

The Single Plan for Student Achievement Las Lomas High School 2014-2017

District: Acalanes Union High School District

County-District School (CDS) Code: 0761630

Principal: Matt Campbell

Date of this revision: December, 2015

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

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

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2014-2017 Goals

- Las Lomas High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 3 percentage points from 2014 to 2017.
- Las Lomas High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2014 to 2017.
- Las Lomas High School will increase “School Connectedness” as measured by the California Health Kids Survey instrument by 2 percentage points in the “High” level in Grade 9 and Grade 11 from 2014 to 2017.
- Las Lomas High School will increase the percentage of students who improve their achievement on the CELDT by at least one level by 10% from 2014 to 2017.

The District Governing Board approved the 2014 – 2017 SPSA on December 10, 2014
The District Governing Board approved a revision to the 2014 – 2017 SPSA on **TBD**

Form A: Planned Improvements in Student Performance

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

LEA/SCHOOL GOAL: Las Lomas High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 3 percentage points from 2014 to 2017.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
We will use data reports from the California Assessment of Student Performance and Progress (CAASPP) program.	Las Lomas students overall scored exceptionally well on the 2015 Smarter Balanced Assessment, with 88% achieving the Standards Met or Standards Exceeded levels.	Annual data review and report Where can a budget plan of the proposed expenditures for this goal be found? Within the SPSA document.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to transition to ELA/Literacy California State Standards	Administration Instructional Council Instructional Staff	Use of Late Start Wednesday / Collaboration / Professional Development Schedule (Fall Semester 2015) <ul style="list-style-type: none">Semester Schedule produced at the beginning of each semester with semester goals/objectives and targets for professional developmentDevelopment of Instructional practice associated with new literacy standardsDevelopment of assessment associated with instructional practiceEach teacher identified an instructional practice that he/she wanted to develop over the semester	No cost

		<ul style="list-style-type: none"> • Each teacher collaborated with their Instructional Practice (IP) group to develop and implement practice into their curriculum • Each IP group developed and collaborated on a formative assessment at the conclusion of the semester • Each IP group analyzed assessment 	
Continue transition to new ELA/Literacy California State Standards	All	<p>Late Start / Collaboration / Professional Development Schedule (Spring 2016)</p> <ul style="list-style-type: none"> • Each teacher will establish professional development goals based on an instructional practice and a literacy goal • Each teacher will collaborate with members of their department and establish goals based on the following: <ul style="list-style-type: none"> ○ develop one instructional practice associated with the new literacy standards ○ develop a unit of study corresponding the the new literacy standards ○ develop a common assessment based on the instructional practice/literacy standard ○ analyze assessment based on student learning/mastery of the standard ○ Reflect on teaching practice based on collaboration with colleagues and assessment to further refine instructional practice and curriculum development 	No cost

Continue transition to new ELA/Literacy California State Standards	Instructional Coach Administration Instructional Council	Provide leadership and direction for collaboration and professional development plan <ul style="list-style-type: none"> Coaches meet with administration to plan and development professional development plan for teaching staff Coaches communicate plan to staff via email, staff and instructional council meeting Coaches work with departments and one on one with teachers to help implement plan and develop awareness and capacity with new literacy standards Coaches plan site professional development days Coaches help department chairs implement professional development plan within their departments 	Cost of coach \$22K
Provide staff development opportunities for all departments to transition to the new California State Standards and develop curriculum	Administration Department Chairs	Departments take advantage of all day and half day "Pull-Out" collaboration opportunities <ul style="list-style-type: none"> Subject level teams develop curriculum and common assessments 	SSC: \$7,000 Parent Foundations: \$5,000 District Mandated Costs: \$1,500
Provide Staff members opportunities to attend California Standards Workshops	Administration Department Chairs	<ul style="list-style-type: none"> <i>Sharing of workshop opportunities sent out by County, State, and private organizations</i> <i>Continuous encouragement of staff to attend workshops</i> 	District?: SSC: \$2,000 Parent Foundations: \$1,500

