

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Don Antonio Lugo High School	36676783630035	4/19/2022	July 21, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Don Lugo High School serves as a Title I Schoolwide Program. Chino Valley Unified School District in partnership with all stakeholders at Don Lugo High School have developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes and attain growth in the following identified priority areas: A-G, ELA/Math CAASPP, and PBIS.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan effectively meets the Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2, and 7)

LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success. (Priority 3,5 and 6)

LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

Don Antonio Lugo High School works collaboratively with all stakeholders to develop a comprehensive plan to increase student achievement this year. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support is allocated where needed. Our school plan is developed in collaboration with our School Site Council and ELAC, and implementation of the plan is monitored throughout the school year to ensure that ESSA requirements are met.

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: \$160,882, Director of Health Services: \$21,000, 4 Bilingual Clerks: \$75,953, District Community Liaison: \$12,918.00. Direct Services Supports - 4 Technology Training Specialists: \$113,648, TOA Elementary ELD Coaches: \$123,208, TOA Secondary ELD Coaches: \$167,298.
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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Don Antonio Lugo High School serves as a Title I Schoolwide Program. Chino Valley Unified School District in partnership with all stakeholders at Don Antonio Lugo High School have developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes and attain growth in the following identified priority areas: improvement in mathematics scores per the CAASP, Essential Standards Assessments (ESA) improvement in the percentage of students who are completing the A to G requirements; and increase the parent and student engagement on campus.

In order to best support students and close achievement gaps the following surveys were conducted:

The Tiered Fidelity Inventory (TFI) to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Don Lugo High School has implemented Tier I interventions for all students with 94% overall fidelity as of March 2020. In 2021-2022, Don Lugo implemented Tier 2 interventions based upon student return to campus.

The District K12 Insight Survey taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. The greatest needs identified by staff were continued enforcement of fair and appropriate discipline and PBIS. Needs identified by parents were more feedback from teachers regarding student work, successfully showing students how lessons relate to real life outside of school, greater availability and responsiveness by principal and assistant principals when they have a concern, more opportunities for parents to volunteer within the school, greater concentration on fair discipline and bullying.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Our site participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

the district Collaborative Learning Round (CLR) were suspended during COVID. The teacher CLR teams were made up of the instructional coaches and teachers from the core content areas and elective classes. PBIS Tier I fidelity Inventories were conducted informally in fall and spring, prior to the Formal TFI in March 2022.

Administrative walk throughs for Don Lugo administration occurred routinely, focusing on learning targets, student engagement, and behavioral expectations. The majority of classrooms had visible learning targets for students. The focus for this year is on learning targets for all classrooms, "I can" statements, and engaging with the "I can" statements.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

Standards, Assessment, and Accountability

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

Our site utilizes the Professional Learning Communities (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration on July 22, 2021 to review 2020-2021 data and progress on our sites 2020-2021 SMART Goals. Through this collaborative process Schoolwide SMART Goals were developed in the areas of ELA, Math, and PBIS. Site Administration met with with instructional leadership team and staff to determine Action Steps in the areas of Curriculum and Instruction, Assessment, and Professional Development that will support achieving the SMART Goals for 2021-2022. These goals will be updated in July 2022, but will be similar to the ones in this plan.

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will continue to use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math.

There was an overall decline in ESA ELA scores from the first assessment to the third. There was an overall increase in ESA Math scores from the first assessment to the third.

Baseline

Mastered	Not Mastered	
ELA 9	28.8	61.2
ELA 10	41.4	48.6
ELA 11	44.8	55.2
ELA 12	62.3	37.9
IM1	7.7	92.3
IM2	24.7	75.2
IM3	26.6	73.4

Essential Standard Assessment 3

Mastered	Not Mastered	
ELA 9	54.2	45.8
ELA 10	62.6	37.4
ELA 11	51.6	48.4
ELA 12	50.8	49.2
IM1	20.6	79.4
IM2	21.4	78.6
IM3	22.5	77.6

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

Currently, teachers at DAL use a web-based data system called Illuminate. Teachers are able to retrieve data for classroom and district assessments, as well as state assessments. The EL coordinator monitors grades and teacher reports for EL students. Intervention counselors monitor behavior, grades, and attendance of at-risk students; coordinate, implement, and monitor special services such as Chino Human Services and Chino Hills Counseling services. All teachers of students with special needs who have behavior intervention plans monitor behavior and work habits in classrooms and report to case carriers. Coaches and extra-curricular advisors require students to do walk-around progress reports approximately every 2 weeks to monitor progress and eligibility. The Athletic Director was also involved in monitoring student progress and reporting to coaching staff. ELA teachers analyze the pretests given at the beginning of the year to determine and emphasize the standards identified as the areas(s) of need. All teachers in core content areas meet in their professional learning communities to analyze data from common formative assessments and answer the 3rd question of the PLC cycle: what do we do when students haven't learned the content yet?

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Don Antonio Lugo High School employs 77 teachers. 100% who meet state certification and licensure requirements to teach in field they are assigned.

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

Professional development has changed for the 2022-2023 school year. Prior to the start of the school year, all teachers were offered an opportunity to collaborate and plan with their colleagues for the upcoming year. More time will be devoted to PLC and allowing teachers to work together for planning and analysis of data with next steps. Textbook and curriculum adoption trainings continue to be offered for science teachers this school year.

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

Staff development is aligned to the district's 2018-2019 Areas of Emphasis and LCAP Goals. Staff development will focus on PLC and the use of various technology platforms and resources for learning, as well as engagement strategies that learning. Support will also be given in NGSS and Positive School Culture.

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

Ongoing assistance and support will be provided to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, and Students Economically Disadvantaged in order to master standards in ELA and Math.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by department in specific grade levels to plan, analyze and respond to student data.

Teaching and Learning

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

No new data was provided as a result of the cancellation of SBAC testing due to COVID. However, Essential Standards Assessments were used to draft SMART Goals, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student subgroups were identified in needing support to become proficient and to raise graduation rates: English Learners, Students with Disabilities.

The Don Lugo feeder group agreed to make efforts in instructional practice including:

1. Visible Engagement Strategies
2. "I can" Statements Posted
3. Interacting with "I can" Statements
4. Revisit "I can" Statements at Closure

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

Our site adheres to the state recommended instructional minutes per SB98.

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

An analysis of curriculum lesson pacing in ELA and Math as well as master schedule flexibility has allowed for the development of the following intervention courses or blocks of time: 4 sections of Read 180 English 9 intensive.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of our students have available to them standards-based instructional materials. Students also have Chromebooks checked out in a 1 to 1 pilot for use in classroom learning and online textbooks.

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

100% of our students have access to standards-aligned core courses and instructional materials. Students also have Chromebooks checked out in a 1 to 1 pilot for use in classroom learning and online textbooks.

Opportunity and Equal Educational Access

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

The following services are provided by our regular program that enable underperforming students to meet standards: English 9 Intensive, academic counselors, and Intervention counselors at the 9th and 10th grade levels.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place: collaboration in PLC, standards-based grading, and Read 180 program.

