

The Combined SPSA & LCAP Template

School: Laguna Beach High School
District: Laguna Beach Unified School District
County-District School (CDS) Code: 30-66555-3033206
Principal: Dr. Jason Allemann
Date of this revision: 11/14/18

The Single 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 ConApp and ESEA Program Improvement into the SPSA. In addition, the Laguna Beach Unified School District has addressed the LCAP 8 State Priority Goals.

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

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The District Governing Board approved this revision of the SPSA on .

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School and Student Performance Data

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	245	274	300	235	262	293	235	262	293	95.9	95.6	97.7
All Grades	245	274	300	235	262	293	235	262	293	95.9	95.6	97.7

* 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	2666.4	2674.3	2657.8	48	53.82	47.44	34	31.30	27.30	14	8.02	18.43	4	6.87	6.83
All Grades	N/A	N/A	N/A	48	53.82	47.44	34	31.30	27.30	14	8.02	18.43	4	6.87	6.83

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	48	58.78	48.12	46	33.21	40.61	6	8.02	11.26
All Grades	48	58.78	48.12	46	33.21	40.61	6	8.02	11.26

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	66	69.47	57.00	30	23.66	35.84	4	6.87	7.17
All Grades	66	69.47	57.00	30	23.66	35.84	4	6.87	7.17

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	34	39.31	37.54	59	51.91	55.29	6	8.78	7.17
All Grades	34	39.31	37.54	59	51.91	55.29	6	8.78	7.17

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	54	56.49	50.51	42	37.02	43.00	4	6.49	6.48
All Grades	54	56.49	50.51	42	37.02	43.00	4	6.49	6.48

Conclusions based on this data:

1. The number of students tested increased by almost 10% this year
2. While our Standards Exceeded/ Met/ Nearly Met are at 93% our "Standard Exceeded" declined and "Nearly Met" drastically increased, holding steady with our "Not Met" at almost 7% for the last two years.
3. Some students are struggling in the area of Reading, with a sharp decline in meeting the standard by 3 percentage points.

School and Student Performance Data

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	245	274	300	236	260	292	235	260	292	96.3	94.9	97.3
All Grades	245	274	300	236	260	292	235	260	292	96.3	94.9	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2641.7	2630.7	2637.2	23	22.31	23.63	33	34.62	32.53	29	22.69	25.34	16	20.38	18.49
All Grades	N/A	N/A	N/A	23	22.31	23.63	33	34.62	32.53	29	22.69	25.34	16	20.38	18.49

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	37	35.00	35.62	43	40.38	40.41	20	24.62	23.97
All Grades	37	35.00	35.62	43	40.38	40.41	20	24.62	23.97

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	26	29.23	28.42	60	46.54	53.42	14	24.23	18.15
All Grades	26	29.23	28.42	60	46.54	53.42	14	24.23	18.15

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	28	30.77	26.71	61	55.38	63.01	11	13.85	10.27
All Grades	28	30.77	26.71	61	55.38	63.01	11	13.85	10.27

Conclusions based on this data:

1. There was an increase in standard nearly met, lowering the "Not Met" percentage from 20% to 18%.
2. Some students are struggling with Concepts and Procedures with 18% still not meeting (20% last year), but there are notable increase in the other areas by 3-6 percentage points.

3. Targeted supports with IXL is being implemented to improve scores. Continue working with the Irvine Math Project to strategically design lessons supporting achievement.

School and Student Performance Data

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	*	*	*	*
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				19

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	*	*	*	*					*
Grade 10	*	*	*	*			*	*	*
Grade 11	*	*	*	*					*
Grade 12	*	*							*
All Grades	*	*	*	*			*	*	19

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	*	*	*	*					*
Grade 10	*	*	*	*			*	*	*
Grade 11	*	*							*
Grade 12	*	*							*
All Grades	14	73.68	*	*			*	*	19

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	*	*	*	*	*	*			*
Grade 10	*	*	*	*			*	*	*
Grade 11	*	*	*	*					*
Grade 12	*	*	*	*					*
All Grades	*	*	*	*	*	*	*	*	19

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	*	*	*	*			*
Grade 10	*	*	*	*	*	*	*
Grade 11	*	*					*
Grade 12	*	*					*
All Grades	15	78.95	*	*	*	*	19

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	*	*	*	*			*
Grade 10	*	*	*	*	*	*	*
Grade 11	*	*					*
Grade 12	*	*					*
All Grades	12	63.16	*	*	*	*	19

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	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*	*	*	19

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	*	*	*	*			*
Grade 10	*	*	*	*	*	*	*
Grade 11	*	*	*	*			*
Grade 12	*	*					*
All Grades	*	*	12	63.16	*	*	19

Conclusions based on this data:

1. Seventy percent of LBHS Students noted to be in the "Well Developed" area
2. Students in the "Somewhat/Moderately" Domain will be supported with TOSA installation and ELD coursework to support writing across the curriculum in all areas of study in 2019 (scores to watch)
3. Students have IXL support and ELD, data should be utilized to see if these scores improve next school year

Form A: Planned Improvements in Student Performance

The School Site Council 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 GOAL 1: Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.
SCHOOL GOAL: (Goals should be prioritized, measurable, and focused on identified student learning needs.) Increase academic achievement of every student (and every subgroup of students) through a focus on Professional Learning Communities to target department ELO's, which will lead to engaging instructional practices and curriculum. Continue to provide social/emotional supports to develop social/emotional strength. This can be reflected by a decrease in D/F rates by 1-3%, an increase if 1-3% of students meeting or exceeding standard in ELA and Mathematics (non-cohort data)
LCAP Priorities Areas 1, 2, 4, 5: Basic- Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; Implementation of CCSS – Implementation of the Common Core State Standards for all students; Student Achievement - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; Other Student Outcomes – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.

