

The Single Plan for Student Achievement

School: Lopez Continuation High School
CDS Code: 40-68759-4033205
District: Lucia Mar Unified School District
Principal: Jennifer Bowen
Revision Date: October 20, 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:

Contact Person: Jennifer Bowen
Position: Principal
Phone Number: (805) 474-3750
Address: 1055 Mesa View Dr.
Arroyo Grande, CA 93420
E-mail Address: jennifer.bowenr@lmusd.org

The District Governing Board approved this revision of the SPSA on November 14, 2017.

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School Vision and Mission

Lopez Continuation High School's Vision and Mission Statements

Lopez High School provides the opportunity for all students to become productive, successful members of society by challenging each to excel in academics, explore personal and career interests, and develop his or her potential.

Lopez High School Vision: Lopez High School will continue to be creative and innovative as we strive to meet the educational needs of our alternative population.

School Profile

Lopez High School (LHS), is Lucia Mar Unified School District's only continuation high school. It provides an alternative learning environment for students who need an alternative to a comprehensive high school environment. Students enroll at Lopez for a variety of reasons, such as wanting a smaller school setting, needing more 1:1 intervention from teachers, prefer smaller class sizes, are credit deficient and are at risk of not graduating, and many other reasons. LHS provides an educational setting in which students can experience success and is also an excellent setting for the student in need of a more individualized school program. In recognition of our outstanding program, we received a six-year accreditation from the Western Association of Schools and Colleges (WASC) with the highest award possible. The WASC accreditation offers a certification to show the public that our school is a trustworthy institution of learning and validates the integrity of our programs and transcripts. Lopez High School also has the distinguished recognition as Model Continuation High School from 2014-2017. Both honors required a site visit and review by chairpersons from those recognition agencies, and Lopez was once again highly rated. We are very proud of these accomplishments and continue to demonstrate to our district and community that we are doing an excellent job providing a quality education for our students. Lopez staff is committed to the success of our students and work closely together as a team to provide rigorous educational experiences, counseling, and whole-child interventions and support.

The LHS schedule, credits, and graduation requirements reflect post-high school, 21st Century Skills, and career education. The career component is a graduation requirement, and a review of that project (known as CAPSTONE) finds that the students leaving Lopez are well prepared for post-secondary education, have qualifying job readiness skills, a post-secondary and career plan, and a valid understanding of life after high school. LHS strives to improve our program each year by working to improve the educational experience and success rate of all of our students. In planning improvement areas for our school, we use the SPSA, our WASC and Model School Action Plans, District and Board goals, and various student assessment data as guidelines for improvement areas. Over the next few years, based on WASC team recommendations, we plan to explore providing one or two CTE pathways based on identified student preferences and community resources. We will also continue to refine our Capstone Project that introduces and reinforces real-world learning and opportunities. As a result of the visit, we've already implemented a schedule where we can offer more elective courses for students, as well as small group intervention classes on a weekly basis.

Demographic information also shapes our decision making. One interesting note is that, no matter how many students are attending LHS in any given year, the percentage of students who are low-income is always around 70+%. We use this information when planning and discussing with staff, parents, students and community collaborators, how to best meet the needs of our student population. We have adopted a School-Wide plan approach to the expenditure of Federal and State dollars. This means that our whole school is considered Title I and all students benefit from anything that we do with our dollars. This plan represents a comprehensive reform strategy designed to improve the entire school and provide a unified approach to improving student achievement. In that way we believe we will better address the needs of every student here at LHS.

Core curriculum is delivered with small class sizes (15:1) and more individualized attention. LHS students attend on a voluntary enrollment basis, and Lopez is open to any student in Lucia Mar Unified School District who is 16 years of age or older (or turning 16 within the semester of enrollment). Lopez High School continues to implement Common Core Standards, as well as 21st Century Learning Skills. Our school uses CAPSTONE to make sure that our students are all focusing on the core 21st Century Skills we refer to as the 4 C's: Critical Thinking, Communication, Creativity and Collaboration. Core curriculum delivery models provide individualized instruction with frequent one-on-one and small-group student and teacher interaction to meet the needs of each student. Instruction at LHS takes place during four traditional nine-week quarters over the course of a school year. All students attend one core session in the morning (8:00 AM to 11:45 AM) when they take their Core Classes. Students are also recommended for

and are eligible to attend the afternoon sessions. These sessions include 2 day a week focused math, reading, and Capstone support, as well as 1 day a week Electives. Another alternative offered for seniors who are finishing their last credits, or for students in need of a different educational approach, is Lopez Independent Study. District-wise, students must be approved through an Alternative Education Placement Committee to show reason for needing an Independent Study Program placement.

All students attending Lopez High School must complete the graduation requirements to receive their high school diploma. These requirements include: 210 credits, completion of the CAPSTONE Project (which replaces 25 credits of electives required at the comprehensive high schools), and 20 hours of community service. It is the goal of LHS to provide the support students need in order to experience success and meet those requirements. The school makes every effort to ensure that the curriculum is accessible to all students, and through our categorical funding from the State and Federal governments (Title I, II, III, and LCAP). We have added support programs and staff to address the needs of students who are struggling academically or personally. Small group tutoring is also available for students who need assistance in reaching grade level outcomes. Twice a term, on Friday afternoons, our staff opens their doors to students who desire to stay to receive tutoring and extra support. There are also weekly tutoring groups organized for students who need extra time and help in order to be successful. English Language Learning support is specifically targeted to our identified students in all classes and staff have received training on strategies to support ELL students to be successful in school. All EL students are also enrolled in a structured EL supported English class.

