

**2018-2019
School Plan for Student Achievement (SPSA)**

La Sierra High School

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal:	Celeste Migliaccio	Telephone:	(951) 358-1725
Address:	4145 La Sierra Ave., Riverside CA	Fax:	(951) 358-1726
District Name:	Alvord Unified School District	Email Address:	
		CDS Code:	33 66977 3330008

Approved by District Board of Education on March 14, 2019.

TABLE OF CONTENTS	PAGE
Programs	4
Recommendations and Assurances	5
School Profile (High Schools)	6
Alvord Strategic Plan	8
Central Focus on School Reform	10
Comprehensive Needs Assessment Components	12
Analysis of Site's Current Instructional Program	13
SPSA Annual Evaluation	16
Description of Barriers and Related School Goals	17
Performance Data & Conclusions	18
CAASPP Results (All Students)	18
CAASPP Results Data Analysis	21
ELPAC Results	23
Action Plan: Planned Improvements in Student Performance	26
Performance Goal 1.1: English-Language Arts	26
Performance Goal 1.2: Mathematics	29
Performance Goal 1.3: History/Social Studies (Secondary Only)	33
Performance Goal 1.4: Science	36
Performance Goal 2: English Learners	39
Performance Goal 3: Safe and Drug-Free Environment Conducive to Learning	43
Performance Goal 4: High School Graduation and College Readiness	48
Summary of Expenditures in this Plan	56
Total Allocations and Expenditures by Funding Source	56
Total Expenditures by Funding Source	56
Total Expenditures by Object Type and Funding Source	57
Total Expenditures by Object Type	58
Total Expenditures by Goal	59
Program Descriptions	60
School Based Coordinated Program (SBCP)	60
English Learner (EL) Program	62
Gifted and Talented Education (GATE) Services	65
Special Education Program	66
Technology Program	67
School Safety Program	68
Parent and Family Engagement Program	69
Expanded Learning Program	71

Categorical and Local Control Funding Formula Allocation Narrative	72
Categorical Budget Narrative	73

Programs			
This plan represents the coordination of the following resources to support student achievement:			
Federal Programs		State Programs	
N/A	Title I Part A School-wide Program (SWP)	S	School-Based Coordinated Programs
N/A	Title I Part A Targeted Assistance School (TAS)	D/S	Local Control Funding Formula (LCFF-LI and LCFF-EL)
D	Title I Part A – Services to Homeless Students	D	Special Education
D	Title II, Preparing, Supports Effective Instruction	D	Gifted And Talented Education (GATE)
D	Title III, Language Instruction for English-Learners	D	Expanded Learning Safe Neighborhoods Partnership Program PrimeTime/HalfTime
D	Title III, Immigrant Students		
Other plans that are coordinated in this plan include:			
D	Local Education Agency Plan (LEA)	D	District Technology Use Plan
D	Local Control and Accountability Plan (LCAP)	S	Western Association of Schools and Colleges (WASC)
S	Other (Action Team for Partnership (ATP))		
KEY:D=District, S=Site, N/A= Not Applicable			
Technical Assistance Provided by Local Education Agency (LEA)			

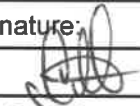

* - Improving the Academic Achievement of the Disadvantaged

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
 X English Learner Advisory Committee: 9/10/2018, 10/8/2018, 1/24/2019
 X Leadership Team/Department Advisory Committee: 8/20/2018, 9/17/2018, 10/15/2018, 11/26/2018, 1/28/2019
 X Other committees established by the school (LIST): WASC Focus Group Committees for 2016-2017 School Year
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP).
5. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
7. This SPSA was approved by the SSC at a public meeting on: 2/4/19

Attested:

Typed Names:	Signature:	Date:
Principal: Celeste Migliaccio		2/04/2019
SSC Chairperson: Reina Silva		02/04/19

School Profile (High Schools)

Purpose

The school profile provides a description of the school that is helpful in understanding the school and district.

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	4 (0.2%)	2 (0.1%)	5 (0.3%)
Asian	67 (3.8%)	70 (3.8%)	67 (3.9%)
Pacific Islander	5 (0.3%)	11 (0.6%)	11 (0.6%)
Filipino	32 (1.8%)	35 (1.9%)	40 (2.3%)
Hispanic or Latino	1,381 (78.9%)	1,426 (77.9%)	1,334 (77.4%)
African American	71 (4.1%)	86 (4.7%)	81 (4.7%)
White (not Hispanic)	155 (8.9%)	155 (8.5%)	153 (8.9%)
Multiple or No Response	36 (2.0%)	46 (2.5%)	32 (1.9%)
English Learners (EL)	510 (26.9%%)	489 (25.8%%)	440 (25.5%)
Socio-Economically Disadvantaged (SED)	1,465 (77.7%)	1472 (79.9%)	1354 (78.6%)
Students with Disabilities	235 (12.4%)	230 (12.5%)	235 (13.6%)
Total Enrollment	1,751	1,831	1,723

Datasource

2014-15, 2015-16 datasource is CALPADS

2016-17 datasource is CALPADS, 12/7/2016

2017-18 datasource is CALPADS, 12/2/2017

2018-19 datasource is CALPADS, 12/19/2018

La Sierra High School was built in 1969 and is one of three comprehensive high schools in the Alvord Unified School District. The Alvord District also has one continuation school, Alvord High School, and one Alternative Education Center (AEC). The district's third comprehensive high school opened in the fall of 2012 with ninth grade students only. Enrollment at La Sierra has dropped over the course of the last 5 years due to the phase-in of students at the new school. Current enrollment at La Sierra is now approximately 1723. Approximately 77% of our students are Hispanic. White (non-Hispanic) enrollment is approximately 9%. The remaining 12% of the population is diverse with regards to ethnicity. In the 2018/2019 school year, approximately 79% of our students were identified as Socio-Economically Disadvantaged.

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
9	445	493	450	502	435
10	481	458	465	470	469
11	496	460	412	446	401
12	700	467	424	413	418

Facilities and Technology

The school library combines the use of books and computers for recreational and research needs of students. There are currently over 15,000 books to choose from in the library. For 2016-2017 EBSCO Database and Electronic libraries are available for students to access information they may not otherwise find because of the limitations of the school library. In addition to student use, the library is used by teachers daily and hosts meetings and trainings. Perhaps the most consistent use of the library at present is a mobile and classroom computer lab. The library features 38 student workstations and 40 laptops in a mobile cart which are available for class sign-up and they are in continuous use. In 2013/14, six mobile computer labs were provided by the district for SBAC assessment. These mobile labs are available for classroom use and assigned to departments for teachers to access. In the 2016-2017 school year the School District provided 300 laptops for student and teacher use to increase technology in the classroom. La Sierra High School continues to develop/revise a site technology plan which will address ongoing and increasing technology needs, training in the use of technology in the classroom, and a replacement cycle for computers. The school's goal is to increase student access to technology across campus.

Instructional Minutes

Most students at La Sierra High School follow a 1-6 period bell schedule. There is the opportunity for an extended 0-7 period student day for students with impacted schedules as well as helping students address credit deficiency and recovery. Class periods normally run 58 minutes.

Alvord Strategic Plan

During 2013-2014 a district Strategic Planning Committee was formed to develop a district strategic plan that would align with district and school site plans. The committee was composed of school board members, district leaders, teachers, parents, classified, and certificated bargaining unit representatives, elected city officials, community leaders from businesses, higher education, and non-profit organizations. The process included creating a receptive climate, assembling relevant information, selection of the planning team, conducting planning sessions to develop district values, beliefs, vision, mission statement, parameters, objectives, and strategies.

District Priorities

Our priorities are: students, teachers and instructional content.

District Values

- Courage
- Inclusiveness
- Innovation
- Integrity

District Vision

The Alvord Unified School District Promise: All students will realize their unlimited potential.

District Mission Statement

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

District Parameters

- We will collaboratively develop policies that support equitable learning opportunities for all.
- We will hold everyone to a high level of accountability.
- We will not allow economic, social and academic barriers to impede the safety and education of our students.
- We will respect and value the diverse roles of all individuals and their contributions.
- We will only tolerate beliefs, decisions and actions that inspire students to succeed.

District Beliefs

We believe:

- In individual empowerment
- Everyone has the right to a world-class education
- Success is our shared responsibility
- Engaged learning strengthens our organization
- Our community is enriched by its diversity
- Innovation with inspiration transforms lives
- Excellence is within everyone

District Objectives

- 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.

District Strategies

- We will redefine and establish programs for students who pursue an alternative educational pathway.
- We will collaborate with all partners and each other for the benefit of our students and the future of our community.
- We will develop a comprehensive PreK-12 program that ensures quality and engaging instruction.
- We will communicate effectively with all stakeholders in a clear and timely manner.
- We will develop the character of each student to build a better and more unified community.
- We will ensure, develop and support exemplary staff at all levels of the organization.
- We will develop a system for meaningful family engagement.
- We will develop a learning environment that challenges all students to achieve excellence.
- We will develop a learning organization to address the unique situation of each student.

Areas of Pride and Strength

La Sierra High School has a strong standards-based curriculum which provides students with access to a relevant and rigorous education thus preparing them for career and college. La Sierra offers and strives to grow in college articulated/readiness coursework such as AP (Advanced Placement), PLTW (Project Lead the Way Biomedical Sciences), Intermediate Algebra (College Readiness Course), ECR (English College Readiness) and ERWC (Expository Reading and Writing Course). La Sierra allows open access to these courses for students to self-select rigorous courses of study. La Sierra's Academies provide career pathways and boost school connectedness, attendance and academic achievement. The Health Services and Business Administration Academies at La Sierra High School help students from at-risk and disadvantaged backgrounds gain not only meaningful experience relating to careers, but also access to rigorous A-G coursework and academic support networks. Academies provide internship based opportunities and community based mentorships. Additionally, La Sierra boasts a strong AVID program. On-going staff development in the use of AVID strategies is a focus and AVID strategies are being implemented school-wide. La Sierra has maintained status as an AVID National Demonstration School since 2005. La Sierra offers several outstanding programs that deepen school connection, increase attendance and focus students on college and career readiness including: California Cadet Corps and Hospitality Career Pathway.

Central Focus on School Reform

Purpose

The purpose of the central focus on school reform is to describe the reform strategies that provide opportunities for all children to achieve academically.

The La Sierra High School calendar for 2017-2018 allows for one early release day per week for PLC collaboration and staff/professional development. Additional teacher release time is allocated to grade-level or subject teams to evaluate data from common assessments and design interventions for under-performing students, as needed. To facilitate the implementation of Common Core Standards, Units of Study (Planning Organizers) have been designed. Each unit includes a "buffer week" to allow for re-teaching and remediation. Professional development is focused on deepening the use of technology, reading and writing across the curriculum and AVID strategies being utilized on a school-wide basis.

Collaboration Process (EPC 5,6,8)

The LSHS staff works collaboratively to address the needs of all students. The administration meets monthly with the leadership team and involves all stakeholders in the revision of school plans. Within PLCs, departments and grade/course level teams have established norms and have set goals relating to Common Core implementation. Core departments have received training in the implementation of Common Core State Standards and are continuing to revise and improve curricular units using Common Core standards. Instructional leaders (department chairs) from each core subject guide the implementation process as it relates to instructional practice and lesson planning within grade-level and course-level teams. Teams meet regularly to design Common Formative Assessments (CFAs) and evaluate the data. After analyzing data, teachers discuss re-teaching and re-engagement strategies for student intervention.

Cite Research/Resources for Central Focus on School Reform

Departments use Early Release Tuesdays (ERT) on the second and fourth Tuesdays of the month to collaborate, share resources, discuss instructional strategies and review data. The third Tuesday of the month is designated for Professional Development through a new partnership with the California Teacher's Association and the Stanford University Instructional Leadership Corps. Teachers across the district collaborate and articulate strategies to improve literacy across the curriculum. Sessions are designed to provide focused professional development for immediate implementation with opportunities to present artifacts and debrief in a subsequent session.

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Celeste Migliaccio	[X]	[]	[]	[]	[]
Sarah Huber	[]		X		
Norma Aviles	[]	X			
Todd Johnson	[]	X			
Denise Bokman	[]	X			
Kathy Thompson	[]	X			
Gil Ocegueda	[]			X	
Stacey Collins	[]			X	
Theresa Gooder	[]			X	
Reina Silva	[]				X
Arianna Perez	[]				X
Nathan Gomez	[]				X
Sarah Huber	[]				
Numbers of members of each category	1	4	1	3	3

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

Leadership Team

Purpose

The purpose of a school leadership team is to involve the school community in the development, implementation, and monitoring of the school plan. The composition of the leadership team includes the principal, grade level representatives, department representatives, teachers of English Learners, GATE students, Special Education students, support personnel for the at-risk students, school advisory committee representatives, and parent representatives, as much as possible.