What data did you use to form this goal? EAP, CAASPP, ACT/SAT, AP Participation, AP Pass rate, UC Qualification data D and F data, Aeries discipline data, PBIS/student surveys, CA Healthy Kids Survey, attendance data	What were the findings from the analysis of this data? CAASPP scores in 2014-15 were 82% Meeting or Exceeding standards in English, and 55% Meeting or Exceeding in Math. In 2015-16 CAASPP scores were 82% in ELA and 56% in Math. In 2016-2017 CAASPP scores were 85% in ELA 57% Meeting or Exceeding in math. 2017-2018 CAASPP scores were ELA 74% and 58% Meeting or Exceeding. CAASPP is administered to all juniors. EAP English data. Ready for college in 2014-15: 51.8% Conditionally Ready 30.7% 2015-16: 48.1% Ready and 34.5% conditionally ready. . 2016-2017 saw a rise with 53.8 Ready, 31.3 Conditionally Ready. 2017-2018 data notes another rise with 55% Ready and 31.3% Conditionally ready. EAP Math data. Ready for college in 2014-15: 23.5% Conditionally Ready 31.8%. 2015-16 23.0% Ready, 32.8% Conditionally Ready. 2016-17 22.6% Ready and 34.5 Conditionally Ready. 2017-18 showed a slight rise with 23% Ready and 35.9% Conditionally Ready. AP participation rate and test taking rates are increasing. In	How will the school evaluate the progress of this goal? Analyze the assessments listed once the data are available. Analyze the D and F rates over time. Look at discipline data for reduced incidences. Course catalog, program descriptions and survey results regarding school connectedness. Use of Co-vitality screener and climate data to guide student supports and services. Engage Student Support Specialist to work as a member of the MTSS process.
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2014-15 232 different students took 432 exams. In 2015-16, 259 students took 486 exams. 2016-2017 261 students took 531 exams, and 2017-2018 celebrated 333 students that took 684 exams! The AP passing rate is significantly higher than the state average at 90%. In 2017 our students scored an average of 1246 points (state average is 1065) and in 2018 the lead continued with a score of 1204 (state average 1077.) LBHS continues to add new sections as an increase of interest and open access to AP courses develops.

SAT Data is hard to compare in 2015-16 due to the change in testing format and scoring that occurred in March 2016. 64 test takers scored 547 in Critical Reading, 529 in Math and 535 in writing. Well above state averages, but a substantial 3 year low. By comparison, scores increased from 2014 to 2015 in critical reading (558 to 572), math (554 to 585) and Writing (561 to 577). In 2017-2018 there were 86 test takers. SAT scores continue to soar above state averages. In 2016-2017 LBHS scored 1246, whereas the state was 1065. In 2017-2018 LBHS scored 1204, compared to the state average was 1077.

ACT participation in 2014 grew to 147 test takers and participation has shown a slight decline: 2015: 182 students, 2016:182 students, 2017:179 students and 2018:177. Our students still continue to lead in state scoring. In English, scores have gradually increased from 2014: 26.7, 2015: 27.5, 2016: 27.3, 2017: 27.1, 2017: 27.9. Math scores have seen slight increases and dips yearly. 2014: 25.3, 2015: 26.1, 2016: 25.8, 2017: 25.2, 2018: 26.1. Reading scores have been increasing in growth each year, with a dip in 2017. Scores in 2014: 25.4, 2015: 26.9 2016: 26.9, 2017: 25.8, 2018: 27.1. Science scores have also seen slight increases and dips yearly. 2014: 25.1, 2015: 26.1, 2016: 26, 2017: 24.6, 2018: 26. Composite scores have also seen slight increases and dips yearly. 2014: 25.8, 2015: 26.7, 2016: 26.6, 2017: 25.8, 2018: 26.9. Although there are increases and dips, LBHS's ACT scores remain significantly higher than the state average.

UC Qualification rate decreased from 72% in 2013-14 to 70% in 2014-15. 2015-2016 fell to 67%, with 2016-2017 rates rising to 76%, and then slightly declined with enrollment to 73% in 2018. LBHS students are primarily enrolled in UC sequenced courses.

Mark Distribution Analysis by Course data for semester 1:
2014/2015: 104 students with at least one D (10%), 77 students

	<p>with at least one F (7.5%). 2015-16: 107 students with 1+ D (9.7%) and 56 students with 1+ F (5%). 2016-17: 136 students with 1+ D (12.4%) and 42 students with 1+ F (3.8%) 2017-2018 280 students with at least 1+ D (%), 75 students with at least 1+ F (%).</p> <p>Truancy and Unexcused absence rate: 2014-15 480 students (47.5%) were unexcused for 3 or more class periods 3 or more times in the year. In 2015/16 (27%) met that criteria. 17/18 saw a drastic decline in truancies and tardies with new systems in place. 30% of the student body noted truancies in 16/17 and went down to 19% in 17-18. Most significantly, 16/17 noted over 12,000 tardies and 17/18 celebrated a decline to 5,000.</p> <p>Chronic absenteeism - students who missed 3 or more class periods 10% of the year (18 days) or more for any reason: 2015-16 (11.5%), 2016-2017 (12.7%), 2017-2018 (16.5%). While the number of chronically absent students has increased, and systems have been put in place to work with students to support their increase in attendance.</p> <p>Survey data (CA Healthy Kids Survey and/or District LCAP survey) shows concerns about drug and alcohol use by students, although it has decreased since 2014. Current Alcohol or Drug Use noted: 2014 grade 9 was 22%, and grade 11 was 54%. In 2016 grade 9 was 21% and grade 11 was 45%. In 2017 scores stayed the same as the previous year.</p> <p>CHKS 2016 survey data shows concerns in school connectedness, and an increase in chronic sadness/hopelessness (from 21% of freshmen in 2014 to 24% in 2016 and from 32% of juniors in 2014 to 38% in 2016). 2017-18 survey results continue to show decreasing school connectedness with 66% of 9th graders and 63% 11th graders.</p> <p>Parent survey results revealed a concern about and desire for more social/emotional supports and instruction for students. 2017-18 and 2018-19 have continued to address and support this concern with a student support specialist on site full time.</p>	
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STRATEGY:

Teachers will integrate best instructional practices and utilize local, state and national benchmarks to ensure student learning.