Parental Engagement

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

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and a monthly Special Education support group meeting. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. Parents were also offered a 12-week parent academy that focused on the dynamics of raising a teenage child. Don Lugo High School has a Community Liaison who assists in contacting parents, providing guidance for parents to understand school operations, and provides assistance to parents during registration to create a Parent Portal on Aeries in order to remain up to date in school communication.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Action Team for Partnership committee collaborate on the development of the engagement policy and ensures each site receives SSC approval and distributes a copy to each parent and family member of each student.

The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities.

The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parents on PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts a 6-week NAMI Basics workshop for parents and family caregivers of children and teens who are experiencing symptoms of a mental illness or have already been diagnosed.

Funding

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

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Don Antonio Lugo High School is committed to meaningful stakeholder involvement in developing and gaining input on the development of the SPSA plan. Students, parents/guardians, staff and community were involved in the process. All stakeholders reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal. Feedback from stakeholder surveys was included as part of the data review. Our English Language Advisory committee (ELAC), School Site Council (SSC), and Parent Teacher Organization (PTO) provide our parents an opportunity to exercise decision making. These standing committees also inform our parents about the school mandates, state initiatives, school funding and school accountability. Parents involved in School Site Council, ELAC, and those at large can provide input in our school plan development, monitoring progress, and other programs to implement throughout the school year using categorical funds. A survey is sent home each year so that all parents can provide us with feedback regarding various initiatives that are offered at school. Lastly, we are very fortunate to have many parents that care about our school. They support initiatives and they are important partners as we strive towards continuous improvement. The SPSA input was reviewed, revised, shared, and documented in the minutes at the following meetings: An analysis of progress toward goals, current data, and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs. The SPSA was reviewed and shared at the following meetings:

School Site Council:
September 20, 2022
November 15, 2022
January 17, 2023
March 14, 2023
May 16, 2023

ELAC:
10/13/2022
11/17/2022
1/26/2023
3/9/2023

Staff Meeting: First Wednesday of every month

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The greatest needs identified by staff were the addition of more technology, updated furniture, and updated facilities. Needs identified by parents were greater communication from school, specifically teaching staff, updated facilities, more visual and performing arts opportunities, and more CTE opportunities.

The English Learner population needs greater communication with the school. The community liaison works closely with the families to make this better. They also need access to additional academic help. Educational Talent Search provides tutors for students who are struggling in their classes.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	415	436	356
Grade 10	446	424	433
Grade 11	367	416	360
Grade 12	432	386	348
Total Enrollment	1,660	1,662	1,498

Conclusions based on this data:

1. Enrollment has dropped at Don Lugo High School.
2. Student demographics have remained relatively the same.
3. The ninth graders have significantly dropped

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	105	134	136	6.3%	8.1%	8.2%
Fluent English Proficient (FEP)	607	573	540	36.6%	34.5%	32.5%
Reclassified Fluent English Proficient (RFEP)	0	5	8	0.0%	4.8%	6.0%

Conclusions based on this data:

1. The number of English Language Learners at Don Lugo High School has increased significantly by more than 2%.
2. The percentage of FEP students at Don Lugo High School has decreased from 2019-2020 to 2020-2021.
3. The percentage of RFEP students at Don Lugo High School has increased from 2019-2020 to 2020-2021.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	372	364	353	356	349	158	355	349	152	95.7	95.9	44.8
All Grades	372	364	353	356	349	158	355	349	152	95.7	95.9	44.8

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2584.	2578.	2584.	19.44	19.20	20.39	33.24	29.51	28.95	27.32	28.08	32.24	20.00	23.21	18.42
All Grades	N/A	N/A	N/A	19.44	19.20	20.39	33.24	29.51	28.95	27.32	28.08	32.24	20.00	23.21	18.42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	24.23	22.06	27.08	52.68	46.42	54.17	23.10	31.52	18.75
All Grades	24.23	22.06	27.08	52.68	46.42	54.17	23.10	31.52	18.75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	32.11	32.38	22.70	44.23	46.13	55.32	23.66	21.49	21.99
All Grades	32.11	32.38	22.70	44.23	46.13	55.32	23.66	21.49	21.99

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	20.56	14.61	15.38	61.69	66.48	73.43	17.75	18.91	11.19
All Grades	20.56	14.61	15.38	61.69	66.48	73.43	17.75	18.91	11.19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	27.32	23.21	22.30	50.99	54.44	71.62	21.69	22.35	6.08
All Grades	27.32	23.21	22.30	50.99	54.44	71.62	21.69	22.35	6.08

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students exceeding standard has remained relatively unchanged since 2015-2016; however, students meeting standard have increased by almost 4%, while students who are not meeting standard have decreased by slightly over 2%.
2. The strand that shows greatest achievement at Don Lugo is the research/inquiry strand. Students achieving above standard are at 27%, and the number of students achieving below standard has decreased by 2%.
3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	372	364	350	356	353	0	356	353	0	95.7	97	0.0
All Grades	372	364	350	356	353	0	356	353	0	95.7	97	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2544.	2528.		6.46	4.82		15.17	14.16		31.46	24.93		46.91	56.09	
All Grades	N/A	N/A	N/A	6.46	4.82		15.17	14.16		31.46	24.93		46.91	56.09	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	12.36	8.78		29.49	26.06		58.15	65.16				
All Grades	12.36	8.78		29.49	26.06		58.15	65.16				

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	10.11	6.52		44.10	45.04		45.79	48.44	
All Grades	10.11	6.52		44.10	45.04		45.79	48.44	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	9.27	8.22		54.49	52.41		36.24	39.38	
All Grades	9.27	8.22		54.49	52.41		36.24	39.38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Mathematics data has established a baseline of scores from which to exhibit growth.
2. At this time, approximately 23% of all students are meeting or exceeding standard in mathematics.
3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1523.4	1516.2	1559.1	1507.6	1513.6	1566.3	1538.8	1518.2	1551.5	24	29	44
10	1551.7	1535.4	1555.5	1545.1	1537.5	1557.5	1557.7	1532.8	1553.0	14	23	45
11	1565.1	1521.5	1539.2	1561.9	1489.2	1531.5	1567.9	1553.3	1546.6	18	19	19
12	1539.3	1562.6	*	1539.8	1551.8	*	1538.4	1573.0	*	12	28	11
All Grades										68	99	119

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	10.34	20.45	*	31.03	36.36	*	27.59	29.55	*	31.03	13.64	24	29	44
10	*	21.74	15.56	*	34.78	51.11	*	17.39	13.33	*	26.09	20.00	14	23	45
11	*	5.26	0.00	*	26.32	52.63	*	26.32	15.79	*	42.11	31.58	18	19	19
12	*	17.86	*	*	39.29	*	*	35.71	*	*	7.14	*	12	28	*
All Grades	23.53	14.14	16.10	32.35	33.33	44.92	22.06	27.27	19.49	22.06	25.25	19.49	68	99	118

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	20.69	47.73	*	37.93	36.36	*	13.79	6.82	*	27.59	9.09	24	29	44
10	*	39.13	40.00	*	17.39	37.78	*	17.39	6.67	*	26.09	15.56	14	23	45
11	66.67	15.79	26.32	*	26.32	36.84	*	15.79	15.79	*	42.11	21.05	18	19	19
12	*	25.00	*	*	53.57	*	*	10.71	*	*	10.71	*	12	28	*
All Grades	42.65	25.25	40.68	32.35	35.35	37.29	*	14.14	7.63	*	25.25	14.41	68	99	118