Development and implementation of Literacy standards within Social Studies	District Office Staff Social Studies Teachers	<ul style="list-style-type: none"> • Social Studies Camp during Summer 2015 • World History teachers participate in development and analysis of common writing assessment 	Cost & source?
Development of supplemental teaching materials	Department Chairs Instructional Staff	<ul style="list-style-type: none"> • English teachers develop a Writing Handbook for all English students 	SSC: \$3,000
School-Wide Literacy Program implementation focus on reading and writing standards	Administration Common Core Coaches Department Chairs	<ul style="list-style-type: none"> • Teachers implement Instructional Practice based on Late Start Collaboration • Teachers share out Instructional Practice in jigsaw at Department Meetings 	No cost
Expanded the number of iPads on campus to give teachers more access to integrating technology into their curriculum	Administration Department Chairs Instructional Staff	<ul style="list-style-type: none"> • Class set of iPads deployed in classrooms 	Parent Foundations: \$4,000

Extending Learning Opportunities: Implemented Late Start Wednesday Test Make-Up Session	Administration Instructional Staff	<ul style="list-style-type: none"> Teachers use Wednesdays as an opportunity for students to make-up tests/quizzes Teachers allow students to re-take tests if they failed a previous test Quarterly late starts dedicated to extended learning opportunities for struggling students 	No cost
Focus on Struggling Students	Intervention Coach Administration Instructional Council Counselors	<ul style="list-style-type: none"> Quarterly Late Start Wednesday dedicated to extending learning opportunities for struggling students Admin communicates opportunity to all struggling students and families Teachers communicate opportunity to all students 	
Peer Tutoring Program – facilitated by the counseling program	Counselors Instructional Staff	<ul style="list-style-type: none"> Departments utilize Peer Tutors to tutor struggling students 	No cost
Lunch and After School Tutoring Program	Administration Department Chairs Counselors Instructional Staff	<ul style="list-style-type: none"> Many departments participate in lunch and after school tutoring program Many students use the daily service to obtain additional support during the school day and after 	SSC: \$20,500

Special and general education collaboration to assist students in special education in core academic learning.	Administration Instructional Staff	<ul style="list-style-type: none"> General and special education teachers co-teach core subject areas: English 1 and 3, US History, Biology, Geology, and Geometry Instructional Assistants “push-in” to core classes 	No cost
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Form A: Planned Improvements in Student Performance

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

LEA/SCHOOL GOAL: Las Lomas High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2014 to 2017.

What data did you use to form this goal? We will use data reports from the California Assessment of Student Performance and Progress (CAASPP) program.	What were the findings from the analysis of this data? Las Lomas students overall achieved 63% at the levels of Standards Met or Standards Exceeded.	How will the school evaluate the progress of this goal? Annual data review and report Where can a budget plan of the proposed expenditures for this goal be found? Within the SPSA document.
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Development and implementation of Common Core Math curriculum	Administration Math Department members Common Core Coach	<ul style="list-style-type: none"> District sponsored Math Camp – Summer 2014 District sponsored Summer Institute Optional Professional Development Days 	District Common Core: \$15,000
Articulation with Middle School (WCI) to align middle school math classes with High School Expectations	Administration Department Chairs Common Core Coach Math Department	<ul style="list-style-type: none"> Yearly meeting with middle school teachers to ensure proper placement in 9th grade classes Align expectations for curricular focus 	No cost
Math Intervention Specialist	Math Dept Member Administration Counseling	<ul style="list-style-type: none"> Math department member identifies students who are receiving a D/F in a math class at major grading periods All students are personally invited to attend 7th period tutoring/intervention Math department member works with counseling staff to identify needs Counselors meet with D/F math students and communicate school tutoring schedule to them 	Source: Title I? \$22K
Common Assessments in Algebra, Geometry and Alg. 2 at Semester	Administration Department Chairs Common Core Coach Math Department	<ul style="list-style-type: none"> District Common Assessments given by entire department Use of Illuminate to generate student performance reports Use Common Assessment as a formative assessment 	No cost

Algebra A, Algebra B, and Algebra 1 collaboration	Administration Common Core Coach Department Chairs Instructional Staff	<ul style="list-style-type: none"> Teachers have similar curricular pacing to teach similar concepts and to assess student progress within the same time frame Frequent meetings to align curriculum and assessments Use assessments as a formative assessment 	No cost
Professional Development Opportunities	Administration Common Core Coach Department Chairs Instructional Staff	<ul style="list-style-type: none"> Department members attend local, state and national workshops to learn recent developments on technology integration, curriculum improvements, instructional approaches and assessment development 	SSC: \$18,000
Late Start Wednesday Weekly Collaboration Meetings	Administration Common Core Coach Department Chairs Instructional Staff	<ul style="list-style-type: none"> Math Department uses weekly collaboration meetings to discuss Common Core resources to integrate into curriculum Department members collaborate on common assessments and use the time to analyze student results Department discusses Common Core instructional strategies and integration of Performance Tasks 	No cost
Peer Tutoring for math classes	Administration Department Chairs Instructional Staff Counselors	<ul style="list-style-type: none"> Some Teachers utilize Peer tutors to help struggling students achieve Peer Tutors work with individual students and with small groups of students. The Peer Tutors are supervised by classroom teacher. 	No cost