Staff will work with each student and family to identify the proper course sequence for their college and career goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to Implement attendance notification procedures and intervention processes.	Site admin	2018-19		None Specified	None Specified	
Continue to communicate the attendance component of the LCAP Dashboard to parents, and the importance of attendance.	Site admin	Spring 2019		None Specified	None Specified	
Staff utilize Aeries Early Warning System to identify students with problems earlier	Counselors	Fall 2018		None Specified	None Specified	
Assist students in creating a post-secondary education plan, including career goals.	Counselors, Career Specialist, Site Admin.	Ongoing		None Specified	None Specified	
Build vertical alignment and sequencing in each department coordinated with state and national standards and assessments.	Department Chair, Admin	Annually		None Specified	None Specified	
Build vertical alignment with Thurston Middle School.	Department Chair, Admin, Teachers	Annually		None Specified	None Specified	
Build cross-curricular awareness, integration and consistency.	Site Admin, Department Chairs	Ongoing		None Specified	None Specified	
Each department will produce goals and action plans based on relevant data.	Department Chairs, Site Admin	Annually		None Specified	None Specified	
Provide a math lab and writing lab.	District, Principal	Ongoing	Math and Writing Lab Specialists (part time)	None Specified	None Specified	
Communicate the availability of these resources to students and parents via website and distribution of flyers.	Site Admin, support staff, Counselors, Teachers	Annually and ongoing				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide team teaching opportunity as support for Algebra I, Geometry and Algebra II	Principal, District, Department Chair	Ongoing		1000-1999: Certificated Personnel Salaries	District Funded	120,000
Provide English support through writing TOSA's, writing lab, ELD and Directed Studies as prescribed for specific students at each grade level.	Principal, District, Department Chair	Ongoing		1000-1999: Certificated Personnel Salaries	District Funded	160,000
		Ongoing		None Specified	None Specified	
Refine core support classes by creating directed studies/prescriptive intervention course. Implement IXL in English, ELD and Math courses.	Site Admin. Teachers, Counselors	Quarterly		1000-1999: Certificated Personnel Salaries	District Funded	80,000
	Admin, Support Teachers, Counselors, Core Teachers	Each semester		None Specified	None Specified	
Facilitate regular grade-level core support team planning.	Admin, Teachers, Counselors					
Continuing to provide support classes for SPED, evaluating effectiveness through department reflection/data dives. Adjust as needed.						
Increase enrollment in AP, Advanced and Honors classes through:	Site Admin, Counselors, Department Chairs	Annually		1000-1999: Certificated Personnel Salaries	District Funded	
Introduction of courses of interest (CSP).				None Specified	None Specified	
Utilization of college testing data to identify students who demonstrate AP Potential, and encourage enrollment.	Counselors, Admin	Spring 2019				
Offer an AP Preparation course or workshop in summer for new AP students	Admin, Teachers	Summer 2019				
Increase Science, Technology, Engineering and Math (STEM) offerings, also incorporating art and design.	District and Site Admin, Dept Chairs	Fall 2018		None Specified	None Specified	
				None Specified	None Specified	
Make full and frequent use of Powerschool (Haiku) page for extension and support of student learning.	Teachers	Ongoing				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Disseminate CAASPP/AP and other current and relevant achievement data to departments for review.	Site Admin, District Admin	Annually/Biannually	None	None Specified	None Specified	
Continue to infuse real-world application and open-ended problem-solving into all classes.	Teachers, Department Chairs, Instructional Coach, Site admin.	Ongoing		None Specified	None Specified	
Develop and implement interim assessments that require the 4 Cs including CAASPP interim assessments and CAASPP-type assessment strategies.	Site admin, teachers, Dep't Chairs	Ongoing	None	None Specified	None Specified	
Provide access to mock exams for SAT/ACT (including AP when available.)	Site admin, Outside support groups SchoolPower, PTA	Annually	Exam Costs	None Specified	None Specified	
Observe, analyze and adjust instructional practices for effectiveness, engagement, relevance throughout the school to ensure state-of-the-art instruction.	Site admin, instructional coach	Ongoing	1-2 sections for coach			
Continue to refine instructional strategies with a focus of writing across the curriculum for all departmental areas,. This will include teacher professional development activities, to specifically address writing across the curriculum for increased student learning and support.	All Teachers, Instructional coach, Site Admin	Ongoing				
Provide comprehensive anti-drug and anti alcohol education including guest speakers for students, a parent speaker series, and counseling groups. Health classes will have the implementation of the Stanford tobacco curriculum pilot.	Site Admin, Counselors	Ongoing	Materials, supplies			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Breaker Live video news, The Brush and Palette school newspaper, live announcements and video displays to reinforce positive behavior of students.	Site admin, program teachers	Periodically and Ongoing	Video Production classes (1-2 sections)			
Implement a Student Senate to give students a more direct voice in schoolwide concerns.	Site Admin	Monthly	Certificates			
Continue to increase student leadership and mentorship roles through Peer Leadership (ASB), Link Crew and other roles that support PRIDE characteristics.	Counselors, Activities Director, Teachers, Link Crew Advisers	Annually	ASB Teacher (one section)			
			Link Crew supplies/materials			
			Link Crew Training			
			Link Crew Stipends			
Teachers will continue to be trained and collaborate throughout the year in the areas of English Language Arts, Mathematics, Science and Social Studies to align with State Standards and Next Generation Science Standards. Training may be on-site, district level or workshop and may include outside consultants and experts.	District and site Administration Site admin, Counselors, Teachers	2-3 x per year, as needed	Substitutes			
			Workshops/Conferences/ Experts			
			Alternative elective section(s)			
Educate students and parents to be aware of and utilize counseling resources for students struggling with social emotional issues.	Counselors, Site Admin	Ongoing	Materials			
Refine and utilize social and emotional supports on campus including direct student support for individuals or groups, guest speakers and partnerships with community resources.	District and Site Admin	Fall 2018	Personnel			
Embed a robust Cyber-safety and social media unit into all Health classes.	Health Teachers and Site Admin	Fall 2018	Guest speakers			
			Materials			
			Subs for planning time			
Provide direct support for sub-populations including English Language Learners, ethnic minorities and special needs students.	Site admin, TOSA, ELL Coordinator, Support teachers, Student mentors	Ongoing				
Continue classroom support as needed with instructional aides.	District and site admin	Fall 2018				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to refine the MTSS process so that struggling students are identified and supported in a timely manner. Utilize the new Aeries Early Warning System dashboard to identify students quickly and frequently. Ongoing notification of student academic progress via Aeries.	Counselors, Student Support Specialist, MTSS Team, Site Admin, Dist Admin Teachers	Every 6 weeks minimum As grades indicate	MTSS Team stipends			
Continue to provide enrichment opportunities through academic electives, CCA and CTE courses, after school academic competition clubs, visual and performing arts, and competitive sports teams.	Admin, Teachers, Counselors, College and Career Specialists	Each Semester				