Our current demographic composition is 30.1% White, 30.1% Hispanic, 2% African American, 2% American Indian, Asian, Filipino combined, and 36.2% declined to state.

Lopez High School has other services available to our students: 1. A Resource Specialist provides support for students with Individual Education Plans (IEP's) and 504 Plans. 2. Counseling services are considered critical because a high percentage of the students at Lopez are struggling with issues outside of school. Our full-time school academic counselor provides personal, career, and academic counseling to students on a regular basis. We also have additional counselors in place to help meet the emotional needs of our students. Through a partnership with CCC and County Mental Health, students meet individually and in small groups. Additionally, an additional hourly Career Counselor is on campus a few hours a week to work with students specifically on the field work portion of the CAPSTONE Project. The HOPE Program, Hands On Parenting Education for expectant and parenting students is co-located at Lopez High School. The HOPE Program offers a system of care primarily focused on graduation from high school. The HOPE Independent Study class is housed on the Lopez campus. Students in the program gain effective parenting skills, establish self sufficiency goals, and family and reproductive health education in order to delay second pregnancies. Children of the teen parents also receive support services through an LMUSD Child Development Specialist, who helps monitor developmental milestones of the children, as well as identify children at risk, requiring early intervention. The Community Actions Partners (CAP - formally EOC) provides the childcare services. These services are provided for any district student, but the childcare, child development courses and case management team are housed on the LHS campus, where many of pregnant and parenting students attend classes or participate in the HOPE classroom.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The main student survey administered on campus in February 2016 is the California Healthy Kids Survey (CHKS), which was given to juniors. Key points from our previous survey showed that:

- * 72% of our students have tried drugs/alcohol;
- * 25% of our students smoke tobaccos regularly;
- * 55% of our students don't eat breakfast at home;
- * 21% considered attempting suicide and 40% express feelings of deep depression, hopelessness or sadness.

These numbers indicate that we have an ongoing need to do provide drug/alcohol education, to continue to provide breakfast for our students, and to provide counseling and support services to address our students' needs.

A parent survey was also conducted. The pertinent findings were that:

- The majority of students feel that Lopez campus is safe, and does not tolerate harassment, gender inequity, hate speech, or other forms of intimidation or unsafe behavior.
- Overall, the students' experiences at Lopez High School have been a positive and inclusive.
- Students felt they have been treated fairly and with respect at Lopez High School by all staff.

Lopez is planning to do both a parent and student survey again in the spring of 2018.

Classroom Observations

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

Classroom observations by site administration is ongoing. Principal does walk-throughs into classrooms weekly - sometimes just passing through, other times taking time to do an informal observation and provide feedback to teachers. "Permanent" teachers who will be evaluated during this school year will receive formal classroom observations, as well as walk-throughs before final evaluations are complete. Any new, or probationary staff will receive two formal evaluations during the year, with two formal classroom observations for each of those evaluations. Staff are also given the opportunity to visit classrooms either on site or at another school for professional development purposes.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

With the transition to Common Core and CAASPP assessments, our staff has written curriculum using Understanding by Design to cover all state and Common Core standards, while creating valid assessments (formative as well as summative). The data from these assessments drives LHS teachers to modify instruction, while making sure that all students are achieving. In addition, LHS staff look at any data we receive from district assessments to modify instruction including CELDT and DWA. We are in the process of exploring other effective sources of assessment data, including the district funded Illuminate model, F & P literacy assessments, and Stanford 9 as a screening assessment in our English classes. Due to the transient nature of our students, it is difficult to find common assessment data that staff has so far found informative and effective.

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

Teachers are all using data and assessments to monitor student progress in all core areas. We are moving ahead as we create curriculum-embedded assessments through formative assessment to monitor student achievement and modify instruction. We have also created a performance task (assessment) that all students are required to complete as part of CAPSTONE.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified.

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

Lopez offers Professional Development bi-weekly for all staff. Our site TOSA and principal are responsible for instructional material presented. All staff are given access to training, materials, collaboration, and designated Professional Learning Community time. Staff are encouraged to visit other teachers and classrooms, and are given opportunities to attend district, county, and state professional development opportunities.

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

Staff development is aligned to meet state, content, and Common Core standards. Curricular units meet content standards, and assess student performance using various assessment methods including summative and formative. Professional Development is driven by site, district and board goals.

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

Lopez is a small school where all teachers are considered content experts and instructional coaches. Each teacher serves as either; Instructional Leadership Team members (district and school), technology specialists, and TOSA's (Teacher on Special Assignment) and provide ongoing instructional support to each other. LHS has a site TOSA who works with administration and staff to provide ongoing instructional assistance and support.

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

Lopez High School does not distinguish between grade levels. We do not maintain individual departments as teachers are mostly stand alone in their core subjects. The exception is LHS has 2 English teachers. All students attending benefit from the weekly collaboration of all staff working together to create positive learning environments in all subject areas. Staff are focusing this year on developing the Tier ii and Tier iii levels of the PBIS model (Positive Behavioral Interventions & Supports). Teachers also collaborate regularly regarding student needs at regularly scheduled Student Concerns meetings. These concerns are discussed in greater detail at a weekly COST meeting (Coordination of Services Team).

