



La Puente High School

WASC Self-Study Report

**15615 E. Nelson Avenue
La Puente, CA 91744**

Hacienda La Puente Unified School District

April 29 - May 1, 2024



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Introduction

History of La Puente High School

La Puente High School opened in 1915 and serves students in grades nine through twelve. Originally named Puente Union High School, our school was built on an ancient native American campsite, and over the years the discovery of several native artifacts on and around the campus inspired La Puente High School to maintain the spirit of the first settlers of this area - the Tongva people. The school mascot of the “Warriors” carries on the culture and pride of the indigenous peoples of this region of Southern California, and many of our school traditions flow from this same vein. Our yearbook (the “Imagaga”), and our multi-purpose room (the “Wigwam”) are named for these historical indigenous themes. As one of the oldest high schools in the San Gabriel Valley, we are proud of our long legacy of Warriors.

La Puente High School is located in the City of La Puente, in the southeastern corner of Los Angeles County. Although the school draws students from nearby areas such as Valinda and Hacienda Heights, the vast majority of the student population resides in La Puente, which is why it’s not uncommon to see the orange and black of LPHS Warrior attire throughout the city, even among elementary-aged children, many of whom play sports at one of our city parks. Our colors of orange and black have been a constant presence throughout the city ever since our first principal brought with him the colors of his beloved Princeton University to La Puente High School. It is these same colors that have been worn by notable alumni, including National Football League players Max Montoya and George Farmer, Women's National Basketball Association inaugural player Judy Mosley-McAfee, and former United States Secretary of Labor, Hilda Solis.

La Puente High School offers a rigorous curriculum to meet the needs and aspirations of our diverse student population. For our highest academic achievers, LPHS offers thirteen Advanced Placement courses and nine honors classes, which have helped propel students to some of our nation’s most prestigious institutions of higher education, including Harvard, Stanford, MIT, UC Berkeley, and UCLA. For students eager to enter the workforce we offer four Career Technical Educational (CTE) pathways. For our efforts, in 2022 the U.S. News & World Report for the third time ranked LPHS among the Best High Schools in the nation; and in 2022 the California Department of Education awarded our school with both the Civic Learning Award and the California Pivotal Practice Award.

Diversity, Equity, & Inclusion

The Hacienda La Puente Unified School District, and by extension La Puente High School, are committed to creating a culture that is diverse, equitable, & inclusive. Most notable is our graduation requirements that almost nearly mimic the A through G requirements for University of California and California State University admissions (the only exception being the requirement for a Language Other Than English [LOTE]; our graduation requirement is only one year, but the UC & CSU requirement is two). Our graduation requirements provide our students with the opportunity to access a college education without having to fulfill a plethora of additional requirements other than the additional LOTE course.

Similarly, we allow open access to Advanced Placement courses without placing additional barriers such as pre-requisite classes. Therefore, if a student wants to take an AP class, and has never

done so before - nor have they taken an honors course before - they are allowed to. As a faculty and staff we understand that there is nothing greater that we can do to help our students not only get into college, but more importantly complete college, than taking AP classes, and we are determined to ensure our equitable access to open enrollment. Furthermore, we believe so strongly in allowing our students to choose a college education if they aspire to that we have created a partnership with our local community college, Mt. San Antonio College, so that students can take college-level courses concurrently with their high school curriculum. This dual enrollment began in 2020 and thus far we have offered five college courses taught on our campus after school.

We also place a very high priority on recognizing and celebrating the diversity of not only our school campus by the wider population of our state and country as well. During the 2022-2023 school year we began teaching Ethnic Studies, in which students not only explore their own cultural identity but also learn about peoples and cultures with which students might not have much exposure and experience. Our goals are to establish understanding, empathy, and tolerance of diverse human experiences, and our first cohort last year spoke very highly about what they learned in the course.

We hope to accomplish a similar goal with our Special Education students through our team teaching program. Currently, various Special Education teachers and general education teachers team up to teach four courses, including English 1-3, and Math 1. The inclusion of our Special Education students in mainstream classes not only allows for the equitable access to the A-G curriculum, but it also helps build empathy among our general education student body for the struggles that some of their peers face. Both are important goals for helping us continue to build a cohesive community.

Description of Programs

La Puente offers the following academic programs:

- AVID (Advancement Via Individual Determination): After an absence of several years, in 2018 two teachers revitalized AVID with fifty students. Today, five AVID teachers serve 125 students. Additionally, four LPHS & AVID alumni have also served as tutors while also completing their own college degrees. A major focus of this school year is developing students' capacity to take focused notes and then effectively use those notes to study. AVID also places a heavy emphasis on building students' awareness of colleges and careers. For their efforts, AVID boasts a 100% acceptance rate to four universities for the 2022 cohort, and they expect to hit that same mark with the 2024 graduating class.
- Advanced Placement: We offer thirteen AP courses, including AP Psychology, AP World History, AP United States History, AP Government, AP English Language, AP English Literature, AP Spanish Language, AP Spanish Literature, AP Chemistry, AP Biology, AP Physics, AP Calculus AB, and AP Studio Art. Since 2019, 880 students have taken a total of 1702 exams, and of those students 473, or 52.52 percent, earned a passing score.
- Honors Courses: We offer nine Honors classes, including English 1 and English 2, Integrated Math 1, Integrated Math 2, and Integrated Math 3, Biology, Chemistry, and Anatomy & Physiology, and Economics.

- Career Technical Education (CTE): We offer four CTE pathways, including Engineering, Public Safety, Digital Graphics, & Dance.
- Junior Reserve Officers' Training Corps (JROTC): For students interested in leadership and character development, we offer a JROTC program, which began during the 2018-2019 school year. In the spring of 2022 our JROTC program earned the highest possible accreditation rating of "Honor Unit with Distinction" by the U.S. Army.
- APEX Learning: This credit recovery program allows students who are deficient in graduation requirements to earn their missing credits using an online program. We offer courses for all of our core classes, as well as some of our elective classes.
- Dual Enrollment: In the spring of 2020 we began to offer students the opportunity to take college courses on our campus after school offered by our partner, Mt. San Antonio College. Several students have taken either a theater class, a course on American Sign Language, and class on life management, a counseling course that focuses more on developing the skills to be successful in college, and/or a history of rock and roll class taught by college professors and instructors.

Collaboration for Self-Study

The process for the self-study began January, 2023 when the Leadership Team divided the faculty/staff into focus groups. Later that semester the faculty began to review the recommendations of the 2019 WASC Visiting Committee. Then during the summer of 2023 a teacher was asked to shoulder the responsibility of writing the report, and with the guidance of our WASC advisor and with the collaboration with an Assistant Principal, the self-study got underway in earnest in the fall of 2023. During that time we drafted this introduction and chapters one and two, and we divided the faculty and staff into five focus groups - each composed of either nine or ten faculty members, along with three or four classified personnel.

The collaborative process associated with the focus groups actually began in December 2023 by training the members of the Leadership Team to both understand what is asked of us in each respective focus group as well as how to facilitate the conversations to unearth the necessary information from the faculty and staff. Then, in January of 2024, we began the process of discussing the focus group questions with both the certificated and classified staff; the first two of these four meetings centered on the findings, and the last two focused on applying the relevant evidence to our findings.

A small subset of students who are members of our school's House of Representatives were directly informed about the WASC process starting in January 2024 by school administrators. The House of Representatives is composed of students from each fourth period class; they meet once a month with the principal, Dr. Lisa Lopez, and take what they learn back to their respective class and share what they learned. In March 2024, students from our two respective leadership classes - ASB & Renaissance - were also informed about the WASC process. The students were also asked to contribute their perspective to important aspects of the school, such as teaching and learning, parent engagement, and school culture in March 2023 and again in January 2024 via LCAP surveys.

Chapter I: Progress Report

Since the last WASC visit in 2019, La Puente High School has undergone several exciting changes and received prestigious accolades. It has consecutively earned recognition as one of the top high schools in the nation by meeting rigorous criteria set forth by U.S. News & World Report. Our staff and students have also received various honors and awards, including the Civic Learning and California Pivotal Practices awards. In the fall of 2023, La Puente High School achieved further recognition with the Golden Bell and Advanced Placement (AP) Access awards. The California School Boards Association (CSBA) presented the prestigious Golden Bell Award, celebrating outstanding educational programs and practices that significantly impact students' lives. Furthermore, La Puente High School's commitment to a college culture is evident through its impressive AP achievements. In particular, 41 percent of our students took an AP exam during high school, with 29 percent scoring a three or higher on an AP Exam, and 11 percent completed 5 AP courses throughout high school. As a testament to our dedication to providing equal opportunities, the 2023 AP School Honor Roll also recognized La Puente High School with the AP Access Award, acknowledging our commitment to ensuring that all students have the opportunity to enroll in AP courses and exams.

Administrative Changes

Our administrative team has changed considerably since our last WASC visit in March 2019. Our former principal, Mr. Fernando Sanchez, is now a coordinator at our district office, and the assistant principals have either retired or moved on to other schools. Our new principal, Dr. Lisa Lopez, arrived in the fall of 2021, just as we re-emerged from a year of online learning. Dr. Lopez is a lifelong member of our beloved community and a district graduate. Mr. Jan Hopp arrived in La Puente in the fall of 2018 from Bellflower USD, where he served as the Assistant Principal of Student Services. Ms. Cristina Rojas, a lifelong member of La Puente and a former teacher and District Program Specialist for English Learners and Title 1 in a district, arrived at the beginning of the 2022-2023 school from Wilson High School and served as the assistant principal. Our newest addition to the team is Mr. Laurence "Jim" Lane, who began teaching Social Studies at LPHS in 2007 and served as the athletic director for the past seven years. Before being appointed our new assistant principal, he assisted the previous and current administrations during high need and administrative vacancies.

Enrollment Trends and Updated Programs

La Puente currently enrolls 857 students, a decrease of approximately 60 annually since 2019, when our enrollment stood at 1071. This declining enrollment has primarily impacted elective classes, leading to challenging scheduling issues for teachers and requiring them to take on more than two different preps. Despite these challenges, La Puente has experienced growth in several critical programs, including Advancement via Individual Determination (AVID), Career and Technical Education (CTE), English Language Development (ELD), Ethnic Studies, and Special Education.

In 2018, we relaunched the AVID program with an initial enrollment of 39 students. By the fall of 2023, our AVID program had expanded significantly, with 141 students now enrolled, necessitating adding an extra AVID 1 course. Five dedicated teachers are involved in the program to support this growth, including an AVID Coordinator and one counselor. Four out of the five teachers and an administrator attended the Summer AVID Institute and are fully committed to facilitating school-wide training in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to all staff members.

Since our last self-study, we have made several changes to our Career and Technical Education (CTE) pathways at La Puente High School, aligning them with the evolving educational landscape. First, we have maintained the Engineering Pathway (Automotive) and renamed the Law Enforcement Pathway as the Public Safety Pathway to better reflect its scope and purpose. In 2022, we undertook significant revisions, including redesigning the Graphic Production Technology Pathway and introducing the Professional Dance Pathway to our offerings. Additionally, we responded to teacher credentialing compliance requirements by incorporating a Business Pathway into our curriculum while discontinuing the Patient Care Pathway. To ensure the highest quality of education, our CTE pathways are taught by highly qualified CTE-credentialed teachers. We have diligently aligned Introductory, Concentrator, and Capstone courses with CTE standards to provide students with a comprehensive learning experience.

Lastly, LPHS is piloting the CTE Ambassador Program to represent and enhance the CTE pathways, a critical initiative for fostering student ownership and involvement in their education. This program is about the hands-on and practical learning that CTE pathways advocate. By involving students in the ambassadorship, La Puente ensures that the student voice is central to promoting and developing these programs, creating a responsive learning environment.

CTE Pathway	Year 1	Year 2	Year 3
Automotive Engineering	Automotive Engineering I	Automotive Engineering 2	Automotive Engineering 3
Public Safety	Criminal Justice	Forensic Science	Emergency Dispatching
Graphic Production Technology	Graphic Production Technology I	Graphic Production Technology II	Graphic Production Technology III
Professional Dance	Dance I	Dance II	Dance III
Business	Business & Personal Finance	Business Marketing	Accounting

La Puente High School has experienced a decrease in overall enrollment while witnessing growth in specific student groups, particularly English Learners and Students with Disabilities. The data shows a notable increase of 6.3% in English Learners. In 2021, LPHS made a significant addition by hiring a fifth ELD teacher in seven years. This step was part of our commitment to hiring and retaining highly qualified staff for our Designated ELD program. To further enhance our English Language Development courses, we integrated the Emerging 1A and 2A ELD Courses into the Master Schedule. These courses were organized in parallel two-hour blocks, running concurrently with the expanding course in the master schedule. In 2022, LPHS strengthened its ELD program by adding a second teacher for the Expanding ELD course. The following year, in 2023, this teacher was responsible for teaching the Emerging 2A ELD course. Additionally, we introduced the Expanding course into the zero period. This strategic scheduling allows our English Learners to add a seventh period to their day. This extra period is particularly beneficial for those new to the country who need to catch up on course credits.

The student population receiving special education services at La Puente High School continues to grow. In the 2023 school year, 141 students with Individualized Education Programs (IEPs) are enrolled. To support these students more effectively, LPHS has incorporated a resource period into the master schedule. This arrangement enables students with IEP accommodations, such as the need for smaller testing settings or extended time on assignments and quizzes, to receive regular additional support from their case managers. In addition to offering self-contained core classes, LPHS has implemented a co-teaching model for English 1, 2, and 3. This year, the school expanded this approach to include Math 1, further enhancing support for our students in the least restrictive environment

Student Group	2022-23 Enrollment	2021-22 Enrollment	2020-21 Enrollment
English Learners	178 (18.5%)	147 (14.7%)	130 (12.2%)
Foster Youth	9	10	9
Homeless Youth	49	53	43
Students with Disabilities	145 (15.1%)	151 (14.9%)	146 (13.7%)
Socioeconomically Disadvantaged	856	873	980
All Students	960	1002	1068

Technology

The COVID-19 pandemic presented a significant obstacle to instructional delivery at La Puente High School, much like it did for most educational institutions, disrupting the learning process for our students. Initially, teachers swiftly adapted by utilizing Google Classroom for instruction and communicated with students via email. Some teachers even acquired Google phone numbers to facilitate conversations with students while safeguarding their personal phone numbers. In the beginning of the 2020-2021 school year, our district adopted Canvas as our official learning management system. The district provided comprehensive training to teachers and administrators on how to effectively use Canvas, proving pivotal in enabling teachers to deliver high-quality instruction. Today, for many teachers, Canvas is critical in providing quality education.

The technology landscape within our classrooms also underwent significant changes. Before the pandemic, nearly every classroom relied on laptop carts to facilitate instruction through electronic resources. However, the pandemic forced a reevaluation of both instructional delivery and student learning, especially during remote classes. Consequently, we provided every student with a laptop and a hotspot to ensure access to online resources. Upon returning to in-person instruction in the fall of the 2021-2022 school year, we continued to provide every student with a laptop, allowing them to access electronic resources from home. Simultaneously, classrooms retained their laptop carts. Then, in the fall of the 2023-2024 school year, our school district decided to phase out laptop carts in teachers' classrooms in favor of a 1:1 model. Under this new approach, students must bring their school-issued laptops to each class daily, ensuring they are fully charged and ready for use. This transition marks another step in our commitment to providing students with the best educational resources and opportunities.

Social/Emotional Student Support

At the start of the 2022-2023 school year, we eagerly welcomed the arrival of The Well-Being Program to our campus. This invaluable mental health initiative, administered by the County of Los Angeles Department of Mental Health, has granted us the privilege of being the sole high school in the county to offer such services directly on our campus. The Well-Being Program extends critical mental health support to our students and their families, establishing a partnership through a Memorandum of Understanding (MOU) with the Hacienda La Puente Unified School District. Beyond this, they also play a crucial role in connecting families with essential community resources. Through word-of-mouth recommendations, family, self-referrals, and referrals from our guidance counselors, The Well-Being Program has earned the trust and gratitude of our entire student body.

Furthermore, during the 2022-2023 academic year, we inaugurated the Dream Resource Center, a welcoming and inclusive space for all students on our campus. Operated in collaboration with Helpline Youth Counseling and 211LA and made possible by the American Rescue Plan, the Dream Center offers various resources related to health, mental well-being, housing, and preventing discrimination and bullying for students and parents. Additionally, the center provides students with snacks, personal hygiene products, and school supplies, aiming to create a supportive environment that fosters the well-being of our school community.

In addition, our guidance office offers a range of valuable resources to cater to the diverse needs of our students, including the College and Career Center, Calming Room, and LP Closet. The College and Career Center plays a pivotal role in providing students with essential guidance and support, making the often daunting processes of college admissions and career planning more manageable. Students receive personalized assistance during lunch and after school, alleviating the stress of making post-secondary decisions. Moreover, the center is an information hub, hosting presentations on colleges, financial aid, and career programs and conducting workshops on vital skills such as resume-building and interview techniques.

The Calming Room, initially established online during the challenging period of distance learning caused by the COVID-19 pandemic, has evolved into a physical sanctuary for students seeking tranquility and composure. Designed to help students manage stress and regain their focus during challenging times, the Calming Room underscores our unwavering commitment to student well-being and mental health. Finally, in response to the needs of our socioeconomically disadvantaged student groups and the broader community, LPHS established the LP Closet. This resource allows families to access essential items at no cost, including clothing items such as jackets, sweatshirts, socks, and even formal wear for prom, to ensure all students have access to the necessities they require for their well-being and success. LPHS alumni have been an integral partner in the success of this resource through donations and volunteering.

WASC Action Plan Goal #1: Establish a formal process for data analysis to inform and drive instruction.

WASC Action Plan Goal #2: Establish a uniform plan of intervention campus-wide that aligns with the school's RTI plan.

WASC Action Plan Goal #3: Establish a plan to expand and monitor opportunities for all students to access research based instructional best strategies..