The La Sierra High School Leadership team is comprised of administrators and teacher leaders on our campus. The focus of the team is to improve student achievement through the successful implementation of Professional Learning Communities and to facilitate communication with all stakeholders.

2018-19 Leadership Team	
Name of Members	Title
Celeste Migliaccio	Principal
Eric Burskey	Assistant Principal
Christopher Prescott	Assistant Principal
Patricia Schiessel	Assistant Principal
Sarah Huber	Instructional Coach
Kim Louis	Career and Technical Education
Christie Miller	Career and Technical Education
Michael Baker	English
Myrna Martinez/Amy Kasinski	World Languages
Lori Minamyer	Guidance
April Swanson	Interventions
Connie Stip	Mathematics
Justin Norman	Physical Education
Gina Pierson	Business Academy
Matt Chamberland	Science/ Health Academy
Roger Stip	Social Studies
Matt Bright	Special Education
Bill Miller	Interventions
Eric Pearson	AVID
Tina Naif	Visual and Performing Arts

Comprehensive Needs Assessment Components

The school plan is based on a comprehensive school-wide needs assessment of the school's instructional program which includes program planning, monitoring, and evaluation activities conducted during the previous school year with the input of stakeholders which includes the analysis of student performance data in relation to state academic content standards. Program planning activities are conducted at leadership and grade level/departmental team meetings, staff meetings, ELAC and SSC meetings. Current programs are monitored and reviewed on an on-going basis by discussion with staff and the SSC. Evaluation of the SPSA is conducted by analyzing data, reviewing student work, surveys, and discussions with staff and parents. Financial, material, and human resources are considered. Staff, students and parents are involved throughout the evaluation process of all consolidated programs.

Data Analysis and Assessments

Disaggregated assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team members review and evaluate disaggregated assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weaknesses of various programs and in areas of instruction. Areas for improvement are then determined using the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers meet and discuss how students would be assessed. Please refer to the School and Student Performance Data section where an analysis is provided.

Procedures for Analyzing Data

Teachers utilize a variety of assessments to determine students' success. Analysis of the data from these assessments provides teachers, students, and parents with information needed to drive instruction. The data is also used to guide individual and group instruction needed to remediate and/or address areas of weakness.

Procedures for Reporting Results

The school ensures that the results of the CAASPP and ELPAC (if applicable), are made available to the teachers, students, and parents in a timely manner. Teachers are trained on reporting the results to parents and discuss questions regarding the results in a manner that equates them to the student's classroom performance. Information from a variety of assessments such as grades, prompt scores, portfolios, and state assessments are included in the discussion. This information is shared with the student and parents in a productive manner that emphasizes strengths and details steps needed for improvement.

Release time is provided for principals, teachers, and support staff to analyze student information throughout the year. The principal and Leadership Team plan activities to analyze data at staff development and grade level meetings to inform instruction and plan interventions.

Parents are informed of their student's progress in the following ways:

Parents have ongoing internet access to students' current grades, attendance information, and transcripts via the Aeries Parent Portal. In addition, every six weeks parents receive a report of student performance through progress and semester report cards found on the Aeries Parent Portal. La Sierra High School offers two parent conference nights each year. Translators are available to assist non-English speaking parents at these events. Results of standardized tests are also mailed home to parents annually. Counselors host parent nights and Coffee with the Counselors regularly to meet with parents, discuss student progress, and address parent questions and concerns. Counselors also meet individually with students and parents to review plans towards graduation, post-school options and scheduling needs.

Analysis of Site's Current Instructional Program

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

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

Special consideration is given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Academic Program Survey

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

The Academic Program Survey was administered in the 15-16 school year and all faculty members were invited to participate in the online survey. Results were shared with all teachers. The district gathered the responses and compiled the school results.

Standards, Assessment, and Accountability

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

Administrators, Department Chairs, the Leadership Team, teachers and paraprofessionals at La Sierra High School meet regularly and evaluate the results of student assessment data. Teachers discuss and analyze departmental common assessments. Student results determine areas for re-teaching and instructional best practices. Departmental PLCs have established goals relating to raising student scores through implementation of Common Core-based common assessments.

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

State, district, and site assessments are used to monitor student achievement and modify instruction to improve student performance. With the transition to Common Core and the implementation of Units of Study, teachers rely primarily on common assessments to inform instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All La Sierra High School teachers are fully credentialed and deemed highly qualified. Seven fully credentialed teachers have authorization to teach outside of their subject area of competence.

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

All teachers at LSHS are fully credentialed and no teachers are mis-assigned. Professional development is focused on the Common Core, literacy, Next Generation Science Standards, and AVID instructional strategies. Teachers continue to build capacity through regular PLC collaboration, departmental release days, and additional training and conferences.

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

During PLC meetings and release days, teachers have worked to fully implement Common Core ELA and math standards, literacy standards, ELD standards and Next Generation Science Standards while focusing on instructional practices. All teachers have received training in AVID strategies to further assist this transition. Teachers attend appropriate conferences and district training, and participate in the Teacher Induction program as required. Paraprofessionals also participate in site and district level staff development.

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

La Sierra High School employs one full-time Instructional coach focused on improving instructional practice for all teachers, developing an intervention model, and interpreting data to drive instruction. Additionally La Sierra received the Gear Up Grant; this will enhance the content area of math. This is in collaboration with the feeder middle schools. Teachers will receive professional development and create a tiered math support/intervention. District level Instructional Specialists are available in the core subject areas to work with La Sierra staff members. Teachers are receiving ongoing training in the implementation of AVID strategies, Google Classroom, and interpreting IEP's/Modifications/Accommodations.

7. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

Departments participate in PLC meetings twice monthly. The focus of all teacher collaboration is implementing Common Core, Next Generation Science Standards, and interpreting data to drive instruction.

Teaching and Learning

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

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

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

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

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

The master schedule provides a number of intervention courses, i.e. Odysseyware classes, study skills, Integrated Math I restart.

11. Availability of standards-aligned instructional materials appropriate to all student groups (ESEA)

All teachers have access to standard aligned instructional materials available through the district office. Curriculum enrichment materials can also be accessed through the site instructional coach or district curriculum specialists in Math and English.

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

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

Opportunity and Equal Educational Access

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

Students are able to attend before and after-school tutoring, as needed. Inside and outside (0-6 period) of the school day Odysseyware courses are available to students that need remedial assistance.

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

In order to assist under-achieving students, La Sierra utilizes all available resources. Parental involvement is seen as crucial to student success. Information is made available to parents through the use of Blackboard Connect, monthly parent meetings, workshops, parent nights, the school website, printed information sent home, and La Sierra's social media Facebook/Twitter.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932) Such as described in School Plans. Schools shall be deemed to have met this requirement by establishing a school site council.

Parents at La Sierra High School are involved through several organizations such as the Parent Advisory Committee, the School Site Council, and the English Learner Advisory Committee. Parent advisory committees meet regularly to provide input to the school administration regarding specific student groups. Parents are also actively involved in decision-making through their participation in School Site Council. Additionally, the school makes every effort to seek feedback and gain parent support. In the 2016-17 school year several new parent partnerships have been formed including ATP (Action Team Partnership), BATES (Bringing Awareness to Every School), and No Parent Left Behind. These groups play a key role in creating transparency between the school plan, budget and instructional vision as well as discuss topics of relevance. In the 2017-2018 school year, the parent groups became one group "Parents Organization Supporting Student Excellence" They have become a non-profit and are working to assist the school in better connecting parents to the school community.

Funding

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

Students not meeting grade level standards have access to a variety of tutoring and intervention options. On an individual basis, teachers provide before and after school tutoring. The Homework Zone, an after school study hall, is available in the Library everyday after school. The Academic Assistance Center is opened 3 days per week after school. LCFF-LI funds are directly supporting teacher-based tutoring and intervention in mathematics, language arts, social sciences, and sciences by subject area experts. Additionally, categorical funds support staff development through workshops and conferences, as well as providing additional hourly pay for teacher collaboration to improve achievement of at-risk populations.

18. Fiscal support (EPC)

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

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal?

The goal that was met was the English Learner goal. The action that was particularly effective was to have site administration meet with each EL student who was eligible for reclassification. Secondly the extra hours for our Bilingual Assistance helped to assist struggling EL students with their assignments. All shelter teachers were given document cameras which helped students be able to copy notes and solve problems in an efficient manner. Finally purchasing technology allowed students to access apps to assist in completing assignments.

Identify goals in the most recent SPSA that was not met, or was only partially met. What actions related to this goal were ineffective or minimally effective? Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

The overall goal of increasing the meets/exceeds percentage by 1% and decreasing the below standards by 2% on the CAASPP in both math and English were not met. The attendance and graduation rate did not increase by .05%.

The actions related to this goal that were minimally effective were the release time granted for professional growth. There was not substantial guidance to promote true collaboration and understanding of the test scores.

The over all barrier was a lack in consistent leadership over an extensive time period at La Sierra High School. The leadership did not have a full understanding of the needs of the school and therefore could not tackle the goals in a systematic approach. Secondly there was a dire need to put systems and structures in place in the area of tiered interventions/discipline. Site administration had to establish a culture of academia and therefore an increase of suspensions occurred, which had a negative counter effect on the attendance rate. Finally, teachers did not consistently analyze data to inform instruction establish an intervention system.

The actions that were taken to over come the barriers were: applying for the Gear Up Grant, instituting an Integrated I Math Restart class, creating cohort of 11th grade teachers in the core content areas and providing time for them to analyze the data to better serve the needs of our students, 11th grade students who score in the meets the standard and maintain a 2.0 GPA will be given an off campus lunch permit for their year, creating an Academic Assistance Center to assist struggling students after school in the four core content areas, adding the course PALs to the master schedule to assist with the social emotional issues students face , providing professional develop on fostering positive relationships with students, creating an attendance incentive plan, and finally instituting a lunch detention program as a tiered intervention.

Involvement/Governance

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?

The School Site Council, ELAC, and other Parent Advisory groups have been strategically involved in developing, revising and evaluating the school plan.

How was the plan monitored during the school year?

The school plan was discussed and monitored by School Site Council, ELAC and WASC Focus groups in addition to Department Chair meetings.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

The school is actively working to ensure that all groups (classified staff, paraprofessionals, parents, students and teachers) have a voice and are actively involved in monitoring the progress and outcomes of the school plan.

Description of Barriers and Related School Goals

Since the opening of a third comprehensive high school in the Alvord District in 2012, La Sierra High School has been presented with unique challenges associated with downsizing and the loss of several programs. One issue has been trying to maintain the integrity of special programs and offer a sufficient number of courses to meet the needs of a diverse student body. As enrollment has decreased, it has become difficult to offer multiple sections of some classes, thus limiting student choice. As we transitioned to Common Core Standards and new forms of assessment, additional teacher training and increased access to appropriate technology is required. With the continual revision of Common Formative Assessments, and new State assessment data, testing reliability and validity has been a challenge. This challenge has left gaps in data related to student achievement which has impacted the teachers ability to use data to inform and drive instruction. More professional development is needed in understanding and interpreting state assessment data.

Secondly, La Sierra had multiple changes in site administration over course of a few years. This lead to a myriad of issues including but not limited to: student discipline, attendance, employee morale, and facilities.

To address the needs of the students and the school, School Site Council has allocated funds within the SPSA for professional development, technology, academic and social emotional interventions, and curricular resources. Teacher collaboration time is spent looking at data and finding trends to formulate an intervention plan. La Sierra is participating in the Gear Up Grant to assist in the area of mathematics.