Teaching and Learning

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

Our weekly professional development is devoted to aligning all curriculum and assessment to state content and Common Core standards.

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

Lopez High School's instructional minutes goes above the state requirements for Continuation High Schools. The minimum weekly requirement according to the state is 180 minutes of instruction a day. After creating a new schedule for this school year, we now provide 225 minutes of instruction daily for all students. Afternoon courses are also accessible to all students and provide another 60 - 180 minutes of additional instruction weekly for those who participate.

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

Our master schedule has been completely modified for the 2017- 2018 school. Given the small enrollment of our school, we now can provide afternoon intervention courses for students who are in need of this additional support.

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

All students receive standards-based instruction appropriate for all sub-groups.

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

Core courses are all being revised using Understanding by Design and include state and Common Core standards. Standards aligned instructional materials are available.

Opportunity and Equal Educational Access

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

Underperforming students have access to tutoring from an outside college institution, after school tutoring by the teachers and support staff, and during Friday School ("Student Success Day"). Students can also access additional help daily by requesting to "stay late" on any given day. Students then sign in and attend support classes as needed when this occurs. Lopez also offers small class sizes and therefore lower teacher to student ratio (15:1 maximum), to ensure that students are receiving more individualized instruction and services to help them meet state standards.

14. Research-based educational practices to raise student achievement

Teachers seek out professional development opportunities to refine their craft. They also meet regularly to discuss research based, best practices to ensure student growth. PD is led by the principal and TOSA. Topics discussed include data gathering, using formal and informal assessment, teaching with a whole-child approach, trauma informed care (and teaching practices), studying books such as the Framework for Understanding Poverty, The Addicted Classroom, "The Bad Kids", for examples. LHS staff tries to continue to learn how to best serve the at-risk population we serve. We are also in the process of refining Tier II and implementing Tier III of the PBIS model school-wide.

Parental Involvement

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

Families in transition, counseling opportunities, tutoring, afternoon support/intervention classes, Friday School ("Student Success Day"), and weekly COST meetings are utilized to assist under-achieving student needs.

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

Parents, teachers, and classified staff all work together in the planning, implementation, and evaluation of Lopez High School. School Site Council is responsible for over-seeing all major decisions made regarding budget and school site planning. SSC members seek input from our small and collaborative staff environment.

Funding

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

Categorical funding is used to support the new design of delivery at LHS. Not only does it allow staff to attend workshops and professional development opportunities to learn how to meet the needs of underperforming students, we also look for ways to provide support staff such as counseling or tutoring to enable our underperforming students to meet the standards. Funding also provides for curriculum materials and supplies for those students.

18. Fiscal support (EPC)

District Business Office, Superintendent of Business.

Description of Barriers and Related School Goals

Barriers still include reliable assessment data for the continuation high school. We are looking at doing alternative assessments so that we have some comparable data outside of our own school assessments.

Working with severely at risk students is, in itself, a barrier as there are many obstacles to overcome for these students to have positive school successes. Utilizing outside resources in a timely manner is a big barrier as we struggle to find the appropriate social/emotional supports our students need in order to succeed in high school.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	58	69	61	50	59	33	48	57	33	86.2	84.3	54.1
All Grades	58	69	61	50	59	33	48	57	33	86.2	84.3	54.1

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2503.0	2522.6	2518.3	2	4	3.03	12	18	21.21	38	42	36.36	44	37	39.39
All Grades	N/A	N/A	N/A	2	4	3.03	12	18	21.21	38	42	36.36	44	37	39.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	13	13	9.38	46	59	56.25	42	29	34.38
All Grades	13	13	9.38	46	59	56.25	42	29	34.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	4	8	9.38	38	36	53.13	58	57	37.50
All Grades	4	8	9.38	38	36	53.13	58	57	37.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	7	6.25	58	68	71.88	40	25	21.88
All Grades	2	7	6.25	58	68	71.88	40	25	21.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	6	4	6.25	46	61	50.00	48	36	43.75
All Grades	6	4	6.25	46	61	50.00	48	36	43.75

Conclusions based on this data:

1. In all categories, many of our students tested below standard.
2. We need to do a better job of getting our students to take testing seriously, and encourage them to do their best.
3. We need to focus on the large group of students who nearly met the standard and move them into the "met" category. We need to continue to provide intervention for our lowest performing students.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	58	69	61	51	57	52	49	55	52	87.9	81.4	85.2
All Grades	58	69	61	51	57	52	49	55	52	87.9	81.4	85.2

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2440.2	2461.8	2460.8	0	0	0.00	4	4	1.92	6	7	9.62	86	89	88.46
All Grades	N/A	N/A	N/A	0	0	0.00	4	4	1.92	6	7	9.62	86	89	88.46

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	0	0	0.00	8	7	11.54	92	93	88.46	
All Grades	0	0	0.00	8	7	11.54	92	93	88.46	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	4	0.00	20	33	30.77	80	64	69.23
All Grades	0	4	0.00	20	33	30.77	80	64	69.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	43	38	32.69	57	62	67.31
All Grades	0	0	0.00	43	38	32.69	57	62	67.31

Conclusions based on this data:

1. Math continues to be a struggle for most of our students. we need to continue to look for ways to provide support in mathematics. This shows that most are below standard.
2. We need to offer extra math remediation and support.

