

The Single Plan for Student Achievement Las Lomas High School 2017-2020

District: Acalanes Union High School District

County-District School (CDS) Code: 0761630

Principal: Tiffany Benson

Date of this revision: May 12, 2017

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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2017-2020 Goals

- Las Lomas High School will increase the percentage of students “Exceeding” and/or “Meeting” Standards in the understanding of and the ability to apply the ELA/Literacy knowledge and skills associated with the college content- readiness as measured by the Smarter Balanced Assessment by 10% points. The growth goal is applied to all significant subgroups.
- Las Lomas High School will increase the percentage of students “Exceeding” and/or “Meeting” Standards in the Mathematics Common Core State Standards as measured by the Smarter Balanced Assessment by 15% points. The growth goal is applied to all significant subgroups.
- Las Lomas High School will increase student connectedness by 10% as measured through California Healthy Kids and internal surveys
- Las Lomas High School will increase the percentage of students who are reclassified based on results from the RFEP assessment by 10% points per year.

The District Governing Board approved a revision to the 2017-2020 SPSA on May 17, 2017.

Form A: Planned Improvements in Student Performance

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

LEA GOAL:
 AUHSD LCAP Goal Area #3 - Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)
 AUHSD LCAP Goal Area #4 - Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)

SCHOOL GOAL:
 Las Lomas High School will increase the percentage of students “Exceeding” and/or “Meeting” Standards in the understanding of and the ability to apply the ELA/Literacy knowledge and skills associated with the college content- readiness as measured by the Smarter Balanced Assessment by 10% points. The growth goal is applied to all significant subgroups.

<p>What data did you use to form this goal?</p> <p>We will use data reports from the California Assessment of Student Performance and Progress (CAASPP) Program.</p>	<p>What were the findings from the analysis of this data?</p> <p>Las Lomas students overall scored well on the 2016 Smarter Balanced Assessment, with 71% achieving the Standards Met or Standards Exceeded levels.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Annual data review and report</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Within the SPSA document.</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Implement ELA/Literacy California State Standards	Administration Instructional Council	Use of Late Start Wednesday / Collaboration / Professional Development Schedule (Fall Semester 2017) <ul style="list-style-type: none"> • Semester Schedule produced at the beginning 	No cost

	Instructional Staff	<p>of each semester with semester goals/objectives and targets for professional development</p> <ul style="list-style-type: none"> • Development of Instructional practice associated with content standards • Development of assessment associated with instructional practice • Each teacher collaborate with their team to develop and implement practice into their curriculum • Each IP group develop and collaborate on a formative assessment 	
Address curriculum alignment with ELA/Literacy California State Standards	All	<p>Late Start / Collaboration / Professional Development Schedule</p> <ul style="list-style-type: none"> • Each teacher will establish professional development goals based on content standards • Each teacher will collaborate with members of their department and establish goals based on the following: <ul style="list-style-type: none"> ○ develop a common curriculum based on standards ○ develop a common assessment based on the standards ○ analyze assessment based on student learning/mastery of the standard ○ Reflect on teaching practice based on collaboration with colleagues and assessment to further refine curriculum development 	No cost
Develop and implement professional development plan for staff on 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 	Cost of coach \$25,000 – LCFF Supplemental \$25,000 Title I (EL) \$50,000 – LCFF Base \$25,000 – One time Discretionary