Performance Data & Conclusions

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	432	404	409	420	390	400	418	390	400	97	96.5	97.8
All Grades	432	404	409	420	390	400	418	390	400	97	96.5	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2592.7	2587.4	2551.1	20	18.97	12.50	39	34.87	25.50	23	28.97	31.75	18	17.18	30.25
All Grades	N/A	N/A	N/A	20	18.97	12.50	39	34.87	25.50	23	28.97	31.75	18	17.18	30.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	26.41	17.75	57	53.59	52.75	19	20.00	29.50
All Grades	23	26.41	17.75	57	53.59	52.75	19	20.00	29.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	28	25.71	15.00	54	51.67	48.50	18	22.62	36.50
All Grades	28	25.71	15.00	54	51.67	48.50	18	22.62	36.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	18	16.15	13.25	68	68.46	61.50	14	15.38	25.25
All Grades	18	16.15	13.25	68	68.46	61.50	14	15.38	25.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	30	27.95	23.50	55	53.33	45.75	15	18.72	30.75
All Grades	30	27.95	23.50	55	53.33	45.75	15	18.72	30.75

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	430	403	409	416	391	401	411	391	400	96.7	97	98
All Grades	430	403	409	416	391	401	411	391	400	96.7	97	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2563.5	2544.2	2520.3	7	5.12	3.50	21	17.39	13.00	30	27.62	24.75	42	49.87	58.75
All Grades	N/A	N/A	N/A	7	5.12	3.50	21	17.39	13.00	30	27.62	24.75	42	49.87	58.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	15	14.07	10.75	37	29.67	24.50	48	56.27	64.75
All Grades	15	14.07	10.75	37	29.67	24.50	48	56.27	64.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	9	6.65	6.00	58	44.76	38.50	33	48.59	55.50
All Grades	9	6.65	6.00	58	44.76	38.50	33	48.59	55.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	9	7.67	5.00	61	59.34	49.50	30	32.99	45.50
All Grades	9	7.67	5.00	61	59.34	49.50	30	32.99	45.50

CAASPP Results Data Analysis

English-Language Arts/Literacy

All Students

97.8% of 11th grade students took the CAASPP assessment last spring, this was an increase from the prior school year.

12.5% of students exceeded the standards, 25.5% met the standard, and 30.25% did not meet the standard.

In reading, writing, and listening above standard and at or near standard decreased in percentages. An increase was seen in the percentages of students below the standard.

Mathematics

All Students

98% of 11th grade students participated in the Math assessment.

3.5% of students exceeded the standard, 13% met the standard, and 58.75% did not meet the standard.

In Concepts and Procedures, Problem Solving and Modeling Data Analysis , and Communicating Reasoning above standard and at or near standard decreased in percentages. An increase was seen in the percentages of students below the standard.

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1532.3	1528.2	1535.9	122
Grade 10	1550.9	1542.2	1559.1	104
Grade 11	1546.0	1532.8	1558.6	93
Grade 12	1576.7	1568.0	1585.0	73
All Grades				392

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	28	22.95	48	39.34	26	21.31	20	16.39	122
Grade 10	41	39.42	25	24.04	23	22.12	15	14.42	104
Grade 11	37	39.78	24	25.81	11	11.83	21	22.58	93
Grade 12	30	41.10	28	38.36	*	*	*	*	73
All Grades	136	34.69	125	31.89	69	17.60	62	15.82	392

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	45	36.89	45	36.89	21	17.21	11	9.02	122
Grade 10	53	50.96	24	23.08	20	19.23	*	*	104
Grade 11	51	54.84	18	19.35	*	*	15	16.13	93
Grade 12	45	61.64	22	30.14	*	*	*	*	73
All Grades	194	49.49	109	27.81	52	13.27	37	9.44	392

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	13	10.66	41	33.61	31	25.41	37	30.33	122
Grade 10	20	19.23	29	27.88	26	25.00	29	27.88	104
Grade 11	18	19.35	25	26.88	21	22.58	29	31.18	93
Grade 12	15	20.55	25	34.25	25	34.25	*	*	73
All Grades	66	16.84	120	30.61	103	26.28	103	26.28	392

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	50	40.98	53	43.44	19	15.57	122
Grade 10	49	47.12	43	41.35	12	11.54	104
Grade 11	40	43.01	31	33.33	22	23.66	93
Grade 12	38	52.05	29	39.73	*	*	73
All Grades	177	45.15	156	39.80	59	15.05	392

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	61	50.00	53	43.44	*	*	122
Grade 10	67	64.42	30	28.85	*	*	104
Grade 11	64	68.82	14	15.05	15	16.13	93
Grade 12	56	76.71	14	19.18	*	*	73
All Grades	248	63.27	111	28.32	33	8.42	392

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	17	13.93	50	40.98	55	45.08	122
Grade 10	22	21.15	46	44.23	36	34.62	104
Grade 11	16	17.20	38	40.86	39	41.94	93
Grade 12	16	21.92	32	43.84	25	34.25	73
All Grades	71	18.11	166	42.35	155	39.54	392

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	25	20.49	81	66.39	16	13.11	122
Grade 10	23	22.12	68	65.38	13	12.50	104
Grade 11	34	36.56	43	46.24	16	17.20	93
Grade 12	35	47.95	34	46.58	*	*	73
All Grades	117	29.85	226	57.65	49	12.50	392

Conclusions indicated by the ELPAC data:

66.6% of all English learners in grades 9-12 are a level 3 or 4 overall in English language development.

Looking deeper into student achievement on the ELPAC, Oral Language is stronger than Written Language with 77.3% of all students scoring a level 3 or 4 in Oral Language compared to 47.5% of all students scoring a level 3 or 4 in Written Language.

Finally, the Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 18.1% of all students scoring "well developed," 42.4% of all students scoring "somewhat/moderately developed," and 39.5% of all students scoring at the "beginning" level.

Action Plan: Planned Improvements in Student Performance**Performance Goal 1.1: English-Language Arts**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June of 2019, the percentage of students that meet or exceed the standard in English Language Arts on the smarter balanced assessments will not decline. The percentage of students that meet the standard in the English Language Arts claims (reading, writing, research and inquiry, and listening) on smarter balanced assessments will increase by 1%.

Data Used to Form this Goal:

CAASPP SBAC data

Findings from the Analysis of this Data:

Students who have been exposed to multiple common core style assessments are gaining experience and knowledge of the style and rigor of the new SBAC. Students are more adept at Common Core instruction as this is our 5th full year of implementation.

How the School will Evaluate the Progress of this Goal:

The school will review the summative smarter balanced data to determine percent of increase. The school will also take into consideration the pass/fail rates of students across 9th 10th and 11th grade English courses as students who are not passing their English course are unlikely to demonstrate proficiency on the SBAC.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	9 - Learning organization	Implement Common Core State Standards for English Language Arts to increase academic rigor for all students. Person(s) responsible: teachers	August	June			
	3 - Comprehensive PreK-12 program	Implement CARI reading assessment for all 9th graders. Part of District-wide literacy initiative. Person(s) Responsible: 9th grade teachers, Testing coordinator	August	June			
	3 - Comprehensive PreK-12 program	Literary across the core subjects. Teachers have access to unlimited to copying. CDW Government LLC-HP Laser Jet Printer & Feeder, Copier Lease, Copier Maintenance Person(s) Responsible: Site Administration, teachers	August	June	5000-5999: Services And Other Operating Expenditures	LCFF-LI	1169.00
					5000-5999: Services And Other Operating Expenditures	LCFF-LI	9563.00
	3 - Comprehensive PreK-12 program	Implement Interim SBAC/CAASPP ELA Assessments for 11th graders and analyze the data to inform instruction. Person(s): English Teachers/Instructional Coach/English Department Chair	August	June			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Read 180 in Direct Service reading intervention course. Person(s) Responsible: Master Schedule, SDC intervention teacher	August	June			
	3 - Comprehensive PreK-12 program	C3WP Writing Program: College Career and Community Writers Program Person(s) Responsible: English Language Arts Teachers	August	June			
	3 - Comprehensive PreK-12 program	Teachers will use the training SBAC test, to make students familiar with the software and navigational tools used in the assessment. Person(s) Responsible: 11th grade English Teachers	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Targeted Professional Development	6 - Support exemplary staff	AP Summer Institute UCR Language/Literature Person(s) Responsible: Department Chair	July	August	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF-LI LCFF-LI	1,590.00 130.80
	6 - Support exemplary staff	Google Educator Summer Camp Person(s) Responsible: Content Area Teachers	July	August	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF-LI LCFF-LI	1,194.00 686.88
	8 - Learning environment to achieve excellence	11th Grade Cohort Release Days Core Content 11 grade teachers will have professional development to support cross curricular lessons to enhance test scores. Person(s) Responsible: Site Admin, Instructional Coach, Teachers	January	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	1250.00
Achievement/Data Driven Structure and Support	4 - Communicate effectively	Provide grade distribution data to department leaders after every progress report for analysis during department and team meetings. Person(s) Responsible: Assistant Principal, Department chairs	August	June			
	8 - Learning environment to achieve excellence	Provide Academic Tutoring in the Academic Assistance Center for Core Content Areas Persons(s) Responsible: Site Administration, Core Content Teachers	October	June			
Academic-Centered Family and Community Engagement	7 - Family engagement	ATP-Action Team for Partnership Person(s) Responsible: ATP Coordinator, Site Administrators, Parent POSSE Group	August	June			

Planned Improvements in Student Performance

Performance Goal 1.2: Mathematics

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June of 2019, the percentage of students that meet or exceed the standard in Mathematics on the smarter balanced assessments will not decrease. The percentage of students that meet the standard in the Mathematics claims (concepts and procedures, problem solving, communicating reasoning, modeling and data analysis) on the smarter balanced assessments will increase by 1%.

Data Used to Form this Goal:

CAASPP SBAC data

Findings from the Analysis of this Data:

Students who have been exposed to multiple common core style assessments are gaining experience and knowledge of the style and rigor of the new SBAC. Students are more adept at Common Core instruction as this is our 3rd full year of implementation.

How the School will Evaluate the Progress of this Goal:

The school will review the summative smarter balanced data to determine percent of increase. The school will also take into consideration the pass/fail rates of students across 9th 10th and 11th grade math courses as students who are not passing their math course are unlikely to demonstrate proficiency on the SBAC.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implement Common Core State Standards for Mathematics to increase academic rigor for all students Persons Responsible: Teachers	August	June			
	3 - Comprehensive PreK-12 program	Integrated Math I Restart Provide students who failed Integrated I Semester I an opportunity to retake the first semester, while simultaneously taking second semester. Person(s) Responsible: Assistant Principal, Teacher	January	June			
	8 - Learning environment to achieve excellence	Projector Provide students with technological opportunity to practice mathematical problems giving immediate feedback, step by step solutions, and engaging students on all levels. Person(s) Responsible: Site Administration, Math Teacher	October		4000-4999: Books And Supplies	LCFF-LI	564.41
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	CSTEM Integrated Robotics Computing and Technology courses offered within Integrated Math curriculum for IM1 and IM2. Person(s) Responsible: Department chair, IM Robotics teacher(s).	August	June			
	3 - Comprehensive PreK-12 program	CSTEM Link-bot robotics classroom kit (with digital platform that will be utilized in conjunction with the dedicated mobile laptop cart(s). Person(s) Responsible: Department chair, IM Robotics teacher(s)	August	June	4000-4999: Books And Supplies	LCFF-LI	3892.16
	3 - Comprehensive PreK-12 program	Teachers will give students the MDTP diagnostic to support skills needed to be successful on the CAASPP. Person(s) Responsible: Math Teachers	August	June			
	3 - Comprehensive PreK-12 program	Teachers will utilize the SBAC interim and summative assessments to guide instruction. Person(s) Responsible: Math Teachers	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Graphing Calculators allow students to full access the common core state standards for mathematics. Person(s) Responsible: Math Teachers	August	June	4000-4999: Books And Supplies	LCFF-LI	12,538.85
Targeted Professional Development	6 - Support exemplary staff	Gear Up Grant: Provides teachers professional development to provide intervention for students who struggle with the content area of math further enhancing the CAASPP test scores. Persons Responsible: Principal, Assistant Principals, Instructional Coach and teachers	August	June			
	6 - Support exemplary staff	C-Stem Conference : Provide training for robotics teachers. Person(s) Responsible: Robotics Teacher	August	September	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF-LI LCFF-LI	780.00 123.05
	8 - Learning environment to achieve excellence	11th Grade Cohort Release Days Core Content 11 grade teachers will have professional development to support cross curricular lessons to enhance test scores. Person(s) Responsible: Site Admin, Instructional Coach, Teachers	January	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	1250.00
Achievement/Data Driven Structure and Support	4 - Communicate effectively	Provide grade distribution data to department leaders after every progress report for analysis during department and team meetings. Person(s) Responsible: Assistant Principal, Department chairs	August	June			
	8 - Learning environment to achieve excellence	Academic Assistance Center: Provide Academic tutoring for struggling students in core content area Person(s) Responsible: Site Admin, Core Content Teachers	October	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Academic-Centered Family and Community Engagement							

Planned Improvements in Student Performance

Performance Goal 1.3: History/Social Studies (Secondary Only)

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in History/Social Studies.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June of 2019, the percentage of students that meet the standard in the English Language Arts claims (reading, writing, research and inquiry) on the summative smarter balanced assessments will increase by 1%.

