3) SAT and PSAT offered to students free of charge
- 4) AVID
- 5) Link Crew
- 6) Supplemental Programs
- 7) Increase in Parent Involvement

### **Action Plan Priority 2: Teachers**

**Professional Development that promotes quality teaching and learning.**

- 1) Teacher Collaboration
- 2) AVID
- 3) Curriculum Review Team
- 4) Document Based Questions (DBQ) Implementation
- 5) Subject Specific Training

### **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
- 2) Increase in Supplemental Instructional Supplies
- 3) Credit Recovery
- 4) Career Pathways
- 5) Increase in access to Technology
- 6) Internships.

### **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<sup>[CA1]</sup> were identified and divided into action steps for each. Action steps are aligned with the SPSA goal(s).

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[CA1]

## **Chapter III: Self-Study Process (1-2 pages)**

### **Learner Outcomes:**

The Alvord Unified School District has identified a unified Mission, Vision, and Student Outcomes for all students in AUSD. The student outcomes are identified as follows::

- All students will graduate from high school, ready for college and career.
- All students will contribute to a high quality of life in our community.
- All students will be inspired to fulfill their own unlimited potential.

Although student outcomes have been identified, La Sierra needs to unpack the learner outcomes for their students.

**Process:**

The self-study process was mostly completed by the certificated staff. Input from other stakeholders was included in the form of surveys and meetings. A survey for staff, parents and students was created by the WASC writing team and disseminated by surveymonkey.

La Sierra is in the process of identifying indicators and modes of measurements for student outcomes. Students are not aware of the student learner outcomes but do feel that LSHS is preparing them for their future.

**Data**

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

CELDT data indicate that La Sierra's EL student numbers remain fairly consistent for the advanced performance level. Long-term ELs are

La Sierra is facing issues with D and F rates in Math and English in both grades 9 and 10. With the implementation of Common Core, teachers and students are struggling with student achievement and interventions for student success. D and F rates in Biology 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 show that with interventions, the struggling freshman students will be better academically prepared for higher level courses.

**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 number of Ds and Fs in core content areas in subsequent years.
- 3) Offer a variety of interventions to support all student groups (AP, EL, Special Ed, etc.) as they work toward 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: Quality of the School's Program

### CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

#### A1. Vision and Purpose Criterion

##### Vision – Mission – Schoolwide Learner Outcomes – Profile:

La Sierra has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon the student/community profile data, research, and a belief that students can learn and be college and career ready. The vision is that “All students will recognize their unlimited potential”. The mission statement is that Alvord USD is working toward becoming a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through developing systems that will be 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 reflect the district's LCAP belief that all students will become college and career ready. All staff were issued a poster of the vision and mission but it may not be consistently posted in all classrooms.

The school is preparing students for college and career through CTE programs (e.g. Health, Business and Computers, Hospitality Pathway and AVID, Robotics, PLTW Biomed pre-med pathway, Honors and AP courses). There is a strong emphasis and concerted effort to push the a-g requirements and higher expectations. All Juniors complete Integrated Math 3 (IM3). Freshmen who are enrolled in Freshmen Focus are required to use the Career Choice curriculum which includes the development of a ten-year plan on My10yearplan.com which can be accessed by teachers and counselors.

La Sierra High School was recognized as an AVID Demonstration school. The leadership team has expressed a desire to expand AVID instructional strategies schoolwide.

##### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:

The expectation is to develop and set a unified vision and mission statement that encapsulates the district- wide goals as it relates to learning and focus. Staff indicated that the district held WASC focus group meetings consisting of community, staff, and parent stakeholders and regular school-

based meetings to create the district-wide Vision and Mission Statements and Schoolwide Learner Outcomes. The school also held additional focus groups meetings consisting of certificated staff to review them. Elements of the Mission and Vision were also promoted during annual parent nights for various programs. Parent and school staff surveys were sent out for school feedback and returned to the district for analysis and processing. Information stemming from meetings with various stakeholder groups indicates that students, parents, classified staff, and community members were not involved in the development of the vision and mission and did not participate in the focus group meetings. It was also reported that parents had difficulty accessing the SurveyMonkey website. There is also no evidence of their collaboration or involvement in identifying or developing School Learner Outcomes.

#### **Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP:**

The vision and mission statements are posted in some classrooms and as “Our Promise” on the district and school website. Town hall meetings hosted by the district office allow the community to discuss and give feedback regarding the Vision and Mission statements. The school has not identified clearly outlined School Learning Outcomes.

Parents are encouraged to visit the La Sierra High School website for information about their school and staff members. However it was reported that the website is not currently updated and training is not provided to school staff.

## **A2. Governance Criterion**

#### **Governing Board and District Administration:**

The governing board maintains the goals for each school site’s SPSA which must be aligned with the Strategic Plan and approved by the Board annually. Policies and Procedures, including Uniform Complaint Procedures which students take home as flyers, are listed and available to the public on the district website.

#### **Understanding the Role of Governing Board:**

The relationship between the governing board and the professional staff is outlined in the Board Policy. Policies are shared with staff at the beginning of each school year and staff sign an agreement for all of the policies and procedures as required by the district.

#### **Governing Board and Stakeholder Involvement:**

Parents received invitations and notifications to join SSC, ELAC, Parent Advisory Committee, Parent advisory committees and the Action Team for Partnership (ATP) meet regularly to provide input to the school administration regarding specific student groups.