Form A: Planned Improvements in Student Performance (continued)

The School Site Council 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:

<p>LEA GOAL 2: All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.</p>
<p>SCHOOL GOAL: (Goals should be prioritized, measurable, and focused on identified student learning needs.) Each student will develop knowledge about college and careers while gaining the skills, characteristics, habits and knowledge to become college and career ready. Increase student awareness and interest in CC course options (dual enrollment), CCA offerings and participation by 3-5%. Increase A-G completion rates by 1-3%.</p>
<p>LCAP Priorities Areas 1, 2, 4, 5: Basic- Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; Implementation of CCSS – Implementation of the Common Core State Standards for all students; Student Achievement - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; Other Student Outcomes – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.</p>

<p>What data did you use to form this goal? CAASPP data, AP participation and pass rates, ACT/SAT scores, CCA/CTE enrollment, College-going data, parent/student survey data, teacher observation and input.</p>	<p>What were the findings from the analysis of this data? See data under Goal #1</p> <p>CAASPP scores in 2014-15 were 82% Meeting or Exceeding standards in English, and 55% Meeting or Exceeding in Math. In 2015-16 CAASPP scores were 82% in ELA and 56% in Math. In 2016-2017 CAASPP scores were 85% in ELA 57% Meeting or Exceeding in math. 2017-2018 CAASPP scores were ELA 74% and 58% Meeting or Exceeding. CAASPP is administered to all juniors.</p> <p>EAP English data. Ready for college in 2014-15: 51.8% Conditionally Ready 30.7% 2015-16: 48.1% Ready and 34.5% conditionally ready. . 2016-2017 saw a rise with 53.8 Ready, 31.3 Conditionally Ready. 2017-2018 data notes another rise with 55% Ready and 31.3% Conditionally ready.</p> <p>EAP Math data. Ready for college in 2014-15: 23.5% Conditionally Ready 31.8%. 2015-16 23.0% Ready, 32.8% Conditionally Ready. 2016-17 22.6% Ready and 34.5% Conditionally Ready. 2017-18 showed a slight rise with 23% Ready and 35.9% Conditionally Ready.</p>	<p>How will the school evaluate the progress of this goal? During Leadership, Department and PLC meetings teams will review CAASPP data, UC Qualification rates, AP Participation and pass rates, ACT/SAT participation and scores, CTE/ROP pathway participation and options, parent/student surveys, PSAT scores, Naviance usage and profiles.</p>
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AP participation rate AND test taking rates are increasing. In 2014-15 232 different students took 432 exams. In 2015-16, 259 students took 486 exams. 2016-2017 261 students took 531 exams, and 2017-2018 celebrated 333 students that took 684 exams! The AP passing rate is significantly higher than the state average at 90%. In 2017 our students scored an average of 1246 points (state average is 1065) and in 2018 the lead continued with a score of 1204 (state average 1077.) LBHS continues to add new sections as an increase of interest and open access to AP courses develops.

SAT Data is hard to compare in 2015-16 due to the change in testing format and scoring that occurred in March 2016. 64 test takers scored 547 in Critical Reading, 529 in Math and 535 in writing. Well above state averages, but a substantial 3 year low. By comparison, scores increased from 2014 to 2015 in critical reading (558 to 572), math (554 to 585) and Writing (561 to 577). In 2017-2018 there were 86 test takers. SAT scores continue to soar above state averages. In 2016-2017 LBHS scored 1246, whereas the state was 1065. In 2017-2018 LBHS scored 1204, compared to the state average was 1077.