LCAP GOAL	All students, including low income, English Learners, Students with Disabilities, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.
ELA SPSA GOALS #1	All students in particularly English Learners and Students with Disabilities will increase their student achievement toward meeting or exceeding English Language Arts standards as measured by CAASPP and Winter 23 SMAP (Reading)

PROGRESS	IMPACT	EVIDENCE
Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
WASC Action Plan Goal #1: Establish a formal process for data analysis to inform and drive instruction. Professional Learning Communities: - PLC time was included in the bell schedule and school calendar dedicated twice monthly for course-like teams. - Department meetings once per month. Teachers review student data to measure student progress including English Learners and SWD (common assignments, student work samples, district assessments,, grades etc.) to develop interventions and lessons for all students WASC Action Plan Goal #2: Establish a uniform plan of intervention campus-wide that aligns with the school's RTI plan Academic Support - StudySync online curriculum supplements are incorporated for additional support	Collaboration began in the of summer 2023 and continued throughout the year to identify essential skills and knowledge aligned with ELA standards at each grade level PLC work centered on identifying reading texts and developing/revising extended writing project for each writing genre LPHS ELA teachers will begin the development of common assessments and regularly review students, including common assignments, student work samples, SMAP, grades to measure student progress and create interventions and lessons using StudySync supplemental curriculum and Achieve 3000. There is a need to develop common lessons and exemplars of instructional strategies that are aligned to the grade level focus standards, with StudySync on-line curriculum supplements as well as other instructional materials. The academic support of tutoring	Based on the 2023 CAASPP and Winter ELA data,it is evident that all students must continue striving to meet grade-level ELA standards. However, English Learners (ELs) and Students with Disabilities (SWD) face a notable achievement gap compared to their peers in terms of meeting these standards. Consequently, there is an ongoing necessity to provide support in areas such as understanding literary and nonfiction texts, producing clear and purposeful writing, utilizing common assessments, delivering timely and constructive feedback, and implementing evidence-based interventions to enhance the achievement of ELs and SWD. In the 2023 ELA CAASPP results, 39.4% of students met or exceeded the standard. While we didn't reach the expected outcome, there was a notable increase of 7.56% of students who came close to meeting the standard. When it comes to reading literary and informational text, 15.17% exceeded the standard, 59.24% were at or near

● Achieve 3000- Intervention Program ● Tutoring Services ○ Teachers (before/after school) ○ AVID Tutors ○ Peer Tutoring ● Two Interventionists ● Three Co-Taught English Classes ● Special Education Resource Room WASC Action Plan Goal #3: Establish a plan to expand and monitor opportunities for all students to access research based instructional best strategies. Professional Development ● District Technology TOSA ○ MAP Overview and Implementation ○ MAP Assessment Overview ● District ELA & ELD TOSA ○ Ellavation Overview ● Achieve 3000 Training ○ Overview of Program and Implementation ● Beginning Implementation of AVID WICOR Strategies (Writing, Inquiry, Collaboration, Organization, Reading)	services and interventionist for students in Tier 2 and Tier 3 offer targeted support, including daily check in and check out to track student progress and differentiate support. The leadership team and staff have undergone training in analyzing SMAP (district interim assessment) data) but require additional training in the PLC process. There is a need to identify and select a few schoolwide instructional strategies such as WICOR and Kegan strategies. Moreover, we need to offer professional development to general education teachers, focusing on differentiating and scaffolding instruction for English Learners and applying accommodations for SWD to ensure access to reading and writing standards in regular ELA classrooms.	the standard, and 23.2% were below the standard. In writing, 18.66% exceeded the standard, 55.98% were at or near the standard, and 25.36% were below the standard. We recognize the need for improvement in producing clear and purposeful writing, and we will continue to focus on reading literary and informational texts. In listening, 8.3% exceeded the standard, 77.5% were at or near the standard, and 14.1% were below the standard. In research/inquiry, 12.0% exceeded the standard, 71.7% were at or near the standard, and 16.1% were below the standard. Demonstrating effective communication skills in listening is an area of growth, and we will continue to emphasize research and inquiry skills.. Fall 2023 Data & Progress 2022-2023 Student Achievement Data 2023-2024 ELA PD English 2 PLC Presentation by TOSA Achieve 3000 Training Resources ELA Scope & Sequence LPHS Fall 2023 Calendar Master Schedule ISPEL Process in ELLevation
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LCAP GOAL	All students, including low income, English Learners, Students with Disabilities, and foster youth, will achieve at high levels on Math performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.
Math SPSA GOAL # 2	All students in particularly English Learners and Students with Disabilities will increase their student achievement toward meeting or exceeding Math standards as measured by CAASPP and Winter 23 SMAP (Reading)

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	IMPACT Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	EVIDENCE Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
WASC Action Plan Goal #1: Establish a formal process for data analysis to inform and drive instruction. Professional Learning Communities - The Math Department is currently revamping its PLC process by integrating data analysis to guide lesson planning by focusing on specific skills and evidence-based practices - PLCs continue in their collaborative efforts for explicit grade-level lesson planning, emphasizing targeted standards, and they will routinely utilize site data, both by grade level and for student groups, to adapt instruction throughout the year WASC Action Plan Goal #2: Establish a uniform plan of intervention campus-wide that aligns with the school's RTI plan WASC Action Plan Goal #3: Establish a plan to expand and monitor opportunities for all students to access research based instructional best strategies. Academic Support: - Tutoring Services - Teachers (before/after	District Math & Technology TOSAs are supporting the department and PLCs process to grow their professional practice and to support identifying targeted standards to be implemented in the classroom (planned improvement Goal Strategies 1,2,3, 4,5,8) Math & Technology TOSA will continue to offer trainings on analyzing SMAP Math data for the purpose of identifying essential grade-level standards that require review, reteach, or remediation The math department has undergone training in analyzing SMAP (district interim assessment) data) but requires additional training in the PLC process. Training is required for Renaissance Math, a computer adaptive intervention program designed to offer math practice tailored to each student's level. The goal is to enhance math skills for all students, with a particular focus on English Learners, Students with Disabilities (SWD), and those in Tier 2 support. General education math teachers need professional development to enable them to effectively implement accommodations for Students with Disabilities (SWD) and ensure access	Based on the 2023 CAASPP and Winter SMAP Math data, it is evident that all students need to continue to work towards meeting grade-level Math standards. English Learners (ELs) and Students with Disabilities (SWD) demonstrate a significant achievement gap compared to all students in terms of meeting grade-level Math standards. As a result, we must consistently provide teachers support in helping students apply mathematical concepts and procedures to support mathematical conclusions. Furthermore, we must support teachers in using common assessments, providing students with timely & meaningful feedback, and using evidence-based interventions to increase EL and SWD achievement. In the 2023 Math CAASPP results, only 11.99% of students met or exceeded the standard. While we fell short of our expected outcome, there was a slight increase of 1.14% in students who exceeded the standard, and a 2.9% decrease in students not meeting the standard. In the specific area of Concepts & Procedures, 7.83% exceeded the standard, 30.88% were at or near the standard, and 61.29% were below the standard. In Problem Solving & Modeling/Data Analysis, 5.07% exceeded the standard, 61.29% were at or near the standard, and 33.64% were below the standard. We recognize the need for improvement

school) ○ AVID Tutors ○ Peer Tutoring ● Math 1 Co-Taught Class ● Two Interventionists Professional Development ● District Math & Technology TOSA. ● Advanced Placement teachers attend College Board workshops	to mathematical concepts, procedures, and the ability to communicate reasoning in the general classroom setting.	in using appropriate tools and strategies to solve real-world and mathematical problems, as well as in demonstrating the ability to support mathematical conclusions. Our continued focus will be on applying mathematical concepts and procedures effectively. Math Department Documents 2023-2024 Welcome Back Meeting (see slides 6-12 for ELPAC & CAASPP data) Math MAP Data Tutoring Services 2022-2023 Tutoring Matrix CSF Tutoring Flier
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LCAP GOAL	All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.
English Learner SPSA GOALS #3	English Learner Progress: Increase English Language Proficiency for English Learners to increase the reclassification rate and decrease the number of Long Term English Learners.

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	IMPACT Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	EVIDENCE Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
WASC Action Plan Goal #1: Establish a formal process for data analysis to inform and drive instruction. Professional Learning Communities:	The use of the APPEL planner to differentiate reading and writing units for ELs provides targeted support and a more cohesive Designated ELD program (Tier 1).	For 2022-23, LPHS English Learners met their annual English Language proficiency progress, with the most significant increase occurring with our Reclassification rate. ELPAC summative results in levels 4 and 2

● PLCs continue in their collaborative efforts for explicit ELD lesson planning, with a focus on targeted reading and writing skills and regularly use data to adjust instruction throughout the year ● Department meetings are scheduled once a month. The utilization of Ellavation for differentiating reading and writing units for English Learners (ELs) offers targeted support and enhances the coherence of the Designated ELD program at Tier 1. WASC Action Plan Goal #2: Establish a uniform plan of intervention campus-wide that aligns with the school's RTI plan WASC Action Plan Goal #3: Establish a plan to expand and monitor opportunities for all students to access research based instructional best strategies.Academic Support ● Two Periods of Emerging 1 & 2 Courses ● Expanding Class offered zero period to allow students to take additional courses, including grade level ELA course ● Bilingual Aide assigned to academic subjects with the highest number of ELs ● Consistent and Knowledgeable English Learner Program Facilitator ● Edge & StudySync online curriculum supplements are incorporated for additional support ● Achieve 3000- Intervention Program	To boost English Learner achievement, the Bilingual Aide offers continuous support to academic content teachers with the highest number of ELs, providing differentiated instruction, timely and meaningful feedback, and implementing evidence-based interventions. Developing a schoolwide testing schedule for district interim assessments ensured consistent administration during all three testing windows. In addition, English teachers administered the ELPAC group test and the speaking domain. ELA teachers require supplementary professional development aimed at revisiting best practices for differentiating Designated ELD, with a specific emphasis on reading and writing, to provide support for Expanding and Bridging English Learners (ELs), including At-Risk LTELs, LTELs, and RFEP students. Additionally, teachers in other content areas require professional development in evidence-based strategies such as WICOR, which encompasses teaching strategies in the domains of Writing and Reading to Learn. WICOR serves as a learning model to guide English Learners in comprehending concepts and articulating ideas in writing and verbally, particularly at more advanced levels	increase and decrease in level 1 correlating to the increase of ELs in CAASPP ELA Based on the 2023 CAASPP and Winter Math SMAP data, it is evident that ELs must continue their efforts to meet or exceed standards. ELs exhibit a notable achievement gap when compared to all students. As a result, there is a consistent need to effectively implement Integrated English Language Development (ELD) and foster the continued development of academic language. In the 2023 Summative ELPAC All Grade Levels- 23.38% of students scored at the overall level 4, an increase of 4.76%. 44.14% of students scored at the overall level 3, an increase of 7.02%. There was an increase in Oral Language in level 3 (38.96%) & level 2 (12.9%) and a decrease in level 1 (15.58%). There was a decrease in level 4 (32.47%). In Written Language, there was a decrease in level 1 (18.83%), level 3 (21.43%), level 4 (9.09%) and an increase in level 2 (50.65%) Oral Language (speaking and listening) is an area of growth, with a continued focus on written language (reading & writing) Master Schedule (includes ELD Courses) Grade 9-12 EL Placement Chart LPHS Reclassification Rate ISPEL (Insufficient Progress For English Learners) ELA Department Training Resources 2023 SBAC Student Group Data
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Additional Services ○ Counselor ○ AVID Tutors ○ Peer Tutoring Professional Development ● 6-12 English Learner Program Facilitator (ELP) Meetings ● District Technology TOSA ● District ELA & ELD TOSA Ellevation Training ○ Overview of Program and Implementation ● Beginning Implementation of AVID WICOR Strategies (Writing, Inquiry, Collaboration, Organization, Reading)		ELP Facilitator Meeting Notes ELAC #3 Meeting: January 25, 2024 ELAC Recommendations: January 25, 2024 ELAC ATSI Presentation
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LCAP GOAL	GOAL FOR SCHOOL CLIMATE: All students, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community. GOAL FOR STUDENT ENGAGEMENT: All students, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased college and career and graduation rates.
School Climate & Engagement SPSA GOAL # 4	All students, particularly English Learners, Students with Disabilities (SWD), and Homeless students will demonstrate student engagement and success by maintaining or increasing the graduation rate of 98%, enhancing college and career readiness and reducing the number of suspensions and expulsions.

PROGRESS	IMPACT	EVIDENCE
Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
WASC Action Plan Goal #1: Establish a formal process for data analysis to inform and drive instruction. Professional Learning Communities Professional Learning Communities - The counseling department is currently enhancing its PLC (Professional Learning Community) process by integrating data analysis to guide the development of more targeted and effective student support strategies and interventions. This data-driven approach will help identify areas where students may need additional assistance and enable counselors to tailor their efforts to better meet students' academic and social-emotional needs WASC Action Plan Goal #2: Establish a uniform plan of intervention campus-wide that aligns with the school's RTI plan WASC Action Plan Goal #3: Establish a plan to expand and monitor opportunities for all students to access research based instructional best strategies. Academic Support Academic Support: - Individual Student Meetings with Counselor - Two Interventionists - Tutoring Services - Teachers (before/after	School counselor classroom presentations, grade level parent meetings, and individual student conferences continue to support students' academically and social emotional well-being. By integrating an attendance system to identify and monitor students at risk, and by including the school interventionist in our Tier 2 interventions, we provide targeted assistance and ensure continuous monitoring of student progress. School counselors are actively working on creating a Multi-Tiered Systems of Support (MTSS) to consistently identify students who may be at risk of not meeting A-G requirements or graduation criteria. This effort includes conducting SFT (Student-Family-Teacher) meetings to collaboratively develop interventions with all education partners. School counselors and interventionists are meeting with students but there is a need to provide additional training to develop a comprehensive system to hold individual student conferences and monitor student progress of all students including, ELs, SWD, and homeless students.	For 2022-23, LPHS graduation rate was 94.0%, a 5.1% decrease. However the suspension rate decreased, with the highest number of suspensions in grade 9. There is a large percent of chronic absenteeism, bringing our attendance rate to 91.5. Refining and implementing school wide attendance and discipline is addressing the needs of the majority of the students. Interventionist Check-In/Check-Out Form Universal Screening Behavior Scales Universal Screening Results California Healthy Kids (CHKS) Reports 2023-2024 Welcome Back Meeting (see slides 14-24 for attendance & suspension data) Hatching Trainings: Overview of Services Hatching Results PD Summary ■ Interventionist Saturday School an...

school) ○ AVID Tutors ○ Peer Tutoring Professional Development ● Hatching Results Training		Avid flyer 2024.pdf Hatching Results Training.png
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Chapter II: School Profile and Supporting Data and Findings

Student Demographics

Enrollment Data

- In 2021-22, our total enrollment was 1002.
 - Of that, 95.5% of students are Hispanic.
 - 87% of students were identified as socioeconomically disadvantaged (SED).
- English Learners (EL) comprise 14.7% of the population.
- Students with disabilities (SWD) comprise 15.1% of the population.
- Smaller subgroups include Homeless (5.3%) and Foster Youth (1.0%).
- There was a continued decline in enrollment in the 2022-23 school year; our total enrollment was 960 students, losing a total of forty two students.
 - By grade level, in 2022-2023 we increased three students in ninth grade and eight students in twelfth grade. However, we lost eighteen students in tenth grade and thirty five in eleventh grade.

English Learner Enrollment

- The overall enrollment of English Learners has increased 6 % over the last three years.
 - There was an increase of EL 0-3 years in grades 11 and 12
 - There was a significant increase in the area of LTELs.
- Although there was a 3.7% increase of students who were reclassified in 2021-2022, the percentage of 4.50% is significantly low.

Analysis:

The enrollment in ninth & twelfth grades is a positive sign. For ninth grade, it appears that the efforts of the school counselors giving presentations to prospective students at our feeder middle schools, along with the introductions of new CTE programs such as dance and graphic production, positively impacted student enrollment. For twelfth grade it may be possible that some students who previously left LPHS to attend Valley High School returned to LPHS to graduate.

We are not retaining students in tenth & eleventh grades. For tenth grade students, it's possible that academic/emotional challenges, as well as lack of engagement in academic and extracurricular programs are driving this trend. Also, we are unable to retain more students in eleventh grade because we are taking a more proactive approach towards students who are not on track to graduate: Students who are more than 60 credits behind are given the option to transfer to our district's continuation high school to catch up on credits and return to LPHS their senior year to graduate with their class.

Finally, there is a small percentage of English Learners who were reclassified. As a consequence, the increase of LTEL 6+ over the past year in all grade levels may be due to the small number of reclassified English Learners.

Student Performance Data: English Language Arts
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California Dashboard

- The academic performance of 230 eleventh grade students was low, at 72.7 points below standards.
- The academic performance of SED students and Hispanics was low.
 - 208 SED students scored 12.5 points below standard.
 - 223 Hispanic students scored 13.8 points below standard.
- The academic performance of English Learners and Students with Disabilities was very low.
 - 34 EL students scored 89.3 points below standard.
 - 32 SWD scored 144.3 points below standard.

CAASPP Results English Language Arts/Literacy

- 97.6 students were tested in Spring 2022.
 - 47.31% of students met or exceeded the standard
 - 15.77 % exceed the standard
 - 31.54 % met the standard
 - 52.7% did not meet the standard
 - 26.56% nearly met the standard
 - 26.14% did not meet the standard
- Reading Literary and Informational Text:
 - 14.5 % exceed the standard
 - 62.2 % at or near the standard
 - 23.2% below the standard.
- Writing:
 - 20.7 % exceed the standard
 - 46.8 % at or near the standard
 - 32.3% below the standard
- Listening:
 - 8.3 % exceed the standard
 - 77.5 % at or near the standard
 - 14.1% below the standard
- Research/Inquiry:
 - 12.0 % exceed the standard
 - 71.7 % at or near the standard
 - 16.1% below the standard

Winter 2023 SMAP: English Language Arts Results for 2022-2023

- 802 students tested
 - 4.1% scored high (Level 5)
 - 18.4% scored high average (Level 4)
 - 22.5% scored average (Level 3)
 - 25.9% scored low average (Level 2)
 - 29.4% scored low (Level 1)
- Data by Grade Level:
 - Ninth Grade: 21.2% scored high average or higher
 - Tenth Grade: 22.1% scored high average or higher
 - Eleventh Grade: 24.2% scored high average or higher
 - Twelfth Grade: 22.6% scored high average or higher
- English Learners:
 - 0% scored in the high range
 - 2.6% scored in the high average range or higher
 - 7.8% are in the average range or higher
 - 31.9% are in the low average range
 - 57.8% are in the low range
- Students with Disabilities
 - 0% scored in the high range
 - 2.5% scored in the high average range or higher
 - 5.0% are in the average range or higher
 - 25.8% are in the low average range
 - 67.7% are in the low range
- Socioeconomically Disadvantaged Students
 - 3.9% scored in the high range
 - 18.0% scored in the high average range or higher
 - 22.6% are in the average range or higher
 - 26.2% are in the low average range
 - 29.3% are in the low range
- Homeless Students:
 - 2.4% scored in the high range
 - 11.9% scored in the high average range or higher
 - 11.9% are in the average range or higher
 - 31.0% are in the low average range
 - 42.9% are in the low range
- Foster Students:
 - 0% scored in the high range
 - 22.2% scored in the high average range or higher
 - 11.1% are in the average range or higher
 - 33.3% are in the low average range
 - 33.3% are in the low range

Analysis:

On a positive note, the overall achievement of students who met or exceeded the standard was 47.31%, indicating a moderate level of proficiency in English Language Arts/Literacy. However, 52.7% did not meet the standard, suggesting a need for improvement in a significant portion of the student population.

In subject-specific performances, too, we have reasons to celebrate coupled with areas that require our utmost attention in order to improve. In Reading Literary and Informational Text, a strength is that a substantial 62.2% are at or near the standard. Still, however, 23.2% of students are below the standard, so we must place more effort into improving performance in this area. In Writing, 20.7% exceed the standard, but 32.3% of students are still below the standard; thus, addressing writing skills must be a priority. In Listening, the majority (77.5%) are at or near the standard. For the 14.1% of students still below the standard, targeted interventions can enhance listening skills. Finally, while 12.0% exceed the standard for Research/Inquiry, 16.1% are still below the standard. Therefore, we must adopt significant strategies to improve research and inquiry skills.

The CAASPP data not only shows that over half of our students are not meeting the ELA standards, but also that this underperformance holds true for our subgroups, including Hispanics, socioeconomically disadvantaged students, English Learners, and students with disabilities. Similarly, SMAP data demonstrates a decrease in students' testing and scoring in the range of average or higher across all grade levels and student groups. Thus, to close the achievement gap, we must implement more effective strategies.