The SSC, composed of staff members, parents, students and school administration, reviews, gives input, and approves the SPSA annually, which is aligned to the Vision and Mission

statements.

**Board's Evaluation/Monitoring Procedures:**

The goals for each school site's SPSA must be aligned with the Strategic Plan and approved by the Board annually. Students involved in ASB, the Superintendent's forum, and School Site council give feedback regarding the governance of our school. Town hall meetings, hosted by the District office allow input from the community members.

**Complaint and Conflict Resolution Procedures:**

At the time of registration, complaint procedures are communicated with parents. Additionally, Uniform Complaint Procedures are posted in classrooms and are on the District website under the community tab. The annual employee handbook, which includes complaint procedures, is distributed to the staff.

**A3. Leadership: Continuous Planning and Monitoring Criterion**

**Broad-Based and Collaborative:**

Presently, the school has monthly staff meetings which are used to share best practices. Monthly Department Chair meetings also provide opportunities for collaborative discussion.

Professional Learning Community (PLC) opportunities are provided for departments to collaborate.

The teacher directed time is also allocated for planning and reviewing common assessments. Core instructional programs are provided units of study to implement as well as common assessments. Common assessment data analysis provides teachers with information regarding student achievement and areas in need of reteaching.

**Single School Plan for Student Achievement Correlated to Student Learning:**

The goals of the SPSA are created by core Departments. Progress is analyzed and reviewed annually as each goal is revised for the upcoming year.

**Staff Actions/Accountability to Support Learning:**

La Sierra has leadership team meetings where information is conveyed from administration to department chairs and then shared to the remainder of the staff. The principal meets monthly with La Sierra's Alvord Educators Association (AEA) representatives to demonstrate a shared responsibility in decision making at our school.

Monthly meetings between the principal and Alvord Educators Association (AEA) representatives allow time for resolving differences between the staff and administration.

**Internal Communication and Planning:**

At the time of the first staff meeting, the staff is presented with a binder which contains information about meeting dates and other correspondence.

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.

La Sierra has established an online calendar located within the school website. Staff votes on parent conferences via an online survey.

#### **A4. Staff: Qualified and Professional Development Criterion**

Annually, Human Resources (HR) reviews all credentials and courses that teachers are teaching to verify that the teacher is properly credentialed in that area.

##### **Staff Assignment and Preparation:**

The HR department ensures that teachers are properly credentialed in the area assigned. 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.

Staff is asked via their department chairs about their teaching preferences. The needs and expertise of each staff member is analyzed and the master schedule is created.

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.

##### **Defining and Understanding Practices/Relationships:**

Employee and staff handbooks are distributed annually.

##### **Support of Professional Development/Learning and Measurable Effect on Student Learning:**

The professional development plan is aligned to district’s goals. Weekly early release provides a rotation of professional development opportunities, PLCs, faculty, and other necessary meetings.

The district has Instructional Coaches at each school site this year to help support core teachers. The staff is exposed to AVID Instructional Strategies and other professional development at staff meetings. discussions of best instructional practices based on recent instruction and feedback.

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.

Pacing guides are available on the network drives and district website. Prior to Common Core, the district created a Curriculum Review Team (CRT) to create common assessments, tasks and pacing guides aligned to the content standards. The AEA and CSEA (California School Employees Association) contracts both define policies, procedures, and responsibilities between the staff, administration, and district. The CRT meets regularly to review, modify and enhance the documents where needed.

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 select training modules that address individualized needs.

**Supervision and Evaluation:**

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. Administrators visit classrooms to observe instruction. Feedback is provided to the staff member. Staff reported that teachers with over 10 years of teaching could be evaluated every five years but that the agreement can be revoked.

**A5. Resources Criterion**

**Allocation Decisions and Their Impact:**

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.

**Practices:**

The school participates in the LCAP and SPSA processes. Both processes receiving community input and implementing suggestions. The SPSA is written with input from the students, parents, staff, and the administration.

**Facilities:**

Facilities are continually reviewed and maintained. La Sierra received a fair rating on the California Facilities Good Repair Status in the SARC, deficiencies that were noted in the inspection were immediately repaired by the district maintenance department. La Sierra is visited by the Riverside Fire Department and Williams inspectors annually.

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.

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

**Instructional Materials and Equipment:**

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.

Inventory of textbooks and instructional resources are maintained through the district's Instructional Media Services and the library at the school site. Staff are responsible for maintaining, inventorying and acquiring resources, materials and equipment.

The district Information Technology department oversees the software and technology needs for the district and the school. The school shares a district Information Technology technician who maintains classroom technology and equipment.

The site currently has three hard-wired computer labs; one in the library and two classroom labs (rooms 501 and 504). Teachers have unlimited usage of the copy machines.

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.

**Well-Qualified Staff:**

All teachers are No Child Left Behind (NCLB) highly qualified. The school currently has Advanced Placement classes, AVID and three CTE academies. AP and AVID teacher have been properly trained and CTE Academy teachers have an opportunity to attend the Educating for Careers conference in Sacramento.

**Long-Range Planning:**

LCFF-LI and LCFF-EL resources are spent in alignment with the LCAP goals. The most recent district budget demonstrates the district's ability to meet the financial obligations for this year and the following two years.

**CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

**Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- The school has a clearly articulated vision and mission that reflects the district's LCAP belief that all students will become college and career ready
- The school is implementing the Career Choice curriculum for Freshmen which includes the development of a 10 year plan on My10yearplan.com
- There is a strong emphasis and push of the a-g requirements and high higher expectations
- Open communication between stakeholders and administration

**Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- The Schoolwide Learning Outcomes have not been clearly defined and articulated
- Interviews with various stakeholders showed that some stakeholder groups had not participated in the WASC process
- Lack of a Technology Plan and articulated support for implementation

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following**

- Self Study Document
- Classroom Observations
- Interviews with stakeholders

FOL meetings



## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

#### **Current Educational Research and Thinking:**

Some teachers are using their own current educational research to provide an instructional program that prepares students for college, and career. The Units of Study created by the district/teacher representatives, with the support of a lesson plan design consultant, contain standards listed for each unit; however, in discussion with staff and district personnel, units lacked research based material as written in the self study that supported the lesson planning process. Teachers plan together in grade level teams. They utilize the UPO's provided by the district office that incorporate the Common Core State Standards and NGSS. PLC time is used with the Unit Planning Organizers (UPO) designed by the district office, and analyzing common assessments also created at the district level, as previewed by VC.

La Sierra High School stated they are using current educational research related to curricular areas to enrich their own units of study and pacing guides based on the CCSS, and previous year text books they have used, however, the VC was not presented with research to validate the claim, other than reviewing the UPOs. Teachers (invited to work in a team at the district level) are creating their own lessons and performance tasks (called working documents that were last updated a year ago) to supplement the texts that have not yet been updated to reflect the CCSS and NGSS. Teachers were noted as using the eight standards of mathematical practice (not witnessed by VC), KUTA software, DBQs, Depth of Knowledge (not witnessed by VC), PLCs, Integrated math and Cornell Notes to support student learning and application. They are using Step Up To Writing was purchased for all teachers in every department; however, the program was not witnessed by VC. AVID courses are in place as witnessed by the VC and student focus groups.

#### **Academic and College- and Career-Readiness Standards for Each Area:**

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

All academic areas state alignment with CCSS and College and Career readiness. AP courses are aligned and verified with College Board. The partnerships with local community and state colleges and utilization of ERWC, ECR to prepare seniors for direct transition to English courses in college. Mathematics is also in partnership with the local community college for students who complete a course with a passing grade of C and are able to get priority registration and placement. AP courses are College Board approved and most math classes are a-g. Business math is the only non a-g course but it has a career readiness focus. The online a-g approved program, Odysseyware, is offered for students with impacted schedules and for students with credit deficiencies. Cadet Academy now fulfills a PE requirement. The AVID program is provided and students are encouraged to participate for their four years in the program. CTE

courses are provided taught by RCOE instructors.

### **Congruence:**

Supporting evidence includes units of study, common formative assessments, DBQ, common scoring rubrics, and department meeting minutes. Congruence is refined through PLC meetings during early release days. Units of study were created collaboratively with the district. Teachers have CFAs to inform instruction and help reteach content and skills using rubrics. Students have access to career pathways such as the International Business and Hospitality, Project Lead the Way and Health Career academies. AP courses are also provided. It was reported that 269 students took more than 526 AP tests with a 55% success rate.

### **Integration among Disciplines:**

There is integration and alignment among academies. There is not a systematic integration of courses other than Business and Health Academies.

### **Articulation and Follow-up Studies:**

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

Instructional leadership teams meet from across the district to plan units of study for core areas. Contract language provides for the fifth Tuesday as articulation across the district. (Example one team meets four times a year.) Avid connects with the middle school and they have an alignment of goals. Numerous courses/Academies are articulated with local community colleges and universities which meet to align, evaluate content and validate effectiveness.

## **B2. Access to Curriculum Criterion**

### **Variety of Programs — Full Range of Choices:**

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 students.

La Sierra provides many programs for students that embed realistic college, career and other educational options. Program representatives and counselors present course offering information to local middle schools. Counselors make classroom presentations to review a-g requirements, courses available, tutoring options, alternative ed, summer school options, and college entrance details. They also offer FAFSA workshops and presentations, college nights, application workshops and meet with all seniors.

Freshman students are enrolled in a course designed for career research and exploration. They

collaborate with their counselor to create a four-year plan. All honors and AP courses are available to all students. Academies provide students with three-year career and college pathways. The AVID program provides 325 students with extra counseling and guidance, as well as field trips to colleges and encouragement to take AP courses. California Cadet Corps is a leadership program with a military foundation. Special Education is provided with a focus on career and college goal.

### **Accessibility of All Students to Curriculum, including Real World Experiences:**

There is open access for students to enroll in courses they request. Some teachers use AVID strategies in the classroom. Some sheltered content is provided for EL students. Bilingual aides are provided to some courses. The special education department works collaboratively to mainstream students in general education classes. Academy students are provided with internship opportunities their senior year, including the on-campus restaurant.

### **Student-Parent-Staff Collaboration:**

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.)

Students start off the freshman year with a ten-year plan. Avid teachers meet with counselors to review the goals of the four year plan. Academies hold parent nights to guide students toward goals. SPED department collaborates with all immediate stakeholders in developing the 504/IEP's. Aeries provides immediate information to teachers and families as well as Blackboard Connect. Two parent-Teacher conferences are offered one per semester. Teachers utilize technology such as email, REMIND, Edmodo, and email to keep in contact. Parents are invited to meet with the principal and counselors on specific dates to share concerns and so that the school can disseminate information. Counselors hold several different informational nights for parents and students to learn more about college, career and graduation.