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	9.09	*	13.79	27.27	*	41.38	29.55	*	44.83	34.09	24	29	44
10	*	4.35	8.89	*	26.09	20.00	*	34.78	42.22	*	34.78	28.89	14	23	45
11	*	0.00	0.00	*	26.32	15.79	*	26.32	47.37	*	47.37	36.84	18	19	19
12		3.57	*	*	21.43	*	*	64.29	*	*	10.71	*	12	28	*
All Grades	*	2.02	6.78	22.06	21.21	24.58	35.29	43.43	38.14	32.35	33.33	30.51	68	99	118

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	3.45	15.91	45.83	68.97	61.36	*	27.59	22.73	24	29	44
10	*	13.04	15.56	*	60.87	66.67	*	26.09	17.78	14	23	45
11	*	0.00	0.00	*	47.37	63.16	*	52.63	36.84	18	19	19
12	*	0.00	*	*	57.14	*	*	42.86	*	12	28	*
All Grades	26.47	4.04	12.71	48.53	59.60	64.41	25.00	36.36	22.88	68	99	118

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	66.67	58.62	90.91	*	17.24	2.27	*	24.14	6.82	24	29	44
10	*	52.17	75.56	*	21.74	11.11	*	26.09	13.33	14	23	45
11	83.33	36.84	63.16	*	21.05	21.05	*	42.11	15.79	18	19	19
12	*	75.00	*	*	17.86	*	*	7.14	*	12	28	*
All Grades	73.53	57.58	79.66	*	19.19	8.47	*	23.23	11.86	68	99	118

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	20.45	*	37.93	36.36	75.00	62.07	43.18	24	29	44
10	*	8.70	11.11	*	47.83	57.78	*	43.48	31.11	14	23	45
11	*	0.00	5.26	*	63.16	57.89	*	36.84	36.84	18	19	19
12		7.14	*	*	75.00	*	*	17.86	*	12	28	*
All Grades	*	4.04	13.56	26.47	55.56	50.85	60.29	40.40	35.59	68	99	118

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	0.00	66.67	72.41	77.27	*	27.59	22.73	24	29	44
10	*	4.35	4.44	*	73.91	68.89	*	21.74	26.67	14	23	45
11	*	5.26	5.26	*	63.16	78.95	*	31.58	15.79	18	19	19
12		0.00	*	91.67	96.43	*	*	3.57	*	12	28	*
All Grades	22.06	2.02	3.39	64.71	77.78	73.73	*	20.20	22.88	68	99	118

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. EL scores are have dropped in 9th through 11th grades. 12th grade students have gone up.
2. Main areas of concern for EL students are writing, reading, and listening.
3. Oral language is strong with supporting evidence in the speaking domain have increased by 15%.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1498	54.5	8.8	0.33
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	8.8
Foster Youth	8	0.33
Homeless	130	7.8
Socioeconomically Disadvantaged	1059	54.5
Students with Disabilities	278	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	1.3
American Indian or Alaska Native		
Asian	36	2.2
Filipino	14	0.8
Hispanic	1370	82.5
Two or More Races	17	1.0
Native Hawaiian or Pacific Islander	1	0.1
White	200	12.0

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="289 747 378 779">Orange</p>	<p data-bbox="706 667 915 699">Graduation Rate</p>  <p data-bbox="781 747 837 779">Blue</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1240 747 1330 779">Orange</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="289 947 378 978">Orange</p>		
<p data-bbox="240 1066 427 1098">College/Career</p>  <p data-bbox="293 1146 373 1178">Green</p>		

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

School and Student Performance Data

Academic Performance English Language Arts

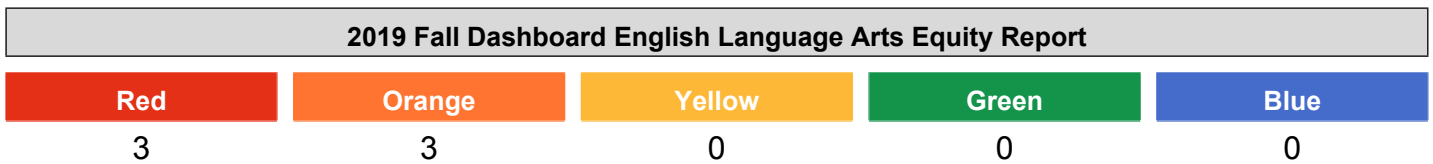
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 3 points below standard Declined -3.7 points 335	<p>English Learners</p> Red 89.8 points below standard Declined -6.8 points 33	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> Red 58.6 points below standard Declined Significantly -17.7 points 49	<p>Socioeconomically Disadvantaged</p> Orange 10.8 points below standard Declined -4.3 points 234	<p>Students with Disabilities</p> Red 113.9 points below standard Declined -3.6 points 49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.4 points below standard Declined -4.7 points 246	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Orange 4.1 points below standard Declined Significantly -33.8 points 47

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
145.3 points below standard Declined Significantly -41.2 points 11	62.5 points below standard Increased ++9.8 points 22	7.7 points below standard Declined -11.6 points 198

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

School and Student Performance Data

Academic Performance Mathematics

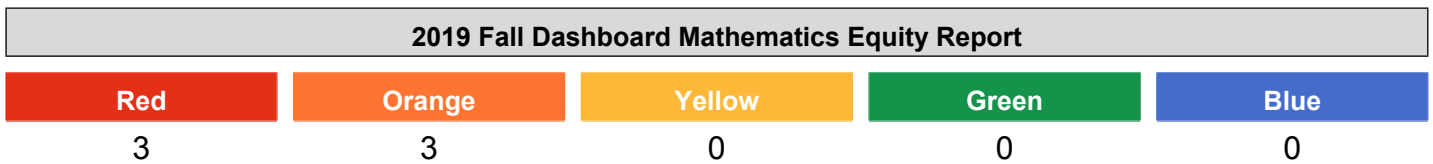
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 99.3 points below standard Declined Significantly -17 points 335	<p>English Learners</p> Red 186.4 points below standard Declined Significantly -38.2 points 33	<p>Foster Youth</p>
<p>Homeless</p> Red 152.1 points below standard Declined Significantly -37 points 49	<p>Socioeconomically Disadvantaged</p> Orange 107.2 points below standard Declined Significantly -16.8 points 234	<p>Students with Disabilities</p> Red 205.8 points below standard Declined -5.2 points 49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 112.4 points below standard Declined Significantly -15.2 points 246	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Orange 91.1 points below standard Declined Significantly -56 points 47

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
218 points below standard Declined Significantly -48.2 points 11	170.9 points below standard Declined Significantly -33.2 points 22	102.7 points below standard Declined Significantly -22.3 points 198

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

School and Student Performance Data

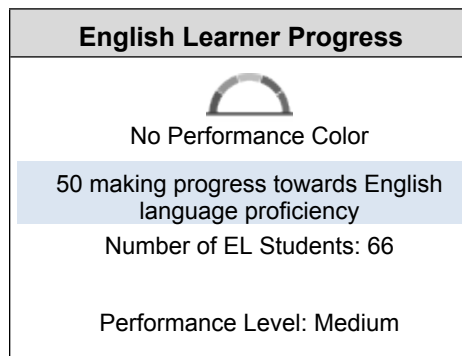
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.1	37.8	7.5	42.4