History teachers are embedding literacy standards to better prepare students for the CAASP assessment. As the department makes this transition, content-area writing will become an important part of classroom instruction. The use of Document Based Questions (DBQ) is being implemented to help students think historically, interpret documents, understand bias, and be able to evaluate various explanations for the same event.

Data Used to Form this Goal:

CAASP SBAC data

Findings from the Analysis of this Data:

The findings determined which students are in need of strategic counseling and intervention and what specific areas need to be addressed.

How the School will Evaluate the Progress of this Goal:

The school will review the summative smarter balanced data to determine percent of increase. The school will also take into consideration the pass/fail rates of students across 10th and 11th grade history courses as students who are not passing their social science courses are unlikely to demonstrate proficiency in reading, writing, research and inquiry.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implement Social Studies Standards and Common Core State Standards for Literacy in Social Studies Person(s) Responsible: Teachers	August	June			
	3 - Comprehensive PreK-12 program	DBQ Implementation: Integrate DBQs into CFAs in History/Social Studies classes and utilize the data to inform instruction. Person(s) Responsible: Principal, HSS Dept. Chair	August	June			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Social Science teachers will create and attain SMART goals as a department to assist in bring an increase to the SBAC test scores. Person(s) Responsible: Department Chair, Teachers	August	June			
	8 - Learning environment to achieve excellence	Academic Assistance Center provides tutoring for struggling students in core content areas. Person(s) Responsible: Site Administration, Content Area Teachers	October	June			
Targeted Professional Development	6 - Support exemplary staff	Subject Specific Trainings: Provide for social studies teachers to attend trainings and professional development relating to content area and Advanced Placement (Government, Economics, US History, European History). Persons Responsible: Principal, Department Chair, Teacher	August	June			
	8 - Learning environment to achieve excellence	11th Grade Cohort Release Days Core Content 11 grade teachers will have professional development to support cross curricular lessons to enhance test scores. Person(s) Responsible: Site Admin, Instructional Coach, Teachers	January	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	1250.00
Achievement/Data Driven Structure and Support	4 - Communicate effectively	Distribute grade distribution data to department leaders for analysis during department and team meetings.	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		Person(s) Responsible: Assistant Principal, Department chairs					
	8 - Learning environment to achieve excellence	During PLC time, the social science department will analyze CAASP ELA data to drive instruction. Person(s) Responsible: Site Administration, Social Science Teachers, Instructional Coach	August	June			
Academic-Centered Family and Community Engagement							

Planned Improvements in Student Performance

Performance Goal 1.4: Science (Secondary Only)

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in Science.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

The science department will support growth and achievement in both areas of English Language Arts and Mathematics; by having an overall increase of 1% in the meets the standards CAASP data. They will focus on problem solving, critical thinking, and communicating reasoning.

Data Used to Form this Goal:

The 2015-16 school year saw the full implementation of teacher modified common formative assessments. These assessments were designed by a team of district teachers who teach the content and are fully aligned with the Next Generation Science Standards. The assessments are more rigorous than any previous assessments used by the subject teams and continue to be analyzed for proper relevance and rigor. Student results from these assessments are the main contributor to the development of the current SMART goal.

Findings from the Analysis of this Data:

Based on the increase in rigor of the assessment items, students have struggled more than previous assessments that are simply multiple choice. Teachers have seen a drop in assessment results due to the high level questioning and newly included constructed response items. Teachers are continuing to work on eliminating the subjectivity of grading these constructed response items through rubric aligning. Many of the confusions that have come along with the new assessments are being worked out to develop fair assessments for the students.

How the School will Evaluate the Progress of this Goal:

The teachers of each subject team will give common formative assessments developed by the Interdisciplinary Leadership Team (ILT) and refined by the Curriculum Review Team for each unit based on the Next Generation Science Standards. The assessments are given using our district data management system, EADMS. Individual subject teams evaluate the progression of their students by doing comparative analysis of the various assessments throughout the school year. Student data is then compiled using EADMS or into excel sheets for constant review.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implement Next Generation Science Standards and Common Core State Standards for Literacy in Science Person(s) Responsible: Assistant Principal, Department Chair, Teachers	August	June			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Project Lead the Way Biomedical Science courses added to Health Career Academy Pathway. Persons Responsible: Academy Coordinator, PLTW-CTE Teachers, ROP Teacher	August	June			
Targeted Professional Development	6 - Support exemplary staff	Subject Specific Trainings: Provide for science teachers and staff to attend trainings and professional development relating to content area and Advanced Placement (Biology, Physics, Chemistry, Environmental Science) as opportunities arise and funding allows. Persons Responsible: Principal, Department Chair, AP teachers	August	June			
	6 - Support exemplary staff	Project Lead the Way training/conference for Health Academy Pathway. Persons Responsible: Academy Coordinator, PLTW-CTE Teacher, ROP Teacher	August	June			
	3 - Comprehensive PreK-12 program	Summer Planning for the implementation of the NGSS Living Earth Curriculum Person(s) Responsible: Site Admin, Department Chair, Teachers	July	August	1000-1999: Certificated Personnel Salaries	LCFF-LI	4380.94
Achievement/Data Driven Structure and Support	4 - Communicate effectively	Provide grade distribution data to department leaders at the end of each grading period for analysis during department and team meetings. Person(s) Responsible: Assistant principal, Department chairs	August	June			
	8 - Learning environment to achieve excellence	11th Grade Cohort Release Days Core Content 11 grade teachers will have professional development to support cross	January	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	1250.00

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		curricular lessons to enhance test scores. Person(s) Responsible: Site Admin, Instructional Coach, Teachers					
Academic-Centered Family and Community Engagement							

Planned Improvements in Student Performance

Performance Goal 2: English Learners

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All limited-English-proficient students will attain proficiency in English, at minimum meeting annual measurable achievement objectives (AMAO).

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June of 2019, the percentage of students passing the EL PAC will go from 66.58% to 68%.

Data Used to Form this Goal:

ELPAC data

Findings from the Analysis of this Data:

The implementation of the new English Language Development Standards, emphasizing both Integrated and designated English Language Development will improve the rate at which students pass the EL PAC and increase their chances of becoming reclassified. We will use the data to schedule English Learners into ELA, ELD and elective courses such as AVID and AALD. Targeted intervention will be provided for low performing English Language learners.

How the School will Evaluate the Progress of this Goal:

Progress towards these goals will be evaluated using multiple measures, including the EL PAC, CAASPP, PSAT, and English Language Arts grade. On going monitoring of EL student achievement will take place to further guide instruction and improve reclassification rates.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implement Common Core State Standards for Language Arts and Literacy and ELD standards, as required Person(s) Responsible: Administration, Teachers	August	June			
	3 - Comprehensive PreK-12 program	5 Bilingual Assistants - District funded Providing primary language support in all sheltered core courses. Person(s) Responsible: Instructional Coach, Assistant Principal	August	June			
	6 - Support exemplary staff	EL Facilitator oversees the reclassification process, assist the shelter teachers create lesson plans, schedules the bilingual assistants in classes, and oversees the professional development of the BIA's. Person(s) Responsible: Assistant Principal	August	June	1000-1999: Certificated Personnel Salaries	LCFF-EL	3307.00
	3 - Comprehensive PreK-12 program	Provide additional hours for the BIA's to assist in the Academic Assistance Center Person(s) Responsible: Instructional Coach, ELF, Assistant Principal	August	June	2000-2999: Classified Personnel Salaries	LCFF-EL	1784.34
	8 - Learning environment to achieve excellence	Provide tools for sheltered/ELD teachers to purchase supplies needed from Office Solutions Person(s) Responsible: Assistant Principal, ELF	August	June	4000-4999: Books And Supplies	LCFF-EL	1500.00
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Supplemental materials to support SDAIE strategies and the implementation of common cores standards within sheltered and ELD classes. Person(s) responsible: EL teachers	August	June			
	8 - Learning environment to achieve excellence	Provide technology for ELD students and teachers. Purchase Chrome Books and carts. Person(s) Responsible: Assistant Principal, ELF, ELD teacher	August	June	4000-4999: Books And Supplies	LCFF-EL	31,843.42
Targeted Professional Development	4 - Communicate effectively	Annual staff training regarding ELL reclassification criteria, assessment (CELDT, PSAT), and redesignation.	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		Person(s) Responsible: ELF, Principal, Instructional Coach					
			August	June			
	9 - Learning organization	Provide training to teachers and para professionals about support services, best practices, and resources for English Language Learners. Persons Responsible: Assistant Principal, ELF	August	June			
	6 - Support exemplary staff	Provide Sheltered teachers professional development focused on and model integration of content and ELD standards while also presenting research-based strategies that are deemed effective for English learners. Person(s) Responsible: Principal, Assistant Principal, ELF, Instructional Coach	August	June	1000-1999: Certificated Personnel Salaries	LCFF-EL	2,750.24
Achievement/Data Driven Structure and Support							
	6 - Support exemplary staff	Provide on-going training in accessing and understanding EL student achievement data Person(s) Responsible: Instructional Coach	August	June			
Academic-Centered Family and Community Engagement	7 - Family engagement	Provide Translation Services for various school events. Person (s) Responsible: Site Administration	August	June	2000-2999: Classified Personnel Salaries	LCFF-EL	1600.00
	7 - Family engagement	Provide Refreshments at ELAC and reclassification ceremonies. Person (s) Responsible: Site Administration	August	June	4000-4999: Books And Supplies	LCFF-EL	500.00
	7 - Family engagement	Inform and train EL advisory committees on achievement data, graduation requirements, college requirements and specific site programs for students; i.e. AVID, academies, interventions, Persons Responsible: Principal, Assistant Principal, ELF	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Provide bilingual workshop for parents and students outside of the school day in college requirements and expectations Person(s) Responsible: Teacher/staff	August	June			

Planned Improvements in Student Performance

Performance Goal 3: Safe and Drug-Free Environment Conducive to Learning

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the average daily attendance will increase by 1.0%.

By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 1.0%.

Through our new attendance incentive program, lunch detentions, and putting structures and procedures in place we will see an increase in attendance rate from the 2017/2018 school year of 94.6% to 95.6% and a suspension rate from 4.2% to 3.2%.

Data Used to Form this Goal:

AERIES and CALPADS data on student discipline is compiled at the site and district level. This data will be compared with previous school years to determine school level decreases or increases in student discipline.

Findings from the Analysis of this Data:

Increasing the number of interventions and counseling opportunities is critical in helping to achieve this goal and in creating a safe and drug-free environment. Wylie Center and Safe House counselors are on campus weekly to meet with individual at-risk students and provide drug, alcohol and tobacco prevention counseling.

The need for a multi tiered intervention plan is needed. The administration revamped the discipline procedures and utilizing a Positive Behavioral Intervention and Supports along with instituting more restorative practices. The staff will be given the opportunity to participate in the professional development of Capturing Kids Hearts; this will serve as a school wide intervention to discipline issues.