Increased use of iPads for 1:1 ratio	Administration Instructional Staff	<ul style="list-style-type: none"> Teacher is integrating 1:1 ratio in lower level Algebra class Data is being collected on engagement and student achievement using 1:1 student/iPad ratio Paperless classroom – with all notes being stored in Evernote and assessments taken in Illuminate 	No cost
Implementation of Illuminate for test analysis	Administration Instructional Staff Tech Coordinator	<ul style="list-style-type: none"> Illuminate is utilized as an online assessment resource Student reports are generated and teachers can use performance data to inform instruction and alter future curriculum development 	District Office: \$7,000
Use of Activate Instruction Playlist in Illuminate	Instructional Staff	<ul style="list-style-type: none"> Illuminate has a personal “playlist” called Activate Instruction Students can work at their own pace to learn and re-learn math concepts Students have the ability to take quizzes and retake quizzes for content mastery 	No additional cost
Lunch and After School Tutoring Program	Administration Department Chairs Counselors Instructional Staff	<ul style="list-style-type: none"> Teachers provide tutoring opportunities for students to get extra help in math during lunch and after school 	SSC: \$20,500

Special and general education collaboration to assist students in special education in core academic learning.	Administration Instructional Staff	<ul style="list-style-type: none"> General and special education teachers co-teach Algebra A, Algebra B, and Geometry 	No cost
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Form A: Planned Improvements in Student Performance

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LEA/SCHOOL GOAL: Las Lomas High School will increase “School Connectedness” as measured by the California Health Kids Survey instrument by 2 percentage points in the “High” level in Grade 9 and Grade 11 from 2014 to 2017.

What data did you use to form this goal? California Healthy Kids Survey data from 2011-2012 and 2013-2014 surveys.	What were the findings from the analysis of this data? In 2011-2012, 65% of 9 th graders surveyed and 60% of 11 th graders surveyed felt connected to the school. In 2013-2014, 67% of 9 th graders surveyed and 64% of 11 th graders surveyed felt connected to the school.	How will the school evaluate the progress of this goal? Results of the next CHKS, 2015-2016. Where can a budget plan of the proposed expenditures for this goal be found? Within the SPSA document.
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Assist in transition from middle school to high school	Administration Counselors Leadership	<ul style="list-style-type: none"> Frosh Orientation – Junior and Senior “Buddies” meet with small group of Freshmen to help orient them to Las Lomas prior to the start of school Buddy Check-In – during the school year, buddies check-in with their Freshmen students 	No cost
Help New Students get connected to Las Lomas	Administration Counselors Leadership	<ul style="list-style-type: none"> New Student Luncheon – Hosted by Leadership students – all students new to the LL community (not including students from WCI) are invited to lunch provided by ASB Leadership students welcome and provide discussion questions to help new student make friends 	No cost
Student Fishbowl Activity during staff meeting	Two teacher facilitators Classified Staff Admin Counselors Certificated Staff	<ul style="list-style-type: none"> 15 selected students participated in a student fishbowl discussion activity in front of the LL staff Students shared their experience - what the staff does well that helps the students and offered suggestions how to improve student learning from the student perspective Staff listened and then offered solutions to help meet student learning Students communicated importance of student connectedness with staff Staff developed guiding values as a result of the activity 	No cost

Utilize Student Clubs as a way to help students be engaged	Administration Leadership Instructional Staff	<ul style="list-style-type: none"> • Club Rush – hosted by Leadership students at the beginning of the school year to advertise the variety of clubs offered on campus • All clubs welcome new students to their club 	No cost
Extra-Curricular School Sponsored Activities (Academic Clubs or Activities)	Leadership Instructional Staff	<ul style="list-style-type: none"> • Mock Trial • Academic Decathlon • Model United Nations • Odyssey of the Mind 	Schedule B stipends: \$2,700
Athletic Programs	Administration Athletic Director Counselors Instructional Staff Coaches	<ul style="list-style-type: none"> • LL offers comprehensive sports program • Varsity, Junior Varsity and Frosh program for girls and boys • Over 60% of student population participates 	Athletic funding model
Artistic Opportunities	Administration Instructional Staff	<ul style="list-style-type: none"> • Comprehensive Drama Program with Fall and Spring Plays • Comprehensive Band Program • Art Program – participates in Memory Program • Choir Program 	Parent Foundations: \$20,000