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	379	100
African American	7	1.8
American Indian or Alaska Native		
Asian	7	1.8
Filipino	3	0.8
Hispanic	302	79.7
Native Hawaiian or Pacific Islander		
White	50	13.2
Two or More Races	10	2.6
English Learners	17	4.5
Socioeconomically Disadvantaged	294	77.6
Students with Disabilities	65	17.2
Foster Youth	3	0.8
Homeless	51	13.5

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	34	9.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	29	9.8
Native Hawaiian or Pacific Islander		
White	4	8
Two or More Races		
English Learners	2	15.4
Socioeconomically Disadvantaged	27	9.3
Students with Disabilities	0	0
Foster Youth		
Homeless	4	8.2

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	27	7.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	19	6.3
Native Hawaiian or Pacific Islander		
White	7	14
Two or More Races		
English Learners	1	5.9
Socioeconomically Disadvantaged	21	7.1
Students with Disabilities	8	12.3
Foster Youth		
Homeless	5	9.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	163	43
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	129	42.7
Native Hawaiian or Pacific Islander		
White	19	38
Two or More Races		
English Learners	3	17.6
Socioeconomically Disadvantaged	110	37.4
Students with Disabilities	9	13.8
Foster Youth		
Homeless	9	17.6

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	4	1.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	2	0.7
Native Hawaiian or Pacific Islander		
White	2	4
Two or More Races		
English Learners	1	5.9
Socioeconomically Disadvantaged	3	1
Students with Disabilities	0	0
Foster Youth		
Homeless	2	3.9

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	76	20.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	59	19.5
Native Hawaiian or Pacific Islander		
White	11	22
Two or More Races		
English Learners	2	11.8
Socioeconomically Disadvantaged	59	20.1
Students with Disabilities	12	18.5
Foster Youth		
Homeless	6	11.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	47	12.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	33	10.9
Native Hawaiian or Pacific Islander		
White	10	20
Two or More Races		
English Learners	1	5.9
Socioeconomically Disadvantaged	34	11.6
Students with Disabilities	9	13.8
Foster Youth		
Homeless	4	7.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	35	9.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	32	10.6
Native Hawaiian or Pacific Islander		
White	2	4
Two or More Races		
English Learners	3	17.6
Socioeconomically Disadvantaged	31	10.5
Students with Disabilities	2	3.1
Foster Youth		
Homeless	4	7.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

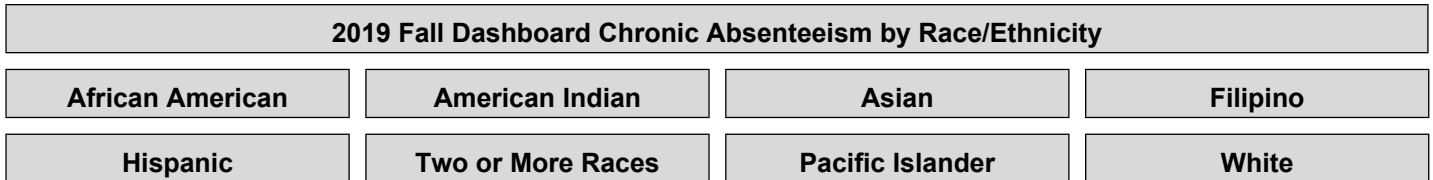
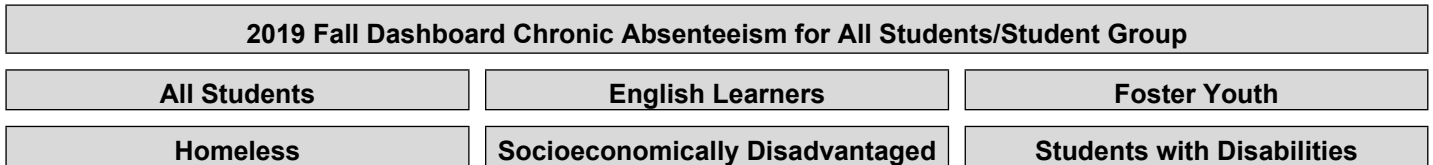
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	379	357	5	94.2
English Learners	17	12	4	70.6
Foster Youth	3		0	
Homeless	51	44	2	86.3
Socioeconomically Disadvantaged	294	273	5	92.9
Students with Disabilities	65	54	1	83.1
African American	7		0	
American Indian or Alaska Native				
Asian	7		0	
Filipino	3		0	
Hispanic	302	284	5	94
Native Hawaiian or Pacific Islander				
White	50	48	0	96
Two or More Races	10		0	

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

School and Student Performance Data

Conditions & Climate Suspension Rate

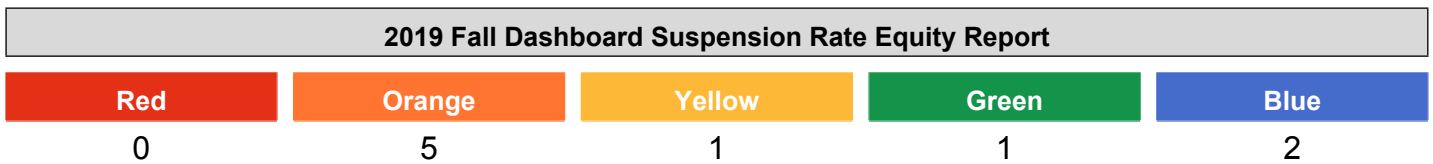
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 2.8 Increased +1.1 1812	<p>English Learners</p> Orange 7 Increased +7 128	<p>Foster Youth</p> No Performance Color 10.5 Declined -15.8 19
<p>Homeless</p> Green 3.3 Declined -0.8 214	<p>Socioeconomically Disadvantaged</p> Orange 3.3 Increased +1.3 1278	<p>Students with Disabilities</p> Orange 4.9 Increased +1.4 324

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 7.1 Declined -1 42	 No Performance Color Less than 11 Students - Data 3	 Blue 0 Maintained 0 52	 No Performance Color 0 Maintained 0 17
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.8 Increased +1.3 1425	 Blue 0 Declined -1.2 60	 No Performance Color Less than 11 Students - Data 1	 Orange 3.3 Increased +1.5 212

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	2.8

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]

Priority 1: Credentials, Instructional materials, Facilities

Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards

Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

Goal 1

All teachers will be given the opportunity for professional development to improve student achievement in the areas of mathematics, ELA, social science, and science as measured by progress toward completion of UC/CSU a-g requirements, improvement of CAASPP scores, improvement in AP testing scores, and improvement in ESA scores. All students in grade 11 will meet/exceed standard in ELA at 55%. All students in grade 11 will meet/exceed standard in math at 25%. In 2021-2022, 50% of all 12th grade students will meet a to g requirements by decreasing D and F rate.

