

# The Combined SPSA & LCAP Template

**School:** Laguna Beach High School  
**District:** Laguna Beach Unified School District  
**County-District School (CDS) Code:** 30-66555-3033206  
**Principal:** Chris Herzfeld  
**Date of this revision:** April 3, 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. In addition, the Laguna Beach Unified School District has addressed the LCAP 8 State Priority Goals.

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

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

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School and Student Performance Data

**CAASPP Results (All Students)**  
**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	266	245	254	235	254	235	95.5	95.9
All Grades	266	245	254	235	254	235	95.5	95.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2667.7	2666.4	52	48	30	34	11	14	7	4
All Grades	N/A	N/A	52	48	30	34	11	14	7	4

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	48	48	41	46	11	6
All Grades	48	48	41	46	11	6

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	65	66	28	30	7	4
All Grades	65	66	28	30	7	4

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	34	34	58	59	7	6
All Grades	34	34	58	59	7	6

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	58	54	37	42	5	4
All Grades	58	54	37	42	5	4

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### CAASPP Results (All Students) Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	266	245	253	236	253	235	95.1	96.3
All Grades	266	245	253	236	253	235	95.1	96.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2628.5	2641.7	23	23	32	33	25	29	20	16
All Grades	N/A	N/A	23	23	32	33	25	29	20	16

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	38	37	38	43	25	20	
All Grades	38	37	38	43	25	20	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	30	26	55	60	16	14
All Grades	30	26	55	60	16	14

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	31	28	52	61	17	11
All Grades	31	28	52	61	17	11

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	86		100
Percent with Prior Year Data	90.7		100
Number in Cohort	78		100
Number Met	64		79
Percent Met	82.1		79
NCLB Target	59.0	60.5%	62.0%
Met Target	Yes		N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	66	35			67	49
Number Met	31	26			34	39
Percent Met	47.0	74.3			50.7	79.6
NCLB Target	22.8	49.0	24.2%	50.9%	25.4%	52.8%
Met Target	Yes	Yes			N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
<b>Mathematics</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
<b>Met Target for AMAO 3</b>	<b>Yes</b>		<b>N/A</b>

## School and Student Performance Data

### California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9		43	50		43	25		14	25						
10			43	***		43	***		14						
11	***	***	***	***	***									***	
12			***	***	***	***						***			
<b>Total</b>	20	33	47	60	50	33	20	8	13			7		8	

## 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:

<p><b>LEA GOAL 1:</b>  <b>Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.</b></p>
<p><b>SCHOOL GOAL:</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b>          Increase academic achievement of every student (and every subgroup of students) through engaging instructional practices and curriculum. Provide social/emotional supports to develop social/emotional strength.</p>
<p><b>LCAP Priorities Areas 1, 2, 4, 5: Basic-</b> Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS</b> – Implementation of the Common Core State Standards for all students; <b>Student Achievement</b> - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; <b>Other Student Outcomes</b> – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.</p>

<p><b>What data did you use to form this goal?</b>          EAP, CAASPP, ACT/SAT, AP Participation, AP Pass rate, UC Qualification data          D and F data, Aeries discipline data, PBIS/student surveys, CA Healthy Kids Survey, attendance data</p>	<p><b>What were the findings from the analysis of this data?</b>          CAASPP scores in 2014-15 were 82% Meeting or Exceeding standards in English, and 55% Meeting or Exceeding in Math. In 2015-16, CAASPP scores were 83% in ELA and 56% in Math. A modest gain in both. CAASPP is administered to all juniors. These scores kept LBHS in the top 10 high schools in the County for English, but around 18th in math.</p> <p>EAP English data. Ready for college in 2014-15: 51.8%          Conditionally Ready 30.7%          2015-16: 48.1% Ready and 34.5% conditionally ready. A significant decrease of 3.7% Ready for College.</p> <p>EAP Math data. Ready for college in 2014-15: 23.5%          Conditionally Ready 31.8%          2015-16 23.0% Ready, 32.8% Conditionally Ready. No real change.</p> <p>AP participation rate AND test taking rate increased from 2014-15 to 2015-16. In 2014-15 232 different students took 432 exams. In 2015-16, 259 students took 485 exams. Note that the school's enrollment also increased in that time frame. The AP passing rate decreased slightly from 89.7% to 88.4%.</p>	<p><b>How will the school evaluate the progress of this goal?</b>          Look at each of the assessments listed once the 2015-16 data are available.</p> <p>Analyze the D and F rates over time. Look at discipline data for reduced incidences. Course catalog, program descriptions and survey results regarding school connectedness.</p>
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SAT Data is hard to compare in 2015-16 due to the change in testing format and scoring that occurred in March 2016. 64 test takers scored 547 in Critical Reading, 529 in Math and 535 in writing. Well above state averages, but a substantial 3 year low. By comparison, scores increased from 2014 to 2015 in critical reading (558 to 572), math (554 to 585) and Writing (561 to 577). There were 74 SAT test takers in 2014-15.