### **Post High School Transitions:**

The school stated they are implementing strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

- CPA Academies
- Culinary Arts
- Open access to AP courses
- Opportunities for collaboration

**Key issues for Standards-Based Student Learning: Curriculum (if any):**

- CCSS Text book adoptions
- No consistent academic writing across the curriculum
- Ten year plan not revisited after ninth grade year
- Support for ELL population
- Lack of Technology plan and technology

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Self Study Document
- Classroom Observations
- Interviews with stakeholders
- FOL meetings

**CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

**C1. Challenging and Relevant Learning Experiences Criterion**

**Results of Student Observations and Examining Work:**

Based on the school's self-evaluation and VC observations of the entire school, the students are able to participate in classes that meet the school-wide learning goals, academic standards and college and career readiness standards. The school evaluated student involvement and provided supporting evidence.

Departments have undergone changes to fulfill the Common Core State Standards (CCSS) and NGSS requirements and are currently modifying instruction to the UPOs developed by team of teachers from the district to develop core classes. Language arts classes started the process of using more non-fiction bases sources and rethinking instructional strategies that best prepares students for the changes in the standards and for the assessment that goes with it. Honors and AP classes have increased with open selection, which challenges and engages the students to meet high-level academic work.

In addition, the students can also participate in AVID, Health or Business California Partnership Academies, Hospitality Pathway, Robotics, Cadet Corp, and a Project Lead The Way (PLTW) class focusing on Biomedical Sciences. For example, Health Academy students take Freshman Focus class especially designed to prepare them to be part of the three-year program where they

take science classes and some of their core classes together. During their senior year, they are able to do two rotations at Kaiser Permanente where they engage in hands-on job training in many departments within the hospital. They are able to apply for a summer paid internship and they also receive community college credit for completing the program. All of these opportunities provide chances for students to go beyond the typical classes and allow them to explore subjects of interests to them while fulfilling graduation requirements, school-wide learning goals, and most especially - to prepare them for their future career.

To better prepare and support students, the school librarian provides instruction for proper research techniques. For classes that use the librarian's expertise, they coordinate with her to help facilitate a classroom lesson and to make use of the computer lab in Freshman Focus classes where they create a flexible and accessible ten-year plan for their high school career and beyond. Moreover, this program teaches 21st-century skills for high school and post-high school success.

#### **Student Understanding of Performance Levels:**

Learning targets and essential questions are posted daily in classrooms. For classes that use rubrics, the performance levels are indicated to help students evaluate and understand the expectations and learning goals. Students may view their academic progress through AERIES Gradebook and their classes have syllabi that include clear performance expectations. AP students are overtly working toward performance standards necessary to pass the AP exam.

#### **Differentiation of Instruction:**

Teachers have access to EADMS to sequence instruction. More than half of the staff has been trained in AVID thus resulting in increased use of instructional strategies such as Cornell Notes. Some teachers use technology and/or manipulatives in their instruction. The teacher-librarian provides student literacy resources as well as a venue for lunch and after school assistance. English Learners are supported through sheltered instruction in the content areas. Some Spanish-speaking aides assist ELs, but there are no aides who speak languages other than Spanish and English. To supplement this, the district is planning on providing iPads that will have programs that will allow for translating in languages other than Spanish. Special education students are provided services ranging from special day class to mainstreaming. VC observed classes utilizing necessary accommodations and support which included such strategies as modified print size, adjusted lexile levels, and auditory enhancement equipments in select classrooms.

The students are encouraged to bring their own device. The school has two mobile laptop carts and three computer labs for research, writing assignments, and projects. Teachers may request a cart to be sent to their classes. Some teachers allow their students to use their cell phones for their coursework. Many teachers have online websites for students to access the assignments, homework, and communicate with their students electronically using Edmodo and Remind to posts announcements and conduct discussions.

Science teachers, collaborating closely during Professional Learning Community (PLC) time,

have developed a reteach/retest intervention program. Using EADMS, these teachers examine student performance data, determine which students require interventions, which can benefit from enrichment, and develop lesson plans for both groups. Finally, teachers decide among themselves which of them will teach which groups for this short-term intervention.

## **C2. Student Engagement Criterion**

### **Current Knowledge:**

There are mobile laptops available for EL students, Freshman Focus class, AVID, and Credit Recovery programs. There are also computer labs accessible to students including one in the library. Some classrooms have Interactive Whiteboards, LCD projectors and Document Cameras that enable teachers to deliver their lessons.

Teachers engage students using Cornell Notes, Socratic Seminars, think/write/pair-share among other strategies. English teachers attend AVID training to further enhance the use of critical reading and writing skills for all students. In total, the reported % of teachers who attended an AVID-based training is roughly 55%. The Biology team has designed a program to support underperforming students with reteaching and retesting.

In addition, the teachers facilitate opportunities for the students to directly interact with experts in specific fields including the medical field for the Health Academy and business leaders for the Business Academy. There are opportunities for mentorship and trips to learn from experts. There is an Art Festival that gives students a chance to feature their work and talent to the community.

### **Teachers as Coaches:**

Teachers report using different strategies including AVID, jigsaw, and reciprocal teaching to guide their students' learning. Virtual Enterprise encourages the students to develop their own business ideas; the science department has set up an InterRichment program where students can get support from their own teacher as well as other teachers who teach their subject. Freshman Focus teachers coach their students to use the Appointment Clock and Cornell Notes. PE and VAPA teachers demonstrate proper techniques and the use of variety of coaching strategies. Many Math teachers provide tutoring outside of class time, and students are given the chance to do test corrections. Social Studies and World Language teachers facilitate discussions and incorporate group and individual projects.