		<p>with teachers to help implement plan and develop awareness and capacity with new literacy standards</p> <ul style="list-style-type: none"> • Coaches plan site professional development days • Coaches help department chairs implement professional development plan within their departments 	
Provide staff development opportunities for all departments to refine curriculum, instruction, grading, and assessment.	<p>Administration</p> <p>Department Chairs</p>	<p>Departments identify areas of curriculum focus and take advantage of all day and half day "Pull-Out" collaboration opportunities</p> <ul style="list-style-type: none"> • Subject level teams develop curriculum and common assessments 	<p>SSC: \$10,000*</p> <p>District Mandated Costs: \$1,500</p>
Provide Staff members opportunities to attend California Standards Workshops	<p><i>Administration</i></p> <p><i>Department Chairs</i></p>	<ul style="list-style-type: none"> • Sharing of workshop opportunities sent out by County, State, and private organizations • Continuous encouragement of staff to attend workshops 	<p>District TBD:</p> <p>SSC: \$2,000*</p>
Development of supplemental teaching materials	<p>Department Chairs</p> <p>Instructional Staff</p>	<ul style="list-style-type: none"> • English teachers revise LL Writing Handbook for all English students • Math teachers will continue development and revision of curriculum and assessments • Social Studies teachers will continue development and revision of curriculum and assessments • Teachers will develop curriculum for Human and Social Development course 	<p>SSC: \$3,000*</p>
Expanded the number of devices on campus to give teachers more access to integrating technology into their curriculum	<p>Administration</p> <p>Department Chairs</p> <p>Instructional Staff</p>	<ul style="list-style-type: none"> • Devices deployed in classrooms 	<p>Parent Foundations: \$5,000*</p>
Focus on Struggling Students	<p>Intervention Coach</p> <p>Administration</p>	<ul style="list-style-type: none"> • Admin communicates opportunity to all struggling students and families • Teachers communicate opportunity to all students for academic support during Academy periods 	<p>No cost</p>

	Instructional Council Counselors		
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
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
Implement Academy period	Administration Counselors Instructional Staff	<ul style="list-style-type: none"> • Departments develop weekly a schedule of Academy period options • Teachers “tag” struggling students to attend Academy periods for small group/individual support • Teachers provide support to all students during Academy period • Admin. communicates Academy behavior expectations to all students • Admin support the departments in development of weekly Academy sessions 	No cost

LEA GOAL:

AUHSD LCAP Goal Area #3 - Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

AUHSD LCAP Goal Area #4 - Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)

SCHOOL GOAL:

Las Lomas High School will increase the percentage of students “Exceeding” and/or “Meeting” Standards in the Mathematics Common Core State Standards as measured by the Smarter Balanced Assessment by 15% points. The growth goal is applied to all significant subgroups.

<p>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.</p>	<p>What were the findings from the analysis of this data? Las Lomas students overall scored well on the 2016 Smarter Balanced Assessment, with 55% achieving the Standards Met or Standards Exceeded levels.</p>	<p>How will the school evaluate the progress of this goal? Annual data review and report</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Within the SPSA document.</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Development and implementation of math standards	Administration Math Department members Instructional Coach	<ul style="list-style-type: none"> • District sponsored Math Camp • District sponsored Summer Institute • Optional Professional Development Days 	District staff development
Articulation with Middle School (WCI) to align middle school math classes with High School Expectations	Administration Department Chairs Instructional Coach	<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 Department		
Vertical and horizontal articulation within department	Administration Department Chairs Instructional 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 Assessments as a formative assessment 	No cost
Algebra A, Algebra B, and Algebra 1 collaboration	Administration Instructional 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 • Weekly meetings to align curriculum and assessments • Use Common Assessments as a formative assessment 	No cost
Professional Development Opportunities	Administration Instructional 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: \$10,000*
Late Start Friday Weekly Collaboration Meetings	Administration Instructional 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	<ul style="list-style-type: none"> • Teachers have the option to 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 teachers. 	No cost

	Counselors		
Increased use of devices	Administration Instructional Staff	<ul style="list-style-type: none"> Teachers are integrating 1:1 use of devices in core subjects Data is being collected on frequency and instructional use of technology devices in the classroom Paperless classroom is available to all teachers Increase number of devices available to staff and students 	District: Parent Foundations: \$10,00 School Site Council: \$10,000
Use 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
Finals tutoring support	Administration Department Chairs Counselors Instructional Staff	<ul style="list-style-type: none"> Teachers provide tutoring sessions prior to Fall and Spring finals. 	SSC: \$10,000
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, 	No cost

LEA GOAL:

AUHSD LCAP Goal Area #5 - Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**

SCHOOL GOAL:

Las Lomas High School will increase student connectedness by 10% as measured through California Healthy Kids and internal surveys

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?
<p>California Healthy Kids Survey data from 2013-2014 and 2015-2016 surveys.</p> <p>An internal student survey given January 2016.</p>	<p>In 2013-2014, 67% of 9th graders surveyed and 64% of 11th graders surveyed felt connected to the school. In 2015-2016, 67% of 9th graders surveyed and 59% of 11th graders surveyed felt connected to school.</p> <p>School survey on student connectedness to an adult on campus in January 2016 was 70%.</p>	<p>Results of the next CHKS and internal surveys.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Within the SPSA document.</p>