Identified Need

In 2019, CAASP scores reflect 49% of students meeting/exceeding standard in ELA. In 2019, CAASP scores reflect 19% of students meeting/exceeding standard in mathematics. In 2020, 44.8% of 12th grade students completed UC/CSU a through g requirements.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
UC/CSU a-g completion rate	2021-2022 UC/CSU completion rate is 43.6%	UC/CSU completion rate will increase by 5%.
CAASPP ELA scores	2018-2019 CAASPP ELA scores were measured at 49% of students meeting or exceeding standards.	2021-2022 CAASPP ELA scores will increase by 6% meet/exceed, and reduce by 6% students not meeting standard.
CAASPP math scores	2018-2019 CAASPP math scores were measured at 19% of students meeting or exceeding standards.	2021-2022 CAASPP Math scores will increase by 6% meet/exceed standard, and reduce by 10% students not at standard.
AP testing scores	2020-2021 The percentage of students that scored 3+	AP test passing scores will increase to 60%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																																
	(passing scores) on AP tests were 56%.																																																																	
D/F grades	2020-2021 The percentage of total D/F grades for all students was 15%.	D/F rates will decrease by 3%.																																																																
Graduation rates	2020-2021 graduation rate was 90.61%	Graduation rate will increase to 95%																																																																
Essential Standard Assessments	<table border="1"> <thead> <tr> <th colspan="2">Essential Standard Assessment 1</th> </tr> <tr> <th>Mastered</th> <th>Not Mastered</th> </tr> </thead> <tbody> <tr> <td>ELA 9</td> <td>28.8</td> </tr> <tr> <td>61.2</td> <td></td> </tr> <tr> <td>ELA 10</td> <td>41.4</td> </tr> <tr> <td>48.6</td> <td></td> </tr> <tr> <td>ELA 11</td> <td>44.8</td> </tr> <tr> <td>55.2</td> <td></td> </tr> <tr> <td>ELA 12</td> <td>62.3</td> </tr> <tr> <td>37.9</td> <td></td> </tr> <tr> <td>IM1</td> <td>7.7</td> </tr> <tr> <td>92.3</td> <td></td> </tr> <tr> <td>IM2</td> <td>24.7</td> </tr> <tr> <td>75.2</td> <td></td> </tr> <tr> <td>IM3</td> <td>26.6</td> </tr> <tr> <td>73.4</td> <td></td> </tr> </tbody> </table>	Essential Standard Assessment 1		Mastered	Not Mastered	ELA 9	28.8	61.2		ELA 10	41.4	48.6		ELA 11	44.8	55.2		ELA 12	62.3	37.9		IM1	7.7	92.3		IM2	24.7	75.2		IM3	26.6	73.4		<table border="1"> <thead> <tr> <th colspan="2">Essential Standard Assessment 3</th> </tr> <tr> <th>Mastered</th> <th>Not Mastered</th> </tr> </thead> <tbody> <tr> <td>ELA 9</td> <td>54.2</td> </tr> <tr> <td>45.8</td> <td></td> </tr> <tr> <td>ELA 10</td> <td>62.6</td> </tr> <tr> <td>37.4</td> <td></td> </tr> <tr> <td>ELA 11</td> <td>51.6</td> </tr> <tr> <td>48.4</td> <td></td> </tr> <tr> <td>ELA 12</td> <td>50.8</td> </tr> <tr> <td>49.2</td> <td></td> </tr> <tr> <td>IM1</td> <td>20.6</td> </tr> <tr> <td>79.4</td> <td></td> </tr> <tr> <td>IM2</td> <td>21.4</td> </tr> <tr> <td>78.6</td> <td></td> </tr> <tr> <td>IM3</td> <td>22.5</td> </tr> <tr> <td>77.6</td> <td></td> </tr> </tbody> </table>	Essential Standard Assessment 3		Mastered	Not Mastered	ELA 9	54.2	45.8		ELA 10	62.6	37.4		ELA 11	51.6	48.4		ELA 12	50.8	49.2		IM1	20.6	79.4		IM2	21.4	78.6		IM3	22.5	77.6	
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Mathematics teachers will be provided training to ensure deep understanding of mathematical tasks along with high quality instruction and assessment practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 1a) Professional development to mathematics instruction
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will use release time for lesson planning and collaboration for co-teaching, math team PLC training, and the use of media platforms to improve student familiarity with technology, aid performance in classrooms and on the CAASP, SAT, PSAT, and AP tests.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1b) Substitutes for release time of teachers and hourly pay to be trained on co-teaching, PLC Team planning/data dissemination, and other media platforms to improve student performance in the classroom, CAASP, SAT, and PSAT.
290506	District Funded 5800: Professional/Consulting Services And Operating Expenditures Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards
113648	District Funded 1000-1999: Certificated Personnel Salaries Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

English teachers will continue to develop next level PLC practices bridging question #2 to question #3 and #4.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
1c) Hourly pay to teachers for meeting outside of the school day to further the PLC process

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will have the opportunity to attend conferences to update skills and knowledge about curriculum, instructional strategies, planning, and assessment for learning through the lense of distance and blended learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4100

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And Operating Expenditures
1d) Conferences and professional development

5000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
1e) Substitute teachers provided for teachers to be able to attend conferences or to use release time.

2000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
1f) Release time or hourly pay for teachers to evaluate program and revise curriculum as needed.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent education in the UC/CSU application and FAFSA process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
1g) Counselors will present information to parents on a college presentation night which will include the college application process and FAFSA application process.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL students

Strategy/Activity

Technology will be purchased to be able to promote 21st century learning in the common core, and technology will be available to help remediate student learning in ELA and math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

57979.29

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
1h) Purchase of computers, programs, and technology for student use to advance learning as well as remediate learning.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

Workshops and conferences for co-teaching in the general education classroom for new teachers, and providing services to special needs students through distance learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1200

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And Operating Expenditures
1i) New teachers will attend training that is specific to co-teaching of special education students in the general education environment.

0

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And Operating Expenditures
1j) Teachers will attend training that will address how to provide services and education to special needs students.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will have access to technology tools and software that will supplement instruction for students in learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

23,000

Title I Part A: Allocation
4000-4999: Books And Supplies
1k) Teachers will have access software licenses that will enhance and supplement classroom teaching and learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connections to and Engagement at School Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]

Priority 3: Parent Involvement

Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism

Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

Parent Involvement:

Parents are given the opportunity to participate in our Partnership for Learning Network. Don Lugo High School will provide a Parents-in-Action series to educate parents on communication tools class; preparing students for college; social and emotional needs students have, and careers and technology for the future.

MTSS B:

In 2021-2022 Don Lugo scored 100% on the TFI for Tier I Implementation and 92% on Tier 2 implementation in order to increase student engagement and graduation rate. The emphasis will be on maintaining this success.

Chronic Absenteeism

By the first Wednesday of October, and on a monthly basis thereafter, sites will have identified students to be monitored as at-risk of chronic absenteeism. Don Lugo High School will implement a Saturday re-learning and assessment program to improve student progress and improve attendance.

Reduce school Dropout Rate:

100% of students have been identified, and coded appropriately within 30 days of student exit.

Identified Need

In 2019-2020, parent engagement in school sponsored informational events other than Back-to-School night was approximately 5%. Don Lugo does not currently have a Parent-Teacher-Community organization other than Sports Boosters.

In 2020, Don Lugo scored a 94% on its Implementation subscale of the TFI.

In 2019-2020, Don Lugo High School's attendance rate was unable to be determined due to COVID-19. Prior to school closure, attendance rate was determined to be 95.1%.

In 2021-2022, reached 91.5%.