Student Performance Data: Mathematics
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California Dashboard

- The academic performance of 227 eleventh grade students was low, at 123.6 points below standards.
 - 34 EL students' academic performance was very low at 183.9 points below standards
 - 205 SED students' academic performance was very low at 123.8 points below standards
 - 220 Hispanic students' academic performance was very low at 126.2 points below standards
 - 31 SWD performance was very low at 208.0 points below standard

CAASPP Results Mathematics

- 96.8% of students were tested in Spring 2022.
 - 13.3 % of students met or exceeded the standard
 - 2.0 % exceeded the standard
 - 11.3 % met the standard
 - 86.6 % did not meet the standard
 - 20.9 % nearly met the standard
 - 65.6 % did not meet the standard

- In Concepts & Procedures:
 - 3.3 % exceed the standard
 - 35.5 % at or near the standard
 - 61.0 % below the standard
- In Problem Solving & Modeling/Data Analysis:
 - 5.8% exceed the standard
 - 63.1% at or near the standard
 - 30.9 % below the standard
- In Communicating Reasoning:
 - 2.9 % exceed the standard
 - 59.8 % at or near the standard
 - 37.2% below the standard.

Winter 2023 SMAP: Mathematics Results for 2022-2023

- 854 students tested
 - 5.6% scored high (Level 5)
 - 13.1% scored high average (Level 4)
 - 22.3% scored average (Level 3)
 - 26.6% scored low average (Level 2)
 - 32.4% scored low (Level 1)
- Data by Grade Level:
 - Ninth Grade: 15.0% scored high average or higher
 - Tenth Grade: 17.7 % scored high average or higher
 - Eleventh Grade: 19.9% scored high average or higher
 - Twelfth Grade: 22.2% scored high average or higher
- English Learners:
 - 1.5% scored in the high range
 - 0.77% scored in the high average range or higher
 - 5.4% are in the average range or higher
 - 31.5% are in the low average range
 - 60.8% are in the low range
- Students with Disabilities
 - 2.5% scored in the high range
 - 5.0% scored in the high average range or higher
 - 17.5% are in the average range or higher
 - 42.5% are in the low average range
 - 75.8% are in the low range
- Socioeconomically Disadvantaged Students
 - 5.2% scored in the high range
 - 12.7% scored in the high average range or higher
 - 22.2% are in the average range or higher
 - 27.2% are in the low average range
 - 32.7% are in the low range

- Homeless Students:
 - 2.5% scored in the high range
 - 5.0% scored in the high average range or higher
 - 17.5% are in the average range or higher
 - 42.5% are in the low average range
 - 32.5% are in the low range
- Foster Students:
 - 11.1% scored in the high range
 - 22.2% scored in the high average range or higher
 - 10.0% are in the average range or higher
 - 22.2% are in the low average range
 - 44.4% are in the low range

Analysis:

In mathematics we have a significant amount of work to do to close the achievement gap. Only 13.3% of students met or exceeded the standard, which is a significant concern and need for improvement in this subject.

For the domain of Concepts & Procedures, a small percentage (3.3%) exceeded the standard, but a very large group of 61.0% scored below the standard, so addressing concepts and procedures is a crucial step in raising our overall math results. For Problem Solving & Modeling/Data Analysis, 5.8% of students exceed the standard, but 30.9% scored below the standard. Similarly, for Communicating Reasoning, only 2.9% of students exceeded the standard, while 37.2% scored below the standard. Therefore, it is essential that we help students improve their problem-solving skills, as well as adopt better strategies to help students enhance reasoning skills.

CAASPP data shows that over half of our students are not meeting the Mathematics standards. The academic performance of student groups is very low for all student groups, including English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students. Of these, the two student groups that scored the lowest points below standards were EL and SWD. Similarly, SMAP demonstrates that over half of our students scored low or low average. However, the students who scored high average or higher increases with each grade level. Nevertheless, it is imperative that we adopt better strategies to help our students succeed in math.

Student Performance Data: English Learners

2022 ELPAC Data

- Overall Language Performance by Level
 - Level 1: 17.24%
 - Level 2: 20.2%
 - Level 3: 44.14%
 - Level 4: 18.6%

- Oral Language Performance (Listening & Speaking) by Level
 - Level 1: 15.86%
 - Level 2: 8.97%
 - Level 3: 37.93%
 - Level 4: 37.24%

- Written Language Performance (Reading & Writing) by Level
 - Level 1: 28.28%
 - Level 2: 29.66%
 - Level 3: 32.41%
 - Level 4: 9.66%

- Ninth Grade Overall Performance
 - Level 1: 14.9%
 - Level 2: 31.43%
 - Level 3: 45.71%
 - Level 4: 8.57%

- Tenth Grade Overall Performance
 - Level 1: 4.76%
 - Level 2: 4.29%
 - Level 3: 59.52%
 - Level 4: 21.43%

- Eleventh Grade Overall Performance
 - Level 1: 33.33%
 - Level 2: 19.44%
 - Level 3: 36.11%
 - Level 4: 11.11%

- Twelfth Grade Overall Performance
 - Level 1: 18.75%
 - Level 2: 15.63%
 - Level 3: 31.25%
 - Level 4: 34.38%

2023 ELPAC Data

- Overall Language Performance by Level
 - Level 1: 16.88%
 - Level 2: 24.03%
 - Level 3: 38.96%
 - Level 4: 23.38%

- Oral Language Performance (Listening & Speaking) by Level
 - Level 1: 15.58%
 - Level 2: 12.99%
 - Level 3: 38.96%
 - Level 4: 32.47%

- Written Language Performance (Reading & Writing) by Level
 - Level 1: 18.83%
 - Level 2: 50.65%
 - Level 3: 21.43%
 - Level 4: 9.09%

- Ninth Grade Overall Performance
 - Level 1: 14.8%
 - Level 2: 29.1%
 - Level 3: 35.2%
 - Level 4: 20.4%

- Tenth Grade Overall Performance
 - Level 1: 6.9%
 - Level 2: 24.1%
 - Level 3: 51.7%
 - Level 4: 17.2%

- Eleventh Grade Overall Performance
 - Level 1: 18.2%
 - Level 2: 15.2%
 - Level 3: 27.3%
 - Level 4: 39.4%
- Twelfth Grade Overall Performance
 - Level 1: 11.5%
 - Level 2: 26.9%
 - Level 3: 38.5%
 - Level 4: 23.1%

Reclassification Rate Data: 2021

- Number of Reclassified Fluent English Proficient (RFEP): 1
- Number of English Learners: 147

Reclassification Rate Data: July 1, 2021 - June 30, 2022

- Number of Reclassified Fluent English Proficient (RFEP): 5
- Number of English Learners: 163

Reclassification Rate Data: July 1, 2022 - June 30, 2023

- Number of Reclassified Fluent English Proficient (RFEP): 28
- Number of English Learners: 182

Analysis:

The enrollment of English Learners has increased from 132 students in 2020-21 to 147 in 2021-22. In 2021-22, nine English Learners were reclassified and in 2021-2022, seven students were reclassified. Based on the decrease of 2021-22 ELPAC percentage of students at Level 4, it is possible for fewer students to meet the reclassification criteria of English Language Proficiency.

There is a need to increase the percentage of students making progress in at least one ELPI level and decrease the percentage of ELs who are decreasing one ELPI level by examining the academic support English Learners receive throughout the school year as demonstrated in their ELPAC performance.

Based on the 2022 Fall Dashboard ELA data for English Learners of very low, it is possible for fewer students to meet the reclassification criteria of Comparison of Performance in Basic Skills. An area of growth to support ELs meeting the reclassification criteria is the ELPAC domains of Listening, Writing, and Reading. And in CAASPP ELA an area of growth to support ELS meet the reclassification criteria is producing clear and purposeful writing and continued focus on reading informational and literary text.

College and Career Preparation

Advanced Placement Data

- 2018-2019
 - 260 Total AP Students
 - 510 Total Number of Exams
 - 160 Students passed an AP exam with a score of three or above.
 - 61.54% of students passed an AP exam with a score of three or above.

- 2019-2020
 - 184 Total AP Students
 - 332 Total Number of Exams
 - 93 Students passed an AP exam with a score of three or above.
 - 50.54% of students passed an AP exam with a score of three or above.

- 2020-2021
 - 109 Total AP Students
 - 203 Total Number of Exams
 - 52 Students passed an AP exam with a score of three or above.
 - 47.71% of students passed an AP exam with a score of three or above.

- 2021-2022
 - 163 Total AP Students
 - 320 Total Number of Exams
 - 95 Students passed an AP exam with a score of three or above.
 - 58.28% of students passed an AP exam with a score of three or above.

- 2022-2023
 - 164 Total AP Students
 - 337 Total Number of Exams
 - 73 Students passed an AP exam with a score of three or above.
 - 44.51% of students passed an AP exam with a score of three or above.

Students Meeting A-G Requirements

2019: 49% students met the CSU & UC A-G Requirements

2023: 43% students met the CSU & UC A-G Requirements

Career & Technical Education Completion Rates

2022-2023: 47 students completed the coursework for Engineering and for Public Safety

Analysis:

Over the past few years the number of AP students has declined (and most sharply during the 2020-2021 pandemic-afflicted school year), which undoubtedly reflects our declining enrollment as well. Our pass rates too have declined, though that trip roller coasters down more so than the steady decline in AP students and AP exams. Our pass rate for the 2022-2023 school years shows a large drop of over seventeen percent compared to the 2018-2019 school year. This needs to improve if we hope to attract more students from our feeder middle schools.

Unfortunately, we cannot accurately ascertain the A-G completion rate for the 2020 & 2021 graduation classes because the California Department of Education lowered the number of courses required for graduation due to the COVID-19 pandemic, thereby altering how many of our students took A-G courses. Similarly, the drop in A-G completion between 2019 and 2023 is mostly likely due to the disruptions in course sequencing caused by the pandemic

This is the first year that we've included Dance as a CTE, thus we will not have completion data for Dance until next year. Similarly, we plan to add Business as a CTE next year, so that data is not yet available.

Graduation Report

2021-2022 Graduation Rate

- The overall graduation rate for all students was very high.
 - 99.1% of 225 students graduated.
- The overall graduation rate for Hispanic students was very high.
 - 99.1 % of 215 Hispanic students graduated.
- The overall graduation rate for SED students was very high.
 - 99.1 % of 217 SED students graduated.
- The overall graduation rate for English Learners was high.
 - 94.1% of 34 EL students graduated.

2022-2023 Graduation Rate

- The overall graduation rate for all students was Orange.
 - 94.0% of 233 students graduated.
- The overall graduation rate for Hispanic students was Yellow.
 - 94.9% of 237 Hispanic students graduated.
- The overall graduation rate for SED students was Orange.
 - 93.9% of 247 SED students graduated.
- The overall graduation rate for English Learners was Orange.
 - 79.5% of 44 EL students graduated.

Comparison of the Data by Group:

Overall Graduation Rate:

- 2021-2022: 99.1% (225 out of 225 students)
- 2022-2023: 94.0% (233 out of 233 students)

Graduation Rate for Hispanic Students:

- 2021-2022: 99.1% (215 out of 215 students)
- 2022-2023: 94.9% (237 out of 237 students)

Graduation Rate for Socioeconomically Disadvantaged (SED) Students:

- 2021-2022: 99.1% (217 out of 217 students)
- 2022-2023: 93.9% (247 out of 247 students)

Graduation Rate for English Learners (EL):

- 2021-2022: 94.1% (34 out of 34 students)
- 2022-2023: 79.5% (44 out of 44 students)

Analysis:

For all students, there is a decline in the overall graduation rate from 99.1% in 2021-2022 to 94.0% in 2022-2023, indicating a decrease of 5.1%. This suggests that our school's overall effectiveness in graduating students has slightly decreased over the academic years. Similar to the overall trend, for Hispanic students there is a decline in the graduation rate for Hispanic students from 99.1% to 94.9%, indicating a decrease of 4.2%. While the graduation rate remains high, it also experienced a decline. The graduation rate for socioeconomically disadvantaged students decreased from 99.1% to 93.9%, indicating a decline of 5.2%. This group experienced a larger decline compared to the overall trend. The graduation rate for English Learners experienced the most significant decline, dropping from 94.1% to 79.5%, indicating a substantial decrease of 14.6%. This group shows the most concerning trend in terms of declining graduation rates.

Overall, while we still maintain relatively high graduation rates across all demographics, there is a notable decline in graduation rates for all groups in the 2022-2023 academic year compared to the previous year. This suggests that there may be factors impacting student success that need to be addressed to improve graduation rates, particularly for socioeconomically disadvantaged students and English Learners. It is imperative that we identify the specific reasons behind these declines and implement targeted interventions to support students' academic success.

Attendance Data & School Climate

2021-2022 Attendance Data

- 18.9 chronic absence rate

2022-2023 Attendance Data

- 23.2 chronic absence rate

Suspension Rate for 2021-2022

- At 157 total suspensions, the overall suspension rate for all students was high.
 - 10.18 % of 1002 students were suspended at least one day.
 - 102 unduplicated student suspensions
- Our three highest reasons for suspensions are fighting, possession of a controlled substance, and harassment.
 - 53 suspensions (33.75%) were for fighting
 - 49 suspensions (31.31%) were for possession of a controlled substance.
 - 12 suspensions (7.64%) were for harassment.
- The suspension rate for English Learners, SWD, Homeless, SED, and Hispanic was very high.
 - Of the 166 English Learners: 12% suspended at least one day
 - Of the 55 homeless students: 14.5% suspended at least one day
 - Of the 161 students with disabilities: 16.1% suspended at least one day

Suspension Rate for 2022-2023

- At 133 total suspensions, the overall suspension rate for all students was high.
 - 9.5 % of 958 students were suspended at least one day.
 - 91 unduplicated student suspensions
- Our three highest reasons for suspensions are fighting, possession of a controlled substance, and harassment.
 - 58 suspensions (43.28%) were for fighting
 - 26 suspensions (19.40%) were for possession of a controlled substance.
 - 14 suspensions (10.44%) were for harassment.
- The suspension rate for English Learners, SWD, Homeless, SED, and Hispanic was very high.
 - Of the 182 English Learners: 9.34% suspended at least one day
 - Of the 53 homeless students: 7.5% suspended at least one day
 - Of the 138 students with disabilities: 11.6% suspended at least one day

2022-2023 CALIFORNIA HEALTHY KIDS SURVEY: STUDENT KEY RESPONSES

School Engagement & Supports

- School connectedness: 45%
- Academic motivation: 59%
- School is really boring: 52%
- School is worthless and a waste of time: 22%
- Caring adult relationships: 51%
- High-expectations-adults in school: 61%
- Meaningful participation: 20%

School Safety & Cyberbullying

- School perceived as very safe or safe: 41%
- Experience any harassment or bullying: 27%
- Had mean rumors or lies spread about you: 28%
- Been afraid of being beaten up: 21%
- Been in a physical fight: 6%
- Seen a weapon on campus: 13%
- Experience cyberbullying: 25%

Substance Use

- Current alcohol or drug use: 9%
- Been drunk or “high” on drugs at school, ever: 6%

Social & Emotional Health

- Social emotional distress: 32%
- Experience chronic sadness/hopelessness: 41%
- Considered suicide: 13%
- Optimism: 41%
- Life satisfaction: 61%

2022-2023 CALIFORNIA HEALTHY KIDS SURVEY: FACULTY & STAFF KEY RESPONSES

School Supports for Students (Agree & Strongly Agree)

- Caring adult relationships: 87.13%
- High expectations-adults in school: 69.43%
- Student learning environment: 84.2%
- Support for social emotional learning: 59.33%
- Provides adequate counseling & support services: 63.71%
- Anti-bullying climate: 73.5%

School Supports for Staff

- Staff working environment: 66.25%
- Staff collegiality: 66.25%

School Safety

- Is a safe place for staff: 61%
- Is a safe place for students: 80%
- Has sufficient resources to create a safe campus: 54%

Fairness, Rule Clarity, & Respect for Diversity

- Fairness & rule clarity: 61.6%
- Respect of diversity: 69.13%

Academic Motivation & Student Behavior

- Students are motivated to complete schoolwork: 41.6%
- Student readiness to learn: 30%
- Cutting classes or being truant moderate/severe problem: 84%
- Harassment/bullying moderate/severe problem: 61.5%

Substance Use & Mental Health

- Alcohol drug use moderate/severe problem: 69%
- Tobacco use moderate/severe problem: 32%
- Vaping/e-cigarette use moderate/severe problem: 76%
- Student depression moderate/severe problem: 45%

Areas of Professional Development Needs

- Supporting Students exposed to trauma: 71%

Analysis:

Although we saw a slight drop in suspension from 2021-2022 to 2022-2023, the overall suspension rate for all student groups is high. Furthermore, the suspension rate is higher for English Learners, homeless students, and students with disabilities - a dangerous trend for our school's most at-risk students. Overwhelmingly, the most common reason for suspensions is fighting. To lower our suspension rate, we'd be wise to implement an empirically-based counseling curriculum that helps students manage both interpersonal conflict and students' own emotions.

On the California Healthy Kids Survey, it is obvious that we have much work to do in engaging all students. Approximately half of our student population do not feel connected to their school, as well as unmotivated to excel in the classroom. That sentiment is slightly echoed by the faculty, 41% of which feel that students are unmotivated, and only 30% feel that students are ready to learn. It is imperative that

we give students a stronger motivation to be in school; Our chronic absence rate is high, so if students had more motivation to attend school our attendance rate would undoubtedly improve.

It is obvious that improving student motivation requires a multifaceted approach: we must help students build a stronger sense of agency by teaching them how to succeed in the classroom, enable students to feel safer on campus, support their social and emotional development, value their diverse life experiences, and help them see an alternative to psychoactive drug use. Much of this work needs to occur in every classroom to help teachers build strong and caring relationships with students.

Major Preliminary Student Needs

As a school, we must implement strategies that address both English Language Arts and Mathematics, considering the interconnected nature of these subjects. We can start by identifying specific areas within each subject where performance is below the standard and provide targeted support and interventions.

For educators, we must offer professional development opportunities to enhance their teaching methods and strategies, particularly in areas with lower student performance. This would help us to tailor our teaching methods to address diverse learning needs, considering the varying strengths and weaknesses across different domains. Then, we must continuously monitor and assess students' progress and adjust teaching strategies to ensure ongoing improvement.

Finally, considering that parental involvement is a crucial component of student success, we must encourage parents to take a proactive approach to their child's education. To accomplish this aim, we could provide resources to support learning at home, thus fostering a collaborative effort in student improvement.

Furthermore, we need a school-wide, researched-based curriculum to better teach our students how to succeed in the classroom, such as AVID. Although our AVID program is growing, it still only consists of a small percentage of students and teachers, thereby excluding the vast majority of students and educators from the benefits of AVID's proven system of student success. The adoption of AVID school-wide would also tremendously help our most academically-vulnerable students, including English Learners, students with disabilities, and homeless students. These subgroups too consistently demonstrate lower performances on standardized assessment data in English and Math, they have the highest suspension rates, and for English Learners in particular, they matriculate towards graduation at a slightly lower rate. A uniform language of learning strategies that is echoed throughout the school day in every classroom would be a hugely beneficial cultural shift in how we help students succeed

Chapter III: WASC Criteria & Indicators

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

Group Members: *Jason Aceves, *Melissa Avalos, Vincent De La Torre, Yvonne Espinosa, Christy Estrada, Noel Martinez, Sergio Martinez, Huyen Ngo, *Wesley Perez, Antonia Ramirez, Jesus Valle-Lara, *Chris Valin, and Melissa Wroten*

****Leadership Team***

GOAL OF THIS FOCUS GROUP: Evaluate how effectively the school is organized in order to maximize student success.

CRITERION A1 PROMPT: Explain how the schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.