3. We need to do a better job of getting our students to take testing seriously, and encourage them to do their best.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
10						***									
11	50	25	20	25	25	40	25	25	20					25	20
12		18	14	55	55	14	45	27	57			14			
Total	13	20	15	47	47	31	40	27	38			8		7	8

Conclusions based on this data:

1. We need to continue to support our EL students and provide direct services to help them reach the proficient levels.
2. Many of our students are at the intermediate level which means they need to make only one jump to be considered early advanced. Those students are our target students. Students in need of more supports will be referred to a more intensive program.
3. PD focus will continue to be on how to support our EL learners in all courses, not only those that are designed for EL students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
10						***									
11	50	25	20	25	25	40	25	25	20					25	20
12		18	14	58	55	14	42	27	57			14			
Total	13	20	15	50	47	31	38	27	38			8		7	8

Conclusions based on this data:

1. We need to continue to support our ELL students and provide direct services to help them reach the proficient levels.
2. Many of our students are at the intermediate level which means they need to make only one jump to be considered early advanced. Those students are our target students. Students in need of more supports will be referred to a more intensive program.
3. PD focus will continue to be on how to support our EL learners in all courses, not only those that are designed for EL students.

District Assessments

NWEA MAP

Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth

Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met

District Writing Assessment (DWA)

Grade	Average Score
9	NA
10	5.17
11	5.41

ReadiStep College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Eighth						

PSAT College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Sophomores						

School District Goals

Lucia Mar Unified School District Goals

Student Success: LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

Goal #1: **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

Goal #2: **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

Goal #3: **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

Goal # 4: **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

Lopez High School's Single Plan goals are written to go hand in hand with the District Goals. Our goals are to implement strategies that will increase individualized learning targets for our students. Lopez will focus greatly on the Four C's via our Capstone project because of the emphasis on career and college readiness skills. These skills are also supported and taught directly in our core courses. Lopez maintains one of it's most important goals is to focus on the growth of the whole child and their families. Because many students come to Lopez from at-risk backgrounds, it is essential that our staff provide a safe and social-emotionally sensitive learning environment. In order for students from these backgrounds to succeed, they must first feel connected to the school and to the teachers. Our goals also include preparing our students for an every changing future. Students work regularly with technology to enhance their learning in the classroom, to equip themselves with the future-ready skills they will need in order to be employable in the future.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Achievement
Lucia Mar Unified School District Goal:
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
SCHOOL GOAL #1:
Lopez is committed to implementing a wide variety of instructional strategies aligned with the LCAP goals and initiatives. Since Lopez is a continuation high school, this year it will be measured differently than our comprehensive counterparts. Lopez will aim to improve student achievement by instilling the skills our students will need in life: strong reading and math skills, consistent attendance, following through on your goals, and a foundational understanding of a life plan post high-school. We improve in these areas by increasing our school-wide attendance rate will increase from 83.9% to 89% and our graduation rate from 66% to 71%. LHS will use data from the DASS (Dashboard Alternative School Status) indicators to measure growth. DASS is a new model for measurement of Alternative Schools and is still in it's stages of development with the California Department of Education. The indicators will likely focus on these percentages/rates: attendance, graduation, reading/writing/math achievement, credit completion, and behavior/suspensions/expulsions. In the past, alternative schools were measured by the ASAM model which monitored similar indicators . LHS will focus on these areas for growth, as well as utilize department and school site assessments to measure improvement. We will continue to provide all students small class sizes, one-on-one and targeted intervention instruction. Our small group intervention classes focus on math, reading, writing and ELD instruction. This year we've developed a new schedule to meet those goals. Our CORE classes are conducted during the AM schedule and our targeted interventions and electives are during the PM schedule. This year, we also intend to apply for the Continuation Model School recognition from the state. This award will provide us with the feedback needed to continue to improve our program.
Data Used to Form this Goal:
Attendance data, graduation rate, credit completion, CASSPP, CAPSTONE rubric scores, CELDT Scores, DWA, school/teacher created formative assessments, and behavioral data. We will be starting to implement the use of F & P data as well.
Findings from the Analysis of this Data:
Analysis from the provided data shows that our students have significant gaps in their learning, especially in mathematics and reading. In comparison to other continuation high schools, we also see that our students are achieving at a higher rate than average. For example in past years of comparison to our neighboring continuation schools in Santa Maria and San Luis Obispo, our students are 3 - 4% higher in math and 11-14% higher in ELA. We also recognize that it is difficult to measure our students' progress because of the high turn over of students that attend continuation schools. Because most of our students are Title 1 and at-risk, we provide a small, safe learning environment with several interventions, including health, social and, emotional supports. Our goal is to provide safety nets and supports for our students so they can learn and progress more than they may have in a traditional setting. We are continuing to evaluate the authentic assessment options to use with our students. Teachers use formative assessment in the classroom. We continue to use all of this information to guide decisions.