ACT scores hit a five-year high in 2014-15 with 137 test takers. In 2015-16, 182 students took the ACT and scores dipped a little, but remained very high. English went from 27.5 to 27.3, Math 26.1 to 25.8, Reading 26.9 to 26.9, Science 26.1 to 26.0 and Composite 26.7 to 26.6. With 45 more test takers, ACT scores remain very high.

UC Qualification rate decreased from 72% in 2013-14 to 70% in 2014-15. UC qualification measures seem to vary between 68% and 71% for 2016 grads. Most who did not qualify are based on GPA and not course sequence.

Mark Distribution Analysis by Course data for semester 1:  
2014/2015: 104 students with at least one D (10%), 77 students with at least one F (7.5%). 2015-16: 107 students with 1+ D (9.7%) and 56 students with 1+ F (5%).  
2016-17: 136 students with 1+ D (12.4%) and 42 students with 1+ F (3.8%)

Truancy and Unexcused absence rate: 2014-15 480 students (47.5%) were unexcused for 3 or more class periods 3 or more times in the year. In 2015/16 483 students (44.6%) met that criteria.

Chronic absenteeism - students who missed 3 or more class periods 10% of the year (18 days) or more for any reason: 2015-16 158 students (14.6%)

Survey data (CA Healthy Kids Survey and/or District LCAP survey) shows concerns about drug and alcohol use by students, although it has decreased since 2014. Current Alcohol or Drug Use 2014 grade 9 was 22%, and grade 11 was 54%. IN 2016 grade 9 was 21% and grade 11 was 45%.

CHKS 2016 survey data shows concerns in school connectedness, and an increase in chronic sadness/hoplessness (from 21% of freshmen in 2014 to 24% in 2016 and from 32% of