In 2022-2023, Don Lugo will continue to push toward the district goal of 97.5%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School attendance rate	2021-2022 attendance rate was 91.5%	Attendance rate will increase to 96%
Suspension/Expulsion rate	Total number of students suspended in 2021-2022 is 93.	Suspension rate will decrease by 5 or more suspensions.
Chronic Absenteeism	Current indicators report 4.9% (n=80 students) (Numbers may be skewed due to COVID)	Continued to keep chronic absenteeism to below 5%
Office referrals	2021-2022 discipline data indicates that 410 discipline referrals were made.	Reduction of discipline referrals by 10%
Graduation rate	2022 graduation rate was 92%	Increase graduation rate to 96%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use small group and individual counseling as alternative means of corrections for students with major behavioral offenses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,000

Source(s)

Title I Part A: Allocation
 5000-5999: Services And Other Operating Expenditures
 2a) Contract with Chino Hills Counseling Group for Chances for Change program; alternative to suspension

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Secondary Schools: Ensuring access to obtain equity for all underserved students.

Saturday School Program for remediation in UC/CSU course completion and graduation; recuperation of lost attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
2b) Salaries for teachers to host Saturday School remediation and preparation classes.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Secondary Schools: Ensuring access to obtain equity for all underserved students.
A-G course access and completion
Career Pathways
AP Exam
SAT day program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And Operating Expenditures
2c) Counselors Conference: conference fees for counselors and administrator

20000

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
2d) Summer School courses for Agriculture students to continue with their Agriculture projects in order to complete their pathway.

2000

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures

	2e) Engaging students in opportunities outside of the classroom that will enhance learning and improve literacy across the curriculum as measured by an increase in a-g completion, lower D/F rates, and increased CAASP scores.
27500	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2ee) Create a Don Lugo Summer School sections in partnership with AEC to help with remediation of courses failed during the school year in a to g courses.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide all students with a positive learning environment, supported by PBIS strategies, motivational speaker, and opening day activities to support team building and rapport with homeroom teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2700	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 2f) Release time and planning time for PBIS instruction

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Engage parents with the school and working with their students at home to focus on setting goals and achieving them, having a positive attitude, making all family members feel valued, building resiliency, organizing fun activities and doing the right thing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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2186	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures 2g) 12 Powers of Family Business seminar with speaker. PIQE with speakers. STEM with speakers.
2000	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries 2h) Support Family engagement by utilizing bilingual staff
0	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries 2i) Childcare for family engagement events
5311	Lottery: Instructional Materials 4000-4999: Books And Supplies Posters, forms. or incentives to support PBIS

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To increase student engagement and connectedness, teachers/staff will be able to send postcards to encourage students to connect to classrooms and complete work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I Part A: Allocation
5900: Communications
2j) Printed postcards and postage to send to students from teachers.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL Students

Strategy/Activity

Parent conferences with counselors to review ELD, transition, post-secondary opportunities, and graduation requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries 2k) Counselor time sheets to conduct meetings with EL parents.
1000	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries 2l) Facilitation for Parent Engagement with the support of bilingual staff outside of the contract day

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]
Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC
Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

Goal 3

Goal 3: By May 2022, the UC/CSU a through g completion rate for graduating seniors will increase by 5%; CAASP scores (meet and exceed standards) will increase by 5% in Mathematics and ELA; overall D/F rates schoolwide will decrease by 5%.

English language Arts/English Language Development

Secondary: By end of year, all students in 9th grade and identified as at risk in ELA will be enrolled in an ELA Intervention Course that addresses specific ELA skills needed to be successfully complete all grade level ELA assessments.

English Learners -By end of year, as a result of high quality, daily Designated ELD and Integrated ELD instruction, each English learner student will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the CAASPP.

LTEs - By end of year, a reclassification plan for each Long Term English Learner will be written in order to support the student's progress towards meeting the district reclassification criteria and successful completion of the CAASPP (CVUSD LTEL Form)

CTE: 16 completers

A-G Course Completion:

All students will have access to a-g courses that lead to graduation.

AP Course Completion with a 3 or higher:

AP access: Increase the AP course offerings and access to those courses by students in all subgroups.

AP Success: Increase the percentage of students scoring 3 or higher on AP exams.

Graduation Rate:

All underperforming students will be provided cycles of intervention that lead to successful completion of graduation course requirements.

All students at risk of not meeting graduation requirements will receive appropriate supports to ensure successful completion of graduation requirements.

Identified Need

Graduation rate is less than 100%.
 UC/CSU completion rate is under 40%.
 AP passing rate of 3+ is 46%
 D/F rate is 18% in all courses schoolwide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Final semester grades; D/F rate	2021-2022 The percentage of total D/F grades for all students was 15%.	Reduction of D and F rate by 2%.
AP passing scores of 3, 4, and 5	2021-2022 The percentage of students that scored 3+ (passing scores) on AP tests were 56%.	Increase of AP pass rate by 5%.
PSAT scores	PSAT grade 10: 48% of students meet or exceed standard in ELA; 19% of students meet or exceed standard Mathematics PSAT grade 9: 42% of students meet or exceed standard in ELA; 25% of students meet or exceed standard in Mathematics	Increase PSAT ELA scores by 5%; Increase PSAT math scores by 10%
SAT scores	SAT scores for grade 11 (current grade 12): 48% of students meet or exceed standard in ELA; 20% of students meet or exceed standard in Mathematics	Increase SAT ELA scores by 5%; Increase SAT Math scores by 10%
Graduation rate	2022 graduation rate was 92%	Graduation will increase to 95%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Access to advanced courses: DAL will provide opportunities to parents and students to increase their understanding of the preparation necessary to qualify for 4-year colleges and universities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 3a) Paid time to counselors for evening workshops for parents and students to aid in FAFSA and college admissions opportunities
0	None Specified 3b) Educational Talent Search of Cal Poly Pomona: provide parent education nights regarding 4-year college entrance requirements, FAFSA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement new courses and provide training/professional development and instructional materials for teachers who are teaching new courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40111.71	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 3c) Enroll teachers in AP conferences and day trainings to provide support for instruction and student preparation for the exam and to support students achievement as measured by CVUSD and College Board exams.
1500	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries

	3d) Provide transportation, meals, parking, and lodging to attend professional development conferences for Advanced Placement conference to improve student preparation for the exams.
2340	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 3e) Substitutes and release time provided for teachers to attend conferences.
1500	Title I Part A: Allocation 4000-4999: Books And Supplies 3f) Supplemental Instructional materials for new and revised courses.
8,000	Title I Part A: Allocation 4000-4999: Books And Supplies 3g) New books, journals, and materials for the library and for classrooms to support student academic success.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide workshops on Saturdays to all students to improve learning in core classes, including foreign language.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3h) Provide hourly pay to teachers to provide workshops outside of school time to improve upon classroom learning of essential standards to support student achievement as measured by semester grades, CAASP, SAT, PSAT, and College Board assessments.
2000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3i) Release time and hourly pay for teachers to plan for reteaching and reassessment.
3000	Title I Part A: Allocation

	4000-4999: Books And Supplies 3j) Books, supplies, and materials to supplement classrooms.
0	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 3h) Improve upon student engagement by making connections with students through Capturing Kids Hearts.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in grades 9 and 10

Strategy/Activity

Increase the number of sections of co-taught and supported classrooms for students in the areas of ELA and mathematics to provide a more inclusive environment for students with disabilities.