How the School will Evaluate the Progress of this Goal:

School attendance and discipline records will be used to determine the effectiveness of school programs. The site administration will analyze this information monthly and determine appropriate activities in response to the findings. Compare data from one year to the next.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Career Choices/My10yearplan.com: Continue implementation of Career Choices curriculum through Freshman Focus courses (and AVID 9) so that every 9th grade student will create a comprehensive 10 year plan to address future goals and necessary steps to achieve them. Person(s) Responsible: Assistant Principal, Instructional Coach, Intervention team lead, Freshman Focus teachers	August	June			
	5 - Develop character of students	ASB schedules anti-bullying assemblies and activities to encourage continuous positive peer relations. On a regular basis, students have access to adult mentors to verbalize problems and conflicts. Tyler Durman motivational speaker Person(s) responsible: ASB Director, Assistant Principal, Principal	August		5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	4000.00
	8 - Learning environment to achieve excellence	Many classes provide nutritional awareness programs within their curriculum. Science integrates healthy living in their human body unit to promote healthy eating habits and exercise. Foods and Nutrition courses allow students to create menus and cook meals to illustrate their knowledge of balanced diets and calorie intake. Physical Education promotes the needs of physical exercise and active lifestyles. These practical applications enhance the learning needs of the whole child. Person(s) responsible: Counselors, Teachers, Assistant Principal, Principal.	August	June			
	8 - Learning environment to achieve excellence	Student incentives (Link Crew-1st semester Freshman trip) , Student of the Month, Barbecues to recognize good attendance and positive behavior. Eagle Pride student recognition (1st and 2nd semester) from all teachers to students exhibiting outstanding behavior/conduct, academic growth and good attendance. Person(s) responsible: Counselors, teachers, Link Crew leaders and advisers, ASB Director, Assistant Principal, Principal	August	June			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	5 - Develop character of students	School Resource Officer assigned to school site daily for intervention, family contact, community outreach and assistance with matters related to education code, penal code and prevention. Person(s) responsible:SRO	August	June			
	6 - Support exemplary staff	Inter-quest drug, alcohol canine unit that performs monthly site visits to prevent the use of drugs, tobacco and weapons on the school campus. Person(s) responsible: SRO, Assistant Principal, Principal	August	June			
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	Promote participation in awareness activities such as Red Ribbon Week, Suicide awareness, and bullying prevention. Person(s) responsible: Counselors, Assistant Principal, Principal, ASB Director	August	June			
	5 - Develop character of students	Continue anti-bullying training through Freshmen Seminar classes Person(s) responsible: Counselors, Freshman Focus teachers	August	June			
	8 - Learning environment to achieve excellence	Link Crew: Continue to develop a Link Crew program to connect and support freshmen transitioning to high school to help students acclimate socially and academically with the rigors and demands of high school. Person(s) responsible: Link Crew Advisors	August	June			
	8 - Learning environment to achieve excellence	Enrichment classes, study trips,and clubs provide additional experiences for students who are not scheduled into intervention create connection for students and the school. Person(s) responsible: Teachers, Assistant Principal, Principal	August	June			
	5 - Develop character of students	PALS: The master schedule provided students the opportunity to take the leadership class PALS. PALS serves as the social emotional intervention for our campus. PALS promotes unity through various lunch time activities and unity forums. Persons (s) responsible: Site Administration, PALS teacher	August	June			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Targeted Professional Development	2 - Collaborate with partners	At Risk Youth: Provide staff development/training in on- and off-campus support services available to at-risk students; i.e. Safehouse and Wylie Center counselors. Person(s) responsible: Counselors, Assistant Principal, Principal	August	June			
	3 - Comprehensive PreK-12 program	Review suspension, expulsion, and California Healthy Kids Survey data with all staff. The physical safety of our students cannot be overlooked. La Sierra implements a disaster plan in which staff has been fully trained in the event of an emergency. This includes regular fire, lock down drills and posted instructions on proper protocol for disaster situations. Person(s) responsible: Assistant Principals, Principal, SRO	August	June			
	8 - Learning environment to achieve excellence	Capturing Kids Hearts Professional Development La Sierra High School's staff certificated/classified/management will be trained over a two year period on building positive relationships with students and each other to bring about a culture of unity and academic achievements. Person(s) responsible: Site Administration, Staff	June		5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	24,500.00
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Continue regular evaluation of attendance, discipline records and suspensions within the administrative team. Person(s) Responsible: Principal, Assistant Principal	August	June			
	2 - Collaborate with partners	Continue to provide a Wylie Center counselor through the Guidance Office to provide individual counseling for at-risk students Person(s) Responsible: Head counselor, Assistant Principal	August	June			
	8 - Learning environment to achieve excellence	Provide a safe and supportive environment for students to get academic assistance and remediation from peer tutors with extended Library hours after school. Person(s) responsible: Librarian, Counselors,	August	June			

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		Assistant Principal, Pricipal					
	8 - Learning environment to achieve excellence	Continue to provide a Safe House counselor through the Guidance Office to provide individual and group counseling for at-risk students (CAST/CBITS) Person(s) responsible: Counselors, Assistant Principal, Principal	August	June			
	8 - Learning environment to achieve excellence	Attendance Competition: The first period classes in each grade level with 100% attendance will be recognized in the morning announcements. In the spring time, the students with 98% attendance and a 2.0 grade point average will be recognized. Person (s) responsible: Assistant Principal, Classroom Teachers, Attendance Clerk	January	June			
	8 - Learning environment to achieve excellence	Impero Education Pro Software License: This software allows the teacher librarian to monitor students and not allow them to go to inappropriate websites, while using the district server/devices. Person (s) responsible: Site Administration, Teacher Librarian	September	June	5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	1,400.00
Academic-Centered Family and Community Engagement	7 - Family engagement	Informational Seminars for parents and students presented by a variety of agencies focusing on topics that include: Dangers of Social Media, Depression and Mental Health Resources, Drugs and Narcotics, Teen Dating and Violence, Gangs and Peer Pressure and the Dangers of Alcohol and Drunk Driving. Person(s) responsible: Counselors, Assistant Principal, Principal, SRO, Parents	August	June			

Planned Improvements in Student Performance

Performance Goal 4: High School Graduation and College Readiness

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will graduate from high school and be college/ career ready.

LCAP CONDITIONS OF LEARNING 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.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the high school graduation rate will increase by 1% (to 92.4%) as demonstrated on the California Schools Dashboard.

Data Used to Form this Goal:

Graduation data obtained from the California Schools Dashboard states the 2017-18 graduation rate was 91.4%.

Findings from the Analysis of this Data:

La Sierra will increase curricular and remediation opportunities to keep students on the A-G college / career path as well as on the high school diploma path. The master schedule will reflect more opportunities for academic interventions.

How the School will Evaluate the Progress of this Goal:

High school graduation rates, college acceptance, A-G completion rates, and attendance rates will be used to evaluate progress towards this goal.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Career Pathways (CTE): Increase enrollment in academy and career pathways. Continue to refine and enhance course offerings at each grade level.	August	June			
	4 - Communicate effectively	UC/CSU A-G approved courses. Continue to increase the number of courses offered that are A-G approved. Review the A-G course list annually to ensure that it is an accurate reflection of course offerings at La Sierra High School. Person(s) Responsible: Assistant Principal, School Counselors	August	June			
	3 - Comprehensive PreK-12 program	Honors/AP: Increase the percentage of all 11th and 12th grade students enrolled in or having taken at least one course of rigor (AP course) from 36% to 60% within the next 3 years in order to provide true open access. Person(s) Responsible: Principal, Dept. Chairs, Site Leadership Team, AVID site team	August	June			
	8 - Learning environment to achieve excellence	Librarian/District Funded LCFF: the teacher-librarian supports reading and research across the content areas. Person(s) responsible: Principal, Assistant Principal, Librarian	August	June			
	8 - Learning environment to achieve excellence	Instructional Coach/District Funded LCFF: provide support to and collaborate with teachers in the development and implementation of "first best instruction" and meaningful intervention strategies. Person(s) responsible: Principal, instructional coach	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	8 - Learning environment to achieve excellence	Home work zone: provide support to struggling students, tutoring occurs after school in the library, students have access to computers. Person(s) responsible: Teacher Librarian	August	June			
	8 - Learning environment to achieve excellence	First Day of School Lesson Plans: A cohort of teachers establish lesson plans engaging students in the first day of school, preparing them for a successful school year. Person (s) Responsible: Site Administration	August		1000-1999: Certificated Personnel Salaries	LCFF-LI	990.00
	8 - Learning environment to achieve excellence	Academic Assistance Center: provide struggling students in core content classes with after school tutoring. Students can retake tests, do homework, or get extra support. Person (s) responsible: Site Administration and Core Content Teachers	October	June	LCFF-LI 10,010.00		
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	AVID: Continue to increase enrollment in the AVID program from approximately 16.7% of the student body to 25% in order to embrace underrepresented at-risk student populations. Person(s) Responsible: AVID Coordinator, AVID Teachers	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	Supplemental Instructional Supplies: Provide for additional resources and materials to enhance the curriculum and implementation Common Core standards across the curriculum as the opportunity arises and as funding allows. Person(s) Responsible: Principal, SSC, Department Chairs	August	June			
	3 - Comprehensive PreK-12 program	College and career center classroom with mobile laptop cart for students to assist with college and job applications, financial aid and scholarships. guest speakers from colleges, universities, armed forces and career/technical programs come to speak and present to students. Persons Responsible: Counselors, Assistant Principal, Principal	August	June			
	8 - Learning environment to achieve excellence	SAT and PSAT: All students will have access to the PSAT in grades 9-11 and the SAT in grade 11. Person(s) Responsible: Testing Coordinator	August	June			
	9 - Learning organization	La Sierra 3 Ring Binders: All students receive a 3 ring binder with dividers, lined paper, pen and pencil on the first day of school. This will ensure students are organized and ready to learn. Person (s) Responsible: Site Administration, Instructional Coach	August		4000-4999: Books And Supplies	LCFF-LI	13990.70
	8 - Learning environment to achieve excellence	Link Crew: Grow the Link Crew program to connect and support freshmen transitioning to high school	August	June			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	13 AVID sections (9-12) for college preparation, college visits, guest speakers, student organization, study skills and effective habits, notebook checks, tutorial student groups and sessions WICOR academic focus. Persons Responsible: AVID teachers, AVID Coordinator	August	June			
	3 - Comprehensive PreK-12 program	AVID College age tutors on site Tuesday and Thursday's mentoring and guiding AVID students through tutorial process. Persons Responsible: AVID teachers, AVID Coordinator, College Age Tutors	August	June			
Targeted Professional Development	6 - Support exemplary staff	AVID: Increase the percentage of teachers trained in AVID strategies to 100%. Continue to encourage the implementation of AVID strategies across the curriculum. Provide support and training in AVID strategies. Person(s) Responsible: Principal, AVID Coordinator, AVID Site team	August	June	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF-LI LCFF-LI	547.62 2400.00
	6 - Support exemplary staff	Subject Specific Trainings: Provide for teachers and staff to attend trainings and professional development relating to content area and Advanced Placement (World Languages, Studio Art) as opportunities arise and funding allows. Persons Responsible: Principal, SSC, Department Chairs	August	June			
	6 - Support exemplary staff	Teachers attend annual Educating for Careers Conference for CTE teachers and college and career pathways. Persons Responsible: CTE and Pathway Leaders, Coordinators, Principal, Assistant Principal	March	April			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	6 - Support exemplary staff	AVID Summer Institute Training for 6 teachers and 1 administrator annually to support classroom instruction focused on preparing students for college and career. Persons Responsible: AVID site team and Teachers, AVID Coordinator	June	August			
	6 - Support exemplary staff	Professional Development in Visual and Performing Arts: Give the dance teacher an opportunity to attend professional development and learn college and career readiness strategies. Person (s) Responsible: Site Administration, Teacher		August	1000-1999: Certificated Personnel Salaries	LCFF-LI	300.00
					5000-5999: Services And Other Operating Expenditures	LCFF-LI	1256.00
					5000-5999: Services And Other Operating Expenditures	LCFF-LI	192.80
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Homework Zone: Provide a safe and supportive environment for students to get academic assistance and remediation from teachers and trained peer and college-student tutors after school. Persons Responsible: Homework Zone Coordinators, Assistant Principal	August	June			
	9 - Learning organization	Credit Recovery: Offer Odysseyware courses taught by a credentialed teacher in the content area to provide the opportunity for students to meet A-G requirements for original credit and/or remediation both during and outside of the school day. Persons Responsible: Principal	August	June			
	3 - Comprehensive PreK-12 program	Release Time/Collaboration World Language Teachers will meet with middle school world language teachers to plan curriculum and place incoming 9th grade students in the correct language class.	January	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	1395.49