ACT participation in 2014 grew to 147 test takers and participation has shown a slight decline: 2015: 182 students, 2016:182 students, 2017:179 students and 2018:177. Our students still continue to lead in state scoring. In English, scores have gradually increased from 2014: 26.7, 2015: 27.5, 2016: 27.3, 2017: 27.1, 2017: 27.9. Math scores have seen slight increases and dips yearly. 2014: 25.3, 2015: 26.1, 2016: 25.8, 2017: 25.2, 2018: 26.1. Reading scores have been increasing in growth each year, with a dip in 2017. Scores in 2014: 25.4, 2015: 26.9 2016: 26.9, 2017: 25.8, 2018: 27.1. Science scores have also seen slight increases and dips yearly. 2014: 25.1, 2015: 26.1, 2016: 26, 2017: 24.6, 2018: 26. Composite scores have also seen slight increases and dips yearly. 2014: 25.8, 2015: 26.7, 2016: 26.6, 2017: 25.8, 2018: 26.9. With the increases and dips, LBHS's ACT scores remain significantly higher than the state average.

UC Qualification rate decreased from 72% in 2013-14 to 70% in 2014-15. 2015-2016 fell to 67%, with 2016-2017 rates rising to 76%, and then slightly declined with enrollment to 73% in 2018. LBHS students are primarily enrolled in UC sequenced courses.

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STRATEGY:

Ensure college and career readiness through a differentiated and rigorous curriculum, a full array of CTE/ROP and co-curricular classes and activities and individualized college and career planning.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Infuse career investigation activities throughout the curriculum at each grade level.	Teachers, Site Admin	Ongoing		None Specified	None Specified	
Implement college exploration activities school-wide.	Counselors and College and Career Center Specialists	Ongoing		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
Provide preparatory test and SAT/ACT tutoring for free.	Site Admin, teachers	2018-19		None Specified	None Specified	
Offer Matriculation testing to ALL seniors.	Teachers	Fall 2018		None Specified	None Specified	
Administer college tests to all 9th, 10th and 11th graders: PSAT 9, PreACT, PSAT-NMSQT	College and Career Center staff	Winter 2018-19		None Specified	None Specified	
Utilize data from 9th, 10th, 11th grade college readiness tests to identify AP Potential and encourage students to take AP courses	Counselors, admin and teacher teams	Fall 2018		None Specified	None Specified	
	Counselors	Spring 2018				
Incorporate student and parent feedback data via surveys to examine and determine strengths and weaknesses in college and career readiness.	Site Admin, School Site Council	Annually				
Advertise CTE classes to all students and parents through Breaker Live, School Website, Advisory activities, Brush and Palette, Call Outs and other means.	College/Career Specialist, Counselors, Site Admin	Ongoing				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to build career pathways utilizing our current classes and CCA/CTE.	CCA/CTE Directors Teachers, site admin	Ongoing	Possible class sections	1000-1999: Certificated Personnel Salaries	District Funded	
Explore additional AP course offerings.	Teacher, Site and District Admin	Fall 2018	Planning time	1000-1999: Certificated Personnel Salaries	District Funded	
			Textbooks and materials	4000-4999: Books And Supplies	District Funded	
			Substitutes for planning time	1000-1999: Certificated Personnel Salaries	District Funded	
			Conference/workshops	5000-5999: Services And Other Operating Expenditures	District Funded	
The counselors will offer parent evening events for each grade level that will focus on the preparation needed for college and career readiness throughout high school.	Counselors	Annually or more often as needed	Extra duty pay for counselors	1000-1999: Certificated Personnel Salaries	District Funded	
The counselors will educate and inform students during the school day about preparation for college and career readiness through group presentations and during individual conferences	Counselors, site admin	Annually (group sessions) and ongoing (individual)	Materials/supplies	4000-4999: Books And Supplies	District Funded	
Inform students and parents of all the counseling services available to students through newsletters, call-outs, website, student planners, student journalism features and at parent meetings and student group instruction.	Site admin, counseling staff, journalism teachers, web-master	Annually and ongoing				
Utilize College and Career Website (Powerschool page) as a one-stop shop for college and career planning and resources.	Teachers, Counselors, Registrar, College/Career Specialist, Site Admin	Quarterly	CA Career Zone subscription	4000-4999: Books And Supplies	District Funded	
Utilize California Career Zone and MyJourneys as a resources for students to explore and understand career pathways and post high school educational opportunities.	College and Career Center staff, admin, counselors	Ongoing				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase direct career experiences for every student including job shadow, internship, CCA/CTE courses, or other hands-on experience.	Site admin, Teachers	2018-19	Volunteer	None Specified	None Specified	
Develop partnerships with community organizations and businesses to increase student interaction with experts in the field.	Site Admin, College/Career Specialist, CTE/CCA Teachers	Ongoing				
Utilize Parents and Alumni as career speakers.	Site Admin, Teachers, College/Career Specialist	2018-19				
Assist students in the development of a personal post-secondary plan based on his/her skills, interests, aptitudes, experiences and preparation. Utilize College and Career Center webpage as a tool to assist in this planning.	Site admin, counselors, teachers, parents	Ongoing		None Specified	None Specified	
Individual Junior planning meetings with counselor student and parent.	Counselors	Spring 2019				
Provide individual sophomore meetings to identify academic direction.	Counselors, College and Career Specialist	2018-19				

Form A: Planned Improvements in Student Performance (continued)

LEA GOAL 3:

Professional Development focused on 21st Century teaching and learning.

SCHOOL GOAL:

(Goals should be prioritized, measurable, and focused on identified student learning needs.)

All teachers CORE area teachers will be trained in and will utilize effective and engaging teaching strategies to maximize learning for every student as measured by direct observation and training participation over 3 years.

LCAP Priorities 1, 2, 3, 4, 5, 6, 8: Basic-: Basic- Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; **Implementation of CCSS** – Implementation of the Common Core State Standards for all students; **Course Access** – Access to a broad course of study and programs for high-needs and exceptional students: One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; **Student Achievement-** Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; **Other Student Outcomes** – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students, could also be included; **Student Engagement** - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; **School Climate** – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts

What data did you use to form this goal?