Vision and Purpose	Findings	Evidence
As a school, do we have shared learning goals and targets?	1. Our school is dedicated to achieving shared learning goals and targets through a comprehensive understanding of our vision and mission. 2. The emphasis on literacy at our school underscores our commitment to fostering shared learning goals and targets among students and educators. 3. Standard-based instruction serves as a fundamental pillar in our pursuit of shared learning goals and targets within the school community. 4. Aligning with schoolwide learner outcomes is a key strategy to ensure that shared learning goals and targets are met consistently across all grade levels and disciplines.	Leadership Meeting Agenda Leadership Team 2023 Summer Leadership Retreat 2023-2024 Welcome Back Meeting 2023-2024 Welcome Back Presentation
If so, what are they and how were these goals developed?	1. Our school has well-defined shared learning goals and targets. 2. The Math Department played a crucial role by convening to begin to align the curriculum, ensuring a cohesive approach to learning objectives. 3. The establishment of our school vision, crafted collaboratively by the staff, serves as a cornerstone in the development of our shared learning goals and targets. This vision undergoes regular reviews every few years, ensuring it remains relevant.	Integrated Math 2 Course Outline ■ LPHS Celebrations March 2024... ■ LPHS Celebrations December 2...

	4. The School Site Council actively contributes to our shared learning goals by reviewing and adapting the school vision. This process is integral to developing a school plan that aligns with our collective educational objectives.	School Site Council Meeting Agenda School Site Council Minutes
How are these goals communicated, and to whom?	1. As a school, we ensure that our shared learning goals and targets are effectively communicated to staff through regular meetings, leadership team gatherings, and School Site Council sessions. 2. The communication of these goals extends to leadership meetings, where discussions and updates regarding our shared learning objectives take place. 3. Our commitment to transparency is reflected in various communication channels such as the school website, posters displayed prominently, and active engagement on social media platforms, ensuring that the broader school community is informed about our learning goals. 4. Project LEAD is a partnership with LPHS and the city in which students have opportunities to meet with elected officials to collaborate and propose recommendations for improvement through Youth Participatory Action Research and presenting policy briefs. 5. The dissemination of these goals is also integrated into meeting agendas and weekly reminders, ensuring that the information is consistently and systematically shared with relevant stakeholders.	LPHS Website - On school documents (agendas) - Parent Square - Back to school night - Parent Conferences - School Calendar ■ Copy of LPHS Important Upco... LPHS Website LPHS Facebook LPHS Instagram ■ Project LEAD.JPG YPAR Rubric and Student Sample ■ Self Reflection (individual) ■ Rubric for Written Report ■ Rubric for Self Reflection ■ Written Report (Group Writing) ■ Staff Agenda 8.14.23.pdf ■ Weekly Reminders-Sample.png
Do you feel we have the support necessary to achieve these goals? Why or why not?	1. The support necessary to achieve our shared learning goals and targets is actively provided when teachers request specific assistance, fostering a responsive and personalized approach to professional development. 2. Furthermore, support is channeled through feedback following formal evaluations, offering constructive insights and guidance to educators as they work towards meeting our shared learning goals. 3. The provision of support is also evident in the form of training conducted by Teachers on Special Assignment (TOSAs), which equips our teaching staff with the skills and knowledge necessary to navigate and accomplish our collective educational objectives. 4. Collaborative efforts are reinforced through Professional Learning Communities (PLC), where valuable support is extended to educators, creating a conducive environment	Social Studies PLC Minutes Social Studies Dept. Meeting Agenda ■ Teacher Evaluations Communic... HLPUSD TOSA Trainings Teaching Literature Through Social Justice Flyer World Languages PLC Meeting Notes ■ Senior Social Science PLC Min...

	for achieving our shared learning goals and targets.	
How are other education partners engaged with these goals?	1. Our learning goals and targets are effectively communicated and engaged with our education partners through various channels such as email, ensuring clear and direct communication. 2. Parent Square is another platform through which we engage our education partners, providing a space for collaborative discussions and updates related to our shared learning goals. 3. The syllabus is a key document that outlines our learning goals, ensuring that both students and their families are well-informed about our educational objectives. 4. The School Site Council, English Language Advisory Committee (ELAC), and District-Level Advisory Committee (DLAC) are actively engaged in discussions and decision-making related to our shared learning goals, fostering a collaborative approach. 5. Events such as Back-to-School Night and Parent Conferences provide opportunities for direct engagement with education partners, offering insights into our shared learning goals and targets. 6. Orientation sessions for incoming students serve as a platform to introduce and align our education partners with the school's learning objectives from the start. 7. Mailers are utilized to disseminate information, ensuring that our education partners receive updates and are aware of our shared learning goals. 8. The student-based House of Representatives is engaged in discussions related to our shared learning goals, reflecting a broader community involvement in our educational objectives.	Parent Square email School Site Council Notes  Parent Square Weekly Summary... AP World History Syllabus Multilingual Education Program Calendar Back-to-School Night Flyer Parent Conferences Flyer Incoming Freshman Parent Meeting Flyer Middle School Orientation Presentation by Counselors House of Representative Presentation Regarding LCAP  Golden Bell Student Interviews  YPAR 1.jpg  YPAR 2.jpg
What policies or practices support these goals?	1. Learning goals and targets are reinforced by policies and practices such as parent conferences, where educators and parents collaborate to ensure alignment and progress. 2. The School Plan serves as a guiding document, outlining specific policies and practices that support and drive our shared learning goals. 3. Saturday School is a proactive measure that supports our learning goals, providing additional opportunities for student engagement and academic growth. 4. Academic tutoring is an essential practice, offering personalized support to students and	La Puente High School Guidance State of the Department- Fall 2023 Grade Level  1607 Total visits to the Guidance Office One on One Meetings 9TH: 52, 10TH: 42, 11TH: 40, 12TH: 70 Classroom Visits 9th- 16 periods 10th- 12 periods 11th- 13 total periods 12th- 9 total periods • 80% of 9th graders strongly agree that graduation from high school and getting a diploma is important to them. • 80% of 10th graders believe it is important for them to pass all their classes to graduate. • The percentage of 10th graders that took more than many credits they should have at this time increased by 20%. College Visits 289 visits to hear from college reps UC Santa Cruz, Cal State Fullerton, UC Merced, UCLA, UC Irvine, Whittier College, UC San Diego, Berkeley, UC Riverside 166 LPHS students attended the College & Career Fair APEX Credit Recovery 11th graders recovered 160 credits 12th graders recovered 477 credits Mt. SAC Dual Enrollment 15 Students completed Fall 2023 Dual Enrollment COUN 2 with a C or better 26 students enrolled in Winter 2024 Dual Enrollment SIGN 101 Application Workshops 92 Seniors Applied to CSU 53 Seniors Applied to UC Over 245 parent contacts made at all grade levels Follow us @lphsguiding

	contributing to the realization of our shared learning objectives. 5. The Dream Center plays a vital role in supporting our learning goals, providing social-emotional support and a safe space for students to pursue their academic dreams. 6. The College and Career Center is instrumental in guiding students toward their educational and professional goals, aligning with our overarching learning objectives. 7. The Resource Room is an integral part of our support system, offering specialized resources and a quieter and more-supportive testing environment to ensure that all students, especially students in Special Education, can actively participate in achieving our shared learning goals. 8. The presence of interventionists underscores our commitment to tailored support, addressing specific needs and challenges that may impact our learning goals, especially chronic absences and tardies. 9. The House of Representatives plays a role in shaping policies that support our learning goals, fostering a collaborative approach to education within the broader community.	Dream Center Welcome Presentation College & Career Day Flyer  Interventionist Check In Check ...  House of Representatives Sign I... House of Representatives Presentation Regarding LCAP
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CRITERION A2 PROMPT: Explain how the governing board (i.e. school board, superintendent, & cabinet) impacts student learning and well-being.

Governance	Findings	Evidence
How does leadership, the community, families, and staff hold each other accountable?	1. Accountability within our school community is reinforced through Parent Square, providing a platform for open communication and shared responsibility among leadership, the community, families, and staff. 2. The School Site Council actively participates in holding each other accountable by engaging in discussions and decision-making related to school policies and practices. 3. Accountability extends to school board meetings, where the broader community has the opportunity to voice concerns, offer feedback, and participate in the decision-making process.	Staff Handbook School Site Council Agenda Multilingual Education Program Calendar

	- The English Language Advisory Committee and the District Advisory Committee (DAC) contribute to accountability by fostering collaboration and communication between the school and families, ensuring a shared commitment to educational goals. - IEP meetings serve as a crucial avenue for holding students and educators alike accountable, with collaborative efforts focused on addressing the unique needs of students with Individualized Education Programs. - Parent conferences provide a dedicated space for families and staff to discuss academic progress and challenges, reinforcing mutual accountability for student success. - The implementation and adherence to a school-wide tardy policy contribute to accountability, ensuring consistent expectations and consequences for students. - A school-wide discipline policy plays a pivotal role in holding all stakeholders accountable, fostering a safe and respectful learning environment through clear guidelines and consequences.	ELAC #3 Meeting Notes: January 25, 2024 LPHS Staff Canvas Course ■ Parent Conferences Layout 3.13... ☐ Welcome Back 2023 Sample Referral Form Restorative Justice- TUPE Intervention Restorative Justice- After School Detention Restorative Justice- Youth Court & Mediation Suspension Data Sample Expulsion
What accountability systems are in place and what does that communication look like?	- Elections are a fundamental part of our accountability system, providing a democratic process for selecting leaders and ensuring representation that aligns with the interests and needs of the community. - Bylaws serve as a set of governing rules and regulations, forming a structured framework that guides our accountability systems and decision-making processes. - Student Support Teams (SFT's) play a key role in communication within our accountability systems, providing a channel for constructive feedback and collaboration among the school community. - Both the teachers' union and the classified staff's union are an integral part of our accountability structure, advocating for the rights and interests of our educators and contributing to a balanced and fair system. - The discipline matrix communicates clear expectations and consequences, forming an essential part of our accountability systems to maintain a respectful and disciplined learning environment. - Platforms such as Canvas and Aeries are utilized for communication within our accountability systems, offering transparent access to academic information, progress reports, and other relevant data.	School Site Council Agendas and Minutes SFT Teacher Input Request Form ■ Meeting with HLPTA Reps.Sam... ■ Meeting with HLPTA Reps Sam... ■ Meeting with HLPTA Reps Sam... ■ Summer Mailer-Summary of Ru... ■ LPHS Electronic device policy ... LPHS Dress Code LPHS Tardy Policy ☰ Classroom Environment 2023-2... AERIES Student/Parent Access Verification

	- The School Plan serves as a guiding document, communicating our educational goals, strategies, and accountability measures to ensure a cohesive approach to achieving shared objectives. - Evaluations and observations are systematic components of our accountability systems, providing valuable insights into the performance and effectiveness of educators and staff. - Advisory meetings create a forum for communication and collaboration within our accountability systems, fostering discussions on school-related matters and promoting shared responsibility for success.	Single Plan for Student Achievement  Observation Correspondence Sa...  Leadership Agenda 9.13.2021  House of Representatives Sign I...
To what extent does the governance board ensure that teachers and staff have the support (e.g., resources, directions, training, regular performance feedback) to do their work?	- The administration ensures robust support for teachers and staff through strategic budget allocation, guaranteeing that necessary resources are available to facilitate effective teaching and work. - Ongoing training initiatives are implemented to equip teachers and staff with the skills and knowledge essential for their roles, reflecting the administration's commitment to continuous professional development. - Monthly office-management meetings provide a platform for communication and feedback, ensuring that administrative support is aligned with the needs and challenges faced by teachers and staff in their daily work. - Teacher credentialing based on student need is a targeted approach to support, ensuring that educators possess the qualifications necessary to address specific student requirements and enhance overall teaching effectiveness.	School Site Council Agendas and Minutes Ethnic Studies: Youth Participatory Action Research Projects Teacher PD: December 12, 2023 Teaching Literature Through Social Justice Flyer Sal Castro Academy for Urban Teacher Leaders HLPUSD PD for Special Education Classified Support Staff HLPUSD Classified Staff Spring Break PD

CRITERION A3 PROMPT: Explain how leadership actions impact student learning and well-being.

Leadership for Learning	Findings	Evidence
In what ways do we distribute leadership at the school? Is it effective? In what ways?	- Leadership among the students at the school is distributed through Renaissance and ASB elections, providing students with opportunities to actively engage in decision-making and contribute to the school community. - The establishment of various school clubs is a means of distributing leadership, allowing students to take on leadership roles and initiatives that align with their interests.	ASB Meeting Minutes Social Media-School Social Media- Athletics Social Media- Counseling Master Schedule

	3. Department chairs play a crucial role in distributing leadership among the teaching staff, fostering collaboration and effective communication within academic departments. 4. Athletic directors contribute to the distribution of leadership, ensuring effective management and coordination of sports programs and activities. 5. Social media platforms serve as channels for distributing leadership, allowing for the dissemination of information, updates, and engagement with the broader school community. 6. Leadership opportunities are open to everyone, fostering an inclusive environment where individuals from diverse backgrounds can actively participate in decision-making processes. 7. The administration utilizes the Healthy Kids Survey to gather input from students, parents, and staff, incorporating diverse perspectives in the decision-making and leadership distribution processes. 8. The master calendar is a tool used for organizing and distributing leadership responsibilities, ensuring that events and activities are well-coordinated and communicated. 9. The School Garden serves as a unique initiative for leadership distribution, providing a platform for students and community members to actively participate in sustainable and collaborative projects. 10. The House of Representatives and School Site Council play key roles in distributing leadership, involving various educational leaders in discussions and decisions that impact the overall school environment.	 LPHS School Garden ■ House of Reps Student Voice
How are decisions made at our school (i.e. Are education partners involved? Is data reviewed? Are issues revisited as needed?)	1. Decisions at our school are made through collaborative efforts in leadership meetings, where administrators and key stakeholders gather to discuss and determine the best course of action. 2. A common meeting time on Mondays facilitates regular discussions, allowing staff to convene and contribute to decision-making processes in a coordinated manner. 3. Department meetings serve as focused forums for decision-making within specific academic areas, ensuring that educators are actively involved in shaping policies and practices. 4. The Career Technical Education (CTE) advisory board plays a role in decision-making, providing valuable insights and recommendations that contribute to the enhancement of vocational education programs. 5. The School Site Council actively involves education partners in decision-making, fostering	CCI Presentation: October 17, 2022 ■ LPHS Fall 2023 Data and Progr... 2024 Spring CTE Advisory Council Meetings Flyer School Site Council Minutes

	collaboration between administrators, teachers, parents, and community members.	 LPHS - House of Rep Commun...
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CRITERION A4 PROMPT: Explain how leadership and staff actions impact student learning and well-being.

Qualified Staff and Professional Development	Findings	Evidence
What professional development is offered to teachers at our school?	- Teachers at our school are offered professional development for computer science, ensuring proper credentialing and enhancing their skills in this specialized field. - The district provides professional development opportunities specifically for the Ethnic Studies class, allowing teachers to stay updated on relevant topics and teaching methodologies. - Summer paid professional development sessions are organized, providing teachers with valuable opportunities for continuous learning and growth during the break. - A dedicated professional growth day for Career Technical Education is provided, enabling educators to enhance their expertise in vocational education. - Advanced Placement (AP) teachers receive additional training to further hone their skills and stay abreast of the latest developments in their respective subjects. - Teachers benefit from support provided by Teacher on Special Assignment (TOSA), ensuring that they receive the necessary guidance and resources for effective teaching. - Student Measures of Academic Progress (SMAP) training is offered to enhance teachers' skills in performance management and evaluation. - AVID summer training is provided to teachers, equipping them with the tools and strategies necessary for implementing the AVID program successfully. - Counselors undergo specialized training to enhance their skills in providing effective guidance and support to students. - English Language Arts training from the district is offered to teachers, keeping them updated on curriculum changes and effective teaching practices. - After-school optional professional development sessions provide teachers with flexibility to engage in additional learning based on their individual needs and interests.	HLPUSD 2023-2024 PD Information & Calendar AVID: Site Teams Common Content In-Person AVID Training: June 28, 2023

	12. Pull-out days are designated for focused professional development, allowing teachers to immerse themselves in intensive training sessions. 13. Counselors undergo LGBTQ training to ensure they are equipped with the knowledge and skills needed to support students from diverse backgrounds. 14. Athletic directors receive specialized training to effectively manage and coordinate sports programs within the school. 15. New teachers participate in the Teacher Induction Program (TIP), providing them with a structured introduction to teaching practices and school culture. 16. New Teachers receive support and applicable training from site administration and district experts.	CIF AD Workshop  Copy of LPHS Admin Respons...  New Teacher Orientation  LPHS Feedback/Questions (Ne...
How does professional development address the instructional needs of the teachers and students?	1. Professional development addresses teachers' instructional needs by providing training in learning about technology, ensuring educators are well-equipped to integrate modern tools and platforms into their teaching methods. 2. Subject matter expertise is enhanced through professional development, allowing teachers to delve deeper into their respective fields and stay updated on the latest advancements in curriculum and content. 3. Social-emotional learning is a key focus of professional development, equipping teachers with strategies to address the emotional and behavioral needs of students, creating a supportive and conducive learning environment. 4. Teachers benefit from professional development sessions that cover school logistics, helping them navigate administrative processes and ensuring a smooth and efficient operation of daily activities. 5. Programs such as Elevation are incorporated into professional development, enabling teachers to explore and implement specialized instructional strategies tailored to the diverse needs of their students.	 Student Voice ELLevation Training
How often do teachers at our school meet, plan, reflect, and work together?	1. Teachers at our school meet, plan, reflect, and work together regularly through Professional Learning Communities, convening twice a month to collaborate on curriculum, teaching strategies, and student progress. 2. Department meetings are held twice a month, providing a structured platform for teachers within specific academic areas to coordinate, plan, and reflect on their instructional practices. 3. The School Site Council gathers for meetings four to five times a school year, fostering collaboration between teachers, parents, and administrators to	Math Department Documents  Department Meeting Notes 23-24 School Site Council minutes

	discuss and make decisions on school-related matters. - Leadership meetings are conducted as part of the collaborative efforts, providing an opportunity for key stakeholders to strategize and work together towards the school's goals. - In-person, informal meetings contribute to regular interactions among teachers, providing a more relaxed setting for spontaneous collaboration and discussions. - Communication is maintained through emails, serving as a convenient means for teachers to share information, plan, and reflect on their work together. - Zoom meetings offer a virtual platform for teachers to connect and collaborate, facilitating remote discussions and planning sessions, especially when in-person meetings may not be feasible. - Common preparation periods are utilized for teachers to meet, plan, and reflect, ensuring that designated time is available for collaborative efforts during the school day. - Guidance meetings are held weekly, allowing teachers to work closely with guidance counselors to address student needs, academic planning, and social-emotional support.	2023-2024 Guidance Agenda
What is the content or structure of these types of collaboration sessions? How effective are these collaboration sessions?	- Teachers at our school meet, plan, reflect, and work together regularly through data-driven collaboration sessions that influence teaching practices, ensuring that instructional strategies align with student needs and performance data. - Collaboration sessions involve planning common assessments to gauge student progress and align teaching strategies, fostering consistency and coherence across different classes. - Teachers actively engage in sharing concerns during collaboration sessions, creating a supportive environment for addressing challenges and seeking collective solutions. - The analysis of data is a key component of collaboration sessions, allowing teachers to make informed adjustments to their teaching methods based on student performance data. - Collaboration sessions include discussions on scope and sequence, ensuring a cohesive and coordinated approach to curriculum planning across grade levels and subjects. - Planning to reteach lessons is a focused aspect of collaboration sessions, allowing teachers to collectively address areas where students may require additional support or clarification. - Teachers collaboratively analyze common discipline policies during these sessions,	Math Department Documents RIT 211-210 Learning Cont. ELA Scope & Sequence  Staff Meeting 1.9.23 (Policies)

	promoting consistency in enforcing rules and creating a positive school culture. - Analyzing the failure and near-failure rates is part of collaboration sessions, facilitating discussions on interventions and strategies to improve student success and retention. - Overall, these collaboration sessions are effective in providing teachers with a structured platform to address various aspects of teaching, learning, and school culture.	LPHS Interventions and Suppo...
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CRITERION A5 PROMPT: Explain how the distribution of resources impacts student learning and well-being.