The CTE/ROP business programs encourage students to compete and present their business proposals. Using online programs, Freshman Focus students are required to research different careers, a project that culminates in a class presentation. Science students use the cycle of learning and apply various concepts through lab work and research investigations. Performing Arts students present multiple productions, including plays, concerts, and the Spring Art

Festival. Social Studies students use their historical knowledge to fulfill multiple performance tasks which could include writing a creative story, an essay, and/or historical narratives. World Language students are able to practice what they are learning through presentations, simulated interviews, short stories and original videos.

**Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.**

Math classes challenge students to work collaboratively and solve problems using different techniques. Students in science classes are using the 5E model which is part of the NGSS learning strategy that involves the students to Engage, Explore, Explain, Elaborate and Evaluate the key concepts and performance tasks. In English classes, students work in groups to unpack prompts, present research findings and literary analysis, as well as opinions through the appropriate selection of writing and presentation formats. Social Sciences use primary and secondary sources outside of their textbook for DBQs and projects. Ceramics students combine engineering concepts and ancient techniques to create functional 3D forms, while World Language students use audio recordings and authentic texts to learn and practice their new language. PE classes ask the students to develop a personal workout plan using good form and technique, which complements the Health class challenge to create a healthy weekly meal plan with limited budget. CTE students must propose a business plan, complete with budget, company logo, website, and policies and procedures.

**Students use technology to support their learning.**

The school encourages the students to bring your own device policy and there are two computer carts that can be checked out. The following programs have their own sets of laptops: Health Academy, Project Lead The Way, EL, AVID and Freshman Focus. Multiple departments use Remind app and Edmodo for communicating with teachers and peers while Math and science classes use various websites and apps. History and English students use a variety of technology.

**Students use a variety of materials and resources beyond the textbook**

Departments use a variety of online resources and apps.

**Real World Experiences:**

Students in the academies, Cadet Corps and VAPA engage in real-life off-campus experiences.

## **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

**Areas of strength for Standards-Based Student Learning: Instruction (if any):**

- Programs that provide career exploration and real-life experiences

- AVID teaching strategies

**Key issues for Standards-Based Student Learning: Instruction (if any):**

- Expand technology use in the classroom to engage students and to adopt a consistent Learning Management System with appropriate support including staff and student training.
- Increase school-wide standards-aligned and data-driven enrichment and intervention programs
- Allow for more students to be part of the CTE programs and other career readiness programs

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Self Study Document
- Classroom Observations
- Interviews with stakeholders
- FOL meetings

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

### **D1. Using Assessment to Analyze and Report Student Progress Criterion**

La Sierra High School has a variety of ways to process and manage student data. The main resource for analyzing, collecting, and disaggregating student data is an online program called EADMS. This program is used to gather a variety of data related to the state standards using results from the CELDT, CAASPP, NCLM, Science, and Physical Fitness tests. Evidence has shown that the staff also uses common formative assessments and department standards by giving tests and final exams through EDAMS. The school also includes the results of the PSAT and SAT, which is given to all 9-11 grade students at the school in their data review. The school then breaks their findings from this data into smaller groups (standard, student, class, and, school). After the results of the PSAT and SAT are reviewed, the school produces a powerpoint with links to the Khan Academy to provide students further support on the areas that can they can improve if they choose to retake those tests. Kahn is a series of videos targeting specific areas.

#### **Monitoring and Reporting Student Progress**

La Sierra High School has provided adequate evidence of its use an online student information system called Aeries. This program allows administrators, counselors, and teachers to access detailed information on a student's attendance and progress of grades in the teachers classes that do use this program. Parents and students also have access to current grades, transcripts, PSAT, SAT, and AP results from the time the student entered the district.

The school sends home letter grade reports six times a year and holds two parent teacher conference nights yearly. The school also uses an internet based program called Blackboard to communicate academic performance and classroom behavior to parents.

The school district and high school also have their own websites that provide the community with the School Accountability Report Card (SARC) and API, SAT 1, and ACT results as evidenced by visiting the Alvord's district webpage.

#### **Monitoring of Student Growth**

La Sierra High School uses its teachers, counselors, coaches, case carriers, and program coordinators to monitor students growth throughout the year. The initial WASC reported that Counselors monitor students transcripts twice a year to ensure college and career readiness. However, this was only found to be done during their junior and senior years. Students progress

is monitored through CAASPP, CELDT, CFA's, PSAT's, PFT's, and course grades. Students grades are issued every six weeks, with final grades at the end of each semester. During the VC assessment meeting with teachers at LSHS evidence was provided that teachers do use common formative assessments and teacher created assessments to determine students' growth and progress. EADMS, ARIES, and IEP's are also used in monitoring students growth at the school.

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

### **Appropriate Assessment Strategies**

Evidence was shown that teachers at La Sierra High School use a variety of assessment strategies to evaluate student academic achievement. Most departments at the school are using 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. It has been stated that other teachers use interactive assessments for immediate feedback such as(Qwizdom), but no evidence was provided during the VC visit to support this. Teachers and students have provided some evidence during the committee's visit that assessment of student work is also done through daily comprehension monitoring 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. However, during the VC visitation of PLC's and classroom visits we were not able to witness all of these assessment strategies.