Homeless, foster youth, socioeconomically disadvantaged students and students with disabilities will demonstrate academic success by increasing the following areas:

- Graduation Rate
- Drop Out Rate
- Alternative Supports for Foster Youth
- AVID

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
104000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3k) Intervention counselor will monitor student academic progress, hold parent-teacher meetings, SSTs, and provide counseling for students who are at high risk of being off track for graduation. Counselor will also oversee pathways students

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

special education students

Strategy/Activity

Increase the number of sections of co-taught and supported classrooms for students in the areas of ELA and mathematics to provide a more inclusive environment for students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
3l) Release time for teachers to plan lessons, write and analyze common formative assessments, and review data to answer the question of what will be done when students don't learn.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

applicaton and implementation of appropriate interventions and/or enrichment via the support and monitoring of 9th and 10th grade students who are indentified at risk; continued support of Read 180 and Math 180 intervention at the 9th grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
3m) Engaging students in opportunities outside of the classroom that will enhance learning and improve literacy across the curriculum as measured by an increase in a-g completion, lower D/F rates, and increased CAASP scores.

0

None Specified
None Specified
3n) Tutoring for identified at-risk students during study skills; tutoring provided through Educational Talent Search grant through Cal Poly Pomona.

62550

District Funded

5000-5999: Services And Other Operating Expenditures
 Through the use of Title I carryover, provide 24/7 online tutoring to all 9-12 grade students with language support for English learners at the rate of \$45 per student

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL students

Strategy/Activity

Increase graduation rate
 Strategic alignment of core courses to promote academic proficiency.
 Provide additional intervention sections to support at risk students.
 Provide bilingual services for parents during community forums to increase engagement and participation. Provide bilingual services to students in classrooms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

66000

Title I Part A: Allocation
 2000-2999: Classified Personnel Salaries
 3p) Bilingual aides provide tutoring during lunch and after school to aide with student progress in the classroom

7000

Title I Part A: Allocation
 3000-3999: Employee Benefits
 3q) benefits package

3000

Title I Part A: Allocation
 2000-2999: Classified Personnel Salaries
 3r) Bilingual translation services for parent and student meetings to support Title I activities

16500

Title I Part A: Allocation
 2000-2999: Classified Personnel Salaries
 3s) Instructional aide to support students during class, tutor during lunch and after school to aide with progress in the classroom

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students participating in enrichment activities to support college and career

Strategy/Activity

Support increasing the College and Career Readiness by providing CTE pathways for students and other research based instructional programs and practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22193	Agriculture Vocational Incentive 4000-4999: Books And Supplies 3t) Supplies and resources to support the CTE pathways for Farm and agriculture
22193	Farm – General 4000-4999: Books And Supplies 3u) Supplies and resources to support the CTE pathways for Farm and agriculture
37000	District Funded 5800: Professional/Consulting Services And Operating Expenditures 3v) Provide resources and training to support the implementation of AVID.
30000	Band – General Fund 4000-4999: Books And Supplies 3w) Provide resources and supplies to support the band program.
14750	Sports – General Fund 4000-4999: Books And Supplies 3x) Provide resources and supplies to support the athletics program

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$422,777.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,052,768.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$417,091.00
Title I Part A: Parent Involvement	\$5,686.00
Title II Part A: Improving Teacher Quality	\$31,840.00

Subtotal of additional federal funds included for this school: \$454,617.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Agriculture Vocational Incentive	\$22,193.00
Band – General Fund	\$30,000.00
District Funded	\$503,704.00
Farm – General	\$22,193.00
Lottery: Instructional Materials	\$5,311.00
None Specified	\$0.00
Sports – General Fund	\$14,750.00

Subtotal of state or local funds included for this school: \$598,151.00

Total of federal, state, and/or local funds for this school: \$1,052,768.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	417,091.00	0.00
Title II Part A: Improving Teacher Quality	31,840.00	0.00
Title I Part A: Parent Involvement	5,686.00	0.00
Lottery: Instructional Materials	5,311.00	0.00
Agriculture Vocational Incentive	21,126.00	-1,067.00
Activities – General Fund	4,000.00	4,000.00
Farm – General	21,126.00	-1,067.00
Band – General Fund	15,000.00	-15,000.00
Sports – General Fund	20,000.00	5,250.00
General Fund	140,413.00	140,413.00
AVID	37,000.00	37,000.00

Expenditures by Funding Source

Funding Source	Amount
Agriculture Vocational Incentive	22,193.00
Band – General Fund	30,000.00
District Funded	503,704.00
Farm – General	22,193.00
Lottery: Instructional Materials	5,311.00
None Specified	0.00
Sports – General Fund	14,750.00
Title I Part A: Allocation	417,091.00
Title I Part A: Parent Involvement	5,686.00
Title II Part A: Improving Teacher Quality	31,840.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	298,688.00
2000-2999: Classified Personnel Salaries	87,500.00
3000-3999: Employee Benefits	7,000.00
4000-4999: Books And Supplies	129,947.00
5000-5999: Services And Other Operating Expenditures	151,715.29
5800: Professional/Consulting Services And Operating Expenditures	377,417.71
5900: Communications	500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Agriculture Vocational Incentive	22,193.00
4000-4999: Books And Supplies	Band – General Fund	30,000.00
1000-1999: Certificated Personnel Salaries	District Funded	113,648.00
5000-5999: Services And Other Operating Expenditures	District Funded	62,550.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	327,506.00
4000-4999: Books And Supplies	Farm – General	22,193.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	5,311.00
	None Specified	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Sports – General Fund	14,750.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	161,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	85,500.00
3000-3999: Employee Benefits	Title I Part A: Allocation	7,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	35,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	86,979.29

5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	40,111.71
5900: Communications	Title I Part A: Allocation	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,186.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	22,040.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	9,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	506,933.29
Goal 2	93,197.00
Goal 3	452,637.71

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 0 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Olivier Wong Ah Sun	Principal
Sophie Yu	Classroom Teacher
Ian Conacher	Classroom Teacher
Rebecca Peterson	Classroom Teacher
William Crisafi	Classroom Teacher
Elizabeth Larusso	Parent or Community Member
Mindi Moon	Parent or Community Member
Gwen Marich	Parent or Community Member
Amy Gaboury	Parent or Community Member
Haden Garcia	Secondary Student
Andrew Bergmann	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

see attachment

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 24, 2022.

Attested:

see attachment

Principal, Olivier Wong Ah Sun, Ed.D. on 5/24/2022

see attachment

SSC Chairperson, Ian Conacher on 5/24/22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>






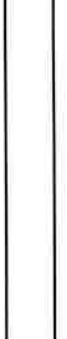
ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Don Antonio Lugo High School
 School Site Council
 2021-2022

Meeting Date: May 24, 2022

Staff	Title	Signature
Wong, Oliver	Principal	
Eckersal, Michele	AP	
Gonzales, Rosa	AP	
Crisafi, William	Teacher	
Conacher, Ian	Teacher	
Peterson, Rebecca	Teacher	
<i>Yu, Sophie</i>	<i>Teacher</i>	
Parents		
Gaboury, Amy	Parent	
Lorusso, Elizabeth	Parent	
Marich, Gwen	Parent	
Moon, Mindi	Parent	
Students		
Garcia, Haden	Student	
Bergmann, Andrew	Student	
Other		
Valdivieso, Laura	Staff	

Chino Valley Unified School District

Don Antonio Lugo High School Parent and Family Engagement Policy 2022-2023

School Policy Engagement:

Don Antonio Lugo HS recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Don Antonio Lugo HS shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting to inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff Of Don Antonio Lugo HS in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. Don Antonio Lugo HS will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below (*Epstein's Six Types of Parental Involvement*). The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. Don Antonio Lugo HS's **goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area**. The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the school-parent compact will be updated by staff and parents, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes.

