

La Vista High School

Mid-Term

WASC Report

April 2014

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**Chapter 1 Student Community Profile**

**PART I: Demographic Data**

**School Description**

**La Vista High School (LVHS)** was established in 1966 as Fullerton Joint Union High School District’s continuation high school and is an integral part of the District. The population is comprised of students at least 16 years of age, who are at-risk of not graduating with their class, as well as high school aged students participating in the Teenage Pregnant and Parenting Program (TAPP). The student body represents the District’s six comprehensive high schools and an alternative high school from a fifty-square mile area which includes the cities of Buena Park, Fullerton, La Habra, and parts of Brea and Whittier. Students have the option of graduating from LVHS or, if sufficient credits are earned, returning to one of the District’s six traditional comprehensive high schools for graduation. Additionally, LVHS accommodates fifth-year seniors.

When functioning at capacity, La Vista High School serves 552 students and provides a supportive educational environment to meet students’ individual academic needs. LVHS offers a full complement of courses to meet the District’s graduation requirements. Through the use of research-based, data-driven instruction, content area teachers are able to identify areas of academic needs to target instruction to increase student achievement. Students have the opportunity to take up to eight classes daily and also may enroll in ROP course(s) in the morning, late afternoon, evenings, or Saturdays. Class sizes at La Vista High School are limited to 25 students in academic classes and 30 in elective classes. There is a child care facility on site with spaces for 40 children of students enrolled in the Teenage Pregnant and Parenting Program (TAPP).

Staffing

The staff of La Vista consists of 22 classroom teachers, two ROP teachers, two counselors, a shared dean, an assistant principal, a shared principal, 8 classified staff members, 12 child care workers and three District-employee food service workers. Support staff includes a psychologist, a speech and language specialist, a school nurse, a TAPP nurse, a TAPP community healthcare worker, and one computer technician. La Vista also has the support services of a Fullerton Police Department school resource officer, who is shared with two other high schools.

La Vista High School works with a wide array of partnerships within the local community. Examples of these partners are with: North Orange County Regional Occupation Program (NOCROP), the Fullerton Assistance League, and the Fullerton Sunrise Rotary Club. In addition representatives from St. Jude, CHOC, Women Infants and Children and the Adolescent Head Start, Family Life Program work together on the Assessing, Accelerating Children Toward Tomorrow (AACTT) collaborative to support students in the Teenage Pregnant and Parenting Program.

**WASC Accreditation History**

In 2011, LVHS received a six-year term with a midterm review accreditation from the Western Association of Schools and Colleges. In addition, La Vista High School was named a Model Continuation High School by the California Department of Education in April 2012.

**Mission Statement**

La Vista High School provides individualized guidance and standards-based instruction in a nurturing environment with the goal of assisting students to graduate as responsible and productive community members.

**Expected Schoolwide Learning Results (ESLRs)**

La Vista Graduates are:

1. Competent Learners who

Have met academic standards in English language arts, math, science, and social science creating transferrable knowledge applicable to future career goals.

1. Effective Communicators who

Have met academic standards by listening, reading, observing, and then responding through written, oral, visual and technological processes.

1. Responsible Citizens who

Demonstrate awareness and respect for diverse cultures and viewpoints by making choices that reflect appropriate behavior.

**Status of School in Terms of Student Performance**

**Title I**

La Vista High School was first designated as a Title I school in the 2009-2010 school year. The Title I funds were allocated to help educationally disadvantaged students. The intent of the Title I funding was to supply resources for programs to provide opportunities for students to achieve grade level proficiency. In 2010 – 2011, the school was not identified as a Title I school due to a decrease in student population in qualifying subcategories. During 20011-2012, LVHS was again identified as a Schoolwide Title I school and has retained this funding ever since.

**Enrollment**

La Vista High School served 716 students in 2009-10, 898 students in 2010-11, and 916 students in 2011-12 (ASAM unduplicated counts). The total number of long-term students (90 days or more) enrolled was 472 in 2009, 606 in 2010-11, and 549 in 2011-12 per ASAM counts.

**Student Population over Time**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **2010-2011** | **2011-2012** | **2012-2013** |
| Student Population | 501 | 501 | 512 |
| Grade 9 | 3 | 4 | 10 |
| Grade 10 | 42 | 24 | 16 |
| Grade 11 | 253 | 296 | 281 |
| Grade 12 | 203 | 177 | 205 |

Student enrollment has continued to grow over time. The counseling department goes to great lengths to get all of the students who attend LVHS orientation enrolled into school.

**Enrollment by Ethnicity**

The most significant trend in the school’s ethnic enrollment over the past five years has been the decrease in the percentage of students that identify as White. The consistent majority percentage of the school remains Hispanic. According to Ed-Data, the school’s Hispanic student population increased from 73.9% to 84.4% while the White student population decreased 9.4% to 6.2%.