How the School will Evaluate the Progress of this Goal:

In August of 2018, our site will compare a set of data over a 5 year span and include the focus areas already mentioned. We will evaluate the growth rates, look for any declines, and collaborate to determine what trends and initiatives may have contributed to the successes and areas for growth moving forward. We will analyze graduation rates, attendance percentages, credit accrual, behavior data, and Capstone completion rubrics.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to improve and refine the CAPSTONE project for graduating seniors to ensure it's effectiveness, relevance, and assessment value. Utilize and refine systems, courses offered, and curriculum that will increase the learning of all students. Provide extra duty time for collaboration, analysis of rubrics and assessments, analyzing data, analyzing individual needs of students to close achievement gap. Use of professional development time to analyze data/student concerns, develop interventions, and modify our instruction and courses to meet our overall goals. Provide teachers the opportunity to go to conferences or visit other schools/teachers to collaborate and learn. Provide the opportunity for teachers to attend the CCEA (California Continuation Education Association) conference in Spring, especially if Model School is awarded. Allow teachers to attend other conferences/workshops on ways to improve the learning for all of our at-risk /continuation students. Conferences may include PBIS, ELD or other PD workshops.	Ongoing	Teachers, counselor, principal	Extra duty	1000-1999: Certificated Personnel Salaries	3010	500
			Benefits	3000-3999: Employee Benefits	3010	92
			Extra duty	1000-1999: Certificated Personnel Salaries	4203	200
			Benefits	3000-3999: Employee Benefits	4203	37
			Extra Duty	1000-1999: Certificated Personnel Salaries	0709	1000
				3000-3999: Employee Benefits	0709	184
			Release Days	1000-1999: Certificated Personnel Salaries	4035	400
			Benefits	3000-3999: Employee Benefits	4035	74
Provide ongoing student career/college counseling support.	Ongoing	Principal, Career Tech	Personnel	2000-2999: Classified Personnel Salaries	3010	4500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Add additional hours to our already existing support staff with a flexible schedule throughout the week. Counselor will also provide 1:1 tutoring, career/college counseling support, coaching, and CAPSTONE check in re: field experience support. (Transitioning this position mid-year from certificated substitute to classified career tech.)			Personnel	2000-2999: Classified Personnel Salaries	0709	4500
			Benefits	3000-3999: Employee Benefits	3010	1168
			Benefits	3000-3999: Employee Benefits	0709	1168
Provide staff and students, supplemental teaching materials, CAPSTONE materials, and materials for intervention and elective course offerings for the PM schedules. Provide teachers with EL materials. Purchase books for classroom libraries to support all levels of learners. Provide release time for EL observations.	Ongoing	Teachers, secretary, principal	Materials and supplies	4000-4999: Books And Supplies	3010	1698
			Release Days	1000-1999: Certificated Personnel Salaries	4203	200
			Benefitis	3000-3999: Employee Benefits	4203	37
Provide PD materials for staff development. Supplement materials for TOSA needs.	Ongoing	Principal, TOSA	Materials and supplies	4000-4999: Books And Supplies	4035	212
Increase parent involvement by providing an Open House style Awards Nights and other evening activities. Provide an in-depth Orientation for both students and parents.	Beginning of each term; specified activity nights throughout the year	Counselor, principal	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	279
Lopez will continue to implement "Student Success Day" as a positive strategy where kids can stay after school for extra support, to make up incomplete work, to help at school and earn CS hours, and to work off one unexcused absence.	Monthly	All Staff	"Student Success Day" (Friday School) - tutoring funds			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: School Climate
Lucia Mar Unified School District Goal:
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
SCHOOL GOAL #2:
During the current school year, Lopez will continue to implement Tier I, II and III of the PBIS model. We will continue to refine and improve our interventions and supports school-wide, and those for our Tier II and III students. We will introduce the CICO (Check In, Check Out) procedure with students needing extra support, and then evaluate its effectiveness. LHS will promote and advertise the parent information nights happening at our comprehensive partner schools. We will continue to look for ways to make LHS a positive school environment.
Data Used to Form this Goal:
Qualitative data was collected by the staff via staff input and feedback regarding current discipline and attendance concerns. Quantitative data, such as discipline in AERIES, CAPSTONE class grades and completion data, rubric scores, final presentations, graduation/attendance rates were used to evaluate the need for social/emotional/behavioral interventions, systems and targets.
Findings from the Analysis of this Data:
Staff and students need to understand and have consistent processes for discipline and Tiered supports school-wide. Students need to have access to more site based interventions prior to suspension/expulsion. Students need more support and encouragement to be successful in school. Many students have not felt that support during their high school or overall school careers.
How the School will Evaluate the Progress of this Goal:
Success with a decrease in negative behaviors and an increase in overall success. (See Goal #1.) Students who are thriving and feel positively connected at school will also do better in their academics. We will continue to measure progress and successes of implementation of Tiers and systems for PBIS.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will complete the CAPSTONE project which provides career research, field work, reflections of work done and knowledge of 21st Century skills, presentation of skills gained.	June 2018 - all graduating seniors will give final presentation of the CAPSTONE project.	Teachers, counselor, principal	Counselor (sub hours)	1000-1999: Certificated Personnel Salaries	3010	5000
				3000-3999: Employee Benefits	3010	919