It was stated that staff use these assessment results to make the necessary accommodations in instruction for struggling students, special education students, and EL, however, there was no evidence for this claim. Evidence was provided that the school's Professional Learning Communities are used for collaboration and some teachers use the time to analyze the results of data collected in EADMS. The information from EADMS is used to identify areas of strength and plan intervention.

Most departments at La Sierra High School follow the district Units of Study, which provide teachers alignment to the standards. Pacing guides are also used to help the staff focus on the essential standards and to enhance the education process at their school.

### **Demonstration of Student Achievement**

The initial report stated that core subject areas at the school schedule one week into the pacing guide for reteach and retest based on common assessment results; the VC did find evidence of this in the school's Units of Study Guides, but the time varies by department. Social science guides reflect one week, and the VC observed the Biology team calendaring one week as they met in their PLC. Other guides reflect only one to three "buffer" days. Individually, some teachers offer intervention or enrichment at lunch and after school. The VC was told that in most subject areas, the decision to tutor, reteach, and/or retest rested with the individual teachers.

### **Student Feedback**

During a student focus group evidence was provided that students at La Sierra High School know what is expected of them when it comes to grades and behavior. They can communicate freely with their teachers about any academic concerns they may have via email or remind app on their phones and their questions and concerns are answered in a timely manner. Students are comfortable asking for additional time. Students are also aware that they have access to Aeries gradebook and understand the importance of earning good grades.

Evidence was also provided during a student focus group that students were aware of their college readiness through communication with their counselors and teachers, and which courses to take including AP courses. Students also knew which courses qualified as a-g courses at the school. Students also felt clubs and classes such as Freshman Focus, Health Academy and other programs would prepare them for careers after high school. The students also 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. Some students would like classes that teach basic, real-world skills such as how to file taxes and how to find employment.

One area of concern discussed at the parent WASC meeting was inconsistent access to Aeries.

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

### **Schoolwide Assessment and Monitoring Process**

La Sierra High School uses AERIES program, as well as grade reports. CAASPP, CELDT, PSAT and SAT, are also available. During the school year counselors report they review grades and place at risk students in credit recovery courses or refer them to alternative education or adult education. School Counselors also inform students of the resources available to them for tutoring and credit recovery.

Evidence in our WASC visit has shown that staff, parents, and students have online access to the detailed information regarding grades and attendance on Aeries, which allows them to monitor students' progress and necessary interventions that can be utilized by all users. The use of the

Aeries grade-book program is not required to be used by teachers at LSHS. Progress reports are sent home to parents six times a year to monitor their child's performance. The Aeries gradebook is accessible to some parents online, yet some do not have online access due to their lack of knowledge of such program.

### **Curriculum-Embedded Assessments**

Evidence has been provided that the staff uses the results from Smarter Balanced Assessments to adjust units of study throughout the year. However it has been stated that these standards have accommodations for special education students included. However, VC was notified that the only accommodation for SpEd students is extra time. Writing was stated as being used across the curriculum as well as real life application of mathematics. However, this could not be confirmed during the VC classroom visits or in the teacher focus group. LSHS did provide evidence that results were mailed to reclassify English Learners and explained the process. .

### **Schoolwide Modifications Based on Assessment Results**

The report stated world language, AP, and social science teachers attended trainings to improve student assessment. The VC was able to verify that teachers attend AP summer institute trainings and Sheltered trainings.. Additionally, there was no evidence that teachers, counselors and administrators complete a transcript analysis for all juniors to ensure they complete graduation requirements. The VC was provided evidence that some teachers and counselors check graduation status for seniors throughout the year.

During PLC visits evidence was provided that every six weeks department chairs are given grade distribution reports by teacher and course. This allows departments to analyze grading policies and pass rates. Evidence was also provided during parent meetings with the VC that the school uses automated phone calls notifying parents of students earning Ds and Fs at the six-week grading periods. The VC was also provided evidence during the visit that seniors receive letters home notifying parents of the danger of their child failing classes required for graduation. Academies, athletics, drama and AVID also evaluate student progress and provide support for students in need with requirements that students must maintain a 2.0 GPA in order to participate in these programs. Freshman who have failed two or more classes are also offered support.

Evidence has shown that La Sierra High School ensures the integrity of their testing results by keeping their PSAT, SAT, CAASPP and AP tests in a locked room. They follow testing protocols.

**CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

**Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):**

- Effective science and PE department collaboration
- The use of Aeries
- District common assessments

**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):**

- Intervention or enrichment opportunities for students are not consistent across all discipline areas
- Assessment data is not consistently used to inform instruction

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Self Study Document
- Classroom Observations
- Interviews with stakeholders
- FOL meetings

## **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **E1. Parent and Community Engagement Criterion**

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

#### **Regular Parent Involvement**

La Sierra creates opportunities for all stakeholders including staff, students, parents, and community including local businesses to participate. Parents stay involved with programs to monitor grading and attendance such as Aeries, Blackboard, and Teleparent. Parents and community are also encouraged to stay involved through ASB, BATES meetings, Site teams, guest speakers, and site events. Bilingual parents have taken on leadership roles in groups like No Parent Left Behind to reach out to EL parents and students. Groups like BATES takes on difficult issues that students are dealing with using guest speakers to help families in crisis. Parents also use Remind 101 to communicate with one another about events. There is transparency through meeting minutes for Boosters, Mornings with Moss, Coffee with counselors, and all site meetings. Parents are encouraged to attend and help out with activities as well as student performances. ELAC meetings create an inclusive environment for EL students and their families. The Spanish Honor Society and MECHA host community activities and celebrations. There was a multicultural festival that featured music, art, and food and members of the community. The parent group The Posse was recently created to promote school spirit and raise money for students that may not be able to afford school events. Parents work closely with helping students work with community stakeholders with community service hours.