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent Involvement: Demonstrate support for families by administrative attendance at all ELAC, SSC and parent group meetings. Provide translation services for all parent group meetings and presentations. Schedule presentations on relevant topics for monthly parent group meetings. All staff will respond to parent calls/email requests within two school days. Persons Responsible: Principal, Assistant Principals, Translation services; All Staff	August	June			
	7 - Family engagement	FAFSA Parent/Student Workshops Persons Responsible: Counselors, Principal, Assistant Principals, Translation services	August	June			
	7 - Family engagement	Cash for College Scholarship Workshops Persons Responsible: Counselors, Principal, Assistant Principals, Translation services	August	June			
	7 - Family engagement	Coffee with the counselors focused on high school graduation requirements, college applications, FAFSA, scholarships and college going skills and needs for students. Persons Responsible: Principal, Counselors, Translation Services	August	June			
	1 - Alternative educational pathway	Credit recovery parent and student workshops/orientations in partnership with Alvord Continuation High School. Opening options for students in danger of failing and not graduating high school. Persons Responsible: Alvord High Staff and Counselors, LSHS Counselors, Principal and Assistant Principal	September	May			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	7 - Family engagement	Action Team For Partnership: ATP coordinator attends workshops/meetings to help foster a partnership with parents and community members. Person (s) Responsible: Site Administration, ATP Coordinator	August	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	800.00
	7 - Family engagement	Provide parent leaders with supplies needed to develop parent groups, which will engage parents in supporting their student in attaining college and career readiness standards, including A-G requirements. Person (s): Site Administration	August	June	4000-4999: Books And Supplies	LCFF-LI	600.30

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-EL	43,285	0.00
LCFF-LI	103,996	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	43,285.00
LCFF-LI	103,996.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	LCFF-EL	6,057.24
2000-2999: Classified Personnel	LCFF-EL	3,384.34
4000-4999: Books And Supplies	LCFF-EL	33,843.42
	LCFF-LI	10,010.00
1000-1999: Certificated Personnel	LCFF-LI	15,814.05
4000-4999: Books And Supplies	LCFF-LI	31,586.42
5000-5999: Services And Other	LCFF-LI	16,685.53
5800: Professional/Consulting Services	LCFF-LI	29,900.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	10,010.00
1000-1999: Certificated Personnel Salaries	21,871.29
2000-2999: Classified Personnel Salaries	3,384.34
4000-4999: Books And Supplies	65,429.84
5000-5999: Services And Other Operating Expenditures	16,685.53
5800: Professional/Consulting Services And Operating	29,900.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	15,583.68
Mathematics	19,148.47
History/Social Studies (Secondary Only)	1,250.00
Science (Secondary Only)	5,630.94
Limited English Proficient Students	43,285.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	29,900.00
High School Graduation/College Readiness	32,482.91

Program Descriptions
School Based Coordinated Program (SBCP)

Intent

To provide school site flexibility in the use of certain state-funded categorical resources.

Description of Site Program

The SBCP legislation provides greater flexibility for schools and school districts to better coordinate the funds they receive while ensuring that schools continue to receive funds to meet their needs. This legislation focuses authority to exercise such flexibility at the school level, with the approval and under the policy direction of the governing board. The School Site Council decides which funding sources it wishes to coordinate. The funding sources are:

- a) Local Control Funding Formula-Low Income (LCFF-LI)
- b) Local Control Funding Formula-English Learners (LCFF-EL);
- c) Title I (if applicable)

The greatest benefits of becoming a SBCP school is the opportunity afforded teachers, other school staff, the Principal, parents, and students (in secondary schools) to work together to design and implement a program in which resources received by the school are coordinated and utilized to ensure that all students acquire the knowledge, the understanding, and the skills of the core curriculum of the district. It is the opportunity to focus the attention of the entire school community on what is and should be happening for all the students in the school, rather than looking at what the separate funding resources seem to be dictating for certain groups of students within the school population. By providing an integrated program, planned jointly by classroom teachers and specialist teachers, a SBCP also presents the opportunity to more effectively coordinate instructional delivery systems needed by students who have a combination of special needs. A SBCP plan must address the needs of all students, even when funding for those students is not included in the plan. Funds must be expended as specified in the school plan.

Coordination of Services

Expenditures are directly related to the core curriculum and advance the goals in the Local Education Agency Plan, and achievement of the student outcomes in the district's Strategic Plan, and the Local Control Accountability Plan. Coordination between categorically funded staff and regular staff is emphasized to provide a cohesive program for all students. Grade-level and subject-specific meetings as well as Leadership Team meetings are designed to facilitate coordination and planning. Paraprofessionals and teachers also meet regularly to implement a well-articulated program that enables student learning. This site's teaching staff continuously assesses and modifies instruction to ensure that students are experiencing success with the core curriculum. Staff development is structured to promote student success in meeting state/district standards in all subject areas. Teachers, parents, and students have opportunities for input to the curriculum throughout the school year. All staff members work together to provide a coherent program for all students on a continuous basis.

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- o Local Control Funding Formula-Low Income (LCFF-LI)
- o Control Funding Formula-English Learners (LCFF-EL);
- o Title I (if applicable);
- o Special Education (including specially designed academic instruction and related services).

Objectives

The objectives of the La Sierra School Based Coordinated Program are as follows:

- To support and advance classroom instruction, including access to and maintenance of technology, to improve student achievement
- To support projects that improve school climate
- To improve school-to-home communication and parent involvement

Critical Learning Goals identified by La Sierra staff, parents and students (WASC):

- Prepare students for the rigor of Common Core State Standards by incorporating more reading and writing across the curriculum.
- 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.
- Offer a variety of interventions to support all student groups (AP, EL, Special Ed, etc.) towards to goal of becoming college and career ready.

Program Descriptions English Learner (EL) Program

Intent

To develop English Learners' proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students.

EL students who acquire a good working knowledge of English during a temporary transition period and meet the district's transfer criteria are then transferred into English-language mainstream classrooms. EL students are re-classified as fluent English proficient after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

Description of District Program

The Alvord Unified School District currently provides the following basic instructional service programs to identified English Learner (EL) students:

- o Structured English Immersion (SEI): K-12 EL students who are assessed on the English Language Proficiency Assessments for California (ELPAC) and score at "less than reasonable levels of fluency in English" receive a minimum of 30 minutes daily English Language Development (ELD) instruction at their fluency level, and access to core content subjects through specially designed academic instruction in English (SDAIE) techniques and primary language support. The district uses ELPAC levels 1-3 to identify the SEI students. Standards-based ELD instruction focuses on essential English listening, speaking, reading and writing skills, and is directed to students' English proficiency levels. Teachers provide comprehensible core content instruction, based on state grade-level standards, and appropriate SDAIE instructional strategies. Bilingual Instructional Assistants provide primary language support for core content instruction. In the SEI program, both ELD and content courses are taught by teachers with appropriate EL State authorizations or interim teachers in training for the appropriate EL State authorizations.
- o English Language Mainstream (ELM): K-12 EL students who are assessed on the ELPAC and score at "reasonable levels of fluency in English" (ELPAC levels 4 - 5) receive standards-based ELD instruction daily, with listening, speaking, reading and writing skills at students' English proficiency levels. SDAIE strategies continue to be used in the core content subjects. Teachers in the ELM classroom are responsible for providing services and instruction that continues the students English Language Development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Teachers in the ELM program hold appropriate State EL authorizations or, as interim teachers, are in training for those authorizations.
- o Alternative bilingual program: Spanish speaking K-12 EL students whose parents sign and are granted a parental waiver are enrolled in the district alternative bilingual program. Students enrolled in this program receive daily standards-based academic instruction through their primary language in core content subjects and daily standards-based English instruction in ELD. As students increase their English proficiency, they receive access to increasing amounts of English core instruction, provided through SDAIE instructional strategies.

The Alvord Unified School District uses state LCFF funds and federal funds, including Title III funding to provide the following supplemental services to increase the effectiveness of instruction for EL students:

- o Professional Development, mentoring, and coaching of district stakeholders including teachers, administrators, paraprofessionals, other staff, parents, or community members to increase the linguistic and academic achievement of English learners
- o Staff development includes use of Instructional Specialists-English Learners to provide research-based support for elementary and/or secondary teachers, staff, and parents of EL students involved with instruction for English Learners, including tutorials (before and after school hours), intervention programs (during the school day), or summer school classes targeted to EL student needs.
- o Bilingual assistants at each school to provide primary language support in core academic subjects for English Learners with a focus on EL students at lower proficiency levels.

A District Title III Year 4 Action Plan has been implemented to meet the Proficient goals of Annual Measureable Achievement Objective (AMAO) 3 in Reading/Language Arts and mathematics and maintain continued achievement of AMAO 1 & 2. The Plan incorporates quarterly monitoring of site/District strategies including:

- o use of EL assessment data
- o collaborative EL lesson planning
- o administrator supervision of differentiated instruction
- o implementation of EL differentiated professional development strategies
- o improved EL access to core, intervention and advanced materials and courses
- o increased EL parent/advisory training to understand/assist their own children's educational needs

Title III funds may only be used to supplement, not supplant.

Description of Site Program

The EL population at La Sierra High School currently represents about 25% of the student body and numbers approximately 430 students. In order to best accommodate the needs of our EL students, the English Learner program offers three levels of English language development (ELD1, ELD1 Lab, ELD2 and ELD3) and 15 SDAIE (Specially Designed Academic Instruction in English) content area class periods for instruction in the content areas. The specific goal of the La Sierra ELD Department is to develop English language skills, allowing students to reach proficiency in English as quickly as possible. We currently offer three levels of ELD. ELD I is a two-hour block. ELD 2 and 3 are single period classes. Students enrolled in ELD levels 2 and 3 are concurrently enrolled in an appropriate language arts course. The ELD core text is the Highpoint series published by Hampton Brown. Additionally, LSHS offers an intervention course for long-term English learners, Advanced Academic Language Development (AALD), which focuses primarily on academic language use. Sheltered or SDAIE classes are offered in the core areas of math, language arts, science, and social studies. The core adopted textbooks are used in those classes. Materials, books, and equipment supplement the basic textbooks in all classes. Teachers in ELD and SDAIE classes use strategies specifically designed to meet the needs of ELL students including cooperative learning, technology based instruction and direct instruction. Site LEP funds are used to pay the English Learner Facilitator stipend.

Personnel (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)

Five Bilingual Assistants: Multi-funded 50% Title I District and 50% Title III District (TI-\$21,516, \$9,030, \$9,106, \$4,180 & \$3,579) and (TIII-\$21,516, \$9,030, \$9,106, \$4,180 & \$3,579)

English Learner Facilitator Stipend: 100% LCFF-EL Site (\$3307)

Title	Description
Bilingual Assistant	Five bilingual assistants provide primary language support for students whose primary language is Spanish.
English Learner Facilitator	Attends district meetings, plans professional development for teachers to support implementation of EL program, build capacity, maintain EL compliance records, and assist with redesignation.

Objectives

Our objectives are as follows:

To improve EL student achievement by improving and providing appropriate instruction

To provide further staff development in instructional strategies to meet the needs of EL students

To improve student achievement through the purchase of supplemental materials and supplies

To improve access to technology through the purchase and maintenance of computers, hardware and software

To improve school-to-home communication with the parents of EL students

To make the campus more accessible to non-English-speaking parents

To form Spanish speaking parent group to deepen understanding of instruction, high school graduation and college entrance criteria

Program Descriptions
Gifted and Talented Education (GATE) Services

Intent

To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high quality differentiated learning opportunities that meet the students' particular abilities and talents.

Description of District Services

Gifted and Talented Education services shall be available to provide unique learning environments and opportunities for pupils who are identified as gifted and talented as measured by tests and demonstrations of intellectual achievement and unique production. Full participation of pupils from economically disadvantaged and varying cultural backgrounds shall be ensured.

The Alvord Unified School District is committed to providing appropriate and challenging services to meet the diverse needs of gifted and talented students. Administrators, teachers and parents are provided with growth opportunities in meeting these needs. Given a stimulating learning environment, students meet their full potential and demonstrate their unique productive talents as they work through challenging situations

The Alvord Unified School District GATE services have provisions for:

- o Differentiated opportunities for learning commensurate with abilities and talents of individuals
- o Development of sensitivity and responsibility to others
- o Assistance in developing self-generating problem-solving abilities
- o Support in developing a realistic and healthy self-concept
- o Alvord Unified School District has a wide range of options for GATE students at varying sites:
 - Differentiation within the regular classroom
 - Enrichment opportunities
 - Special group instruction away from the regular class
 - Classes in which GATE students are clustered
 - Seminars and study trips
 - Grade level advancement
 - College level courses (Honors, Advanced Placement, International Baccalaureate)

GATE students receive differentiated curriculum and instruction throughout the regular school day, as well as during enrichment opportunities. Appropriate differentiation refers to the following principles, when applied to the standard adopted instruction and curriculum: Depth, Complexity, Novelty, and Acceleration, according to standards adopted by the California Association for the Gifted (CAG).

Description of Site Services

The Alvord Unified School District identifies GATE students. GATE students are encouraged to participate in Advanced Placement and Honors classes. Content area teachers extend curriculum within their lesson plans to differentiate for GATE students and learning needs.