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	<p>Administration</p> <p>Counselors</p> <p>Leadership</p>	<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 Frosh Seminar – 10 week program during Academy period the Fall semester 	No cost
Help New Students get connected to Las Lomas	<p>Administration</p> <p>Counselors</p>	<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 	No cost

	Leadership		
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 Club: \$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 Club: \$3,000

Culturally Responsive Awareness	Administration Counselors Instructional Staff	<ul style="list-style-type: none"> • Ensure that the classroom environment is reflective of cultural diversity (i.e. posters, selected readings) • Teachers will examine curriculum with an eye toward identifying entry points for including more culturally relevant lessons • Departments will examine performance data with a focus on performance of underrepresented groups 	No cost
Challenge Success Site Team	Administration Counselors Students Staff Parents	<ul style="list-style-type: none"> • Examine student stress • Examine homework practices and perceptions related to homework • Examine student connectedness and student engagement 	District: \$5,000 Site: \$2,000

LEA GOAL:

AUHSD LCAP Goal Area #4 - Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)

AUHSD LCAP Goal Area #3 - Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

SCHOOL GOAL: Las Lomas High School will increase the percentage of students who are reclassified based on results from the RFEP assessment by 10% points per year.

<p>What data did you use to form this goal?</p> <p>Past annual CELDT performance comparisons.</p>	<p>What were the findings from the analysis of this data?</p> <p>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.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Continued annual comparison of RFEP performance.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Within the SPSA document.</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
EL course offerings	ELD 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 RFEP level score 	Title I \$28,000
Professional Development of EL teaching staff	ELD Consultant EL Site Coach EL teaching staff Admin District Office Staff	<ul style="list-style-type: none"> ELD 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 ELD Consulting teacher support materials 	<i>Title III: \$4,300</i> <i>Title I: \$10,000</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>Title I: \$25,000</i>
EL Coach Push-In to EL Classes, as needed	Dept Chair EL Coach Admin Counselor	<ul style="list-style-type: none"> Provides targeted intervention and support for EL students Collaborates with teacher on assessment and curriculum development 	Title I \$25,000
EL Counselor	Counseling Admin	<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 	Title I: \$50,000

	District Office	student and RFEP student progress	
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 • 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"> • 6 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: \$105,000
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 	No cost (purchased previously)
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

<p>based learning, design challenge activities and use of instructional technology to enhance student learning. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus.</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 2017 – June 2018	Conference registration, travel and hotel costs	\$40,000	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 2017 – June 2018	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> • English Instructional summer camp held for teams of English teachers to examine instructional practices, alignment to Common Core as related to reading and writing strategies as well as course development for new English courses of study. 	June 2017	Attendee compensation (summer institute rate)	\$10,000	Educator Effectiveness Grant
<ul style="list-style-type: none"> • Induction program for new teachers. 	August 2017 – June 2018	Coordinator, mentor and County cost	\$32,000	Title II
<ul style="list-style-type: none"> • Response to Intervention training and support 	June 2017 – June 2018	Conference & travel cost	\$50,000	LCFF Supplemental
<ul style="list-style-type: none"> • Instructional coaches (3 release periods per site for instructional coach, RTI, academy support, and tech integration) 	August 2017 – June 2018	Release periods (12)	\$300,000	LCFF Supplemental & Base Grant
<ul style="list-style-type: none"> • NGSS coaching 	August 2017 – June 2018	Release periods (4)	\$100,000	One time discretionary
<p>Curriculum Development</p> <ul style="list-style-type: none"> • Pull-out days to support implementation of English 1, 2, 3, 3(H) and 4 new Courses of Study aligned to the California State standards. 	2017-2018	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 2017 – June 2018	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 2017 – June 2018	Salary	\$40,000	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 2017 – June 2018	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. 	July 2017 – Ongoing	Cost of books	\$20,000	Instructional Materials
<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 2017 – June 2018	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. 	August 2017 – June 2018	Software annual cost	\$35,000	LCFF Supplemental
<ul style="list-style-type: none"> 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. 	October 2017	None	NA	NA
<ul style="list-style-type: none"> Associate Superintendent of Educational Services 	August 2017 –	Substitute cost when release days are	\$1000	LCFF Base Grant

meets with ELA department chairs to coordinate districtwide efforts in common assessment development and data analysis.	June 2018	utilized		
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School Goal # 2 Las Lomas High School will increase the percentage of students “Exceeding” and/or “Meeting” Standards in the Mathematics Common Core State Standards as measured by the Smarter Balanced Assessment by 15% points. The growth goal is applied to all significant subgroups.