	<p>juniors in 2014 to 38% in 2016). Note that the CHKS was administered in Spring in 2014 and in December 2015 (for 2016).</p> <p>Parent survey results reveal a concern about and desire for more social/emotional supports and instruction for students.</p> <p>Students and parents report (via survey) a desire for increased offerings in STEM and ROP - CTE courses.</p> <p>Parents report being highly satisfied with the quality of the programs offered (42.69% agree and 40.35% strongly agree). Although 83% is quite high, this is down a bit from the 92% satisfaction on this item in 2015. It's worth noting that the survey was given much earlier in the year in 2015-16.</p>	
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**STRATEGY:**  
 Teachers will integrate best instructional practices and utilize local, state and national benchmarks to ensure student learning.  
 Staff will work with each student and family to identify the proper course sequence for their college and career goals.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement new attendance notification procedures and intervention processes.	Site admin	2017-18		None Specified	None Specified	
Explain the new attendance component of the LCAP Dashboard to parents, and the importance of attendance.	Site admin	Spring 2017		None Specified	None Specified	
				None Specified	None Specified	
Staff utilize Aeries Early Warning System to identify students with problems earlier	Counselors	Fall 2017		None Specified	None Specified	
				None Specified	None Specified	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assist students in creating a post-secondary education plan, including career goals.	Counselors, career specialist, site admin.	Ongoing		None Specified	None Specified	
				None Specified	None Specified	
Build vertical alignment and sequencing in each department coordinated with state and national standards and assessments.	Department Chair, Admin	Annually		None Specified	None Specified	
Build vertical alignment with Thurston Middle School.	Department Chair, admin, teachers	Annually		None Specified	None Specified	
Build cross-curricular awareness, integration and consistency.	Site admin, department chairs	Ongoing		None Specified	None Specified	
Each department will produce goals and action plans based on relevant data.	Department chairs, site admin	Annually				
Provide a math lab and writing lab.	District, principal	Ongoing	Math and Writing Lab Specialists (part time)	None Specified	None Specified	
Communicate the availability of these resources to students and parents.	Site Admin, support staff, counselors, teachers	Annually and ongoing				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Support classes for Algebra I, Geometry and Algebra II .	Principal, district, department chair	Ongoing	Three class sections	1000-1999: Certificated Personnel Salaries	District Funded	120,000
Provide English support classes at each grade level.	Principal, district, department chair	Ongoing	Four class sections	1000-1999: Certificated Personnel Salaries	District Funded	160,000
Refine core support classes.	Site admin., teachers, counselors	Ongoing	Two class sections	1000-1999: Certificated Personnel Salaries	District Funded	80,000
Facilitate regular grade-level core support team planning.	Admin, support teachers, counselors, core teachers	Quarterly		None Specified	None Specified	
Continuing to evaluate our academic support classes for effectiveness and adjust as needed.	Admin, teachers, counselors	Each semester		None Specified	None Specified	
Increase enrollment in AP, Advanced and Honors classes for those students who can handle it.	Site admin, counselors, department chairs	Annually	Possible course sections. Two new courses planned for 2017-18.	1000-1999: Certificated Personnel Salaries	District Funded	
Utilize college testing data to identify students who demonstrate AP Potential, and encourage enrollment.	Counselors, Admin	Spring 2017		None Specified	None Specified	
Offer an AP Preparation course or workshop in summer for new AP students	Admin, teachers	Summer 2017				
Increase Science, Technology, Engineering and Math (STEM) offerings, also incorporating art and design.	District and Site Admin, dep't chairs	Fall 2017		None Specified	None Specified	
Make full and frequent use of Powerschool (Haiku) page for extension and support of student learning.	Teachers	Ongoing		None Specified	None Specified	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Make staff aware of all relevant achievement data.</p> <p>Continue to infuse real-world application and open-ended problem-solving into all classes.</p>	<p>Site Admin, District Admin</p> <p>Teachers, Department Chairs, Instructional Coach, Site admin.</p>	<p>Annually</p> <p>Ongoing</p>		<p>None Specified</p> <p>None Specified</p>	<p>None Specified</p> <p>None Specified</p>	
<p>Develop and implement interim assessments that require the 4 Cs including CAASPP interim assessments and CAASPP-type assessment strategies.</p> <p>Provide access to mock exams for SAT/ACT.</p>	<p>Site admin, teachers, Dep't Chairs</p> <p>Site admin, Outside support groups SchoolPower, PTA</p>	<p>Ongoing</p> <p>Annually</p>	<p>Exam Costs</p>	<p>None Specified</p> <p>None Specified</p>	<p>None Specified</p> <p>None Specified</p>	
<p>Observe, analyze and adjust instructional practices for effectiveness, engagement, relevance throughout the school to ensure state-of-the-art instruction.</p> <p>Continue to refine instructional strategies to ensure engagement of all students. This includes teacher professional development activities, and will specifically address utilization of technology for instruction, learning and student support.</p>	<p>Site admin, instructional coach</p> <p>All Teachers, Instructional coach, Site Admin</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>1-2 sections for coach</p>			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Breaker Live video news, The Brush and Palette school newspaper, live announcements and video displays to reinforce positive behavior of students.	Site admin, program teachers	Periodically and Ongoing	Video Production classes (1-2 sections)			
Implement a student House of Representatives to give students a more direct voice in schoolwide concerns.	Site Admin	Monthly	Certificates			
Continue to increase student leadership and mentorship roles through Peer Leadership ASB, Link Crew and other roles that support PRIDE characteristics.	Counselors, Activities Director, Teachers, Link Crew Advisers	Annually	ASB Teacher (one section)			
			PALS Teacher (one section)			
			Link Crew supplies/materials			
			Link Crew Training			
			Link Crew Stipends			
Teachers will continue to be trained and collaborate throughout the year in the areas of English Language Arts, Mathematics, Science and Social Studies to align with State Standards and Next Generation Science Standards. Training may be on-site, district level or workshop and may include outside consultants and experts.	District and site Administration  Site admin, Counselors, Teachers	2-3 x per year, as needed	Substitutes			
			Workshops/Conferences/Experts			
			Alternative elective section(s)			
Educate students and parents to be aware of and utilize counseling resources for students struggling with social emotional issues.	Counselors, Site Admin	Ongoing	Materials			
Increase mental health resources on campus including direct student support for individuals or groups, guest speakers and partnerships with community resources.	District and Site Admin	Fall 2017	Personnel			
Embed a robust Cyber-safety and social media unit into all Health classes.	Health Teachers and Site Admin	Fall 2017	Guest speakers			
			materials			
			subs for planning time			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide direct support for sub-populations including English Language Learners, ethnic minorities and special needs students.	Site admin, TOSA, ELL Coordinator, Support teachers, Student mentors	Ongoing				
Increase classroom support in math with instructional aides.	District and site admin	Fall 2017				
Continue to refine the MTSS process so that struggling students are identified and supported in a timely manner. Utilize the new Aeries Early Warning System dashboard to identify students quickly and frequently.	Counselors, MTSS Team, Site Admin, Dist Admin	Every 6 weeks minimum	MTSS Team stipends			
Actively notify parents for students whose grades are dropping via e-mail or phone call.	Teachers	As grades indicate				
Continue to provide enrichment opportunities through academic electives, CCA and CTE courses, after school academic competition clubs, visual and performing arts, and competitive sports teams.	Admin, Teachers, Counselors, College and Career Specialists	Each Semester				
Provide comprehensive anti-drug and anti alcohol education including guest speakers for students, a parent speaker series, and counseling groups.	Site Admin, Counselors	Ongoing	Materials, supplies			