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CAPSTONE will also provide students with a plan for post-high school. This program/coursework contributes to the whole child needs as it focuses on career and life skills. A major component of the CAPSTONE project is the field work where students job shadow a professional in a field they are interested in pursuing. Due to the loss of the CTE counselor last year, we are replacing those hours with a sub counselor who will assist students with this piece of the project.						
Staff may attend a PBIS and/or CCEA conference in the upcoming year. (see Goal #1 - these conferences will provide opportunities for PD regarding the whole child and strategies for supporting at-risk students.)	Spring 2018	Principal, counselor, teachers	PD/Conferences	5000-5999: Services And Other Operating Expenditures	3010	1000
				5000-5999: Services And Other Operating Expenditures	4203	500
				5000-5999: Services And Other Operating Expenditures	0709	1500
			Subs - See Goal #1 for expenditures			
Student incentives will be purchased to support PBIS (Positive School Climate) goals. Field trips and other incentives will be provided to reinforce positive school behavior and provide enrichment to curriculum.	Ongoing	Principal, teachers	Incentives	4000-4999: Books And Supplies	0709	356
			Field Trips	5700-5799: Transfers Of Direct Costs	Donations	1000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Future Ready Education
Lucia Mar Unified School District Goal:
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
SCHOOL GOAL #3:
By June 2018, all teachers will be utilizing Google Calendars, Google Classroom, and other relevant Google Tools. Staff will also spend some PD time on learning and refining the use of these tools. Currently our school is 1:1 with technology, a goal we attained last year.
Data Used to Form this Goal:
Observation of staff's use of Google Tools, Observations during classroom visits during lessons, and student feedback.
Findings from the Analysis of this Data:
Lopez staff utilizes technology on a regular basis. Students at our site are in need of computer skills in order to prepare for post-high school. Many students do not have internet of computer access at home. Some staff are unfamiliar with Google Tools, and therefore are unaware of various aspects of the school culture and calendar.
How the School will Evaluate the Progress of this Goal:
Professional Development agendas and practice.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly Professional Development and collaboration (3x per month).	Ongoing	Teachers, Principal	Completed during PD Fridays			
Continue to use technology effectively in the classroom. In 2016-17 school year, LHS became a 1:1 school with many Chromebook purchases and replacements. This	Ongoing	Principal, IT, tech committee	No purchases needed, addressed during PD			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
year technology focus will be to continue to work on PD.						
Provide an opportunity for staff to attend conferences/workshops related to using technology effectively in the classroom.	Ongoing	Teachers, Principal	Conference and travel - See Goal #1 & #2 Expenditures			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Organizational Excellence
Lucia Mar Unified School District Goal:
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
SCHOOL GOAL #4:
By June 2017, LHS staff will have implemented Tier II and Tier III of the PBIS model. We will also have our weekly COST (Coordination of Services Team) and bi-monthly Student Concerns meetings run with efficiency and purpose. We will explore various models of PBIS full implementation and continue to work on the parts that LHS is still lacking. Full implementation of PBIS model is expected by the end of the next school year. This is our most effective way of ensuring students are engaged, feel this is a positive and safe learning environment, and have safety nets in place when needs arise. Safety drills and evaluation of the processes will also be evaluated and improved throughout the year. For LHS, goals #1 and #2 tie into our overall Organizational Excellence because of how we continue to strive to improve how we meet the needs of our students and their families.
Data Used to Form this Goal:
Staff feedback, progress on PBIS from last year, Student concerns notes, COST minutes, referrals, grad/credit rates
Findings from the Analysis of this Data:
Lopez needs to continue to improve the positive school climate offered on campus so that kids feel safe and are engaged in their own progress. Utilizing the PBIS tiers, we will also see an increase in graduation/credit/attendance rates and a decrease in referrals/suspension/expulsion rates.
How the School will Evaluate the Progress of this Goal:
PBIS leadership and all staff feedback, TOSA will conduct a survey in March, parent/student surveys, graduation/attendance/credit rates, discipline rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ongoing PD time dedicated to reviewing and refining PBIS Tiers, interventions, policies, etc.	Ongoing	Principal, TOSA, Counselor, Teachers	PD Time - no site cost, TOSA led			
Explore valued PBIS conferences to budget for and attend in the 2018-2019 school year so that PBIS is implemented with fidelity. Staff will	Research 2017-18, attend 2018	Principal, TOSA	Conference release days	1000-1999: Certificated Personnel Salaries	0709	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
want to attend a training at that point. Also access PBIS workshops through CCEA conferences.				3000-3999: Employee Benefits	0709	110

Planned Improvements in Student Performance

School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Positive School Reputation & Community Involvement
Lucia Mar Unified School District Goal:
Goal #2 and Goal #4
SCHOOL GOAL:
Lopez High School will also continue with its efforts at outreach by providing information, including videos, social media, and pamphlets to share with the community, families, and other stakeholders to begin to create a more positive image of Lopez High School and what alternative education has to offer students. We will hold meetings with prospective students and parents as needed. We will provide an in depth Orientation each term. We will hold an Open House style Back to School Night and Awards Nights and invite stakeholders, as well as families and students to attend.
Data Used to Form this Goal:
Information and comments received from staff, parents and the community at large, who do not know what alternative education means, nor what Lopez High School has to offer.
Findings from the Analysis of this Data:
Lopez High School needs to show the community its positive aspects. Lopez also needs to continually create a positive school environment for students who have sometimes had negative experiences at traditional schools.
How the School will Evaluate the Progress of this Goal:
Surveys, staff and community feedback, stakeholder feedback, and social media traffic. We will also rely on enrollment data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue community and traditional school outreach.	Ongoing	Teachers, students, principal, secretary, counselor	Edit/maintain website, and brochures - extra duty	1000-1999:	General Fund	250
				Certificated Personnel Salaries	Donations	250