Objectives

The objectives of the La Sierra High School GATE program are:

To coordinate with and support Honors and AP classes.

To provide staff development in differentiation of instruction to meet the needs of GATE and AP students

Program Descriptions Special Education Program

Intent

All individuals with exceptional needs have a right to participate in free appropriate public education. Special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs, prepare them for further education, employment and independent living.

Description of District Services

Special Education ensures that all individuals with exceptional needs are appropriately identified and assessed. Students are provided a free appropriate public education program to meet their unique needs, prepare them for further education, employment and independent living. A full continuum of program options for special education and related services is available to meet the educational and service needs of these students, including general education, Specially designed academic instruction, related services, and transportation.

Students are offered full and equitable opportunities which promote maximum interaction with non-disabled peers in the least restrictive environment. Steps are taken to ensure that individuals with exceptional needs participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population. Policies and procedures regarding parent involvement and IEP development are clearly defined, consistently used, and documented through SELPA. There is coordination of instruction and curriculum with special and regular education staff.

Objectives

- o All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- o Students with disabilities are provided free appropriate public education programs and services to meet their unique needs, prepare them for further education, employment and independent living.
- o Increase collaboration between Special education teachers, related service providers and general education teachers to best support students.

Description of Site Services

The La Sierra High Special Education Department provides services to approximately 216 students with disabilities. La Sierra has a Life Skills, Emotionally Disturbed, Resource and Special Day class and curriculum offerings. Our aspirations are to ensure all individuals with disabilities are academically proficient, gainfully employed and socially adjusted while continuing to improve academic results and post secondary outcomes for students with special needs. All students and children learn and grow in natural and inclusive environments with non-disabled peers. We provide a wide range of high quality services. Our direct student programming meets the individual needs of students by offering a variety of programs and individual instruction in the least restrictive environment. Programs, services and alternative technology are provided to meet the specific needs of individual students. Parent and student involvement is essential to the program. Evaluation of programs is the essential component for continued program improvement.

Objectives

La Sierras Site Objectives for students with disabilities are as follows:

To provide support to ED, Life Skills, RSP and SDC students through appropriate placement based upon assessment of student needs.

To improve communication between general education and special education teachers by providing collaborative supports and instructional planning as a team.

To improve departmental data analysis to better meet the needs of students with disabilities.

Program Descriptions Technology Program

Intent

To provide students with up-to-date technology to enhance their academic proficiency in language arts, math, science, and history.

Description of District Services

The District believes that through the meaningful integration of technology, student academic achievement can be improved. To facilitate this integration, the District developed a comprehensive technology plan that includes both curriculum and professional development components detailing how teachers and students will incorporate technology into the teaching and learning processes. The overall goal of integrating technology into the learning and teaching processes is to help all students attain proficiency in mathematics and language arts and enable all students to earn a high school diploma.

Before developing this plan, the District assessed the current practices and access to technology of all its elementary, middle and high schools. The course of action to bring technology to teachers and students include:

- o Using technology to improve teaching and learning
- o Assisting students acquire technology and information literacy skills
- o Utilizing technology that ensures appropriate access to all students
- o Using technology for efficient student record keeping and assessment
- o Making teachers and administrators more accessible to parents via utilizing technology
- o Providing professional development opportunities for administrators and teachers

The District will monitor its success and progress with implementing the curriculum content and professional development technology components on an annual basis.

The school's current technology practices and site technology objectives are described in the next two sections.

Description of Site Program

Technology is incorporated into the day-to-day instruction at La Sierra High School. Currently, all classrooms have limited ethernet internet access and school wide WIFI. The LSHS library has 38 computers for student use as well as a mobile computer cart/lab with 40 laptop. Additionally, there are 4 categorically-purchased computer labs that are available for specific student populations. Mobile computers labs, provided to facilitate SBAC assessment, are also available for classroom use.

Objectives

The objectives for the La Sierra High School Technology program are as follows:

- To continue to purchase and maintain up-to-date hardware and software to meet the technological needs of all students for the purpose of improving student achievement
- To improve IT services to staff members
- To further incorporate technology into day-to-day instruction to better prepare our students for the work force
- To continue to provide computer-based resources and online databases for student use
- Increase student access to technology across campus with the goal of reaching a 1 to 1 ratio by the 2019-2020 school year.
- Increase the use of AERIES website and Gradebook portal for students and parents.
- Utilizing online learning programs (OdysseyWare) for remediation and credit recovery.

**Program Descriptions
School Safety Program****Intent**

To provide counseling services to students and families to reduce and prevent drug, alcohol, tobacco use, and violence.

Description of District Services

Student Services supports drug, alcohol, tobacco, and violence prevention and reduction counseling services in order for all students to attend safe and drug-free schools. The focus is to reduce barriers to learning and build resiliency factors leading to student success, academically, emotionally, socially, and physically.

The district contracts with providers to offer counseling services to students and families at each school site throughout the school year. Counseling services consist of drug, alcohol, and violence prevention and reduction training. Students learn to recognize and relinquish harmful behaviors and habits, and develop strategies for a successful school career and life.

Description of Site Program

La Sierra provides a climate which is safe, drug free, and promotes interpersonal and intercultural respect. Students are encouraged to speak with any school staff about issues relating to safety, drugs, or alcohol so available support can be initiated. WYLIE Center counselors and Safe House counselors are available and assist with drug, tobacco, violence and bullying.

Objectives

The objectives of the School Safety Program are as follows:

To ensure that our school is a calm, orderly and purposeful learning environment that is safe and drug free.

To promote interpersonal and intercultural respect

To increase student awareness of the negative affects of drug and alcohol abuse

To encourage open communication between students and staff regarding school and student safety issues.

Program Descriptions
Parent and Family Engagement Program

Intent

To establish strong, healthy, and systematic school, family, and community partnerships which lead to effective family engagement that supports student achievement and closes the achievement gap.

Description of District Services

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parent involvement is encouraged through Board Policy and School Parent Compacts as a step in improving student achievement. All parents are kept informed of their child's progress toward meeting grade level standards through report cards and progress reports, parent workshops, conferences and meetings. District-wide expenditures from supplemental programs are designed to provide students additional support for succeeding with the core curriculum and to enhance parents' abilities to assist their children in the learning process.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training that fosters effective and culturally sensitive communication with the home, including training and how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process in both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Alvord schools have received Parent Engagement Initiative Leadership training (Parent PELI) and are forming Action Teams for Partnership (ATP) as an arm of their School Site Councils (SSC). These teams are made up of school staff, parents and community members who work together to set school goals and plan activities around Joyce Epstein's 6 Types of Parent Involvement in order to increase parent engagement and increase student achievement. All District parent involvement programs are built around these 6 types of parent involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Description of Site Services

La Sierra High School recognizes that parent involvement is critical to the success of our students. Parents at La Sierra High School are invited to become involved through organizations such as the Parent Advisory Committee, the School Site Council, English Learner Advisory Committee, Action Team for Partnerships, and Parent Organization for Support Student Excellence which encompasses: Bringing Awareness to Every School (BATES), No Parent Left Behind (Spanish Speaking Advisory Group). These advisory committees meet regularly to provide input to the school administration about specific school issues and policy, instructional needs, safety, student groups and school functions. Additionally, parents are invited to become involved through booster organizations that support specific programs and sports on our campus. Counselors and the Principal regularly offer parent nights, workshops and to educate parents and to provide information on a variety of topics including graduation requirements, AERIES grades access, mental health and community resources, drugs alcohol and tobacco issues, dangers of social media, teen dating and violence, gangs and peer pressure, dangers of alcohol and drunk driving as well as FAFSA and obtaining financial aid for college.

Objectives

The objectives of the La Sierra High School Parent Involvement Program are as follows:

1. To increase student achievement through the involvement and education of parents.
2. To acknowledge the important role parents play as partners in the education of their children.
3. To improve and facilitate parent involvement on our campus
4. To enhance and improve use of a parent center on campus

**Program Descriptions
Expanded Learning Program
Prime-Time / Half-Time**

Intent

Provide a safe and positive expanded learning environment for students of the Alvord Unified School District during the after school hours by providing daily educational, recreational, and enrichment activities. The main academic goal of the Expanded Learning Program is to assist students in increasing proficiency in Reading and Mathematics.

Description of District Services

Alvord's After School Programs is provided at 12 elementary schools and four middle schools. The program is aligned to the regular school day through the use of curriculum binders with activities that are aligned to the school day curriculum and a coach liaison at each site to provide instructional support.

The program provides both homework assistance and tutoring in order to support classroom instruction and help students attain state standards in Math, Language Arts, Science and Social Science. Materials used include technology based products and technology-based instruction to ensure the students are receiving individualized instruction in an interactive manner. Reinforcement and practice of skills taught takes place in a disguised manner using games and other non-traditional tools so that the students remain engaged after a long day at school. Alvord students are also engaged in high interest, high movement, motivational and enrichment activities. Enrichment activities are research based and promote asset development, character and leadership development, movement, collaboration and team building, creative expression, anger management, conflict resolution, and tolerance and appreciation of others. All activities provide high interest practice in academics, reinforce newly acquired skills, and promote the physical and emotional well-being of our students.

A few of the enrichment activities seen frequently at sites include board games to reinforce thinking, strategy and problem solving; craft projects that develop creativity; cooking including discussions about nutrition; and campus beautification and gardening projects. Each site provides an opportunity for student to showcase their enrichment talents. At the Elementary level, students participate in sports tournaments in Soccer and Soccer, or Basketball. At the Middle School level, a tournament is planned for these 5 sports: Soccer, Basketball, Football, Soccer, Volleyball, and Softball. Middle school students also have skateboarding, music (musical instruments), art and Wii clubs. The "Extravaganza" is a culminating event held at the end of each year for middle school students to showcase their projects, compete against each other in a variety of athletic events, and come together to show their school spirit.

Objectives

- Provide homework assistance.
- Improve students' attendance in school.
- Improve or maintain students' grades.
- Provide students opportunities to engage in cultural enrichment activities.
- Reduce/avoid harmful risk-taking behaviors among students.

Categorical and Local Control Funding Formula Allocation Narrative

2018-2019

Directors, Coordinators, Instructional Specialists, Director's Assistant, Assessment/Evaluation Technician, Secretary, Clerks, and part-time clerical assistance staff the Categorical/English Language Learners Offices and provide indirect services. Bilingual assistants, project specialists/instructional coaches, intervention teachers, librarians, elementary library assistants, and instructional computer assistants provide direct support to school sites. These positions are single and multi-funded from a combination of sources including, Title I (TI), Title III (TIII) and Local Control Funding Formula (LCFF) funds. LCFF supplemental and concentration grants are targeted to increase and improve services for students from low-income families, English learners, and foster youth.

Funding for Title I is applied for annually through the Consolidated Programs Application process. Funding allocations to the schools are on a per pupil basis. The Central Office monitors the expenditures of program funds for a variety of programmatic considerations. Foremost among the considerations are guidelines for the use of the funds that will meet the needs of students and the annual audit requirements including the Federal Program Monitoring (FPM) criteria. The school's portion of each program is as follows:

LCFF-LI funds provide targeted support for students from low income families and foster youth at each site which supplements and supports the district's educational program. The school's allocation is 103,996.00.

LCFF-EL funds provide targeted support for English Language Learners (ELL) at each site which supplements and supports the district's educational program for ELL students. The school's allocation is 43,285.00.