Opportunities to Shape School Culture	Administration Counselors Instructional Staff	<ul style="list-style-type: none"> Safe School Ambassadors (SSA) – group of trained students who confront and de-escalate student conflicts 	Parent Foundations: \$5,000
Character Development	Administration Counselors Instructional Staff	<ul style="list-style-type: none"> School reinforces Three Rules of Being a Knight Students are recognized monthly for demonstrating the Three Rules with ceremony and t-shirt 	Parent Foundations: \$3,000

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LEA/SCHOOL GOAL: Increase the percentage of students who improve their achievement on the CELDT by at least one level by 10% from 2014 to 2017.

What data did you use to form this goal? Past annual CELDT performance comparisons.	What were the findings from the analysis of this data? Between 2012-13 and 2013-14, 50% of students increased one level on the CELDT while 45% remained at the same level. Between 2013-14 and 2014-15, 54% of students increased at least one level on the CELDT, while 41% remained at the same level.	How will the school evaluate the progress of this goal? Continued annual comparison of CELDT performance. Where can a budget plan of the proposed expenditures for this goal be found? Within the SPSA document.
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Revision of EL course offerings	Clark Consultant EL site coach EL Counselor District Office Admin EL staff	<ul style="list-style-type: none"> Continue monitoring of EL course offering and adjust course offerings to meet learning needs of EL students Development of suggested class schedule for EL students based on incoming CELDT level score 	Title I \$28K
Professional Development of EL teaching staff	Clark Consultant EL Site Coach EL teaching staff Admin District Office Staff	<ul style="list-style-type: none"> Clark Consultant provides professional development on grammar and reading curriculum and instructional practices 	Title I
ELD curriculum continues to be revised and aligned with new Common Core ELD Standards	Administration EL Coach Instructional Staff	<ul style="list-style-type: none"> ELD and SDAIE curriculum aligned with ELD Common Core State Standards 	No cost

EL Staff will monitor the development and availability of updated EL curriculum	Administration EL Coach Instructional Staff	<ul style="list-style-type: none"> ELD courses will continue to utilize course materials designed for developing basic literacy in English language skills to succeed in the mainstream classes 	No cost
ELD and SDAIE teachers utilize supplemental teaching materials	Administration EL Coach Instructional Staff	<ul style="list-style-type: none"> Grammar Sense Books LL ELD teacher/student developed Picture Dictionary's Clark Consulting teacher support materials Edge Reading Program 	<i>Title III: \$4,300</i> <i>Title I: \$17,000</i>
EL Site Coach	Administration EL Coach	<ul style="list-style-type: none"> Daily release time to provide peer coaching in ELD and SDAIE classes Collaborate with counselors to monitor proper class placement Review student CUM files for implementing proper support Lead professional development 	<i>EIA: \$22,000 or Title I?</i>
EL Coach Push-In to EL Government Class	Social Studies Dept EL Coach Admin Counselor	<ul style="list-style-type: none"> Provides targeted intervention and support for EL students in Gov't/Econ class Collaborates with teacher on assessment and curriculum development 	Title I 22K

EL Counselor	Counseling Admin District Office	<ul style="list-style-type: none"> Research based decision making to have one counselor oversee and monitor EL students within the school The counselor monitors and documents EL student and RFEP student progress 	Title I 22K
Quarterly Benchmark Assessments	Administration EL Department Chair/Coach EL Instructional Staff Counselors	<ul style="list-style-type: none"> ELD teacher collaborate and analyze student results and determine placement b Students can move to another EL course once mastery is established on benchmarks Counselors monitor EL performance 	No cost
Teacher Development	EL Coach Instructional Staff	<ul style="list-style-type: none"> EL Site Coach provides observation data to improve instructional strategies and assessment development 	No cost
EL Instructional Aide	Administration EL Coach	<ul style="list-style-type: none"> 4 hours per day Works directly with students to provide additional tutoring Works with EL and SDAIE teachers to monitor student learning Implements support plan to help struggling students 	Title I: \$60,000?