Planned Improvements in Student Performance

School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT:
Lucia Mar Unified School District Goal:
SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services: Preliminary Budget – District

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	Carryover (distributed in October)	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	Preliminary 2016-2017	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	Hold Harmless 15%								
	Available Resources for Planning	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	\$
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Codes									
1110	Teachers Full Time				39,077	19,539			\$58,616.00
1130	Teachers Hourly (LST/CSR)		150,000						\$150,000.00
1150	Teacher Extra Duty		68,500	25,000	30,000				\$123,500.00
1160	Teacher Substitutes	61,000		20,000	22,500				\$103,500.00
2700	Administrators	60,104			64781				\$124,885.00
2100	Inst. Assistant Salary								
2130	Inst. Assistant Hourly								
2150	Inst. Assistant Extra Duty								
2160	Inst. Assistant Sub								
2400	Clerical Salaries	21,742				21,742		22827	\$66,311.00
2420	Clerical Part-Time								
2460	Clerical Substitute								
2470	Clerical Overtime								
2930	Other Classified Hourly Extra Duty								

2960	Other Classified Hourly Sub	2,500							\$2,500.00
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			\$82,785.24
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			\$20,000.00
3000	Classified Benefits 25.32%	6,138				5,505		5,780	\$17,422.95
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	\$20,000.00
3000	Total Benefits	36,362	36,490	7,515	25,293	18,768	-	15,780	\$140,208.19
Subtotal	1000-3000's	181,708	254,990	52,515	181,651	60,049	-	38,607	\$769,520.19
For Page 2	4000-6000's	\$113,587	\$79,182	\$26,922	\$67,312	\$26,134	\$0	\$3,769	\$316,904.81
2017-2018 Projected Preliminary Categorical Budget									
Remaining \$	For 4000 - 6000	113,587	79,182	26,922	67,312	26,134			\$313,135.61
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	5/25/17
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Code									
4200	Books and Reference Materials	5000		5000					\$10,000.00
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	\$18,585.00
4300 - 2700	Program Supplies								
4323	Technology under \$500								
4423	Technology over \$500								
4400	Non Capital (equipment/technology over \$500)								
5200	Travel and Conference			16,000	10,908				\$26,908.00
5230	Mileage	1,000						1000	\$2,000.00
5300	Dues and Professional Memberships								

5621	Rentals/Copier Leases/Monthly Charges								
5640	Repairs/Maintenance Equipment								
5670	Software Support Contracts (ongoing yearly)								
5713	Field Trips (district bus)								
5716	Duplicating (Repro Dept)	1,000		922					\$ 1,922.00
5760	Food Service (order from Food Servces)								
5800	Consultants (need consulting agreements)								
5840	Fingerprinting	1,292							\$1,292.00
5855	Outside Printing								
5861	Car rental/Outside Vendor Bus								
5912	Communication/ IPAD Data Plans								
5921	Communication/Cell Phones								
5930	Postage/Meter								
5899	Holdback	95,295	78,365		56,404	26,134			\$256,198.00
4000 - 6000	Total 4000-5000's	113,587	79,181	26,922	67,312	26,134	-	3,769	\$316,905.00
Must match	Total								

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
3010	14877	0.00
Title I Part A: Parent Involvement	279	0.00
4035	686	0.00
4203	1233	0.00
0709	9718	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0709	9,718.00
3010	14,877.00
4035	686.00
4203	1,233.00
Donations	1,250.00
General Fund	250.00
Title I Part A: Parent Involvement	279.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	8,150.00
2000-2999: Classified Personnel Salaries	9,000.00
3000-3999: Employee Benefits	3,789.00
4000-4999: Books And Supplies	2,545.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5700-5799: Transfers Of Direct Costs	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	0709	300.00
1000-1999: Certificated Personnel Salaries	0709	1,600.00
2000-2999: Classified Personnel Salaries	0709	4,500.00
3000-3999: Employee Benefits	0709	1,462.00
4000-4999: Books And Supplies	0709	356.00
5000-5999: Services And Other Operating	0709	1,500.00
1000-1999: Certificated Personnel Salaries	3010	5,500.00
2000-2999: Classified Personnel Salaries	3010	4,500.00
3000-3999: Employee Benefits	3010	2,179.00
4000-4999: Books And Supplies	3010	1,698.00
5000-5999: Services And Other Operating	3010	1,000.00
1000-1999: Certificated Personnel Salaries	4035	400.00
3000-3999: Employee Benefits	4035	74.00
4000-4999: Books And Supplies	4035	212.00
	4203	259.00
1000-1999: Certificated Personnel Salaries	4203	400.00
3000-3999: Employee Benefits	4203	74.00
5000-5999: Services And Other Operating	4203	500.00
	Donations	250.00
5700-5799: Transfers Of Direct Costs	Donations	1,000.00
1000-1999: Certificated Personnel Salaries	General Fund	250.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	279.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,808.00
Goal 2	10,275.00
Goal 4	710.00
Goal 5	500.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Bowen	X				
Karin Hitchen		X			
Lori Ruppert		X			
Rosie Campa			X		
Amber Bernert					X
Norma Bernert				X	
Austin Montgomery					X
Sherrie Worrell				X	
Numbers of members of each category:	1	2	1	2	2

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program 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 October 31, 2017.