**Form A: Planned Improvements in Student Performance (continued)**

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

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

<p><b>What data did you use to form this goal?</b>                  CAASPP data, EAP college readiness data, AP participation and pass rates, ACT/SAT scores, ROP/CTE enrollment, College-going data, parent/student survey data, teacher observation and input.</p>	<p><b>What were the findings from the analysis of this data?</b>                  See data under Goal #1</p> <p>Slight decrease in EAP English readiness rate, and steady, but low EAP in math.</p> <p>Slight decrease in UC Qualified from 70% in 2015 to 69% in 2016. Neither of the two English Language Learners in the class of 2016 were UC Qualified when they graduated. 4 of our 12 Redesignated Fluent English Proficient (RFEP) students graduated UC Qualified. The other 8 graduated, but without meeting UC qualifications.</p> <p>Increase of 45 ACT test takers with very high scores, although just slightly lower than last year. SAT scores were at a 3-year low, with few (64) test takers. New SAT administered in March.</p> <p>AP Participation and test taking rates were up substantially in 2015 and again in 2016. From 232 taking 432 tests in 2015 to 259 students taking 485 tests in 2016. Percent passing was down a little from 89.7% passing to 88.4%.</p> <p>Student and Parent survey data shows a desire for more STEM and CCA (ROP)/CTE course offerings, and more 1:1 counseling.</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  CAASPP data, EAP Data, UC Qualification rates, AP Participation and pass rates, ACT/SAT participation and scores, CTE/ROP pathway participation and options, parent/student surveys, PSAT scores, Naviance usage and profiles.</p>
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	<p>CAASPP scores were solid in English with 83% meeting or exceeding standards, but only moderate in Math, with 56% meeting or exceeding standards. These scores put LBHS in the top ten of OC high schools in English, but 18th in Math.</p> <p>65.9% of 2016 graduates went to a 4-yr. college while 26.9% went to a community college. Two students went into the military (one to the Naval Academy), 8 went to trade school and 9 were unreported.</p>	
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**STRATEGY:**  
 Ensure college and career readiness through a differentiated and rigorous curriculum, a full array of CTE/ROP and co-curricular classes and activities and individualized college and career planning.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Infuse career investigation activities throughout the curriculum at each grade level.  Implement college exploration activities school-wide.	Teachers, Site Admin  Counselors and College and Career Center Specialists	Ongoing  Ongoing		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide SAT/ACT tutoring for free (or minor cost).	Site admin, teachers	2017-18		None Specified	None Specified	
Provide Matriculation test prep	Teachers	Fall 2017		None Specified	None Specified	
Conduct Matriculation testing of ALL seniors	College and Career Center staff	Winter 2018		None Specified	None Specified	
Administer college tests to all 9th, 10th and 11th graders: PSAT 9, PreACT, PSAT-NMSQT	Counselors, admin and teacher teams	Fall 2016 and subsequent years		None Specified	None Specified	
Utilize data from 9th, 10th, 11th grade college readiness tests to identify AP Potential and encourage students to take AP courses	Counselors	Spring 2017		None Specified	None Specified	
Incorporate student and parent feedback data via surveys to examine and determine strengths and weaknesses in college and career readiness.	Site Admin, School Site Council	Annually				
Advertise CTE classes to all students and parents through Breaker Live, School Website, advisory activities, Brush and Palette, Call Outs and other means.	College/Career Specialist, Counselors, Site Admin	Ongoing				
Continue to build career pathways utilizing our current classes and CCA/CTE.	CCA/CTE Directors Teachers, site admin	Ongoing	Possible class sections	1000-1999: Certificated Personnel Salaries	District Funded	
Add AP Statistics and AP Computer Science Principles.	Teacher, Site and District Admin	Fall 2017	Planning time	1000-1999: Certificated Personnel Salaries	District Funded	
			Textbooks and materials	4000-4999: Books And Supplies	District Funded	
			substitutes for planning time	1000-1999: Certificated Personnel Salaries	District Funded	
			conference/workshops	5000-5999: Services And Other Operating Expenditures	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The counselors will offer parent evening events for each grade level that will focus on the preparation needed for college and career readiness throughout high school.</p> <p>The counselors will educate and inform students during the school day about preparation for college and career readiness through group presentations and during individual conferences</p> <p>Inform students and parents of all the counseling services available to students through newsletters, call-outs, website, student planners, student journalism features and at parent meetings and student group instruction.</p>	<p>Counselors</p> <p>Counselors, site admin</p> <p>Site admin, counseling staff, journalism teachers, web-master</p>	<p>Annually or more often as needed</p> <p>Annually (group sessions) and ongoing (individual)</p> <p>Annually and ongoing</p>	<p>Extra duty pay for counselors</p> <p>Materials/supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>District Funded</p>	
<p>Utilize College and Career Website (Powerschool page) as a one-stop shop for college and career planning and resources.</p> <p>Utilize CA Career Zone as a part of the resources for students.</p>	<p>Teachers, Counselors, Registrar, College/Career Specialist, Site Admin</p> <p>College and Career Center staff, admin,</p>	<p>Quarterly</p> <p>Ongoing</p>	<p>CA Career Zone subscription</p>	<p>4000-4999: Books And Supplies</p>	<p>District Funded</p>	
<p>Assist students in the development of a personal post-secondary plan based on his/her skills, interests, aptitudes, experiences and preparation. Utilize College and Career Center webpage as a tool to assist in this planning.</p> <p>Individual Junior planning meetings with counselor student and parent.</p> <p>Provide individual sophomore meetings to identify academic direction.</p>	<p>Site admin, counselors, teachers, parents</p> <p>Counselors</p> <p>Counselors, College and Career Specialist</p>	<p>Ongoing</p> <p>Spring 2018</p> <p>2017-18</p>		<p>None Specified</p>	<p>None Specified</p>	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase direct career experiences for every student including job shadow, internship, CCA/CTE courses, or other hands-on experience.	Site admin, Teachers	2017-18	Volunteer	None Specified	None Specified	
Develop partnerships with community organizations and businesses to increase student interaction with experts in the field.	Site Admin, College/Career Specialist, CTE/CCA Teachers	Ongoing				
Utilize Parents and Alumni as career speakers.	Site Admin, Teachers, College/Career Specialist	2017-18				