Student survey data, CELDT, CAASPP, D and F rates

What were the findings from the analysis of this data?

With a focus on more engaging instructional strategies, teachers in mathematics, science, social studies, and English have participated in a variety of professional development opportunities (IMP, NGSS planning, UCI History Project, Katlyn Tucker and Kelly Gallagher.) Regular classroom visits formal/informal) by administration allows for feedback and discussion on the development of more democratic classroom practices and opportunity for student driven learning.

How will the school evaluate the progress of this goal?

Student survey, direct observation, professional development records, decrease in D and F rate, increase in performance on other measures listed.

STRATEGY:

Provide ongoing training for developing and implementing instructional strategies that utilize 21st century technology.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All teachers utilize appropriate technology tools to enhance instruction and manage information.</p> <p>Continue training for blended learning strategies to engage all learners. (Blended learning means traditional and digital tools).</p> <p>Utilize site and district TOSA's, or outside supports to provide training and refreshers for all staff on Aeries, Powerschool (Haiku), Google Docs, Hapara, Pear Deck, Turnitin.com and all other school-wide technology tools. Include training for classified staff.</p> <p>Actively share, teach and use innovative applications for teaching and managing data such as Kahoot, Listenwise, Formative, EdPuzzle, Class Cards, Poll Everywhere, Remind, Class Dojo and countless others. Use PLCs, department chair meetings, staff meetings, Haiku page and Monday Morning Memo to share.</p>	Principal, teachers	Ongoing	Tech tools subscriptions (MyAccess)	4000-4999: Books And Supplies	District Funded	
	District and Site admin and instructional coaches	Periodically	Workshops/conference/experts	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
		Annually or more often	Substitutes for training	1000-1999: Certificated Personnel Salaries	District Funded	
	District and site admin, tech leads	Ongoing, weekly PLCs	See above			
Develop models of professional development that increases staff learning from each other through observation, lesson analysis and feedback.	Instructional coach, site admin, department chairs	Quarterly	Substitutes	1000-1999: Certificated Personnel Salaries None Specified	District Funded None Specified	
<p>Leverage the power of social media as a professional development and collaboration tool.</p> <p>Provide training to teachers and staff regarding the use of Twitter, Instagram, Vine and/or other social media both as an instructional tool and as a way of sharing professionally. Utilize staff meetings, PLCs, department chair meetings, staff Haiku page and Monday Morning Memo as avenues for sharing.</p>	Site administration, instructional facilitator, teachers	Ongoing	Substitutes for training	1000-1999: Certificated Personnel Salaries	District Funded	
	District and site admin, tech leads	Ongoing and frequently				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize PLC to participate in the WASC Self Study process and commit time to analyze student data and identify effective instructional tactics as well as learn how to use supplemental online resources.	Department chairs, admin, teachers	Weekly	Data management system- Illuminate	4000-4999: Books And Supplies	District Funded	
<p>Continue working with Irvine Math Project or similar consultants to shift mathematics instruction from procedural math to applied, conceptual math - focusing on Alg. I, Alg. II and Geometry. Utilize formative assessments and department PLC reflection time to measure success or needs of this implementation.</p> <p>Provide training for all instructional staff regarding writing across the curriculum as well as effective techniques for teaching all students including English Language Learners.</p> <p>Provide co-training for Instructional aides and teachers to become more effective instructional partners.</p>	<p>District and Site admin, outside experts.</p> <p>ELL TOSA, District and Site admin, consultants or experts.</p> <p>Special Education administration, instructional coaches, outside specialists.</p>					

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue subject-specific training for implementation of new state standards and Next Generation Science Standards.	District and site admin, department chairs	Ongoing and as needed	Conference/Workshops/exper t	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Provide training for all teachers regarding the State English Language Arts and English Language Development Standards.	District and Site Admin, Instructional Coach, EL Coordinator	Spring and fall 2019	Substitutes for training time	1000-1999: Certificated Personnel Salaries	District Funded	
			Materials and supplies	4000-4999: Books And Supplies	District Funded	
Provide training for cross-curricular strategies such as Universal Design for Learning, Depth of Knowledge, Problem Based Learning, Grouping Strategies, Expository Reading and Writing, Visible Learning or other relevant effective practices.	District and site admin, department chairs	Periodically as available and as needed	Workshops/conferences/exper ts	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
			Substitutes	1000-1999: Certificated Personnel Salaries	District Funded	
(Consult with Instructional Services)			Supplemental materials	4000-4999: Books And Supplies	District Funded	
Provide training to teach students effective collaboration and presentation skills.	Instructional coach, site admin or other teacher leaders	Annually and ongoing	Possible substitutes for release time	1000-1999: Certificated Personnel Salaries	District Funded	
Provide staff refresher training regarding Positive Behavior Intervention and Supports.	Site admin and MTSS Committee					

Form A: Planned Improvements in Student Performance (continued)

LEA GOAL 4: Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.
SCHOOL GOAL: (Goals should be prioritized, measurable, and focused on identified student learning needs.) Increase the 4C Learning Environment by no less than 6 classrooms. Decrease complaints about cleanliness of facilities to near zero. Decrease incidences of violence, threats and/or bullying by 25%. Decrease incidences involving student use or possession of drugs, alcohol or related paraphernalia.
LCAP Priorities 1, 2: Basic-: Basic- Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; Implementation of CCSS – Implementation of the Common Core State Standards for all students