EL Instructional Technology	Administration EL Instructional Staff	<ul style="list-style-type: none"> • Chromebook cart for EL student instructional use • Technology integration for English language development 	Title I: \$13,000
Improved monitoring of English language proficiency of EL's	Administration EL Instructional Staff	<ul style="list-style-type: none"> • Staff will administer a written language proficiency test in the fall and spring and will seek an increase of an average of student performing at 90% accuracy and complexity on the spring administration • Staff will also administer (at the same time as the writing test, above) an academic vocabulary test in fall and spring, seeking an increase of overall academic vocabulary knowledge of 20% 	No cost

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service.

School Goal #: 1 Las Lomas High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 3 percentage points from 2014 to 2017.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (Annual)	Funding Source (itemize for each source)
<p>Professional Development</p> <ul style="list-style-type: none"> Districtwide Professional Development days offer selection of workshops focusing on the California Standards in English Language Arts and Literacy, shifts in instructional strategies and practices, research related to the science of learning and curricular development. Summer Institute – a three day, optional professional growth opportunity offered to all district certificated employees. Summer Institute offers a variety of workshops focused on the shift to California Standards, instructional strategies, integration of technology and intervention strategies. After school workshops with the focus on changing curricular and instructional strategies offered to all teachers. Districtwide teams of teachers collaborate on the design of lessons and units focusing on the integration of the California State standards, project based learning, design challenge activities and use of instructional technology to enhance student learning. Two Optional districtwide Professional Development days are offered to allow teams of certificated employees to collaborate on the development of common curriculum and common assessments aligned to the California State Standards. 	<p>August 2015 – June 2017</p> <p>August 2015 – August 2016</p> <p>October 2015 – December 2016</p> <p>Spring 2016</p>	<p>Certificated Salaries, facilitator preparation time, presenter fees</p> <p>Attendee compensation, facilitator preparation time, presenter fees, supplies</p> <p>Participant compensation (after school hours), substitutes for peer observations</p> <p>Attendee compensation (per diem)</p>	<p>\$138,000</p> <p>\$79,500 \$40,000</p> <p>\$20,000</p> <p>\$250,000</p>	<p>LCFF Base Grant</p> <p>Title II Educator Effectiveness Grant</p> <p>LCFF Base Grant</p> <p>Educator Effectiveness Grant</p>

<ul style="list-style-type: none"> • Certificated staff attends conferences and workshops with the focus on: Common Core standards, instructional practices, student intervention, student learning and more. 	August 2015 – June 2017	Conference registration, travel and hotel costs	\$70,000	Mandated Cost Reimbursement, LCFF Base Grant
<ul style="list-style-type: none"> • Districtwide release days are offered for teams of teachers working on the revision of curriculum and implementation of instructional technology in the classroom. Release days are facilitated by district staff or experts from the field. 	August 2014 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> • Social Studies Instructional summer camp held for teams of Social Studies teachers to examine instructional practices, alignment to Common Core as related to reading and writing strategies as well as development of use of primary source documents in the Social Studies classrooms. 	August 2015	Attendee compensation (summer institute rate)	\$5,000	Title II
<p>Curriculum Development</p> <ul style="list-style-type: none"> • Revision of Courses of Study will be completed for all courses to reflect the implementation of the California State standards. Districtwide teams will review the revised English 1 COS and revise English 2 and English 3 (H). 	November 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> • Release days are offered to districtwide teams of teachers focusing on the development of lessons and alignment of instructional practices with the California State standards. 	August 2015 – June 2017	Substitute cost for the attendees	\$4,000	LCFF Base Grant
<ul style="list-style-type: none"> • District Technology Specialist meets with Site Technology Coordinators and teachers across the district to provide assistance in the design of curriculum with the use of technology tools. 	August 2015 – June 2017	Salary	\$38,000	Measure A & G
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Districtwide teams of teachers and ELA Department Chairs are examining books read at each grade level for content, text complexity and alignment to the new standards. 	August 2015 – June 2015	Cost of new, additional books	\$20,000	Inst. Materials