**Form A: Planned Improvements in Student Performance (continued)**

**LEA GOAL 3:**  
**Professional Development focused on 21st Century teaching and learning.**

**SCHOOL GOAL:**  
**(Goals should be prioritized, measurable, and focused on identified student learning needs.)**  
 All teachers will be trained in and will utilize 21st century teaching strategies to maximize learning for every student as measured by direct observation.

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

<p><b>What data did you use to form this goal?</b>                  Student survey data, EAP results, CELDT, CAASPP, D and F rates</p>	<p><b>What were the findings from the analysis of this data?</b>                  Student Survey data suggests room for improvement in the use of engaging and modern instructional practices. Direct observation by administration identifies widespread use of 21st century teaching and learning practices, with room for growth. English Language Learners and the Students with Disabilities subgroups were performing at low levels compared to all students in ELA and Math as measured on the CAASPP. D and F data reveal that not all students are being reached. (See data under goal 1)</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  Student survey, direct observation, professional development records, decrease in D and F rate, increase in performance on other measures listed.</p>
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**STRATEGY:**  
 Provide ongoing training for developing and implementing instructional strategies that utilize 21st century technology.

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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize PLC time to analyze student data and identify effective instructional tactics as well as learn how to use supplemental online resources.	Department chairs, admin, teachers	Weekly	Data management system-Illuminate	4000-4999: Books And Supplies None Specified	District Funded None Specified	
Continue safety training for threat conditions as well as natural disasters.	Site and district Admin, LBPD	Periodically		None Specified	None Specified	
Provide CRP and first aid training for all staff.	Site and District Admin, athletic trainer	bi-annually				
Continue subject-specific training for implementation of new state standards and Next Generation Science Standards.	District and site admin, department chairs	Ongoing and as needed	Conference/Workshops/expert	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Provide training for all teachers regarding the State English Language Arts and English Language Development Standards.	District and Site Admin, Instructional Coach, EL Coordinator	Spring and fall 2017	substitutes for training time	1000-1999: Certificated Personnel Salaries	District Funded	
			materials and supplies	4000-4999: Books And Supplies	District Funded	
Provide training for cross-curricular strategies such as Universal Design for Learning, Depth of Knowledge, Problem Based Learning, Grouping Strategies, Expository Reading and Writing, Visible Learning or other relevant effective practices.	District and site admin, department chairs	Periodically as available and as needed	Workshops/conferences/experts	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
			substitutes	1000-1999: Certificated Personnel Salaries	District Funded	
			supplemental materials	4000-4999: Books And Supplies	District Funded	
Provide training to teach students effective collaboration and presentation skills.	Instructional coach, site admin or other teacher leaders	Annually and ongoing	Possible substitutes for release time	1000-1999: Certificated Personnel Salaries	District Funded	
Provide staff refresher training regarding Positive Behavior Intervention and Supports.	Site admin and MTSS Committee					