What data did you use to form this goal? Facilities: 10-year Facilities Plan, direct observation, staff, student and community surveys, 4CLE Teacher Input/Feedback Safe Environment: Parent and Student surveys, Staff input, California Healthy Kids Survey, incidence reports, discipline data	What were the findings from the analysis of this data? Schoolwide suspension rates reflect 2.6% (15-16), 1.7% (16-17), 2.3% (17-18). A focus on student attendance and accountability has provided an opportunity for students and parents to understand and support LBUSD and LBHS attendance policies. 84% of 9th graders and 82% of 11th graders reported feeling safe or very safe at school, on the 2017-2018 CA Healthy Kids Survey. 31% of 9th graders and 26% of 11th graders report a strong school connectedness, while 32% of 9th/11th graders share that they have a caring adult relationship on the LBHS campus. Students reported on the CA Healthy Kids Survey frequent usage of alcohol and drugs by students. 38% of our juniors report to have participated in current alcohol or drug use. 23% claim to have participated in binge drinking. 47% of 9th graders and 46% of 11th graders share that they have adults at LBHS that establish high expectations for them in their learning.	How will the school evaluate the progress of this goal? Progress of this goal will be monitored by outcomes/data collected by the Director of M/O, Director of Technology, Evaluation of our 10-year Facilities Plan, California Healthy Kids Survey, LBPd infractions/enforcement data Student, Staff and Parent survey data Work orders, complaints about facilities and inspection reports. Student discipline data Accident records (student and employee)
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STRATEGY: Convert classrooms to 21st century learning environments (4C Learning Environments). Maintain, repair and modernize all portions of the campus to provide a safe, clean and attractive facility. Provide direct instruction and reinforcement for students to develop a positive student culture.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify additional rooms and teachers to begin utilizing monitors, agile furniture and sound amplification - targeting English rooms and instruction.	District Director of Technology	April 2019	None	None Specified	None Specified	
Convert 7-8 more classrooms to 4CLE rooms. (Science is currently in the process)	District Director of Facilities Dist Director of Technology, site admin, SchoolPower	Spring/Summer 2019	Furniture, monitors, amplification, installation (district and SchoolPower split costs)	6000-6999: Capital Outlay	District Funded	
					None Specified	
Continue strict scrutiny of cleaning routines and custodial performance.	District Director of Facilities, Assistant Principal of Supervision, Safety and Facilities	Ongoing	Training, supplies, equipment	None Specified	None Specified	
			Possible extra hours for special projects.	2000-2999: Classified Personnel Salaries	District Funded	
Add HVAC to Dugger Gym and Artists' Theater. Make Theater ADA compliant.	District Director of Facilities, site admin	Completed Summer 2018	Equipment, supplies and labor	6000-6999: Capital Outlay	District Funded	
				None Specified	None Specified	
				None Specified	None Specified	
Re-purpose, re-arrange or add spaces to accommodate programs such as CTE courses and expanding science offerings.	District and Site admin	Ongoing		None Specified	None Specified	
Continue summer bridge programs to smooth transition from middle to high school for identified students.	District, Site admin and teachers	Summer 2019		None Specified	None Specified	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and provide additional counseling and social/emotional support for students through Student Support Specialist position.	Dist Leadership in conjunction with Site Staff	Fall 2018-Spring 2019 (ongoing)	Additional credentialed position	1000-1999: Certificated Personnel Salaries	District Funded	
Conduct counseling services orientation/ introduction with health and GSS classes first semester.	Counselors	Fall 2019				
Provide specific social/emotional support to students, through activities created by Student Support Specialist.	Student Support Specialist and guidance team	Fall 2019				
Implement the "Challenge Success" ideas and supports on LBHS campus through training, collaborative meetings with teachers, students, staff and parents.	LBHS Teachers and Admin	Summer 2018 (ongoing)				
Evaluate advisory and the LBHS bell schedule as a useful and relevant dedication of instructional minutes.	Site leadership and teachers.	Spring 2019				
Refresh, rework and re-vitalize the PRIDE characteristics and reinforcement program.	Site Admin and WASC leadership	Spring and Fall 2019				
Develop and implement Athletic Leadership Team made up of representatives of all sports teams to work on developing sportsmanship, leadership and a positive school reputation.	Site admin and Athletic Director	Spring 2019				
Increase student participation and voice through Link Crew, Student Senate, ASB, Peer Leadership, Athletic Leadership Team, Breaker Nation and any other appropriate forum to invite constructive student input and feedback.	Site admin and specific staff	ongoing				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize school media to spread messages of safety and well being including Brush and Palette school newspaper and online journalism, Breaker Live video news, the JumboTron, student announcements, social media, posters and fliers, the website and more.	Site administration, Activities Director, journalism teachers, webmaster	Spring 2019 and ongoing	None	None Specified	None Specified	
			None	None Specified	None Specified	
			Workshops/training/expert	5000-5999: Services And Other Operating Expenditures	District Funded	
Athletic director, nurse, trainer and coaches will undergo and conduct frequent and thorough training and information sessions regarding concussions prevention, identification and protocols.	District admin, School Nurse, Athletic Trainer and Athletic Director	Prior to each sports season and as needed	materials, equipment and supplies	4000-4999: Books And Supplies	District Funded	
Continue evening speaker series regarding drug/alcohol use, depression/suicide, cyber-safety and parenting of teens.	Assistant Principal of Supervision, Safety and Facilities	3-5 events per year	Materials and supplies	4000-4999: Books And Supplies	District Funded	
			Possible substitutes for training	1000-1999: Certificated Personnel Salaries	District Funded	
Consistent anti-drug/alcohol/tobacco messages taught to all freshmen in health classes, along with stress management, interpersonal skills, time management, conflict resolution, digital-citizenship, suicide prevention and more.	Health teachers, counselors and specialists	Ongoing	supplemental instructional materials	4000-4999: Books And Supplies	Tobacco-Use Prevention Education	
Continue to build positive student culture in which students care for each other, themselves and their school. Continue student mentorship programs including Link Crew and Peer Leadership to develop support from upperclassmen to freshmen, increase student attendance at sporting events, link journalism programs (video, on-line, print and yearbook) to build cohesion, support and awareness, continue teaching and reinforcing PRIDE characteristics, utilize advisory and sports program to teach sportsmanship, have clubs conduct trash pick-up, etc.	Activities Director, site admin, teachers, coaches, staff	Ongoing	Link Crew Advisors	1000-1999: Certificated Personnel Salaries	District Funded	
			Link Crew Training	None Specified	Donations	
			Link Crew supplies/materials	4000-4999: Books And Supplies	District Funded	
			Other supplies/materials	4000-4999: Books And Supplies	Site Formula Funds	
			Possible substitutes for training time	1000-1999: Certificated Personnel Salaries	District Funded	
			PALs teaching section	1000-1999: Certificated Personnel Salaries	District Funded	