La Sierra has intervention systems in place to support students and families such as conferences, SST meetings, and supper free to families in need. Blackboard reports will show when a phone number is no longer active so that staff can reach out to have the most up to date information. Students are referred to after school tutoring and may meet with teachers any time to get extra help. Team members communicate with counselors and parents when a student has been identified as needing support. The new Parent Center allows for parents to come on campus and get resources needed.

#### **Use of Community Resources**

La Sierra has many programs to provide options and opportunities for students in partnership with the community with high expectations such as CTE and a CTE Showcase, AEF Scholarship opportunities, AVID, the Business Academy, College and Career Fair, College Day Signing, the College and Career Center, ROP, Health Academy, Biomed Academy, Culinary

Pathway, Read Across America, and the Silent Message Board. Along with programs like AVID and regular school curriculum, students are encouraged to be college and career ready. La Sierra is an AVID Demonstration School with the goal of going AVID schoolwide. Career Pathways partner with businesses like Kaiser Permanente for Health, Hampton Inn for Hospitality, and Eagle's Nest for Culinary. The Kaiser program allows for students to be involved in real life medical situations including surgery. Regular guest speakers are invited on campus through the BATES program that tackles real-life issues.

## **E2. School Environment Criterion**

### **Safe, Clean, and Orderly Environment**

La Sierra has made a safe and clean environment an ongoing goal. There is currently a district-wide beautification process. Custodial staff have been trained in improvement of grounds maintenance. There are nine campus supervisors equipped with new walkie talkies for student safety. Students that bike to school are supplied with a rack to lock bikes as well as a room to store skateboards. Security cameras are effective as reported by staff and have been installed in various places on campus and emergency maps are in all rooms. There are fire extinguishers available in every classroom and there are constant checks for them as well as exit signs. Electric locks allow for around the clock room and campus safety. The user must have a badge to open the doors. There are centrally located trauma kits on campus that certain staff members have been trained to use. Staff are provided with teacher and student rosters for accurate attendance. Administration strives to be visible in classrooms and on campus. There are campus supervisors as well as a site SRO for student safety. Drug dogs make regular visits and there is a construction schedule to make the campus more secure. Custodians work daily to keep the campus clean and safe. There are emergency site plans and staff have been trained on emergency procedures. The site maintains computer safety with IT firewalls. The staff participates in surveys and diversity training. The student handbook serves as a guide for students and staff on site expectations and protocol. Campus security reports that they have a clear protocol to express concerns and feel comfortable doing so. Staff reports that they always feel safe on campus. Seldom do they see fights or reasons for concern. The occasional lockdown and drill have been very effective. Staff and students have been trained on how to report harassment. Students and staff alike did share a need for more consistency on policies and procedures such as discipline and attendance.

### **High Expectations/Concern**

Expectations and concerns for students are fostered through various programs, pathways, and school curriculum. Student voice is shared through course request forms. AVID and AP courses give strategies and curriculum with set expectations. Students and parents can connect with teachers via Blackboard. There are various clubs and organizations for students to join. Clubs like the Gay Straight Alliance foster inclusion and acceptance. There are on site counseling

services as well as the option of off site services for students. The Five Start System allows for admin to track student involvement. Programs such as Homework Zone, Freshman Focus, Tutoring, and Link Crew allow for an extra layer of support. Red Shirt awards from ASB promote involvement. Events such as Spanish Heritage Month promote diversity and involvement. On Tuesdays, teachers proudly wear the shirt of the college they attended in addition to displaying their school's flag outside their classroom doors. Students report that La Sierra is a diverse campus where the students experience no prejudice, but feel like a family as a campus and in their individual clubs, groups, and teams. Students report that they have a very visible principal and appreciate that. Students and staff have been trained on clear procedures for reporting harassment.

### **Atmosphere of Trust, Respect, and Professionalism**

La Sierra fosters an atmosphere of trust, respect, and professionalism through various programs and events and meetings. PLC time allows for best practices, common planning, and support with concerns. Teachers pride themselves on the use of collaboration time and value the process. The Choose to be Nice Campaign has blossomed beyond a single event, into a campus organization that promotes kindness and acceptance. Coaches and teachers are in the process of developing demonstration lessons that may be linked to a website as a resource. Staff greet students at the door to model courteous behavior. Staff were observed greeting visitors and students throughout the school day. Students reported that they all feel that there is at least one trusted adult on campus that they can go to and staff is approachable. Students feel supported and that they are being prepared for graduation. Students from the culinary pathway and VAPA teamed together to create a classified employee appreciation event.

## **E3. Personal and Academic Support Criterion**

### **Adequate Personalized Support**

La Sierra makes sure that AVID strategies are provided for all staff during professional development/staff meetings. WICOR posters hang in most classrooms. They are an AVID Demonstration School and strive to go school wide. Teachers report that most teachers use WICOR strategies in their classrooms. Students enrolled in AVID get additional intervention with grade checks and tutorials. Link Crew also provides additional support to freshmen. Programs are in place to include freshman and get them involved in school events. AP students are given access to AP Readiness through UCR. Students are also given support with PSAT and SAT in addition to the pathways. Mental health assistance is available through a site school psychologist and outside resources. There are career pathways for individualized learning. All students have access to teachers and learning through Aeries, progress reports, Remind, Edmodo,

email, and Odysseyware. Students can also find individual connection with ASB clubs and activities.