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue working with Irvine Math Project or similar consultants to shift mathematics instruction from procedural math to applied, conceptual math - focusing on Alg. I, Alg. II and Geometry.	District and Site admin, outside experts.					
Provide training for all instructional staff regarding effective techniques for teaching English Language Learners.	ELL TOSA, District and Site admin, consultants or experts.					
Provide co-training for Instructional aides and teachers to become more effective instructional partners.	Spe Ed administration, instructional coaches, outside specialists.					



**Form A: Planned Improvements in Student Performance (continued)**

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

<p><b>What data did you use to form this goal?</b></p>	<p><b>What were the findings from the analysis of this data?</b></p>	<p><b>How will the school evaluate the progress of this goal?</b></p>
<p>Facilities: 10-year Facilities Plan, direct observation, staff, student and community surveys, 4CLE Teacher Input/Feedback</p> <p>Safe Environment: Parent and Student surveys, Staff input, California Healthy Kids Survey, incidence reports, discipline data</p>	<p>Although improved, student and parent surveys revealed continuing complaints with the stocking and cleanliness of restrooms.</p> <p>Aeries data revealed 9 students involved in incidences of violence, threats, bullying, or harassment logged in as of 4/5/17 compared to 4 in 2016 and 8 at this time in 2015. This includes an incident off campus during winter break (Dec. 2016) that involved 5 students.</p> <p>80% of 9th graders and 85% of 11th graders reported feeling safe or very safe at school, while only 2% at each grade reported feeling unsafe on the CA Healthy Kids Survey administered in December, 2015.</p> <p>24% of 9th graders and 38% of 11th graders reported feeling hopelessly or chronically sad in the past 12 months, and 16% of 11th graders and 11% of 9th graders reported thoughts of suicide.</p> <p>Students reported frequent usage and parents reported significant concern about the use of alcohol and drugs by students. In December of 2015, 67% of 9th graders and 80% of 11th graders report that it's easy to obtain alcohol. 56% of 9th graders and 75% of 11th report that it's easy to obtain drugs. Note that these data do not imply on school grounds.</p> <p>CA Healthy Kids Survey revealed 45% of current (December 2015) 11th graders reported currently using alcohol/drugs, which is down from 54% of 2014, although 25% of 2015-16</p>	<p>Progress of this goal will be monitored by outcomes/data collected by the Director of M/O, Director of Technology, Evaluation of our 10-year Facilities Plan, California Healthy Kids Survey, LBPD infractions/enforcement data</p> <p>Student, Staff and Parent survey data</p> <p>Work orders, complaints about facilities and inspection reports.</p> <p>Student discipline data</p> <p>Accident records (student and employee)</p>

	11th graders reported being heavy alcohol users. Aeries data show that 4 students have been disciplined regarding drugs/alcohol so far in 2016-17 compared to 16 at this time a year ago (Sept. 2015- April 16).	
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**STRATEGY:**