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. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus • Districtwide optional professional development days (3) for teachers to develop instructional strategies for the new school day schedule. • 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. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus. 	August 2017 – June 2018	Certificated Salaries, facilitator preparation time, presenter fees	\$150,000	LCFF Base Grant
	June 2017 – August 2017	Certificated Salaries	\$150,000	LCFF Base Grant
	August 2017	Attendee compensation, facilitator preparation time, presenter fees, supplies	\$75,000 \$28,000	Title II Educator Effectiveness Grant
	October 2017 – June 2018	Participant compensation (after school hours), substitutes for peer observations	\$20,000	LCFF Base Grant

<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 2017 – June 2018	Conference registration, travel and hotel costs	\$40,000	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 2017 – June 2018	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> • Math Instructional summer camp held for teams of Math teachers to examine instructional practices, alignment to Common Core. Target courses: Algebra 2, Algebra 2 Adv., Algebra 2/PreCalc. 	June 2017	Attendee compensation (summer institute rate)	\$10,000	Educator Effectiveness Grant
<ul style="list-style-type: none"> • Induction program for new teachers. 	August 2017 – June 2018	Coordinator, mentor and County cost	\$32,000	Title II
<ul style="list-style-type: none"> • Response to Intervention training and support 	June 2017 – June 2018	Conference & travel cost	\$50,000	LCFF Supplemental
<ul style="list-style-type: none"> • Instructional coaches (3 release periods per site for instructional coach, RTI, academy support, and tech integration) 	August 2017 – June 2018	Release periods (12)	\$300,000	LCFF Supplemental & Base Grant LCFF Base Grant
<p>Curriculum Development</p> <ul style="list-style-type: none"> • Pull-out days to support implementation of Algebra 2, Algebra 2 Adv., Algebra 2/PreCalc new Courses of Study aligned to the California State standards. 	December 2017 – June 2018	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 2017 – June 2018	Substitute cost for the attendees	\$3,000	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 2017 – June 2018	Salary	\$40,000	Measure G & A

<p>Instructional Strategies</p> <ul style="list-style-type: none"> Release days for teachers to collaborate on best practices for instruction, assessment and grading with new school day schedule and longer instructional block 	<p>August 2017 – June 2018</p>	<p>Substitute cost for the attendees</p>	<p>\$3,000</p>	<p>LCFF Base Grant</p>
<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. 	<p>August 2017 – June 2018</p>	<p>Software annual cost</p>	<p>\$35,000</p>	<p>LCFF Supplemental</p>
	<p>October 2017</p>	<p>None</p>	<p>NA</p>	<p>NA</p>
	<p>August 2017 - Ongoing</p>	<p>None</p>	<p>NA</p>	<p>NA</p>

School Goal # 3 Las Lomas High School will increase student connectedness by 10% as measured through California Healthy Kids and internal surveys

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 Revision and 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 	2017-2018	Review of Challenge Success Survey data and engagement with local network of “challenge success” effort	\$3000	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. 	2017-2018	Certificated Salaries, facilitator preparation time, presenter fees	\$140,000	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. 	2017-2018	Mental Health Services	\$20,000	Special Education
<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	\$10,000	LCFF Base
<ul style="list-style-type: none"> Implementation of Wellness Centers 	2017-2018	District Social Worker Wellness Facilities Clerical/reception support	\$120,000 \$50,000 \$60,000	LCFF Supplemental Developer Fees LCFF Base Grant
<ul style="list-style-type: none"> Districtwide Student Equity Summits and student leadership development in equity 	2017-2018	Student meetings/conferences	\$30,000	LCFF Supplemental
<ul style="list-style-type: none"> Districtwide staff development related to equity issues 	2017-2018	Substitutes, conferences, travel	\$45,000	LCFF Supplemental

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
Mistie Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Larry Grabow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anne Siri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Scott Thomas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark Lewis	<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"/>
Alexa Evans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Amy Geotina	<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"/>
Terri Humann	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	2	3	2

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:

Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date