La Sierra uses PLCs to further individualized learning and strategies. Teachers use PLC time to develop Unit Planning Organizers per subject/level and refine district assessments. Career Pathways allow for student choice and real-world experience.

### **Support/Intervention**

Students struggling within the general education setting have resources such as Homework Zone, Edmodo, Remind, and tutoring to support them. Students interested in increased rigor can opt for AP or Honors courses. Students may also opt for a career pathway such as hospitality, culinary, medical, or robotics. Students have open access to take any course. Staff and administration have expressed a desire to increase technology as well as use a common classroom platform such as Google classroom. Students report that they feel comfortable using Homework Zone and other tutoring opportunities.

### **Equitable Support**

Staff appear to work well together through collaboration and team building such as Friday Social Hour hosted by counseling every Friday Morning. The staff reports that they feel very supported by the administrative team. The ED program for students with emotional disturbance is in its second year, with a ceramics class designed especially as a therapeutic outlet for the students. The Friendship Society connects students with special needs and general education students. A schoolwide anti-bullying campaign educates students about using slurs associated with individuals with disabilities. Students are mainstreamed in general education classes, clubs, and activities, Groups like ASB and Link Crew make sure that all students feel safe and accepted. The Special Education Department makes a point of chaperoning school events so that students with special needs and their parents feel comfortable. There is an Autism Awareness campaign led by the school and all teachers get copies of 504 Plans and IEPs at the beginning of each semester as well as when a new student with needs enters their class. The Business Academy has been a great resource for students to learn real life skills. Students with IEPs have also been heavily involved in Toastmaster speeches and events. Zero and seventh period classes in addition to online classes also allow for student support and flexibility.

### **CoCurricular**

La Sierra offers students a variety of sports, fine and performing arts programs, as well as clubs and organizations, both during and after school. Students feel well informed about events and how to join clubs and organizations. ASB host Friday lunch activities and spirit events. Students are informed about ASB and school events through announcements and social media applications such as Twitter and Instagram. The Visual and Performing Arts programs, sports, Clubs, ASB as well as academies have been a model for creating opportunities for all students regardless of background or ability and are truly inclusive. ASB and Link Crew have been a key component in helping students feel connected to the school. Many teachers keep rooms open at lunch, before, and after school so that students may have a safe space, do homework, or get extra help. There are plans with ASB to refurbish the garden as a common place for students.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

- Staff collaborates in PLC
- Increased parent involvement
- Staff, students, and parents have organized clubs that foster inclusion and kindness
- Campus security and staff maintain a safe campus where protocols are in place and followed
- Open access allows for student access to more rigorous courses

**Key issues for School Culture and Support for Student Personal and Academic Growth (if any):**

- Classified staff would like to be included
- Consistency for processes and policies for attendance and discipline are necessary
- LSHS needs more intervention opportunities beyond tutoring

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Self Study Document
- Classroom Observations
- Interviews with stakeholders
- FOL meetings

## **Part B: School Wide Strengths and Critical Areas for Follow-up**

**Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.***

### **School Wide Areas of Strength**

1. School culture
2. CTE Programs and their connection to real-life experiences
3. Increased parent involvement
4. Time given for professional development
5. AVID program

### **Schoolwide Critical Areas for Follow-Up**

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

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

### **In addition, the Visiting Committee has identified areas that need to be strengthened:**

1. Address the needs of the special education population
2. Implement a school-wide technology plan; including infrastructure, training, devices and a learning management system

## **Chapter V: Ongoing School Improvement**

- **Include a brief summary of the schoolwide action plan**

La Sierra High School analyzing the academic performance of all student groups, 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.

- **Comments on the following school improvement issues:**
  - **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
    - **Do the action plan sections address the critical areas for follow-up?**

The critical areas involving improving in

- **Will the action plan steps enhance student learning?**

Goal one and two of the action plan have growth targets for especially the EL subgroup that reflect enhanced student learning. The goal do not address the need for enhanced technology, a strongly stated area of need self reported by LSHS and echoed by the VC.

- **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP, technology plan, staff development plan*)?**

The action plan is aligned identically with the district plan and is generalized so school goals are addressed.

- **Is the action plan feasible within existing resources?**

District personnel are working with the new administration at LSHS to address the needs of the plan. The action plan is aligned with the SPSA and the district LCAP.

- **Is there sufficient commitment to the action plan, schoolwide and systemwide?**

There is currently sufficient commitment to the action plan both schoolwide and from the district. The VC believes that with the stability of the new administration, commitment to the action plan can only increase.

- **Existing factors that will support school improvement**

The VC believes that the following factors will support school improvement:

- A consistent administrative team
- A teaching staff that builds strong relationships with students
- A strong AVID program

- **Impediments to improvement that the school will need to overcome**

Data analysis remains an area of growth at LSHS and they will need to continue to grow in that area to properly measure the effects of their educational plan. Common core transition continues to be an ongoing process as there is still no assessment for NGSS and Social Studies standards yet to be finalized.

- **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

La Sierra reports that they have a plan to maintain Focus Groups as a means to monitor growth and progress on their action plan. The leadership also reports they have plans to integrate all stakeholders in a more active role, especially classified employees, students and parents. The Site Council will continue to gather information and maintain data and input on the progress that LSHS is making towards action plan goals. All stakeholders will have a voice in the annual revision of the action plan.