Convert classrooms to 21st century learning environments (4C Learning Environments).  
 Maintain, repair and modernize all portions of the campus to provide a safe, clean and attractive facility.  
 Provide direct instruction and reinforcement for students to develop a positive student culture.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify additional rooms and teachers to begin utilizing monitors, agile furniture and sound amplification - targeting English rooms and instruction.	District Director of Technology	April 2017	None	None Specified	None Specified	
Convert 7-8 more classrooms to 4CLE rooms.	District Director of Facilities Dist Director of Technology, site admin, SchoolPower	Spring/Summer 2017	Furniture, monitors, amplification, installation (district and SchoolPower split costs)	6000-6999: Capital Outlay	District Funded	
					None Specified	
Continue strict scrutiny of cleaning routines and custodial performance.	District Director of Facilities, Assistant Principal of Supervision, Safety and Facilities	Ongoing	Training, supplies, equipment	None Specified	None Specified	
			Possible extra hours for special projects.	2000-2999: Classified Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Add HVAC to Dugger Gym and Artists' Theater. Make Theater ADA compliant.	District Director of Facilities, site admin	Summer 2017	Equipment, supplies and labor	6000-6999: Capital Outlay	District Funded	
				None Specified	None Specified	
				None Specified	None Specified	
Re-purpose, re-arrange or add spaces to accommodate programs such as CTE courses and expanding science offerings.	District and Site admin	Summer 2017		None Specified	None Specified	
Continue summer "Breaker 101" program to smooth transition from middle to high school for identified students.	Site admin and teachers	Summer 2017		None Specified	None Specified	
Identify and provide additional counseling and social/emotional support for students.	Dist Leadership in conjunction with Site Staff	Spring 2017 for Fall of 2017	Additional credentialed position	1000-1999: Certificated Personnel Salaries	District Funded	
Conduct counseling services orientation/ introduction with health and GSS classes first semester.	Counselors	Fall 2017				
Provide specific social/emotional support to juniors and seniors, tailored to their stressors.	Student Support Specialist and guidance team	Fall 2017				
Conduct parenting strategies meetings or workshops for social/emotional support.	Student Support Specialist and guidance team	2017-18				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Re-commit to advisory through planning, revision, leadership and oversight.	Site leadership and teachers.	Spring and Fall 2017				
Refresh, rework and re-vitalize the PRIDE characteristics and reinforcement program.	Site Admin and WASC leadership	Spring and Fall 2017				
Develop and implement Athletic Leadership Team made up of representatives of all sports teams to work on developing sportsmanship, leadership and a positive school reputation.	Site admin and Athletic Director	Spring 2017				
Increase student participation and voice through Link Crew, House of Representatives, ASB, Peer Leadership, Athletic Leadership Team, Breaker Nation and any other appropriate forum to invite constructive student input and feedback.	Site admin and specific staff	ongoing				
Utilize school media to spread messages of safety and well being including Brush and Palette school newspaper and online journalism, Breaker Live video news, the JumboTron, student announcements, social media, posters and fliers, the website and more.	Site administration, Activities Director, journalism teachers, webmaster	Spring 2017 and ongoing	None	None Specified	None Specified	
			None	None Specified	None Specified	
			Workshops/training/expert	5000-5999: Services And Other Operating Expenditures	District Funded	
Athletic director, nurse, trainer and coaches will undergo and conduct frequent and thorough training and information sessions regarding concussions prevention, identification and protocols.	District admin, School Nurse, Athletic Trainer and Athletic Director	Prior to each sports season and as needed	materials, equipment and supplies	4000-4999: Books And Supplies	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue evening speaker series regarding drug/alcohol use, depression/suicide, cyber-safety and parenting of teens.  Consistent anti-drug/alcohol/tobacco messages taught to all freshmen in health classes, along with stress management, interpersonal skills, time management, conflict resolution, digital-citizenship, suicide prevention and more.	Assistant Principal of Supervision, Safety and Facilities  Health teachers, counselors and specialists	3-5 events per year  Ongoing	Materials and supplies  Possible substitutes for training  supplemental instructional materials	4000-4999: Books And Supplies  1000-1999: Certificated Personnel Salaries  4000-4999: Books And Supplies	District Funded  District Funded  Tobacco-Use Prevention Education	
Continue to build positive student culture in which students care for each other, themselves and their school. Continue student mentorship programs including Link Crew and Peer Leadership to develop support from upperclassmen to freshmen, increase student attendance at sporting events, link journalism programs (video, on-line, print and yearbook) to build cohesion, support and awareness, continue teaching and reinforcing PRIDE characteristics, utilize advisory and sports program to teach sportsmanship, have clubs conduct trash pick-up, etc.	Activities Director, site admin, teachers, coaches, staff	Ongoing	Link Crew Advisors  Link Crew Training  Link Crew supplies/materials  Other supplies/materials  Possible substitutes for training time  PALs teaching section	1000-1999: Certificated Personnel Salaries  None Specified  4000-4999: Books And Supplies  4000-4999: Books And Supplies  1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	District Funded  Donations  District Funded  Site Formula Funds  District Funded  District Funded	

**Form A: Planned Improvements in Student Performance (continued)**

**LEA GOAL 5:**  
**By promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation, all stakeholders will be engaged in the learning process.**

**SCHOOL GOAL:**  
**(Goals should be prioritized, measurable, and focused on identified student learning needs.)**  
 90% or more of students and parents will report satisfaction with communication efforts and opportunities for input.