Title I funds provide support for students at risk of not meeting academic standards and who reside in areas with high concentrations of children from low-income families. The school's allocation for Title I is 0. There is a carryover of 0 for a total allocation of 0

*Supplemental and Concentration grant portion of Local Control Funding Formula (LCFF)

Categorical Budget Narrative		
Object Code	Description	Narrative
1110	Teacher's Salaries - Extra Duty	<ul style="list-style-type: none"> Hourly rate for certificated staff to perform leadership duties, grade level planning/articulation, parent education/involvement activities and other duties related to categorical programs. Salaries for Special Projects Personnel to manage and conduct categorically related duties. Includes Certificated Personnel Salaries (Project Specialists/Instructional Coach). Includes Classified Personnel Salaries (Clerks, Instructional Assistant/Computer, Instructional Assistants, and Bilingual Assistants). Hourly rate for classified staff to perform additional duties related to categorical programs may be necessary.
1130	Teacher's Salaries - Substitutes	
1140	Teacher Salaries - Stipends	
1900	Teacher's Salaries Project Specialists/Instructional Coaches	
2100	Instructional Aide's Salary	
2110	Instructional Aide's Salary - Hourly	
2200	Classified Support Salaries	
2400	Clerical, Technical, Office Staff Salaries	
2410	Clerical, Technical, Office Staff Salaries - Hourly	
2900	Other Classified Salaries	
2910	Other Classified Salaries - Hourly	
3000	Employee Benefits	Contributions to retirement plans and health and welfare benefits. Includes STRS, PERS, SS, HW, SUI, Workers' Compensation.
4200	Books/Other Ref Materials (Instructional Books Other Than Textbooks)	Books to enhance students' language development. Materials to maintain and enhance classroom programs, parent workshops, and professional development (VENDOR).
4300	Instructional Materials and Supplies	Instructional materials and supplies that are used (student workbooks, supplies, etc). Non-instructional supplies and resources used for support, efficiency, organization, and enhancement of program i.e., maintenance, parent workshops, office supplies, identifying equipment. (VENDOR)
4405	Equipment \$500.00 - \$4999.99	Equipment and supplies \$500.00 through \$4999.99 per item.
5200	Travel, Conferences	Professional development related to focus areas in the SPSA.
5300	Dues and Memberships	Memberships and dues in professional associations.
5620	Leases	Expenditures for rental by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide leased equipment for the use of resource development for the instructional program.
5630	Repairs	Expenditures for repairs or maintenance by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide repairs or maintenance for the use of resource development for the instructional program.
5640	Maintenance Contract	Expenditures for maintenance agreements by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide maintenance contract for equipment for the use of resource development for the instructional program.
5800	Assemblies/Other Services	Assemblies
5815	Consultants	Consultants
5845	Printing	Outside printing. Copies to maintain supplemental programs.
5850	Software license	Purchase site license rights for technology applications across the curriculum for use in the computer lab and classrooms.
5910	Postage	Postage for various communications, i.e., parent involvement, parent advisory council, business-related communication.
5920	Telephone	Cover telephone costs incurred in the management of categorical programs.
6400	Equipment over \$5,000.00	Equipment and supplies over \$5,000.00 per item.

**La Sierra High School
School Site Council Agenda
February 4, 2019
Meeting Location: Rm. 209 Time: 2:45 pm**

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes January 14, 2019
2. Approve Categorical Expenditures for LCFF-LI, and LCFF-EL
LCFF-LI:
 - A. S. Huber requests \$1375.12 to support 7 release days for the World Language Department to proctor and assess incoming freshman to identify Spanish Language Skill levels.**LCFF-EL:**
 - B. S. Huber requests \$3307 as a stipend allocated by the district for the English Learner Facilitator, ELF. K. Cline is the current ELF facilitator.
 - C. S. Huber requests \$9732.15 to purchase Chromebooks to be used to support sheltered teacher in providing content that is adapted appropriately based on student needs in obtaining proficient language acquisition and will serve to assist students in developing 21st century skills and proficiency in using technology.
3. Approve site categorical budgets for 2018-2019
4. Approve the 2018-2019 School Plan for Student Achievement

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics:
 - Present school budget tied to SPSA actions
 - Document Input from SSC members
3. Single Plan for Student Achievement (SPSA)
 - Review/analyze achievement data
 - Finish evaluating effectiveness of last year's SPSA actions
 - Review and update SPSA goals/actions
 - Document Input from SSC members
4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
5. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
6. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for March 4, 2019
3. Adjournment: Action Item

**La Sierra High School
School Site Council
Minutes
Meeting Date February 4, 2019
Meeting Location Room 209 Time 2:45 pm**

I. Introductory Procedure

1. Call to Order: The meeting was called to order at 2:46 pm by Reina Silva.
2. Establishment of Quorum: A quorum was established with the following 12 members present:
Celeste Migliaccio, Principal
Norma Aviles, Teacher
Denise Bokman, Teacher
Todd Johnsen, Teacher
Kathy Thompson, Teacher
Sarah Huber, Other Staff
Stacey Collins, Parent
Theresa Gooder, Parent
Gil Ocegueda, Parent
Nathan Gomez, Student
Arianna Perez, Student
Reina Silva, Student
Also in attendance was Patricia Schiessel, Assistant Principal and Celina Martinez, Bilingual Secretary
3. Pledge of Allegiance was conducted by Reina Silva
4. Welcome

II. Action Items

1. It was motioned/seconded/carried to approve the minutes from January 14, 2019 (Migliaccio/Bokman)(12/0/0)
2. It was motioned/seconded/carried to approve the LCFF-LI and LCFF-EL expenditures as reviewed by C. Migliaccio, S. Huber and N. Aviles (Aviles/Migliaccio)(12/0/0)
3. It was motioned/seconded/carried to approve site categorical budgets for 2018-2019 (Aviles/Bokman) (12/0/0)
4. It was motioned/seconded/carried to approve the 2018-2019 School Plan for Student Achievement (Aviles/Johnsen)(12/0/0)

III. Discussion/Information

1. Budget Reports – Ms. Migliaccio mentioned that both are at zero.
2. Training Topic
3. Single Plan for Student Achievement –
 - a. A handout was provided to summarize the 2018-2019 SPSA
 - b. Ms. Migliaccio stated that the SPSA tells us how to spend the LI/EL funds and illustrated on the board how Social Science will support ELA and Science will help with Math by engaging students to help with critical thinking and having kids work together.
 - c. Ms. Migliaccio also spoke about Safe/Drug free schools and how our suspensions last year were up because we had to set a tone. Suspensions are down by half this school year.
 - d. She spoke about College/Career and graduation rate and raising our graduation rate by 1%.
 - e. Ms. Migliaccio also reviewed handout referencing the 2017 -2018 SPSA goals that were not met and new goals for 2018-2019. The one goal that was met was the reclassification of English Learners. Our goal of 5% was met and surpassed as we had a 12% increase. She also spoke of the barriers and actions to help meet these goals.
4. Reports from Parent Committees

- English Learners Advisory Committee (ELAC) – Ms. Migliaccio mentioned we just had our ELAC meeting on 1/24/19. Goals for SPSA were discussed and talked about how we get students to graduate and on to college. Mrs. Huber brought up former student, Carlos Rivera, who is in his second year at Cal Poly. He came and spoke to students as an ambassador. She shared his inspirational story of coming to LSHS in the middle of his freshman year. By the time he was a senior he was taking AP classes.
- Action Team for Partnership (ATP) – Nothing to report.
- Parent Advisory Committee (PAC) - Mrs. Collins stated there is nothing to report.

5. Program Reports

- Professional Development Opportunities (Paraprofessionals, Teachers) – Ms. Migliaccio mentioned that 11th grade teachers are looking at data. Utilize data to drive instruction.
- Parent and Family Involvement Opportunities. Also mentioned Capturing Kids Heart. Mr. Ocegueda asked how many teachers had signed up. Ms. Migliaccio reported that there have not been sign ups yet however there are quite a few teachers that have shown interest verbally.
- Interventions – Ms. Migliaccio reports that we are working on not only help with academics, Academic Assistance Center, but also with social – emotional help with PALS. Also mentioned working in collaboration with parent groups. She mentioned that we cannot buy uniforms for teams, however, a parent group can.

6. Principal's Report

- a. Ms. Migliaccio reported that they are already working on master schedule for next year. If we have a teacher with two credentials then we can use them for both. Although there are some teachers that are showing some discontent with this, it is important to get everyone to look at this is for students.
- b. Need to grow our Business Academy by marketing it to our 9th graders. They will now be able to have a class.
- c. She also mentioned that we are working with vendors for a nice gift for retirees.

IV. Hearing Session/Public Comments

- D. Bokman mentioned that her students suggest that a pizza party for attendance be every grading period as opposed to end of semester. Ms. Migliaccio said she would look into this.
- T. Johnsen mentioned that having kids prepared when they first start by supplying Binder, paper, pencils and pens has really helped. Many students still use the binder given to them.



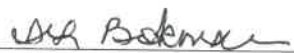







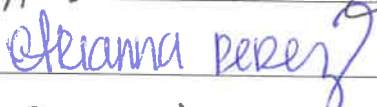

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for March 4, 2019
3. Adjournment: Meeting was adjourned at 3:46.

Handouts Distributed During Meeting: SPSA Goals

La Sierra High School

School Site Council Secondary Sign-In Sheet February 4, 2019

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Celeste Migliaccio		Principal	
Norma Aviles		Classroom Teacher	
Denise Bokman		Classroom Teacher	
Todd Johnsen		Classroom Teacher	
Kathy Thompson		Classroom Teacher	
Sarah Huber		Other Staff	
PARENTS/ STUDENTS/COMMUNITY MEMBERS			
Stacey Collins		Parent/Community Member	
Gil Ocegüera		Parent/Community Member	
Theresa Gooder		Parent/Community Member	
Nathan Gomez		Student	
Arianna Perez		Student	
Reina Silva		Student	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title
Patricia Schiessel		Assistant Principal

Alvord Unified School District
La Sierra High School
English Learners Advisory Committee

AGENDA

Date: January 24, 2019, 2:45 pm

I Introductory Procedures

1. Call to Order
2. Welcome/Sign-in (EL4b)
3. Pledge of Allegiance

II. Action Items

1. Agenda
 - a. Approval of Minutes of Meeting from 10/8/18
 - b. Election of Vice President, Secretary and Alternate DELAC Rep
 - c. Voting in of new members
 - d. Approve revisions of Bylaws, discussed at previous meeting.

III. Discussion/Information

1. School Attendance (If time allows, if not leave for next month) – EL4c2
2. ELAC Officer's Responsibilities
3. Meeting 3/11/19, discuss time of meeting is 4:00pm.
4. SPSA – School Plan for Student Achievement

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment

1. Next Meeting: 3/11/19 @ 2:45 in Room 209
2. Adjournment

VI. Handouts distributed during Meeting

1. Why Attendance is Important
2. Revised Bylaws
3. ELAC Officer's Responsibilities

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

Alvord Unified School District
La Sierra High School
English Learners Advisory Committee

MINUTES

Date: January 24, 2019, 2:45 pm

I Introductory Procedures

1. Call to Order – Meeting was called to order at 2:50 by Ms. Migliaccio
2. Welcome/Sign
Present:
Celeste Migliaccio, Principal
Chris Prescott, Assistant Principal
Ken Cline, EL Coordinator
Laura Tamayo, Parent
3. Pledge of Allegiance– led by Mr. Prescott

II. Action Items

1. Agenda
 - a. Approved October 8, 2019 minutes (Migliaccio/Prescott)
 - b. Election of Vice President, Secretary and Alternate DELAC Rep - none
 - c. Voting in of new members - none
 - d. Approved revisions of Bylaws, discussed at previous meeting.

III. Discussion/Information

1. School Attendance (If time allows, if not leave for next month)
Mr. Cline presented attendance handouts. Mrs. Tamayo read handouts and understood.
2. ELAC Officer's Responsibilities – Ms. Migliaccio stated that this was reviewed at previous meetings.
3. Meeting 3/11/19, discuss time of meeting is 4:00pm. – Ms. Migliaccio stated that this is most likely an error and meeting time should be 2:45. Everyone agreed.
4. SPSA – School Plan for Student Achievement – Ms. Migliaccio reviewed the goal that was on last year's SPSA. She mentioned that there was not enough data in order to have more goals so the one goal of 5% increase in reclassification was the only one. This year we will need to add more goals to the SPSA. We will now be looking at graduation of EL students and also adding technology for EL students so that they are better prepared when taking the SBAC. The students will be familiar with the technology used in taking the SBAC. Ms. Migliaccio explained the use of EL money through School Site Council must be specifically related to the SPSA goals.

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

Ms. Migliaccio commented that the District sent memo to schools letting them know that conferences are on a compliance basis only. Therefore, CABA will not be approved at this time.

Ms. Migliaccio also mentioned that the meeting for next month may need to be changed as we have not received an actual day of when the district needs the SPSA. Once we know we can plan on having the meeting in March or move it up to February if needed.

V. Adjournment

1. Next Meeting: 3/11/19 @ 2:45 in Room 209
2. Adjournment – meeting was adjourned at 3:15 (Migliaccio/Prescott)

VI. Handouts distributed during Meeting

1. Why Attendance is Important
2. Revised Bylaws
3. ELAC Officer's Responsibilities

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

[illegible]