This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Don Antonio Lugo HS will support these home-school partnerships by using the following **six types of engagement**:

1. **Parenting.** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. Don Antonio Lugo HS will partner with the District Family Engagement Center by offering parent workshops in a 4-session series: Transition from MS to HS Motivating Your Teen, The Adolescent Brain, and Digital Literacy. Parent Institute of Quality Education (PIQE) will be offered for 9 weeks targeting incoming 9th grade parents to help build a better understanding for the HS system and how to navigate it with their teen.
2. **Communication.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. Don Antonio Lugo HS will utilize phone blasts in English/Spanish, contact parents via phone/email, send timely notifications through traditional mailings, and continue to incorporate an open-door policy when parents need any type of assistance. Bilingual personnel will be available to attend to parents and translate at school related meetings.
3. **Volunteering.** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Don Antonio Lugo HS will continue to have Parent Center where parents may access assistance/support with our Community Liaison. Every Friday (Friday for All), the Parent Center will be open for discussion forums, computer literacy support, and any other parental assistance required. Parents will be sent invitational flyers for School Site Counsel, ELAC, and other school related partnership.
4. **Learning at Home.** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Don Antonio Lugo HS will promote the use of AERIES Parent Portal by conducting an initial training session at registration. As we interact with parents throughout the year, we encourage parents to sign up for access in order to progress monitor their teen with grades, attendance, etc. Through the Community Liaison, work with parents to structure a more conducive environment at home for homework and positive family interaction.
5. **Decision-making.** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents/guardians in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Don Antonio Lugo HS will encourage all stakeholders to be part of School Site Council, ELAC, and other school related groups that enhance communication and relevance when it comes to school programs and supporting teens through 9-12th grades.

6. ***Collaborating with Community.*** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Don Antonio Lugo HS will share information with parents and all stakeholders the following resources: Chino Human Services for Counseling, Chino Experience Teen Center (Tutoring/Leadership Building), HOPE Center (CVUSD – Adult School), Family Engagement Center (Workshops/Education), Reach Out Crossroads Group Counseling (on-site), in addition to other resources such as access to free dental services and IVRS Inland Valley Recovery Services (Behavioral Concerns for students 11-17).

Building Capacity for Parent Engagement

The Don Antonio Lugo HS school staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children’s academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, Don Antonio Lugo HS and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

(revised 2021-2022)

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

English Learner Parent Academy

STAFF TRAININGS

ART OF PARENTING

Parent and School Partnership Link:

<http://www.chino.k12.ca.us/Page/8882>

ibis_cordero@chino.k12.ca.us

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

12 Powers of Family Business - 2nd Semester

These meetings are offered for parents to connect to one another and make progress toward their own individualized goals as parents. Starting second semester.

15 Laws of Growth - 1st Semester

This training curriculum will help you understand how personal growth really works, and how you can develop yourself to become a more effective and fulfilled individual. You will learn how to build up your sense of purpose and become more successful in every area of your life.

Volunteering Opportunities

Don Lugo's Parent Volunteer Committee offers parents several opportunities to help the school. Please check the parent tab for these opportunities. Also, visit sports and activities booster organizations on the website to volunteer in areas of interest.

School Site Council, ELC, LCAP, ESSER, DELAC

Parent partnership on the advisory board is needed. Please call the office to volunteer.

Communication about Student Learning

- Parent/Teacher Conference and student Study Teams: to address student progress/achievement
- Renaissance Program: celebrate student effort
- Career Center Presentation: access to all levels of career choices
- School Site Council (SSC) Meetings: all stakeholders
- School Attendance Review Team (SART) Meetings: Parent School partnership to improve attendance

ETS-Educational Talent Search

Students are eligible for after school tutoring and college field trips, help with FAFSA and college applications.

DAL Nights AP Student/Parent Night

Back to School

Future Freshman Night

After School Programs

Dual Enrollment-Earn college credits in high school NOW

Don Lugo School Website:

<http://www.chino.k12.ca.us/Domain/39>

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT

2022-2023



9 - 12

*Always walk through life as if you have
something new to learn and you will.*

Vernon Howard

Don Lugo High School

13400 Pipeline Ave.

Chino, CA 91710

909 591-3902

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

Don Antonio Lugo HS WASC GOALS

1. Goal 1: Don Antonio Lugo High School will decrease the student D/F rate thereby increasing the number of students meeting the CSU/UC A-G requirements.
2. Goal 2: To improve student achievement in Math by implementation of Common Core state Standards and Standards for Mathematical Practices.
3. Goal 3: A professional development plan for teachers regarding school-wide instructional strategies, including analysis of assessments needs to be established for the implementation of CCSS.

English Language Learner Goal: Each student will gain one level of proficiency on the ELPAC ad enroll in A-G courses.

Building Positive Relationships Goal:

Student will demonstrate appropriate behavior in all settings. DAL wants to help students to develop strong social skills and to provide counseling for students in a variety of areas. Please contact the school for help with depression, anxiety, avoidance behaviors such as truancy, drug and alcohol experimentation, and dangerous behaviors such as harm to self or others.

Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom: DAL teachers have the whole student in mind as they implement Common Core State Standards and research-based practices in classroom instruction.

ACADEMIC GOAL:

Our teachers will give students option/choices to demonstrate their understanding for any concept through the use of posters, technology, illustrations, etc. Students can reach mastery by taking ownership of the outcome by showcasing their thinking their way.

English Learner Goal:

Our teachers will use structured, collaborative grouping configurations (peer to peer, small group, whole group) to develop oral and written communication skills and give students multiple opportunities to access/process information in a variety of ways.

Positive Behavioral Interventions & Support (PBIS):

PBIS is an evidence-based three-tiered framework to improve and integrate all data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students can succeed.

At Home

- Utilize the AERIES Parent Portal and Parent Square to access your child's grades, attendance, and behavior.
- Contact their teachers and counselors to maintain an open line of communication via email/phone and review other resources available.
- Be present! Establish time at home to discuss school, daily experiences, and positive interactions.
- Structure a routine for your child that fosters attention to completing homework, maintaining a healthy lifestyle, and attending school daily.
- READ! READ! READ! And TALK! TALK! TALK! Model this for your child and create an environment where books, magazines, etc. are accessible. Make time for reading, discussion and sharing of what is read. This builds academic language!
- Check your child's schoolwork, school supplies, and backpack routinely to establish an expectation of success.
- Sign up for tutoring through ETS after school.
- Additional tutoring websites: tutor.com and Paper can be located via student Class Link.

Student Learning Activities

Activities students will do to support their learning:

Our three core values are Be Respectful, Be Responsible, Be Involved.

This includes getting to school on time. Being engaged in classroom activities, treating everyone kindly and respectfully, and talking with teachers when you need extra help or don't understand something.