Resources	Findings	Evidence
How are available resources used to support school-wide goals?	- Available resources, such as 1:1 laptops, are utilized to support school-wide goals by ensuring students have access to technology for enhanced learning and research. - After-school tutoring and Saturday School serve as additional resources to provide students with opportunities for academic support outside regular school hours, aligning with the goal of academic achievement. - The Department of Mental Health (DMH) room is utilized as a resource to support mental health and well-being, contributing to the overall goal of creating a supportive and positive school environment. - The textbook room serves as a resource hub, ensuring that students and teachers have access to the necessary materials for their respective courses, supporting the goal of academic excellence. - The Dream Center is a resource used to support the diverse needs of students, offering guidance and assistance in areas beyond academics, aligning with broader school goals. - The school plan is instrumental in allocating resources strategically, ensuring that they are directed towards initiatives and programs that contribute to school-wide goals. - The calming room serves as a resource to support students in managing stress and emotions, contributing to the overall goal of creating a positive and supportive school atmosphere. - Interventionists work as a resource to provide targeted support to students, addressing specific academic needs and promoting success in line with school-wide goals. - The Resource Room is utilized to support students with additional learning needs, ensuring they receive tailored assistance in alignment with school-wide goals.	Saturday School Schedule LPHS Resource Guide LPHS DC Parent Flyer (Eng) (...) Single Plan for Student Achievement (SPSA) College Access Plan: College 101 for Juniors

	10. Textbooks, available as a resource, contribute to the goal of quality education by providing essential materials for classroom instruction. 11. The LP Closet serves as a resource for students, ensuring they have access to clean clothes and personal hygiene products. 12. Avid Tutors play a crucial role as a resource, providing support and guidance to students involved in the AVID program, contributing to the overall goals of college readiness and success. 13. Credit recovery programs like APEX and CAP serve as resources to help students catch up on coursework and stay on track towards graduation, supporting the school-wide goal of student success. 14. Adult school CTE programs contribute to school-wide goals by providing additional educational opportunities and career pathways for both current students and adult learners in the community. 15. Dual enrollment programs with Mt. San Antonio College provides students with opportunities to earn college credits, aligning with the goal of preparing students for higher education. 16. Summer school serves as a resource to support ongoing learning and academic progress during the summer months, contributing to the goal of continuous education. 17. The College and Career Center acts as a valuable resource, providing students with guidance and information on post-secondary education and career pathways. 18. Computer labs are utilized as resources to ensure students have access to technology for research, projects, and learning activities in line with school-wide goals. 19. College Fairs and Career Seminars are organized as resources to expose students to higher education and career opportunities, aligning with the goal of preparing students for future success.	■ Interventionist Saturday School... 2024 Summer School Course Offerings ■ CTE Adult School Open House... ■ CTE Adult School Open House... ■ CTE Adult School Open House... ■ CTE Adult School Open House...
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Assessment & Accountability Summary

Based on the evidence, our school demonstrates several strengths in organizing to maximize student success, though there are also areas for improvement. By addressing these areas for improvement while also building upon existing strengths, our school can further enhance its organizational effectiveness to better serve the needs of all students and achieve its shared learning goals.

Areas of Strength

1. **Clear Vision and Mission:** We have a comprehensive understanding of our vision and mission, which serves as a guiding force for shared learning goals and targets.
2. **Effective Communication:** There is a strong emphasis on communicating shared learning goals and targets to all stakeholders, including staff, education partners, and the broader community, through various channels like meetings, social media, and school events.
3. **Collaborative Approach:** Collaborative efforts are evident across different levels, including departmental collaboration in curriculum alignment, involvement of various committees like the School Site Council, and engagement with education partners through platforms like Parent Square.
4. **Supportive Environment:** We provide ample support for both educators and students to achieve shared learning goals, including personalized professional development, intervention programs, and resources like tutoring and specialized rooms.
5. **Accountability Measures:** Accountability is reinforced through various channels, such as school board meetings, parent conferences, and disciplinary policies, ensuring that all stakeholders are held responsible for student success.
6. **Professional Development:** There are structured professional development programs in place to enhance the skills and knowledge of educators, covering a wide range of topics from subject-specific training to social-emotional learning.
7. **Resource Allocation:** Resources are strategically allocated to support school-wide goals, including technology access, additional academic support programs, and facilities like the Dream Center and Resource Room.

Areas of Growth

1. **Data-Driven Decision-Making:** While collaboration sessions involve analyzing data, there could be a more systematic approach to using data to inform decision-making and instructional practices.
2. **Student Engagement and Leadership:** While there are opportunities for student leadership, such as the House of Representatives and ASB elections, there could be more emphasis on involving students in decision-making processes related to academic matters.
3. **Parent and Community Engagement:** While there are platforms like Parent Square and events for engagement, there could be more efforts to involve parents and the community in shaping educational goals and policies.
4. **Equity and Inclusion:** While there are resources and support systems in place, there could be a more deliberate focus on addressing equity gaps and ensuring inclusion for all students, especially those from diverse backgrounds or with special needs.
5. **Continuous Improvement:** While there are regular reviews of the school vision, there could be a more frequent and systematic approach to evaluating and refining strategies for maximizing student success.

Category B: Curriculum

Group Members: *David An, Brenda Beard, Ana Benitez, Einar Bustamante Michelle Du, Joyce Garcia, Cindy Greenup, Nicole Kimblell, Robby Marshall, Maritza Silva, *Gloria Poirot, Mary Sanchez, and *Carrie Trad,*

****Leadership Team***

GOAL OF THIS FOCUS GROUP: Evaluate how effectively the school's curriculum maximizes student success.

CRITERION B1 PROMPT: Explain how the rigorous and relevant curriculum in all subjects impacts student learning and well-being.

Rigorous and Relevant Standards-Based Curriculum	Findings	Evidence
How are the California State Standards/Frameworks used in the creation/implementation of the current curriculum?	1. All classes are aligned to the California State Standards 2. In Science, the Earth Science standards are split across Physics, Biology, and other relevant disciplines to guide the creation and implementation of the curriculum. 3. For Music, the vocabulary, artistic perception, and performance aspects are incorporated into the curriculum. 4. In English, the curriculum is structured into units ensuring comprehensive coverage of language arts education. 5. In Math, the creation and implementation of the curriculum are guided by the state standards and best practices. 6. The Foreign Language curriculum incorporates projects and speaking presentations to enhance language proficiency and communication skills. 7. Physical Education (PE) curriculum is performance-based and integrates content standards, strategies, and concept standards. 8. The Social Studies curriculum is informed by both the historical concepts and the analytical skills.	CA Art Standards National Art Standards California Science Standards: NGSS Life Science Standards NGSS Physical Science Standards NGSS Earth Science Standards Science Syllabi: Biology Syllabus Environmental Science Syllabus Chemistry Syllabus Chemistry Honors Syllabus Anatomy and Physiology Syllabus Anatomy and Physiology Honors Syllabus Physics Syllabus English  LPHS ELA Scope and Sequen... PE Syllabus
To what extent are there alignments between concepts and skills taught, the academic standards, and the schoolwide learner goals?	1. In Music, there is alignment between concepts and skills taught, academic standards, and schoolwide learner goals through music selection, skill development, group activities, and the honing of interpretation skills sets. 2. In English, alignment is evident as concepts and skills taught, academic standards, and schoolwide learner goals focus on evidence and the ability to explain evidence, fostering a comprehensive understanding of language arts.	Music Rubrics SCSBOA Rubric SCVA Rubric

	- For Science, alignment is achieved as activities promote complex thinking, creativity, and collaboration, reflecting the school's commitment to nurturing innovative and collaborative learners. - In Social Studies, alignment is evident in teaching students to evaluate multiple sources and then thinking and writing argumentatively like a social scientist.	
What opportunities exist for vertical articulation with other schools in your feeder pattern and colleges/universities?	- In Music, vertical articulation opportunities exist with both our feeder pattern middle schools and local colleges and universities. Students have the chance to perform in groups, attend middle schools for visits (Lassalette & Sparks), participate in Grade 8 visits, pre-festivals, and area concerts. - In Math, for the current school year, collaboration between the CSTEM teachers at Cedarlane and Sparks MS was completed. One of the department chairs also met with two of the Mt. SAC professors this school year to discuss alignment between standards so that there would be a smoother transition to college level math. There has been a yearly articulation between the honors teachers at Sparks MS and Lassalette and the Math 2H teacher at LPHS. But there is clearly a need for more department wide vertical articulation. - In Social Studies, students use the historical information they learned in middle school as historical context for what they learn in high school history courses.	Mt. San Antonio College Math Webinar
How do the instructional programs and other activities facilitate access and accomplishment of goals for all students?	- In Music, the marching band is an instructional program, but limited access to performances hinders its effectiveness in facilitating access and accomplishment of goals for all students. - In Science, various activities such as the Science Club, Academic Decathlon, Science Olympiad, and HOSA contribute to instructional programs that facilitate access and help students accomplish their goals. - AVID is another instructional program that supports students by providing resources and strategies to help them achieve their academic goals.	HOSA Charter.pdf Science Club Charter.pdf
How do the instructional programs and other activities facilitate access and accomplishment of goals for English learners, foster youth, students with special	- A lack of access to information about various subsets of groups is challenging for faculty to attain, potentially hindering the effectiveness of instructional programs and activities for English learners, foster youth, students with special needs, and gifted students. - Aeries provides limited information, which may impact the ability to facilitate access and	

needs, and gifted students?	accomplishment of goals for specific student groups, including English learners, foster youth, students with special needs, and gifted students. 3. The Dream Center serves as a valuable resource to facilitate access and accomplishment of goals for English learners, foster youth, students with special needs, and gifted students, providing support beyond traditional instructional programs. 4. The Career & College Center plays a crucial role in facilitating access and accomplishment of goals for English learners, foster youth, students with special needs, and gifted students by offering guidance and resources for future career and educational pathways.	Dream Center Sign-In Data  College and Career Flyer.pdf
For all subject matters, how is the curriculum organized, developed, evaluated, and revised?	1. All Advanced Placement courses are organized according to the standards outlined by the College Board for each respective course. AP teachers attend training during the summer by experienced teachers in their subject matter, thereby helping AP teachers develop their curriculum and grading criteria. 2. In Music, the curriculum is organized, developed, evaluated, and revised through inter-district Professional Learning Communities (PLC's), participation in festivals, adjudication processes, engagement with district curriculum committees, and incorporating feedback from teachers to ensure continuous improvement. 3. In Science, the curriculum is organized, developed, and revised through Professional Learning Communities (PLC's), utilizing the EDSS curriculum. However, challenges arise in obtaining a full day to dedicate to the development of the curriculum. 4. In Social Studies, the curriculum is developed by a team of high school social studies teachers from throughout the district. Using the California State Standards/Framework, the committee is responsible for writing course descriptions, creating new courses, and adopting new textbooks. The committee was also going to create new course outlines for each course, but that has not happened yet because their meetings have become far too infrequent over the past two years. 5. In English Language Arts, the district employs a curriculum committee responsible for crafting a pacing guide. At the department level, a scope and sequence have been established based on identified needs and relevant data for each instructional unit. Feedback from teachers plays a crucial role in	AP Span. Language Syllabus AP Biology Syllabus AP Physics 1 Syllabus Advanced Placement: Five-Year Score Summary

	the ongoing evaluation and adjustment of the curriculum. The curriculum undergoes continuous evaluation and refinement based on valuable input from educators. To ensure effective instruction, assessment data is utilized to gauge students' progress and make necessary adjustments to the curriculum. 6. In the field of Mathematics, the curriculum is organized around Integrated Math 1-3, guided by district pacing guides and aligned with common core standards. Integrated Math 1-3 was adopted over 10 years ago. Teachers actively participated in the adoption, providing valuable input to select the curriculum that best fits students' needs based on their expertise and classroom experience. Additionally, Advanced Placement (AP) classes in Mathematics adhere to the rigorous requirements set by the College Board, ensuring alignment with national standards and expectations. 7. Within World Languages, the curriculum is developed by creating a scope and sequence that addresses the academic requirements for each level, ensuring students acquire the necessary knowledge. Specifically for AP Spanish Language, the course is organized around the thematic elements requested by the College Board, aligning with the advanced standards set for the program. The AP Spanish Literature course is further designed with a chronological approach, focusing on written works that provide a structured and comprehensive learning experience for students.	
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CRITERION B2 PROMPT: Explain how the equitable and accessible curriculum impacts student learning and well-being.

Equity and Access to Curriculum	Findings	Evidence
To what extent are ALL students able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options?	1. In English, the curriculum includes units that explore various post-high school options such as college, military service, trade school, and more, ensuring that students are exposed to a full range of realistic college and career options. 2. In Foreign Language, students engage in discussions about careers where proficiency in another language would be beneficial, broadening their awareness of potential opportunities.	Module goals and outcomes for What's next? Life after high school. Science-Related Clubs HOSA Roster and team picture

	3. In Science, the curriculum fosters inclusivity by discussing minority scientists, exploring AP classes, and supporting clubs like HOSA and Science Olympiad. The curriculum and available clubs expose students to different options and provide a platform to discuss their individual plans.	Science Club Roster and team picture Science Olympiad Roster and team picture Academic Decathlon Roster and team picture Advanced Placement: Five-Year Score Summary
In what ways does the school provide for career exploration, postsecondary preparation for college, and career options for students?	1. Our dual enrollment partnership with Mt. San Antonio College allows us to offer college courses taught on our campus after the regular school day, thereby allowing students to earn college credit while still in high school 2. For nearly ten years, Career Day has occurred in either February or March, with various professionals presenting to groups of Juniors. However, this year it shifted to a regular occurrence every Friday, thereby offering students consistent opportunities for career exploration and exposure to various professions. 3. College visits are organized to provide students with firsthand experiences and insights into postsecondary education options. 4. CTE (Career and Technical Education) pathways offer students a structured approach to career exploration and preparation. 5. AVID supports postsecondary preparation by providing academic support and resources. 6. The College and Career Fair creates a platform for students to explore diverse college and career options in one comprehensive event. 7. College application workshops are organized to assist students in navigating the college application process, facilitating a smooth transition to postsecondary education. 8. The CAP (College Access Program) enhances postsecondary preparation by providing students with valuable information and guidance for their college aspirations. 9. Field Trips to Willow Adult School and colleges offer students exposure to various career paths and educational opportunities outside the traditional classroom setting.	Dual Enrollment Sequence College Visits Flyer College/Career Fair Flier LPHS Participants at College/Career Fair (we had the most students attend across the district) Career Seminars Flier CAP Resources
To what extent do students have a voice in the curriculum offered (i.e. student interest, career exploration, etc.)?	1. Students have only a minimal voice in guiding the curriculum; instead, the number of teachers allotted by the district office dictates what courses we can offer. 2. The House of Representatives provides students with a forum to express their views and play a role in shaping the curriculum. 3. Only within structures such as the ELCAP (English Learner Community Advisory Committee) School Site Council can parents voice their opinions related to the curriculum.	

To what extent do families, students, and staff collaborate in the development and monitoring of a student's personal learning plan?	1. Students' personal learning plans are discussed with and conveyed to families, students and staff through various venues, such as IEP's, Back to School Night, and Parent Conferences. 2. The development and monitoring of a student's personal learning plan involves collaboration with families, students, and staff through the Individualized Education Program (IEP) process for personalized support. 3. Back to School Night serves as an occasion for families, students, and staff to collaborate and discuss the student's academic progress. 4. Parent conferences provide dedicated time for families, students, and staff to engage in discussions about the student's progress . 5. Access to grading books, including platforms like CANVAS and Aeries, allows families, students, and staff to monitor and stay informed about the student's academic performance. 6. Communication through emails facilitates ongoing collaboration among families, students, and staff in the development and monitoring of a student's personal learning plan. 7. ELAC (English Learner Advisory Committee), School Site Council, and ELCAP involve families, students, and staff in decision-making processes related to the student's learning plan. 8. The School Site Council plays a role in the collaboration for the development and monitoring of a student's personal learning plan, involving various stakeholders. 9. Coffee with the Principal, while effective, may benefit from timely reminders to ensure active participation from families, students, and staff in discussions about the student's personal learning plan.	Parent Square Participation Parent Access on Canvas Back to School Night Fall Parent Conferences  Coffee With the Principal 8/28... Coffee with the Principal: September 20, 2023  Coffee With the Principal 10/16/23  Coffee With the Principal March ...
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Assessment & Accountability Summary

Based on the evidence provided, our school demonstrates several strengths in how the curriculum is organized and implemented to maximize student success. However, by addressing our areas for improvement while building upon existing strengths, we can further optimize our curriculum to better meet the needs of all students and support their success.

Areas of Strength

1. Alignment with Standards: The curriculum across various subjects, including Science, Math, Music, and Social Studies, is aligned with state standards, ensuring that students are equipped with the necessary knowledge and skills.

2. Comprehensive Coverage: Subjects like English and Physical Education have structured curricula that cover a wide range of topics, ensuring comprehensive learning experiences for students.
3. Incorporation of Skills and Concepts: Curriculum alignment is evident in subjects like Music and English, where concepts and skills are integrated into the curriculum to align with academic standards and schoolwide learner goals.
4. Collaborative Curriculum Development: Curriculum development involves collaboration among teachers, district committees, and professional learning communities, ensuring that input from educators is considered for continuous improvement.
5. Support Programs: Instructional programs like AVID, Advanced Placement courses, and the Dream Center provide resources and support to help students achieve their academic goals.
6. Career and College Readiness: The curriculum incorporates elements to prepare students for postsecondary education and careers through activities like Career Day, college visits, and College and Career Fair.
7. Family and Community Engagement: There are various avenues for families, students, and staff to collaborate on student learning plans, including Back to School Night, parent conferences, and involvement in committees like ELAC and School Site Council.

Areas of Growth

1. Vertical Articulation Opportunities: While there are opportunities for vertical articulation in some subjects, such as Music, there is a need to strengthen collaboration with feeder pattern schools, especially in subjects like Math, to ensure a seamless transition and alignment of curriculum across grade levels.
2. Equity and Access: Limited access to information and resources for specific student groups, such as English learners, foster youth, students with special needs, and gifted students, poses a challenge. There is a need to ensure equitable access to instructional programs and support services for all students.
3. Student Voice in Curriculum Development: Students have minimal involvement in guiding the curriculum. Strengthening avenues for student input, such as through the House of Representatives, can empower students to play a more active role in shaping their educational experiences.
4. Enhanced Communication with Families: While there are various communication channels, such as Coffee with the Principal and emails, there is a need for timely reminders and proactive engagement to ensure active participation from families, students, and staff in discussions about student learning plans.

Category C: Learning and Teaching

Group Members: **Krista Bailey-Hazelton, *Bonnie Basu, Daniel Chavez, Anne Cruz, Yvette Galvan-Hobbs, Daryn Hatori, Jeanette Jimenez, Angeles Martinez, *Yvette Masters, Amy Min, Tim Patton, Rosanne Reyes, and *Hector Ronquillo*

**Leadership Team*

GOAL OF THIS FOCUS GROUP: Evaluate how effectively the students learn and the educators teach in order to maximize student success.