Form A: Planned Improvements in Student Performance (continued)

LEA GOAL 5:

By promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation, all stakeholders will be engaged in the learning process.

SCHOOL GOAL:

(Goals should be prioritized, measurable, and focused on identified student learning needs.)

Increase the number of students and parents that report satisfaction with communication efforts and opportunities for input by 5% from year to year.

LCAP Priorities 3, 6, 8: Course Access – Access to a broad course of study and programs for high-needs and exceptional students: One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; **Student Engagement** - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; **School Climate** – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts.

What data did you use to form this goal?

Student, parent and staff surveys - CA Healthy Kids Survey (CHKS), CA School Climate Survey, Covitality Report, LBUSD LCAP Surveys (Student, Staff and Parent). Input also provided through School Advisory Council and direct observation.

What were the findings from the analysis of this data?

94% of 9th and 11th graders report moderate to high school connectedness.

97% of 9th graders and 76% 11th graders report moderate to high academic motivation.

87% of 9th graders and 84% of 11th graders feel parent involvement is at a moderate to high level.

How will the school evaluate the progress of this goal?

Student, staff and parent surveys.

STRATEGY:

Through the use of modern technological tools such as the school's website, social media, auto dialing/texting/e-mail devices, Aeries, Haiku, newsletters, marquee and more, communication will be accessible in a variety of mediums.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize school's webpage as an up-to-date, interactive, one-stop communication tool.	District Director of Technology, Webmaster, site leads, school admin	Ongoing	Web Master stipend	4000-4999: Books And Supplies	District Funded	
			Webmaster stipend	4000-4999: Books And Supplies	District Funded	
Update website daily.	Webmaster, school admin	Daily	None	None Specified	None Specified	
Include links to all pertinent departments, individuals, programs and affiliated supports.	Webmaster and school admin	Quarterly checks, and as notified				
Utilize social media to inform community including Twitter, Instagram and/or similar tools.	Activities Director, Coaches, Site admin	Ongoing	Covered above			
Send Breaker Update at least twice per month to inform parents of events, accomplishments and important topics.	Principal	Bi-weekly				
Publish school-wide goals and plans for anyone to see.	School admin	As soon as adopted and updated annually				
Provide parent training regarding College and Career Center web-page and tools	College and Career Center staff	Ongoing				
Research opportunities for parent engagement of EL Learners who may be reluctant to participate due to language or other factors through work with DELAC.	Site admin	Ongoing				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engage parents as partners in career awareness as guest speakers, volunteers, mentors and/or job shadow guides.	Counseling staff, College and Career Specialist, school admin	2018-19	Supplies, materials	4000-4999: Books And Supplies	District Funded	
Provide translation services and/or separate meetings for parents with language barriers regarding college application process, financial aid, academic planning and other pertinent information.	District and Site admin, ELL TOSAs.	2018-19				
Continue to promote participation in PTA, School Site Council, booster organizations, SchoolPower and other established parent and community groups and foundations.	School admin and Parent group leaders	Annually				
Build partnerships with businesses and relevant non-profit and community groups.	Admin, teachers, staff and parent leadership groups	Ongoing	Supplies and materials	None Specified	None Specified	
Establish and/or continue student input mechanisms such as a student Student Senate and/or online forums to give students a voice.	School admin	Ongoing	None	None Specified	None Specified	
Thoroughly describe to students and parents the available counseling and advisement services and functions through the school website, newsletter, call outs, class visits, student planner, parent meetings (group and individual), social media and more	Site admin, webmaster, activities director, counselors and staff	Annually at beginning of year and ongoing		None Specified	None Specified	
Publish and advertise the ways in which parent input has helped shape and support students and staff.	Principal, Dist Director of Communications, Parent Organization leaders	Ongoing				
Continue to build leadership skills of department chairs and continue to engage DCs as a decision-making body for the school through monthly meetings and department decision making/reflection with sharing out at monthly meetings.	Principal	Ongoing		None Specified	None Specified	

Form D - School Site Council Membership: Laguna Beach High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Jason Allemann	X				
Nancy Mooers		X			
Cassandra Brooker		X			
Ann Bergen			X		
Mark Costanzo				X	
Jacquie Cohn				X	
Kevin Mullica				X	
AnnaMarie McIntosh					X
Andrew Fink					X
James Garvey		X			
Numbers of members of each category	1	3	2	3	2

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

Form E - Recommendations and Assurances (Laguna Beach High School)

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

1. The SAC is composed of school site and parent representatives.
2. The SAC reviewed its responsibilities and belongs under district governing board policies.
3. The SAC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Other committees established by the school or district (list):

Signature

4. The SAC reviewed relevant school and district data when creating the goals and actions.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was presented to the district LCAP committee on:

Attested:

Dr. Jason Allemann

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date