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

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>Student, parent and staff surveys - CA Healthy Kids Survey (CHKS), CA School Climate Survey, LBUSD LCAP Surveys (Student, Staff and Parent). Input also provided through School Advisory Council and direct observation.</p>	<p>DATA BELOW IS NOT UPDATED YET AS OF 3-17-17</p> <p>Concerns about the availability of counseling services, specifically guidance in college and career identification. Often, the services exist, but parents are unaware of the services.</p> <p>Concerns were raised about Social and Emotional Supports available for students, including avoidance and prevention of self-destructive behaviors (see section 4 above).</p> <p>Students report feeling like they do not have much input as to school decisions. in 2014, only 24% of 11th graders and 18% of freshmen surveyed reported high levels of meaningful participation in their school. That has decreased to 19% of 11th graders and 14% of freshmen reporting high degrees of meaningful participation in 2015. Note that the 2015 CHKS was administered in early fall, compared to late spring for the prior survey.</p> <p>Of the 124 parent respondents and 79 staff, 84% reported that LBHS provides multiple opportunities for two-way communication between parents and staff, with 12% disagreeing.</p>	<p>Student, staff and parent surveys.</p>

**STRATEGY:**  
 through the use of modern technological tools such as the school's website, social media, auto dialing/texting/e-mail devices, Aeries, Haiku, Naviance, newsletters, marquee and more, parents will feel they have the information they need and can provide input into their child's education and students will report feeling adequately informed.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize school's webpage as an up-to-date, interactive, one-stop communication tool.	District Director of Technology, Webmaster, site leads, school admin	Ongoing	Web Master stipend	4000-4999: Books And Supplies	District Funded	
Update website daily.	Webmaster, school admin	Daily	Webmaster stipend	4000-4999: Books And Supplies	District Funded	
Include links to all pertinent departments, individuals, programs and affiliated supports.	Webmaster and school admin	Quarterly checks, and as notified	None	None Specified	None Specified	
Utilize social media to inform community including Twitter, Instagram and/or similar tools.	Activities Director, Coaches, Site admin	Ongoing	Covered above			
Send Breaker Update at least twice per month to inform parents of events, accomplishments and important topics.	Principal	Bi-weekly				
Publish school-wide goals and plans for anyone to see.	School admin	As soon as adopted and updated annually				
Provide parent training regarding College and Career Center web-page and tools	College and Career Center staff	Fall 2017 and periodically				
Engage parents who are reluctant to participate due to language or other factors through the Parent Institute for Quality Education (PIQE) program.	Site admin	Fall 2017				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Engage parents as partners in career awareness as guest speakers, volunteers, mentors and/or job shadow guides.	Counseling staff, College and Career Specialist, school admin	2017-18	Supplies, materials	4000-4999: Books And Supplies	District Funded
Provide translation services and/or separate meetings for parents with language barriers regarding college application process, financial aid, academic planning and other pertinent information.	District and Site admin, ELL TOSAs.	2017-18			
Continue to promote participation in PTA, School Site Council, booster organizations, SchoolPower and other established parent and community groups and foundations.	School admin and Parent group leaders	Annually			
Build partnerships with businesses and relevant non-profit and community groups.	Admin, teachers, staff and parent leadership groups	Ongoing	Supplies and materials	None Specified	None Specified
Establish and/or continue student input mechanisms such as a student House of Representatives and/or online forums to give students a voice.	School admin	Ongoing	None	None Specified	None Specified
Thoroughly describe to students and parents the available counseling and advisement services and functions through the school website, newsletter, call outs, class visits, student planner, parent meetings (group and individual), social media and more	Site admin, webmaster, activities director, counselors and staff	Annually at beginning of year and ongoing		None Specified	None Specified
Publish and advertise the ways in which parent input has helped shape and support students and staff.	Principal, Dist Director of Communications, Parent Organization leaders	Ongoing			
Establish a Staff Senate so that all staff have a consistent forum in which to discuss concerns (without admin present)	Site Admin and Staff Leaders	Fall 2017 and ongoing		None Specified	None Specified
Continue to build leadership skills of department chairs and continue to engage DCs as a decision-making body for the school.	Principal	Ongoing			



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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Herzfeld	X				
Kristen Kaa		X			
Parta Perkins		X			
Ann Bergen			X		
Mark Costanzo				X	
Susan Garbutt				X	
Bayley Thomas					X
Jordan Meiswinkle					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>

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

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

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

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

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SAC reviewed relevant school and district data when creating the goals and actions.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was presented to the district LCAP committee on: March 17, 2017

Attested:

Chris Herzfeld  
\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Mark Costanzo  
\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

**Form F – Budget Planning Tool**

**Total Expenditures by Goal**

Goal Number	Total Expenditures
Goal 1	

## **Form G: Single Plan for Student Achievement Annual Evaluation**

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### **Plan Priorities**

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

### **Plan Implementation**

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

## Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

## Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

## Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Based on this information, what might be some recommendations for future steps to meet this goal?