CRITERION C1 PROMPT: Explain how the equity-centered learning environment impacts student engagement, learning and well-being.

Student Engagement in Challenging and Relevant Learning Experiences	Findings	Evidence
What is done to allow students to understand the standards and expected criteria to meet DOK levels?	1. In several classes, objectives for the day are communicated to the class. After the lesson, revisiting the objectives reinforces understanding and ensures alignment with the standards. 2. In Visual and Performing Arts (VAPA), students are provided with a clear understanding of standards and expected criteria by articulating objectives and visually demonstrating the final product, offering both a model of what to do and what not to do. 3. In English, students receive guidance on standards and expected criteria through verbal communication, encompassing speaking, listening, writing, and reading. Assessments explicitly identify the targeted standard for clarity. Some teachers adopt the practice of writing the daily objective on the whiteboard, providing students with a concise overview of what is expected for the day's lesson. 4. In Math, although students may not be explicitly given standards, rubrics are employed in some classes to assess performance levels. The department is actively working towards enhancing communication of goals with students during instruction. 5. In Social Science, objectives and standards are visibly posted, and Document-Based Questions (DBQs) and Free-Response Questions (FRQs) are utilized to assess understanding. Additionally, daily reminders on Canvas serve to reinforce objectives consistently. 6. In World Languages, daily agenda and lesson objectives are posted on class white boards. Additionally, students have Unit Objectives Page in	Art: Instructions for drawing a portrait English 3 Learning Objectives on Whiteboard Math Assessment Rubric Math: Five Student Exemplars (see slide 33) Math Sample Textbook/Workbook Pages Social Studies: Daily/Weekly Agenda Social Studies: DBQ Social Studies: FRQ

	textbook; teachers review objectives to be met before, during, and post unit.	
What is done by the school to address the needs of students with diverse backgrounds or abilities?	1. In the realm of academics, the math department addresses the needs of diverse learners by offering honors and AP courses. Additionally, a co-teaching course is available in math to provide support specifically for students in Special Education, with plans to expand offerings in the upcoming academic years. 2. The English department offers team teaching to provide support for students in Special Education. This is offered for our freshmen, sophomore and junior classes. 3. To cater to the socioemotional needs of students, the school provides various resources for those with mental health needs. However, there is recognition of the need for more direct outreach into classrooms to better support students in this aspect. 4. The science department offers a variety of courses to appeal to the interests and strengths of students. Offerings include AP, honors courses, and college prep courses. The courses employ a variety of strategies to appeal to audio, visual and tactile learners. 5. The school employs a multi-faceted approach to address diverse needs, including tutoring services, access to the LP Closet for instructional materials, and the presence of the Dream Center to assist students with various needs. 6. Collaborative efforts with the Department of Mental Health, the Resource Room for Special Education, and team teaching classes contribute to creating an inclusive and supportive environment for students with diverse backgrounds and abilities. 7. SAI (Specialized Academic Instruction) classes, Leveled English Language Development (ELD) classes, and the availability of a calming room further enhance the support system, ensuring that students with varying needs receive appropriate accommodations. 8. The presence of counselors, who can refer students as needed, along with social worker support and a full-time psychologist on campus, contributes to the comprehensive network of services available to address diverse backgrounds or abilities effectively. 9. The Social Science department has spearheaded the Ethnic Studies program at our school and in the district. The course represents the diverse ethnic backgrounds that comprise the local and national populations in different modules of study that highlight the LatinX, AAPI, Black American, Native American, Middle Eastern American, and LGBTQ+ communities.	Master Schedule See Master Plan for ELD Schedules After school tutoring/study hall data: 349 students have attended since opening January 22, 2024 ■ After School Study Hall.pdf Study Hall Sign-In Sheet: 1/22/24 Study Hall Sign-In Sheet: 2/26/24 Study Hall Sign-In Sheet: 3/13/24 Mental Health Data (Mid 2023 through December 2023) Total number of referrals received: 26 Total opened from Aug 2023 – Dec 2023: 13 Total individual clients served: 29 Total approximate clients served via presentations: 300 (presentations at every English class) LP Closet As of mid March, 205 visits have been registered as students visiting the LP closet. Calming Room As of mid March, the Calming Room has had 67 check-ins for this school year. Wetlabs, virtual labs, use of Gizmos, online access to textbooks in Biology, Chemistry and Physics (Savvas-Savvas EasyBridge), HHMI Biointeractive in life science courses, collaborative grouping, discussions, Socratic Seminars. Students Seen by Psychologist Total Migrant: 0

		Total ELL: 10 Low Incidence: 5 Social Services: 1 <u>CAP</u> As of mid March, they have served 48 students this school year. These numbers come from students attending fall class, and drop-in program after school. Ethnic Studies provides learning experiences such as field trips to Historic Olvera Street in East Los Angeles, the Manzanar Internment Camp, and The Japanese American National Museum. The course has also provided the opportunity for Ethnic studies students to be published in National Ethnic Studies academic journals to highlight their findings about the Native American and LatinX experiences.
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CRITERION C2 PROMPT: Explain how teachers’ use of a variety of strategies and resources impact student learning and well-being.

Student-Centered Instruction through a Variety of Strategies and Resources	Findings	Evidence
Does our school have school-wide instructional strategies? If so, how are they implemented?	1. In English, school-wide instructional strategies are evident during professional development sessions with the English Department. Some specific strategies discussed include the use of Pear Deck, though it may not be implemented on a school-wide scale. GLAAD strategies are also mentioned but are not yet adopted school-wide. 2. In Science, instructional strategies such as Kagan strategies, including Think, Pair, Share, and Rally Robin, are utilized to promote collaborative learning, but are not necessarily implemented school-wide.	PearDeck Kagan Strategies

	3. In Math, the only potentially school-wide strategy mentioned is literacy. However, the implementation within each content area is left to individual teachers. The math department does not currently believe that there exists school-wide instructional strategies. There is a lack of alignment in strategies among math teachers. 4. Individual teachers in the math department focus on strengthening students' speaking and writing skills using a variety of strategies. 5. In World Languages, all courses focus on the Communication, Cultures, and Connections standards. More a department wise approach, than school wide, students interact and complete lessons in a variety of real world settings and for multiple purposes, in reading, writing, and speaking contexts. In utilizing the target language and learning about the target culture, students also make comparisons to their own culture, identifying similarities and differences among practices and perspectives of both cultures.	Trigonometry Artifact Math: Five Student Exemplars (see slides 2-5, 11 & 12, 13, & 28-30 for examples of literacy) Math: Five Student Exemplars (see slides 21-27 for examples of literacy)
In what ways do teachers at our school ensure that all students are engaged and challenged in the learning process?	1. In VAPA, teachers ensure student engagement and challenge by fostering a creative environment where students actively create, engage in hands-on activities, and collaborate with others. 2. In World Languages, clear expectations are set for all students, emphasizing note-taking, graphic organizers, and clearly stated objectives. Pair conversation activities and recording themselves speaking enhance engagement and challenge. 3. In English, teachers use technology, group activities, partner work, and Design-Based Learning to engage and challenge students. Allowing the use of modalities, providing accommodations, and promoting student ownership contribute to a dynamic learning process. 4. In Science, engagement and challenge are promoted through technology (virtual labs, online activities), wet labs, and project-based learning. Class debates further enrich the learning experience. 5. In Math, teachers use vertical non-permanent surfaces, task-based lessons, note-taking, reflective practices, and project-based assessments. However, uniformity in these approaches across the math department requires additional support and development. 6. In Social Sciences, Socratic seminars and Canvas discussions ahead of time ensure that all students participate, fostering accountability in the learning process. 7. In World Languages, teachers use a variety of instructional strategies, so that all students have opportunities to participate and reflect their learning.	World Languages Graphic Organizers Science Student Work/Docs Samples Math: Five Student Exemplars (see slides 16 - 18 & 21 - 27 for examples of task-based lessons and use of whiteboards) Math: Five Student Exemplars (see slides 2-12 for examples of task-based lessons and use of whiteboards) Math: Card Sort Reflection

	Students are expected to take notes daily and choral response is practiced for acquiring new vocabulary; lesson activities include pair shares with partners so that everyone practices the target language, both speaking and listening. Students partake in group activities, with each individual having a role to fill. Students complete both guided activities within the classroom, as well as individual practice assignments in and out of class time, to better identify what areas individual students still need to improve, as well as provide them with the ability to reflect their own knowledge on the material. The use of graphic organizers is taught and expected in many activities to ensure all students are on task. 8. In Physical Education, a curriculum is structured to stack and build skills progressively, employing scaffolding to advance students' abilities. 9. For students in Special Education, teachers receive at-a-glance information to tailor instruction. Working in groups and accommodating various learning modalities contribute to engagement and challenge. 10. Teachers across disciplines are committed to adopting and adapting instructional methods to stay relevant, fostering a dynamic and responsive learning environment for all students.	Sample IEP at a Glance Designed Based Learning Assignment on Canvas with Rubric
How do we engage students with questions, such as inquiry-based learning, Bloom's levels of questions, or the Socratic method?	1. In VAPA, Bloom's method, especially the "create" level, is utilized in art. In dance, all levels of Bloom's taxonomy are reached, with an emphasis on reaching the "create" level. 2. In World Languages, Peardeck is employed for lower-level Bloom's questions. All classes begin with Bloom's levels 1, 2, and 3, progressing to higher levels in advanced classes. 3. The English curriculum naturally aligns with Bloom's questions. Socratic seminars and argumentative topics prompt students to respond, collaborate, and discuss, encouraging connections to previous learning. 4. In Science, labs include questions that prompt students to interpret data and make claims, fostering inquiry-based learning aligned with Bloom's Taxonomy. 5. In Math, while inquiry-based learning is not a department-wide philosophy, individual teachers may incorporate it into their lessons. Students are challenged to justify their answers, explore "what if" scenarios, and engage in discussions. 6. In Social Sciences, specifically in Economics, research projects, debates, and articles requiring responses at increasing levels of Bloom's taxonomy are employed. 7. In CTE, lead questions are structured to encourage depth in student answers at different levels, promoting engagement and critical thinking.	Bloom's Taxonomy Socratic Method (English): How Free Are We in America? Science Student Work/Docs Samples Math: Five Student Exemplars (see slides 31 & 32) Math: Developing Functions from Patterns Social Studies: Discussion Project Social Studies: Civics Social Issue Project

		Social Studies: Political Party Group Project
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Assessment & Accountability Summary

We demonstrate several strengths in how students learn and educators teach to maximize student success, though there are areas for improvement to further enhance student learning and teaching effectiveness. By addressing these areas for improvement while building upon existing strengths, we can further optimize the learning environment to maximize student success and support the diverse needs of all learners.

Areas of Strength

1. **Clear Communication of Objectives:** Across various subjects like VAPA, English, Science, Math, Social Science, and World Languages, educators articulate objectives clearly, either through visual demonstrations, verbal communication, or posted objectives. This helps students understand what is expected and ensures alignment with standards.
2. **Support for Diverse Learners:** The school offers a range of support services, including co-teaching courses, SAI classes, Leveled ELD classes, and access to counseling and mental health resources, to address the diverse needs of students effectively.
3. **Engaging Instructional Strategies:** Educators employ a variety of instructional strategies, such as technology integration, group activities, project-based learning, and differentiated instruction, to engage and challenge students across different subjects.
4. **Alignment with Bloom's Taxonomy:** Instruction across subjects incorporates higher-order thinking skills, reaching various levels of Bloom's taxonomy, to promote critical thinking, creativity, and problem-solving among students.

Areas of Growth

1. **Consistency in Instructional Strategies:** While there is evidence of effective instructional strategies being used across subjects, there is a lack of uniformity in implementation, particularly in Math. Providing additional support and development for teachers to adopt consistent instructional approaches could improve coherence and effectiveness.
2. **Integration of Socioemotional Support:** While the school provides resources for students with mental health needs, there is recognition of the need for more direct outreach into classrooms to better support students in this aspect. Further integration of socioemotional support into classroom practices could better address students' holistic needs.
3. **School-wide Adoption of Instructional Tools:** Some instructional tools and strategies, such as Pear Deck and GLAAD strategies, are mentioned but not yet adopted school-wide. Ensuring consistent implementation of effective tools and strategies across all classrooms could enhance student engagement and learning outcomes.

Category D: Assessment and Accountability

Group Members: **Barry Adams, Greg Aisnworth, *Paul Barker, Edmundo Bendana, Mark Chacon, Ruben De Anda, Sarah Gonzalez, Diori Jones, Charles Lewis, *Lydia Pershing, Christina Rodriguez, Gabby Soto, Roland Souza, and Robert Yamasaki*

****Leadership Team***

GOAL OF THIS FOCUS GROUP: Evaluate how effectively the school assesses students and holds them accountable in order to maximize student success.

CRITERION D1 PROMPT: Explain how the schoolwide reporting and accountability practices impact student learning and well-being.

Reporting and Accountability Process	Findings	Evidence
How does our school use data to develop lesson plans and work with students? Who participates?	1. Our school utilizes SMAP results to develop practice questions, preparing students for CAASPP and identifying areas of need. 2. PLCs and academic departments engage in meetings with TOSAs specifically for CAASPP, fostering collaboration for effective lesson planning. 3. Fluency, CAASPP, SMAP, and IEP present-level data are thoroughly reviewed to create class groupings, taking into account individual student strengths and areas for improvement. 4. SMAP scores are printed and communicated with parents during parent-teacher conference night, ensuring transparent and informative communication. 5. Science teachers collaborate on common assessments and labs, facilitating discussions to enhance the overall science curriculum.	SMAP with TOSA Math Dept. Agenda SMAP with TOSA Math Dept. Meeting Notes PLC Agenda on Common Assessments - Chemistry SMAP Family Report 1 SMAP Family Report 2
How do we use data to drive instruction and improve student learning?	1. We examine data to identify areas of need and communicate both strengths and weaknesses with students, fostering a personalized approach to instruction. 2. IEP level data of each student plays a crucial role in informing accommodations within the classroom, ensuring that students receive support in the least restrictive setting. 3. Common assessments are employed as a valuable tool to assess student understanding and guide instructional improvements. 4. Counselors leverage grades and SMAP data to identify students who may excel in honors/AP	ISPEL: Notification of Insufficient Progress for English Learners Individual Student Results for SMAP test IEP At A Glance Chemistry Common Assessment 1 Chemistry Common Assessment 2 Agenda for a individual meetings between students and counselor

	courses, supporting informed decision-making in course placement.	
Is the data review process used consistently?	1. No, the data review process is not consistently used. 2. The school recognizes the need to develop common protocols for data review, particularly in defining intervals for the process. 3. In the case of Science CAASPP, there is an ongoing evolution, leading to efforts in figuring out how to effectively compare scores from year to year.	
In what other ways might we use data to drive instruction?	1. In the realm of science, if a student fails their math class, they will redirect from progressing from biology to chemistry, opting for environmental science instead. 2. Data can be compared to that of other districts or high schools within the same district, offering valuable insights and benchmarks for instructional improvements. 3. There is a recognition of the need to review data more consistently, emphasizing a commitment to continuous improvement in instructional practices.	Reviewing transcripts for math and science placement AP scores for Math Classes for the four comprehensive high schools
How does the school use data to influence school-wide practices?	1. Data is employed to identify students for interventionist support, utilizing check-in and check-out strategies with individualized goals to address specific needs. 2. A Universal Screener is utilized to identify "at-promise" students, who may then be referred to the Department of Mental Health for additional support and resources. 3. Attendance data plays a pivotal role in identifying students for Saturday school, SART, and SARB, aligning with the school's goal of increasing attendance by 1.5%.	Check In/Check Out Form Universal Screener Instructions Universal Screener Inputted Data  Attendance Summer Mailer ... Emails of requests for SART and Warrior-up campaign  Attendance Counts Art Cont...
Does our school have benchmarks toward achievement goals? How often are these benchmarks reviewed?	1. While our school has established school-wide goals, there is uncertainty regarding the existence of benchmarks throughout the year to measure progress toward achieving these goals. 2. There is potential to utilize SMAP data in the creation of benchmarks, providing a valuable tool for tracking and assessing progress over time.	Goals For Improving Student Achievement SMAP Data

CRITERION D2 PROMPT: Explain how the teachers' use of assessment strategies to monitor and modify instruction impact student learning and well-being.

Using Student Assessment Strategies to Monitor and Modify Learning Progress	Findings	Evidence
What methods do we use to determine if a student understands the material set forth in the classroom?	1. Formal assessments are employed as one of the methods to gauge student understanding of the material presented in the classroom. 2. Informal assessments, including exit tickets, student and class discussions, think/pair/share activities, Pear Deck engagement, and frequent checks for understanding, contribute to a comprehensive evaluation of student comprehension. 3. Common assessments serve as another method to collectively determine if students grasp the material, ensuring consistency and alignment in evaluating understanding across classrooms.	Embedded Curriculum Assessments Blooket Science Common Assessment
In what ways do we monitor student learning, and how frequently?	1. Student learning is monitored through daily informal assessments, providing regular insights into their understanding and progress. 2. Formal assessments are conducted at least once per month, offering a structured and periodic evaluation of student comprehension and performance. 3. SMAP assessments are administered three times per year, contributing to a comprehensive and spaced-out monitoring of student learning. 4. Progress reports are issued every six weeks, providing a regular and consistent overview of students' academic progress and achievements.	Grade w/ Regular Assessment SMAP: Spring Schedule SMAP: Fall Schedule SMAP: Winter Schedule Six-Week Progress Check
In what ways do we offer students feedback about their learning or assignments? How often do we offer feedback?	1. Students receive feedback through SMAP data chats in both fall and winter, providing valuable insights into their performance. 2. Comments and feedback on tests and assignments serve as a regular means of offering constructive input to students. 3. Quick grade return on tests and assignments ensures timely feedback, facilitating a prompt understanding of performance. 4. Aeries and Canvas platforms enable 24/7 access to students' current grades in a course, promoting continuous awareness and self-monitoring. 5. Counselors conduct grade checks for at-risk students and provide copies of transcripts every semester, contributing to ongoing support and awareness.	Student reflection of SMAP scores with teacher guidance Annotated writing assignment Study Sync Speedgrader Aeries Student-Parent Connections Grades for Test Student (Pre-Calculus)

	6. Sports programs implement weekly grade checks to maintain eligibility, emphasizing the importance of academic performance alongside athletic participation; however, not all sports participate. 7. Interventionists engage in daily check-ins with students, offering regular feedback to support their academic progress.	Eligibility Grade check DFI Report
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Assessment & Accountability Summary

We have several strengths in how it assesses students and holds them accountable. However, there are areas for improvement to further enhance assessment practices and accountability, and by addressing these areas for improvement while leveraging existing strengths, our school can further enhance its assessment practices and accountability mechanisms to maximize student success and promote a culture of continuous improvement.

Areas of Strength

1. **Data Utilization:** The school effectively utilizes various data sources, such as SMAP results, fluency data, CAASPP scores, and IEP present-level data, to inform instruction, identify areas of need, and personalize learning experiences for students.
2. **Collaborative Practices:** Departments engage in collaborative meetings, PLCs, and discussions with TOSAs to analyze data, develop practice questions, and enhance lesson planning, fostering a culture of collaboration and continuous improvement.
3. **Support Systems:** The school employs interventionist support, Universal Screeners, and check-in strategies to provide targeted support for students with specific needs, ensuring that all students receive appropriate accommodations and resources to succeed.
4. **Feedback and Monitoring:** Students receive regular feedback through various channels, including formal assessments, informal assessments, progress reports, grade checks, and platforms like Aeries and Canvas, promoting continuous awareness, self-monitoring, and academic growth.