Attested:

Jennifer Bowen

Typed Name of School Principal

Signature of School Principal

Date

Norma Bernert

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program 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 October 31, 2017.

Attested:

Jennifer Bowen		11-17-17
Typed Name of School Principal	Signature of School Principal	Date

Norma Bernert		11-17-17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date




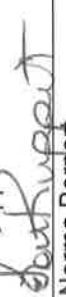



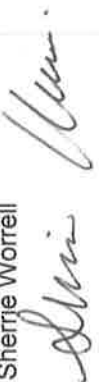
2017-2018 Preliminary Categorical Budget							
Remaining \$	For 4000 - 6000	2,698	279	212	759	2,156	6,105
	Site Budgets:	Program 3010	Program 3010-1203	Program 4035	Program 4203	Program 0709	
	Description						
	Resource Codes	Title I	Parent Involvement	Title II	Title III	LCFF	
Object Code							
4200	Books and Reference Materials						-
4220	Library Books						-
4300- 1000	Instructional/Classroom Materials	1,698	279	212	259	656	3,104
4300 - 2700	Program Supplies						-
4323	Technology under \$500						
4423	Technology over \$500						
4355	Software Purchase						-
4400	Non Capital (equipment/technology over \$500)						-
5200	Travel and Conference	1,000			500	1,500	3,000
5230	Mileage						-
5300	Dues and Professional Memberships						-
5621	Rentals/Copier Leases/Monthly Charges						-
5640	Repairs/Maintenance Equipment						-
5670	Software Support Contracts (ongoing yearly)						-
5713	Field Trips (district bus)						-
5716	Duplicating (Repro Dept)						-
5760	Food Service (order from Food Servces)						-
5800	Consultants (need consulting agreements)						-
5840	Fingerprinting						-
5855	Outside Printing						-
5861	Car rental/Outside Vendor Bus						-
5912	Communication/ IPAD Data Plans						-
5921	Communication/Cell Phones						-
5930	Postage/Meter						-
							-
							-
4000 - 6000	Total 4000-5000's	2,698	279	212	759	2,156	6,104
Must match	Total						
the Site	Projected						
Budgets	Expenditures	14,877	279	686	1,233	9,718	26,792
	Balance to spend	0	-	0	0	0	1

LUCIA MAR UNIFIED SCHOOL DISTRICT

Lopez High School
School Site Council

1055 Mesa View Drive, Arroyo Grande, California 93420
474-3750

October 31, 2017

Jennifer Bowen		Principal
Rosie Campa		Lead Secretary
Karin Hitchen		Teacher
Lori Ruppert		Teacher
Norma Bernert		Parent
Amber Bernert		Student
Austin Montgomery		Student
Sherrie Worrell		Parent



2017-2018 School Site Committees, Leadership, and Coaches Lopez High School

SSC = School Site Council

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent / Community Member	Student member (Secondary only)
Jennifer Bowen	x				
Karin Hitchen		x			
Rosie Campa			x		
Lori Ruppert		x			
Norma Bernert - Chair Person				x	
Amber Bernert					x
Sherrie Worrell				x	
Austin Montgomery					x
Number of members in each group	1	2	1	2	2

Lucia Mar Unified School District
LOPEZ HIGH SCHOOL
A California W.A.S.C. Accredited Model School
1055 Mesa View Drive, Arroyo Grande, CA 93420

School Site Council Agenda
October 31, 2017

Introductions/Attendance:

1. Role of the School Site Council: Overview of SSC/Introductions
 - Provide input and guidance on school goals and budget decisions
 - Four C's
 - Future Ready
 - District goal
 - Organization
- School Site Council- SSC
- English Learner Advisory Committee – ELAC-Discuss role of ELAC
- District Advisory Committees DAC

2. Approve and adopt SSC Bylaws
 1. Motion made to approve Bylaws: Motion made by Norma Bernert
 2. Seconded: Sherrie Worrell
 3. Vote: 6-0
 - a. SSC Officer Elections/Roles
 - i. Motions for Chairperson: Bowen makes a motion to approve Norma Bernert as Chairperson
 - ii. Seconded: Sherrie Worrell
 - iii. Vote: 6-0
 - iv. Motions for Vice Chairperson/Secretary: Bowen makes motion to approve Lori Ruppert as Secretary
 - v. Seconded: Norma Bernert
 - vi. Vote: 6-0

3. Convene SSC (SAC/ELAC delegates powers to SSC)
 1. Motion made to delegate School Advisory Committee powers: Motion made by
 2. Seconded:
 3. Vote:
 4. Motion made to delegate English Learner Advisory Committee powers:
 5. Seconded:
 6. Vote:

5. School Budget Discussion
 - PBIS

- Technology Ready
- Capstone Completion

Categorical Funding-Explanation of monies/budgets-discussed Classified position monies

6. SPSA (School Single Plan) Discussion
 - What is it?
 - Board Goals and School Plan
 - Discussion on new goals

Austin Montgomery makes a motion to approve the SSC budget. Lori Ruppert seconds the motion. 6-0 Approved.

Attendance:

Lori Ruppert
Austin Montgomery
Jen Bowen
Amber Bernert
Sherrie Worrell
Norma Bernert
Rosie Campa (partial mtg., reviewed materials)