<ul style="list-style-type: none"> Instructional materials focusing on the works of nonfiction are purchased for the English courses. Illuminate (Nspect) test bank aligned to the Common Core was purchased and provided to all teachers. The California State standards aligned test is used by teachers to develop assessments aligned to the new standards and develop district wide common assessments to monitor student progress. Release days are organized for all district teachers participating in the implementation of the 1:1 iPad program focusing on instructional practices enhanced by the use of iPads (close reading, student intervention, notetaking.) <p>Data analysis</p> <ul style="list-style-type: none"> Performance data related to districtwide common assessments is collected and analyzed using the Illuminate software program. Annual Assessment report is completed and presented to the Governing Board and all site administrators by the Educational Services department. The assessment report includes district and site student achievement data from site, district, state and federal assessments. Associate Superintendent of Educational Services meets with ELA department chairs to coordinate districtwide efforts in common assessment development and data analysis. 	July 2015 – Ongoing	Cost of books	\$60,000	Instructional Materials
	August 2015 – June 2017	Annual cost of the test bank	\$8,500	LCFF Base Grant
	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	Mandated Cost Reimbursement
	August 2015 – June 2017	None	NA	NA
	October 2015 – October 2016	None	NA	NA
	August 2015 – June 2017	Substitute cost when release days are utilized	\$1000	LCFF Base Grant

School Goal #: 2 Las Lomas High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment by 10 percentage points from 2014 to 2017.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (Annual)	Funding Source (itemize for each source)
Professional Development <ul style="list-style-type: none"> Districtwide Professional Development days offer a selection of workshops focusing on the California State Standards in mathematics, shifts in instructional strategies and practices, research related to the science of learning and curricular development. Summer Institute – a three day, optional professional growth opportunity offered to all district certificated employees. Summer Institute offers a variety of workshops focused on the shift to Common Core standards, instructional strategies, integration of technology and intervention strategies. After school workshops with the focus on changing curricular and instructional strategies are offered to all teachers. Districtwide teams of teachers collaborate on the design of lessons and units focusing on the integration of the California State standards, project based learning, design challenge activities and use of instructional technology to enhance student learning. Two optional districtwide Professional Development days are offered to allow teams of certificated employees to collaborate on the development of common curriculum and common assessments aligned to the California State Standards. Certificated staff attends conferences and workshops 	August 2015 – June 2017	Certificated Salaries, facilitator preparation time, presenter fees	\$138,000	LCFF Base Grant
	August 2015 – August 2016	Attendee compensation, facilitator preparation time, presenter fees, supplies	\$79,500 \$40,000	Title II Educator Effectiveness Grant
	October 2015 – December 2016	Participant compensation (after school hours), substitutes for peer observations	\$20,000	LCFF Base Grant
	Spring 2015	Attendee compensation (per diem)	\$250,000	Educator Effectiveness Grant
	August 2015 – June 2017	Conference registration, travel and hotel costs	\$73,000	LCFF Base Grant

<p>with the focus on: Common Core standards, instructional practices, student intervention, student learning and more.</p> <ul style="list-style-type: none"> Districtwide release days are offered for teams of teachers working on the revision of curriculum and implementation of instructional technology in the classroom. Release days are facilitated by district staff or experts from the field. 	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<p>Curriculum Development</p> <ul style="list-style-type: none"> Revision of Courses of Study will be completed for all courses to reflect the implementation of the California State standards. Districtwide teams will revise Geometry, Geometry H, Algebra 2, Algebra 2/Trig and Algebra 2/Trig Honors. 	December 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> Release days are offered to districtwide teams of teachers focusing on the development of lessons and alignment of instructional practices with the California State standards. 	August 2015 – June 2017	Substitute cost for the attendees	\$4,000	LCFF Base Grant
<ul style="list-style-type: none"> District Technology Specialist meets with Site Technology Coordinators and teachers across the district to provide assistance in the design of curriculum with the use of technology tools. 	August 2015 – June 2017	Salary	\$38,000	Measure G & A
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Illuminate (Nspect) test bank aligned to the California State standards is purchased and provided to all teachers. The Common Core aligned test is used by teachers to develop assessments aligned to the new standards and develop district wide common assessments to monitor student progress. 	August 2015 – June 2017	Annual cost of the test bank	\$8,500	General Fund
<ul style="list-style-type: none"> Release days are organized for all district teachers participating in the implementation of the 1:1 iPad program focusing on instructional practices enhanced by the use of iPads (close reading, student intervention, notetaking.) 	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant

<p>Data analysis</p> <ul style="list-style-type: none"> Performance data related to districtwide common assessments is collected and analyzed using the Illuminate software program. Annual Assessment report is completed and presented to the Governing Board and all site administrators by the Educational Services department. The assessment report includes district and site student achievement data from site, district, state and federal assessments. Revised districtwide intervention process, process of data analysis and identification of struggling students in order to provide him/her with appropriate supports. 	August 2015 – June 2017	None	NA	NA
	October 2015 – October 2016	None	NA	NA
	August 2015 - Ongoing	None	NA	NA

School Goal #: 3 Las Lomas High School will increase “School Connectedness” as measured by the California Health Kids Survey instrument by 2 percentage points in the “High” level in Grade 9 and Grade 11 from 2014 to 2017.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (Annually)	Funding Source (itemize for each source)
<ul style="list-style-type: none"> District Counseling Plan Implementation 	Ongoing	None	NA	NA
<ul style="list-style-type: none"> Coordinated Districtwide implementation of programs to address student academic stress and mental health as informed by the Challenge Success survey data 	2015-2017	Administration of Challenge Success Survey to all AUHSD students and participation with Challenge Success	\$7500	LCFF Base Grant
<ul style="list-style-type: none"> Districtwide Professional Development day included a variety of workshop sessions focusing on classroom strategies to minimize student stress and improve student engagement. 	2015-2017	Certificated Salaries, facilitator preparation time, presenter fees	\$138,000	LCFF Base Grant
<ul style="list-style-type: none"> Review and implement a robust support for mental health and mental health program for Special Education students. 	2015-2017	Mental Health Services	\$20,000	Special Education
<ul style="list-style-type: none"> Parent Connections website – website resource and special communications for parents and parent education 	2015-2017	None	NA	NA
<ul style="list-style-type: none"> District Student Leadership Student Retreat/Conference to exchange strategies and ideas to enhance inclusiveness and student connections. 	Ongoing	Conference cost, transportation	\$2500	LCFF Base

School Goal #: 4 Las Lomas High School will increase the percentage of students who improve their achievement on the CELDT by at least one level by 10% from 2014 to 2017.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (Annually)	Funding Source (itemize for each source)
Professional Development <ul style="list-style-type: none"> • Summer Institute – a three day, optional professional development opportunity for all district ELD teachers focusing on the newly adopted ELA/ELD framework, curriculum development and instructional strategies. • Release days for ELD teachers focusing on training related to curricular strategies for the development of English language proficiency. • Staff attends workshops and conferences focusing on the ELA/ELD framework and newly adopted California State Standards and instructional strategies for English Language Learners. 	August 2015- August 2016	Attendee Compensation, facilitator preparation, presenter fees, supplies	\$79,500	Title II Educator Effectiveness Grant
	August 2015 – Ongoing	Substitutes, facilitator costs	\$20,000	Title I
	August 2015 – May 2017	Conference Costs	\$5,000	Title I
Instructional Strategies <ul style="list-style-type: none"> • ELD Summer courses for enrichment offered to English Learners to improve language skills. • Revised English Learner Master Plan establishing Districtwide framework for identification, support and instructional practices for English Learners 	Summer 2015 – Summer 2017	Salary, preparation time, supplies, instructional materials	\$7,000	LCFF Supplemental
	October 2015	None	NA	NA

Centralized services do not include administrative costs.

Form D: 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.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Anne Siri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ava Law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cathy DeVries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dan Speir	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Philip Becker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarrina Suer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mary Docktor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mary Walfoort	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matt Campbell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adrienne Spencer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shannon Rogers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terri Humann	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	3	4	1

¹ EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - ☐ State Compensatory Education Advisory Committee _____ Signature
 - ☐ English Learner Advisory Committee _____ Signature
 - ☐ Special Education Advisory Committee _____ Signature
 - ☐ Gifted and Talented Education Advisory Committee _____ Signature
 - ☐ District/School Liaison Team for schools in Program Improvement _____ Signature
 - ☐ Compensatory Education Advisory Committee _____ Signature
 - ☐ Departmental Advisory Committee (secondary) _____ Signature
 - ☐ Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 12/3/15

Attested:

Matt Campbell
Typed name of School Principal

Sarrina Suer
Typed name of SSC Chairperson

M. G. Suer
Signature of School Principal

Sarrina Suer
Signature of SSC Chairperson

12/3/15
Date

12/3/15
Date