Areas of Growth

1. **Consistency in Data Review:** There is a need to establish common protocols for data review and ensure consistent utilization of data across departments and disciplines to inform instructional practices and decision-making effectively.
2. **Establishment of Benchmarks:** While school-wide goals are established, there is uncertainty regarding the existence of benchmarks throughout the year to measure progress. Utilizing SMAP data could provide a valuable tool for tracking and assessing progress over time, contributing to goal attainment.
3. **Alignment in Sports Programs:** While sports programs implement weekly grade checks to maintain eligibility, there is inconsistency in participation across all sports. Ensuring alignment in accountability measures across all extracurricular activities can reinforce the importance of academic performance alongside other pursuits.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Group Members: **Melissa Bravata, Sam Coleman, Dennis Hisamoto, Sandra Lawrence, Robert Linthicum, Cristina Oliva, Leonor Pineda, *Michelle Riggs, Melissa Serrano, Sandra Tenorio, Joey Zamora, and Steven Zavala*

****Leadership Team***

GOAL OF THIS FOCUS GROUP: Evaluate how effectively the school's culture and support systems maximize student success.

CRITERION E1 PROMPT: Explain how the family and community involvement impacts student learning and well-being.

Family and Community Involvement	Findings	Evidence
How are families and/or the community involved in our school?	1. Families and/or the community can engage in monthly Coffee with the Principal sessions held during the day. 2. Monthly ELAC Meetings provide a platform for families and the community to actively participate in school discussions. 3. Events for parents and alumni, including alumni basketball games, volleyball matches, softball family day, and tours, offer opportunities for involvement. 4. The yearly Open House is a key event where families and the community can connect with the school environment. 5. The Night Market/Festivals at the Dream Center occur bi-yearly, providing vibrant occasions for families and the community to come together. 6. The School Site Council conducts monthly meetings, allowing families and the community to contribute to school decisions. 7. Parent Conferences are scheduled per semester, providing personalized interactions between educators and families. 8. Grade level parent meetings are held each year to help provide parents with important information regarding their child's success. This spring we are transitioning from grade level meeting to the LP Bridge program. We will host events twice a year, fostering connections between families, students, and the community.	 Coffee With the Principal M... Alumni Basketball Game Alumni Basketball Game Photo Alumni Flag Football Game Softball Family Day Open House: Postcard Invitation (Mailed Home) Open House: Math Department Slideshow Open House: Math Department's Slideshow of Student Work Open House: CTE Ambassadors Open House: Counselors & Board Member Dream Center's Juntos Unidos Festival Flyer Dream Center's Juntos Unidos Festival Photo  BHM Festival of Unity.png 10th Grade Level Meeting with Counselor Parent Square 10th Grade Level Meeting with Counselor Photo 1

	9. College/FASFA Nights are held twice a year, offering valuable information and resources for families and students. 10. AVID Parent Meetings occur per semester, supporting the involvement of families in their students' academic journeys. 11. Booster Clubs and Parent Groups specific to activities meet monthly, promoting engagement in various school-related initiatives. 12. The Art Scholarship with Community Partners is awarded yearly, encouraging collaboration between the school and the community. 13. Seasonal Sports Celebration Nights for athletics with parents are organized per season, celebrating the achievements of scholars & student-athletes. 14. LP Runs LA involves community partnerships and providing opportunities to run in races throughout Southern California, including the Los Angeles Marathon. 15. Event speakers, including Career Day, the annual 9/11 Memorial Ceremony, Veterans Day, and club events, offer diverse opportunities for engagement. 16. The College and Career Fair is held in the fall of every year. Students and families are invited to come to the event that is co-hosted by Assemblymember Lisa Calderon's office. Each year it is held at a different high school in the district.	10th Grade Level Meeting with Counselor Photo 2 12th Grade Level Meeting with Counselor Sign-In FAFSA Parent Night Sign-In FAFSA Parent Night Photo      Veterans' Day Celebration Veterans' Day Group Picture 9/11 Memorial Ceremony Photo 1 9/11 Memorial Ceremony Photo 2 9/11 Memorial Ceremony Photo 3 9/11 Memorial Ceremony Photo 4  Career Presentation: MLB Scout Photo Career Presentation: MLB Scout Sign-In Sheet Career Presentation: Nurse Photo Career Presentation: Nurse Sign-In Sheet Career Presentation: Psychologist Photo Career Presentation: Psychologist Sign-In Sheet Career Presentation: Scientist Sign in Sheet Career Presentation: Scientist Photo College & Career Fair Sign-In Sheet College & Career Fair Photo 1 College & Career Fair Photo 2
To what extent are their opinions and suggestions respected?	1. Booster parents ensure that their opinions and suggestions play a pivotal role in shaping outcomes. 2. School Site Council parents are vocal, and their opinions are not only useful but also deeply appreciated as valuable contributions to the decision-making process.	School Site Council Bylaws School Site Council (September 19, 2023): Sign-In Sheet School Site Council (September 19, 2023): Agenda

	3. ELAC recommendations enjoy a high level of respect, underscoring the significance placed on the opinions and suggestions of those involved in the English Learner Advisory Committee.	School Site Council (September 19, 2023): Minutes ELAC (October 19, 2023) Flier ELAC (October 19, 2023) Agenda ELAC (October 19, 2023) Sign-In ELAC (October 19, 2023) Minutes
How do we communicate with parents or community members? How often?	1. We utilize Social Media channels to communicate with parents or community members on a bi-weekly basis, keeping them informed about important updates and events. 2. Parent Square serves as a weekly communication platform, ensuring regular and consistent interaction with parents and community members. 3. Email communication is employed as needed, depending on circumstances, to address specific and timely information. 4. Canvas is utilized for daily communication, providing a constant flow of updates and resources to parents and community members. 5. Aeries serves as a daily communication tool, offering regular updates and insights to keep parents and community members well-informed. 6. Remind messages are sent weekly, fostering continuous communication and engagement with parents. 7. Flyers and traditional mail are used, with the frequency varying per event, to reach out to parents and community members who may not use electronic mail. 8. CTE (Career & Technical Education) Ambassadors actively contribute to communication efforts, ensuring that information is shared effectively with parents and community members.	Social Media Posts @lapuentehighschool @lphsasb @lphs_avid @lphscheeranddance @lphscounseling @lphsdreamcenter @lphs_hosa @lprunsla @renaissancelphs @gsa-warriors @lphs_konnectsociety  Welcome Letter 23-24.pdf CTE: Advisory Dinner Meeting Flyer CTE: Student Group at Dinner Meeting CTE Students & Advisors Photo CTE: Advisory Recognition
How are parents or community members engaged in meaningful ways?	1. Parents and community members are engaged in meaningful ways through the cultivation of personal and professional relationships with staff members, fostering a sense of connection and collaboration. 2. Booster Club and volunteerism provides parents and community members with opportunities to actively participate and	 LPHS School-Parent Compa...  LPHS Parent Workshop 6.20...  LPHS Parent Workshop Esp.... Cheer & Dance: Booster Club

	contribute to various school activities, creating meaningful engagement. 3. ELAC and SSC volunteerism allows parents and community members to play a vital role in school decisions and initiatives, contributing meaningfully to the educational community. 4. Legacy families foster close-knit community relationships, engaging parents and community members in a supportive and interconnected network. 5. Alumni contribute to meaningful engagement by attending events such as Career Day, Veteran's Day, and serving as guest speakers, sharing valuable experiences with current students. 6. Alumni donations, specifically for homecoming items, banners, pictures, and other activities, provide a meaningful way for former students to contribute to the school's events and activities.	LP Garden (in collaboration with Breathe Southern California & Southern California Edison), Photo 1 LP Garden (in collaboration with Breathe Southern California & Southern California Edison), Photo 2 LP Garden (in collaboration with Breathe Southern California & Southern California Edison), Photo 3 Students Welcoming LPHS News Article Veterans Day Alumni/Military Veterans Students with 1997 Alumnus & Military Veteran, Oscar Alvarez  Welcome Class of 1959 Curator of Art Student Art Contest, 1999 Alumnus Jay Abaun Art Contest Winner (Donations by Jay Abuan) Art Contest Runner-Up (Donations by Jay Abuan) Art Contest Second Runner-Up (Donations by Jay Abuan)  # flyer for artshow lphs 202...
What barriers impede more parents or community members from engaging?	1. Work schedule conflicts with activity or event times serve as a significant barrier, limiting the engagement of parents and community members who may find it challenging to attend due to their work commitments. 2. Language barriers, extending beyond Spanish, pose challenges to engagement, making it difficult for some parents and community members to fully participate and connect with school activities. 3. Barriers such as families feeling uncomfortable attending school, transportation issues, lack of daycare options, and the misunderstanding of the importance of involvement, particularly among first-generation families, impede their engagement in school-related activities.	Booster meetings are started later due to parent feedback about start times. Teams that play early often don't have a large turnout. Parents don't always have transportation to meetings or events. We send notifications in a variety of ways to help parents understand why it's important to attend.

CRITERION E2 PROMPT: Explain how the school culture and environment impact student learning and well-being.

School Culture and Environment	Findings	Evidence
What programs or activities are students involved in at school?	1. Students are actively involved in athletics, participating in various sports and representing the school in competitive events. 2. Clubs provide students with opportunities to engage in a diverse range of interests, fostering a sense of community and shared passions. 3. Cheer and Dance teams showcase the talents and spirit of students, contributing to the vibrant atmosphere of school events. 4. Band offers students a platform to express their musical talents, participating in performances and contributing to the school's cultural richness. 5. Festivals organized at the school provide students with avenues to showcase their skills and creativity, creating a lively and inclusive environment. 6. Field trips organized by the CTE program offer students practical and hands-on experiences beyond the classroom. 7. Upward Bound is a program that actively involves students in educational enrichment activities, preparing them for college and future success. 8. AVID provides students with academic support and guidance to excel in their studies. 9. School leadership roles such as ASB and Renaissance engage students in shaping the school culture and fostering a positive environment. 10. JROTC involves students in leadership development, teamwork, and community service. 11. Science Club, HOSA, and Science Olympiad provide a platform for students to explore and excel in science-related activities, competitions, and challenges. 12. Academic Decathlon challenges students in various academic disciplines, encouraging excellence and achievement. 13. Spirit Weeks celebrate the school community, with students participating in themed activities and events to boost school spirit. 14. Start with Hello is a program that promotes a culture of inclusivity and kindness among students. 15. Veterans' Day and 9/11 Remembrance events provide students with opportunities to honor and learn about the sacrifices of veterans and the significance of historical events. 16. The Podcast initiative involves students in creating and sharing content through audio	 Basketball and Soccer.png Cheer & Dance: 2023-2024 Roster Cheer & Dance: Major Awards & Accomplishments Cheer & Dance: LA Bowl Cheer & Dance: Sharp Championships Cheer & Dance: Hawaii Photo Band: Karaoke Night Fundraiser Band/Color Guard Recognitions Color Guard Photo Band/Color Guard Roster CTE (Public Safety Pathway) Field Trip to Clara Shortridge Criminal Court Center (Superior Court) in Downtown LA Upward Bound Roster Upward Bound Coastal Cleanup Upward Bound Photo Avid Presentation of Incoming Freshmen and Parents AVID Acceptances AVID 2023 Graduation Picture AVID CSU Fullerton Photo LPHS ASB Description ASB Activity List ASB Roster ASB Photo ASB Spirit Week Photo Renaissance Roster Renaissance Activities Renaissance Photo JROTC Activity List JROTC Roster JROTC Photo1 JROTC Photo 2 JROTC CPR Training Photo  CTE Bowl of Serial Podcas...

	broadcasts, showcasing their creativity and communication skills. 17. CAP (College Access Plan) engages students in activities and resources that support their college aspirations, providing guidance for the college application process.	HOSA Roster HOSA Photo  HOSA Blanket Drive .docx Science Club Roster Science Club Photo  Science Club Charter.pdf Academic Decathlon Roster Academic Decathlon Photo Start with Hello Photo 1 Start with Hello Photo 2  CHP Partnership.JPG  Veterans Day Invitation 20...  Veterans Day Sign In 2023....  Veterans Day 2023 - Made ...  Veterans Day LPHS Event ... College Access Plan Flyer CAP Photo
In what ways is the school environment respectful and responsive to all individuals on campus?	1. The school environment fosters respect and responsiveness by offering a wide genre of clubs, ensuring that every individual can find something to connect to and participate in. 2. Inclusivity is promoted through clubs such as GSA (Gender and Sexuality Alliance), BSU (Black Student Union), MECHA, and AAPI (Asian/Pacific Islander Club), providing spaces for diverse communities to thrive and be acknowledged. 3. Open door policies for help and questions create an environment where individuals feel supported and encouraged to seek assistance whenever needed. 4. Translation services, particularly for Spanish-speakers, ensure effective communication and understanding among individuals from different language backgrounds. 5. The presence of a Calming Room and Dream Center offers spaces for individuals to find solace and support, contributing to a compassionate and responsive school environment.	TUPE/FNL Roster Swim Roster Tennis Roster Tennis Photo LP Runs LA Roster LP Runs LA Photo LP Runs LA Sponsor Photo 1 LP Runs LA Sponsor Photo 2 Pi Day Walk/Run Flier Club GSA Roster  Mecha Charter.pdf Calo News Dream Center Opening

	6. The Resource Room provides additional support and resources to individuals who may need extra assistance with their academic or personal needs. 7. Special Education accommodations are implemented to ensure that students with diverse learning needs receive the necessary support for their academic success. 8. The LP Closet serves as a resource for individuals who may need access to essential items, promoting a caring and considerate atmosphere. 9. Fundraisers and payment plans are implemented to support individuals in financial need, fostering an environment that addresses economic disparities. 10. The school ensures that all students have their personal, and academic needs met, emphasizing a commitment to the holistic well-being of every individual on campus.	Calming Room Photo LP Closet ■ LPHS Alumni Supporting ... Community News Article
In what ways do we personalize the environment for students?	1. Testing Rooms are designed to provide a personalized environment for students during exams, creating a conducive and focused space for academic assessments. 2. Students actively contribute to the personalization of the school environment by choosing rally themes, prom themes, and event themes, allowing for a student-driven and engaging atmosphere. 3. Personalization is extended to student attire through a variety of spirit wear options, including general school spirit wear and specific activity or club-related items such as AVID sweatshirts, Cheer and Dance attire, AP class shirts, and Renaissance/ASB spirit wear.	Homecoming Agenda ■ Rally.jpeg ■ Student Spirit Week.jpeg ■ Renaissance.jpeg
In what ways do students have access to adult support or mentoring opportunities?	1. The Dream Center provides students with a supportive environment and mentoring opportunities, fostering personal and academic growth. 2. Tutoring sessions offer students access to adult support, providing assistance and guidance to enhance their understanding of various subjects. 3. Saturday School serves as an additional opportunity for students to receive adult support and mentoring, addressing academic challenges and promoting success. 4. The Resource Center functions as a hub for students to access resources and receive guidance from adults, contributing to their overall well-being. 5. The Counseling office, available before and after school as well as during nutrition and lunch, serves as a valuable space for students to seek adult support and mentoring for personal and academic concerns.	■ Dream Center RESOURC... ☰ After School Sign-In Sheet Saturday School Schedule Counseling Office Resource Guide Library Sign-In Sheet: 1/9/24 Library Sign-In Sheet: 2/7/24

	6. Interventionists work closely with students, providing targeted support to address specific academic needs and challenges. 7. LPHS partners with the Los Angeles County Sheriff Department to enroll students in the Explorer program.	Interventionist Saturday Sc... Interventionist SART Agre... Interventionist Check In C... LASD Explorer Program.pdf
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CRITERION E3 PROMPT: Explain how the multi-tiered support systems impact student learning and well-being?

Academic, Social-Emotional, and Multi-tiered Supports	Findings	Evidence
Do we have a cohesive positive behavior support strategy? How consistently is it implemented?	1. The Warrior of the Week program (Renaissance), based on grades and behavior, consistently recognizes and reinforces positive behavior and recognizes academic growth and achievement.	Weekly Recognition A...
Do we have a school-wide approach to discipline? How does this approach affect interactions between teachers, students and others?	1. While we have a school-wide approach to discipline, there is a lack of confidence that it is consistently followed, indicating a potential gap between the policy and its implementation.	Sample Referral Form Restorative Justice- TUPE Intervention Restorative Justice- After School Detention Restorative Justice- Youth Court & Mediation Suspension Data Sample Expulsion
How do we address the socio-economic needs of students?	1. The school addresses the socio-economic needs of students by providing necessary supplies, ensuring that students have access to essential resources for their academic success. 2. The Dream Center plays a crucial role in supporting students' socio-economic needs, offering a range of services and assistance to enhance their well-being. 3. Every student benefits from free lunch and breakfast, contributing to the school's commitment to addressing socio-economic disparities and ensuring that no student goes hungry. 4. Fundraising initiatives are undertaken to support students' socio-economic needs, generating funds to provide additional resources and opportunities. 5. The LP Closet serves as a resource to meet socio-economic needs, offering essential items to students facing economic challenges. 6. Teachers contribute by providing snacks for students, recognizing and addressing immediate	Dream Center Emergency ... Dream Center Pamphlets 1... Dream Center Parent Work... Dream Center Teenline.org... Dream Center LGBTQ+ P... Dream Center DENIM DA... Dream Center RESOURC... Dream Center ANXIETY ... Dream Center Letter to LP... InNOut Donation Request...

	socio-economic needs to promote a positive learning environment. 7. The presence of the Department of Mental Health on campus addresses socio-economic needs by offering mental health support and resources to students. 8. Scholarship support and assistance with FASFA applications are provided to help alleviate the financial burden on students and address socio-economic challenges. 9. Teachers and community members sponsor students for various events, activities, and fundraisers, fostering a supportive network to address socio-economic needs. 10. The Renaissance provides socio-economic support through initiatives like adopt-a-family, creating assistance and a sense of community for those in need.	■ LPHS Fundraising.pdf FAFSA Workshop Sign in Sheets 1.30 and 2.1 FAFSA Parent Night Sign in FAFSA Parent Night Photo ■ ASB - Senior Package info... Senior Canvas Page Scholarship Module FAFSA Support with CAP Renaissance Adopt A Family
What systems are in place school-wide to help students access the Core Content?	1. Canvas serves as a school-wide system to help students access core content, providing an online platform for educational resources, assignments, and communication. 2. The school employs a 1-to-1 laptop program, ensuring that each student has access to a personal device to facilitate the seamless integration of technology into core content learning. 3. Math 1 Tutoring offers online help, providing students with additional support and resources to enhance their understanding of mathematical concepts. 4. Science online help is available, offering students a digital platform for additional assistance and resources to navigate and comprehend scientific content. 5. English and native online curriculum contribute to a comprehensive approach to core content, offering diverse resources for language learning and literature studies. 6. Textbooks are provided to every student, ensuring that traditional resources are readily available to support core content learning across various subjects.	■ Canvas.JPG ■ Laptop Reminders.pdf ■ After School Study Hall.pdf W Saturday-School-Flyer-23-... ■ Williams.pdf ■ Textbooks.JPG ■ Williams Instructional Mat...
What barriers impede students from accessing the Core Content?	1. Limited internet service, caused by the lack of WiFi at home and the limited number of school-issued hotspots, poses a significant barrier for students trying to access core content online. 2. Students face barriers when they forget their laptops, especially now that there are no laptop carts, and issues like not charging laptops hinder their access to core content. 3. The absence of library time during the day, with limited access only open at lunch, restricts	

	students' opportunities to utilize the library's resources for core content studies. 4. Limited access to printing creates a barrier for students who may need hard copies of materials, impacting their ability to engage effectively with core content.	
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Assessment & Accountability Summary

We have numerous strengths in fostering a supportive culture and providing robust support systems for students, but there are areas where we can improve. By building on existing strengths and addressing areas for improvement, we can further enhance our culture and support systems, creating an environment where all students can thrive academically and socio-emotionally.

Areas of Strength

1. Family and Community Engagement: We actively involve families and the community through various events, meetings, and platforms like Coffee with the Principal, ELAC Meetings, and booster clubs. This engagement fosters a sense of community and collaboration, enhancing student success.
2. Communication Channels: Utilizing diverse communication channels such as social media, Parent Square, email, Canvas, and Remind messages ensures regular and consistent interaction with parents and community members, keeping them informed about important updates and events.
3. Support Services: The presence of support services like the Dream Center, Counseling office, tutoring sessions, and Saturday School provides students with access to resources, mentoring, and assistance, addressing their academic and socio-economic needs comprehensively.
4. Personalization and Inclusivity: Initiatives like the Dream Center, tutoring sessions, and scholarships support personalized student experiences, while clubs and events like Spirit Weeks, Veterans' Day remembrance, and Start with Hello promote inclusivity and a sense of belonging.

Areas of Growth

1. Addressing Barriers to Engagement: Work schedule conflicts, language barriers, transportation issues, and misunderstandings about involvement hinder the engagement of some parents and community members. Overcoming these barriers requires targeted outreach and support strategies.
2. Consistent Implementation of Discipline Policies: While there is a school-wide approach to discipline, there's a lack of confidence in its consistent implementation. Ensuring alignment between policy and practice is essential for creating a supportive and accountable school culture.
3. Addressing Technology Challenges: Limited internet access, issues with school-issued laptops, and restricted library access pose barriers to students' ability to access core content online and utilize digital resources effectively. Addressing these challenges is crucial for equitable access to education.

Chapter IV: Summary from Analysis of Identified Major Student Learning Needs

A. Organization	
Strengths	Our school demonstrates a commitment to fostering a supportive and collaborative environment by effectively communicating clear learning goals, providing ample support and resources for both educators and students, reinforcing accountability measures, and strategically allocating resources to achieve shared learning goals.
Growth	Our school has opportunities for growth in implementing a more systematic approach to data-driven decision-making, enhancing student involvement in academic decision-making processes, increasing parent and community engagement in shaping educational goals, addressing equity gaps and fostering inclusion for all students, and implementing a more frequent and systematic approach to evaluating and refining strategies for continuous improvement in maximizing student success.

B. Curriculum	
Strengths	Our school demonstrates strengths in curriculum alignment with state standards across subjects, comprehensive coverage ensuring holistic learning experiences, integration of skills and concepts to meet academic standards, collaborative curriculum development involving educators and committees, provision of support programs like AVID and the Dream Center, and efforts to prepare students for career and college readiness through various activities and engagement opportunities for families and the community.
Growth	Areas of growth include the need to strengthen vertical articulation opportunities, ensure equitable access to resources for all student groups, empower student voice in curriculum development, and enhance proactive communication with families to foster active participation in discussions about student learning plans.

C. Learning & Teaching	
Strengths	Strengths include clear communication of objectives across subjects, robust support for diverse learners, implementation of engaging instructional strategies, and alignment with Bloom's Taxonomy, fostering critical thinking and problem-solving skills among students.
Growth	Areas of growth include the need for consistent instructional strategies, particularly in Math, integration of socioemotional support directly into classrooms for better student support, and ensuring school-wide adoption of effective instructional tools and strategies to enhance student engagement and learning outcomes uniformly.

D. Assessment & Accountability	
Strengths	Strengths include effective utilization of various data sources to personalize learning, collaborative practices fostering continuous improvement, robust support systems for targeted student needs, and regular feedback channels promoting continuous awareness and academic growth.
Growth	Areas for growth include establishing common protocols for consistent data review across departments, creating benchmarks aligned with school-wide goals to track progress effectively, and ensuring consistent accountability measures in all extracurricular activities to emphasize academic performance alongside other pursuits.

E. School Culture	
Strengths	Strengths include actively involving families and the community through various events and platforms, utilizing diverse communication channels for regular interaction, providing comprehensive support services addressing academic and socio-economic needs, and fostering personalization and inclusivity through various initiatives and events.
Growth	Areas of growth include addressing barriers to engagement such as work schedule conflicts and language barriers, ensuring consistent implementation of discipline policies to create a supportive school culture, and addressing technology challenges like limited internet access to promote equitable access to education.

Major Student Learner Needs:

1. Enhanced support for data-driven decision-making: Students need access to personalized learning experiences based on effective data analysis to address their academic needs and maximize success.
2. Increased student involvement in academic decision-making processes: Students require opportunities to actively participate in shaping their educational experiences, fostering a sense of ownership and engagement in their learning journey.
3. Improved parent and community engagement: Students benefit from collaborative efforts between the school, parents, and the community to ensure educational goals are aligned and resources are accessible, enhancing overall support and success.
4. Addressing equity gaps and fostering inclusion: Students need equitable access to resources, personalized support, and a supportive learning environment to thrive academically, regardless of their background or circumstances.
5. Implementation of consistent instructional strategies and support: Students require uniformity in teaching practices, integration of socioemotional support in classrooms, and access to effective instructional tools to enhance engagement and learning outcomes across all subjects.

Evidence to Support Our Findings

Enhanced support for data-driven decision-making:

- The school counselor presentations at feeder middle schools and the introduction of new CTE programs like dance and graphic production positively impacted ninth-grade enrollment, indicating the effectiveness of data-driven decisions in attracting students to specific programs.
- Proactive measures such as identifying students more than 60 credits behind and offering them options to catch up at the district's continuation high school demonstrate a systematic approach to addressing academic challenges through data analysis.

Increased student involvement in academic decision-making processes:

- Providing opportunities for students to transfer to the continuation high school to catch up on credits and return to graduate with their class involves students in academic decision-making, empowering them to take control of their educational journey.
- The decline in AP student enrollment and pass rates highlights the importance of student input in shaping academic programs to better meet their needs and interests.

Improved parent and community engagement:

- Collaborative efforts with feeder middle schools and community partners to address declining AP enrollment and pass rates demonstrate the school's commitment to engaging parents and the community in educational decisions to improve student outcomes.
- Implementing an empirically-based counseling curriculum to lower suspension rates reflects a proactive approach to involving community resources in addressing student behavioral challenges.

Addressing equity gaps and fostering inclusion:

- Monitoring English Learners' progress through ELPAC performance and providing targeted support in domains like listening, writing, and reading demonstrates a commitment to addressing equity gaps and ensuring all students have the opportunity to succeed.
- Recognizing the higher suspension rates among at-risk student groups like English Learners, homeless students, and students with disabilities underscores the need to prioritize support and resources to foster inclusion and create a supportive learning environment for all students.

Implementation of consistent instructional strategies and support:

- The emphasis on adopting empirically-based counseling curriculum and implementing strategies to improve student motivation and engagement highlights the importance of consistent instructional approaches and socioemotional support to enhance student outcomes across all subjects.
- Recognizing the need for a multifaceted approach to improving student motivation, including building strong teacher-student relationships and supporting social and emotional development, underscores the importance of consistent support and strategies in all classrooms.

Chapter V: Schoolwide Action Plan/SPSA

LPHS SPSA below is aligned to the school's LCAP Goals and represents our school's focus on continuous improvement.

■ 2023 LPHS SPSA 1.24.24.pdf

Identified Critical Growth Areas

1. La Puente High School remains dedicated to enhancing students' academic achievement, striving to meet or surpass standards as evaluated by the California Assessment of Student Performance and Progress (SBAC for ELA and Mathematics) and CAST (Science). Weekly PLC, department, and staff meetings will continue to systematically engage teachers in an assessment framework (data-driven decision-making cycle) aimed at identifying the core curriculum and assessing student progress toward mastery. This effort will expand to include the use of scope and sequence maps, outlining essential skills to be mastered quarterly. These maps will aid in the development of common assessments and lessons, enabling teachers to identify evidence-based instructional strategies to ensure consistent rigor and academic standards for all students
2. La Puente High School will continue to focus on implementing with fidelity a schoolwide Multi-Tiered Systems of Support (academic and social emotional) for all students, including English Learners guided by data collected from the system of assessments developed in PLCs, districtwide assessments, state assessments, and survey data to address equity gaps and ensure all students have the opportunity to succeed.
3. La Puente High School will focus on identifying and adopting schoolwide research-based instructional strategies to increase student engagement and rigor. The school will work on empowering students to actively engage and contribute to their classroom, school, and community.
4. La Puente High School will increase student involvement in academic decision-making processes: Students require opportunities to actively participate in shaping their educational experiences, fostering a sense of ownership and engagement in their learning journey.
5. La Puente High School will focus on improving parent and community engagement: Students benefit from collaborative efforts between the school, parents, and the community to ensure educational goals are aligned and resources are accessible, enhancing overall support and success.

WASC Action Plan - SPSA Alignment

Major Student Learner Need #1

- Refine and implement with fidelity a comprehensive assessment framework utilizing data-driven decision-making cycles for thorough data analysis to inform and guide instructional practices, enabling accurate assessment of student progress towards mastery.

SPSA Strategy	Activity	Expenditure for Activity	LCAP Goal
Strategy One: Use state and district assessments to modify instruction and improve student achievement	Analysis of state and district data will occur at quarterly staff meetings. This analysis will guide the weekly collaboration of PLCs and ensure regular monitoring of the school's progress in achieving its goals. For ELA & ELD, this data will be "drilled down" to literacy domains and claims to monitor progress in reading, writing, speaking, listening, and research/inquiry across the curriculum. For math, this data will be "drilled down" to concepts/procedures, problem solving/modeling, and communicating reasoning.	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Two: Use of site common assessment to monitor student progress and to modify/improve instruction/materials	Weekly PLC/staff meetings will continue to involve an assessment system focused on data-driven decision making and monitoring student's progress towards mastery of skills and	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department Supplemental instructional supplies	English Language Arts Mathematics English Language Learner School Climate and Engagement

	the development of interventions.	and materials (including technology devices)	
Strategy Three: Alignment of professional development to content standards, assessed student performance and professional needs.	Provide professional development for staff focused on implementing first best instruction practices (Tier I) to assess and empower students to actively participate in and contribute to their classroom, school, and community	Release time for teachers and school counselors to engage in professional conferences including development with District Data, ELA, Math, and Technology TOSA; Hatching Results; AVID coordinator/teachers	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Five: Teacher collaboration by department	Weekly PLC/staff meetings will continue to focus on student progress focused on data-driven decision making and monitoring student's progress towards mastery of skills and the development of interventions.	No Cost	English Language Arts Mathematics English Language Learner School Climate and Engagement

Major Student Learner Need #2

- Implement with fidelity a schoolwide Multi-Tiered Systems of Support (academic and social emotional) for all students guided by data collected from the system of assessments developed in PLCS, districtwide assessments, state assessments, and survey data

SPSA Strategy	Activity	Expenditure for Activity	LCAP Goal
Strategy One: Use state and district assessments to modify instruction and improve student achievement	Analysis of state and district data will occur at quarterly staff meetings. This analysis will guide the weekly collaboration of PLCs and ensure regular monitoring of the school's progress in	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department	English Language Arts Mathematics English Language Learner School Climate and Engagement

	achieving its goals (Tier I, Tier II, Tier III) Interventionists will utilize assessment data and placement criteria to design interventions for Tier II and Tier III students, including English Learners and Students with Disabilities (SWD) who are not meeting standards.	Hiring of two Interventionists	
Strategy Two: Use of site common assessment to monitor student progress and to modify/improve instruction/materials	Weekly PLC/staff meetings will continue to involve an assessment system focused on data-driven decision making and monitoring student's progress towards mastery of skills and the development of interventions (Tier I, Tier II, Tier III)	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department Supplemental instructional supplies and materials (including technology devices)	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Three: Alignment of professional development to content standards, assessed student performance and professional needs.	Provide professional development for staff focused on implementing first best instruction practices (Tier I) to assess and empower students to actively participate in and contribute to their classroom, school, and community	Release time for teachers and school counselors to engage in professional development conferences including with District Data, ELA, Math, & Technology TOSA; Hatching Results; AVID coordinator/teachers	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Four: Ongoing instructional assistance and support for teachers	Tier I Response to Interventions (MTSS) will follow a cycle of assessment outcomes with strategies created collaboratively within	Hiring an additional Bilingual Aide to provide supplementary Tier II instructional support in core subjects, specifically	English Language Arts Mathematics English Language Learner

	PLCs and implemented in the classroom. Students who do not show improvement with Tier I interventions will be referred for Tier II and Tier III interventions.	tailored to support the needs of English Learners and Long Term English Learners. Hiring a Bilingual Clerical Office Assistant to assist teachers and parents with translation tasks as well as manage English Learner data entry.	School Climate and Engagement
Strategy Five: Teacher collaboration by department	Weekly PLC/staff meetings will continue to focus on student progress focused on data-driven decision making and monitoring student's progress towards mastery of skills and the development of interventions (Tier I, Tier II, Tier III)	No Cost	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Eight: Services provided by regular programs that enable underperforming students to meet grade level standards.	Provide teachers additional hours to facilitate the Academic Outreach Program, providing students with extra content support across all subjects.. Identification of students for this program will occur during the PLC process, utilizing assessment data and placement criteria to tailor interventions for those not subject standards.	Additional teacher hours for Academic Outreach Program	English Language Arts Mathematics English Language Learner School Climate and Engagement

Major Student Learner Need #3

- Identify and adopt schoolwide research-based instructional strategies to increase student engagement and rigor. The school will work on empowering students to actively participate in and contribute to their classroom, school, and community.

SPSA Strategy	Activity	Expenditure for Activity	LCAP Goal
Strategy One: Use state and district assessments to modify instruction and improve student achievement	Analysis of state and district data will occur at quarterly staff meetings. This analysis will guide the use of student performance data to evaluate instructional best practices.	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Two: Use of site common assessment to monitor student progress and to modify/improve instruction/materials	Weekly PLC/staff meetings will continue to involve an assessment system focused on data-driven decision making , monitoring student's progress towards mastery of skills and the evaluation of instructional best practices. Identification and evaluation of instructional practices will occur during the PLC process, while monitoring student's progress towards mastery of skills.	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department Supplemental instructional supplies and materials (including technology devices)	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Three: Alignment of professional development to content	Provide professional development for staff focused on implementing first best	Release time for teachers and school counselors to engage in professional	English Language Arts Mathematics

standards, assessed student performance and professional needs.	instruction practices (Tier I) to assess and empower students to actively participate in and contribute to their classroom, school, and community	development conferences including with District Data, ELA, Math, & Technology TOSA; Hatching Results; AVID coordinator/teachers	English Language Learner School Climate and Engagement
Strategy Four: Ongoing instructional assistance and support for teachers	Tier I Response to Interventions (MTSS) will follow a cycle of assessment outcomes with instructional best practices created collaboratively within PLCs and implemented in the classroom.	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Five: Teacher collaboration by department	Staff meetings will continue to focus and embed agreed upon instructional strategies, including the first two staff meetings of the school year.	No Cost	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Eight: Services provided by regular programs that enable underperforming students to meet grade level standards.	Provide professional development for staff to support the development of literacy, rigor, collaborative structures using AVID WICOR strategies and Kegan collaborative structures in the classroom.	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department	English Language Arts Mathematics English Language Learner School Climate and Engagement

Major Student Learner Need #4

- Increase student involvement in academic decision-making processes: Students require opportunities to actively participate in shaping their educational experiences, fostering a sense of ownership and engagement in their learning journey.

Major Student Learner Need #5

- Improve parent and community engagement: Students benefit from collaborative efforts between the school, parents, and the community to ensure educational goals are aligned and resources are accessible, enhancing overall support and success.

SPSA Strategy	Activity	Expenditure for Activity	LCAP Goal
Strategy One: Use California Healthy Kids Survey (CHKs) to modify instruction and school counselor support to crease student involvement in academic decisions.	Analysis of the CHKs will occur at the beginning of the year staff meetings. This analysis will guide the use of student data to help support instructional best practices and materials needed to foster student ownership and engagement.	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Two: Use of student and parent surveys and data to monitor student and parent engagement to modify/improve instruction/materials	Weekly PLC/staff meetings will continue to involve an assessment system focused on data-driven decision making , monitoring student's progress towards mastery of skills and the evaluation of instructional best practices. Identification and evaluation of instructional practices will occur during the PLC process, while monitoring student's progress towards mastery of skills.	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department Supplemental instructional supplies and materials (including technology devices)	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Three:	Provide professional	Release time for	English Language Arts

Alignment of professional development to content standards, assessed student performance and professional needs.	development for staff focused on implementing first best instruction practices (Tier I) to assess and empower students and parents to actively participate in and contribute to their classroom, school, and community	teachers and school counselors to engage in professional development conferences including with District Data, ELA, Math, & Technology TOSA; Hatching Results; AVID coordinator/teachers	Mathematics English Language Learner School Climate and Engagement
Strategy Four: Ongoing instructional assistance and support for teachers	Tier I Response to Interventions (MTSS) will follow a cycle of assessment outcomes with instructional best practices created collaboratively within PLCs and implemented in the classroom.	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy Five: Teacher collaboration by department	Staff meetings will continue to focus and embed agreed upon instructional strategies, including the first two staff meetings of the school year.	No Cost	English Language Arts Mathematics English Language Learner School Climate and Engagement
Strategy 10: Resources available from family, school, district, and community to assist under-achieving students	Instructional support,, and committee participation to assist in empowering students and parents support to help close achievement gaps and promote student success.	Release time for teachers and school counselors to collaborate for extended periods as a PLC/department	English Language Arts Mathematics English Language Learner School Climate and Engagement

Strategy 11 Involvement of parents, community representatives, teachers, and students in the planning, implementation categorical programs.	Host a variety of meetings to empower students and families meetings on the agreed upon expectations of a graduate profile and the instructional strategies to promote academic success an social emotional well being. ● School Site Counsil Meeting ● Coffee with Principal ● LPHS Bridge to Succes ● Parent Workshops ● AVID Night ● Dream Center Events (Hispanic Heritage Festial & Festival of Unity) ● College Signing Day	Printshop cost for event flyers, reproducible handouts, programs and awards Supplemental Supplies for events ie) banners, light refreshments and snacks, color ink cartridges, cardstock Additional hours for teachers and school counselors to prepare and present workshops	English Language Arts Mathematics English Language Learner School Climate and Engagement
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At La Puente High School, the Leadership Team, including La Puente administration, will oversee an ongoing improvement process to address the significant student learner needs identified through the self-study. The School Plan for Student Achievement (SPSA) will be continually revised based on these needs and areas of growth, as well as any other concerns highlighted by the WASC Visiting Committee. La Puente's administration and leadership team will ensure that the WASC report, along with the improvement process and plan, are disseminated to all educational partners during appropriate meetings (SSC, ELAC, Coffee with the Principal, Leadership Team, Staff Meetings, House of Representatives). Seeking input and feedback from these shared decision-making groups, La Puente will then revise the plan accordingly to ensure comprehensive improvement efforts.