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **2010-2011** | **2011-2012** | **2012-2013** |
| Am Indian | 2 | 0 | 0 |
| Asian | 11 | 7 | 6 |
| Pacific Islander | 0 | 71 | 2 |
| Filipino | 5 | 4 | 2 |
| Hispanic | 437 | 432 | 469 |
| Afr Am | 13 | 14 | 13 |
| White | 83 | 71 | 52 |
| Multiple/  No Response | 6 | 4 | 2 |

**Enrollment by Primary Language**

The predominant primary language other than English at LVHS is Spanish. All other languages reported represents less than 1% of the total student enrollment.

|  |  |  |  |
| --- | --- | --- | --- |
| **Primary Language Other Than English** | **2010-11** | **2011-12** | **2012-13** |
| Spanish | 35.1% | 32.7% | 34.2% |

**Enrollment by Language Proficiency Numbers**

The enrollment by language proficiency was acquired through Ed-Data. With the average increase in total enrollment for the past 3 years, the data shows that the percentage of English Learners that attended La Vista High School increased and the total percentage of students that were Fluent English Proficient decreased.

|  |  |  |  |
| --- | --- | --- | --- |
| Year | English Learners | FEP Learners (Fluent English Proficient) | Student Redesignated FEP |
| 2010-2011 | 205 students  36.7% of enrollment | 129 students  23.1% of enrollment | 25 students  17.9 of enrollment |
| 2011-2012 | 179 students  33.5% of enrollment | 133  24.9 | 1 student  .5% of enrollment |
| 2012-2013 | 198 students  35.6% of enrollment | 120 students  21.6% of enrollment | 0 students  0% of enrollment |

**Attendance**

Regular classroom attendance at La Vista High School is essential for a successful school experience. Students are required to attend school at least 80 percent of the time to remain enrolled. Students who want extra classes must attend school at least 90 percent of the time. Students who cannot maintain this level of attendance may be transferred to the La Sierra High Independent Study Program where they are given an opportunity to earn their way back to La Vista High School. Students who continue to display truancy behavior may be transferred to the county Alternative, Community, and Correctional Education Schools and Services (ACCESS) program. Appropriate Interventions are implemented prior to transferring students to another program such as: alternative scheduling, Teleparent, one-on-one conferences, student-parent conferences, Saturday school, and home visits. La Vista High School’s average annual attendance increased over the past 3 years. With the addition of Saturday schools to recoup all day absences.

**Suspension and Expulsion Rates**

This table displays the total number and the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and District levels for the most recent three year period. The data shows a decrease in the percentage of suspension and expulsions. Suspension and expulsion numbers taken from DataQuest.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Rate** | **La Vista High School** | | | **District** | | |
| 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | 48 | 56 | \* | 1,495 | 867 | \* |
| Expulsions | 5 | 1 | \* | 80 | 51 | \* |

\*Indicates that no data available at time of printing

**Free/Reduced Lunch Status**

The total number of students that receive free and reduced lunch has continued to increase over the last 2 years. There was a significant drop in 2011-2012, possibly due to the economy getting better.

|  |  |  |
| --- | --- | --- |
| 2010-2011 | 2011-2012 | 2012-2013 |
| 75.1% | 67.6% | 57.7% |

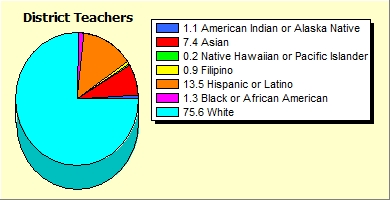
**Certificated Staff Ethnicity, Gender, and Years of Service (CBEBS Data 2011-2012)**

Ethnicity for teacher and administrative groups is predominantly white. The two members of the pupil service staff are Latino. The staff is mature with an average of more than twenty years of service. Educational levels are high and the female/male ratio is even.

Teacher Ethnicity

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | |  | http://www.ed-data.k12.ca.us/_layouts/EdDataClassic/Graphics/yellow.jpg | | http://www.ed-data.k12.ca.us/_layouts/EdDataClassic/Graphics/yellow.jpg | | | http://www.ed-data.k12.ca.us/_layouts/EdDataClassic/Images/yellow.jpg | |  | | --- | |  |  |  |  | | --- | --- | | |  | | --- | |  |   LV Teachers | |

|  |  |  |  |
| --- | --- | --- | --- |
| Teachers by Race/Ethnicity La Vista High (Continuation) School, 2011-12 | | | |
|  | **School** | | **District** |
| **Number of Teachers** | **Percent of Total** | **Percent of Total** |
| **American Indian or Alaska Native** | 0 | 0.0% | 1.1% |
| **Asian** | 1 | 3.6% | 7.4% |
| **Native Hawaiian or Pacific Islander** | 0 | 0.0% | 0.2% |
| **Filipino** | 2 | 7.1% | 0.9% |
| **Hispanic or Latino** | 4 | 14.3% | 13.5% |
| **Black or African American** | 0 | 0.0% | 1.3% |
| **White** | 21 | 75.0% | 75.6% |
| **Two or More Races** | 0 | 0.0% | 0.0% |
| **None Reported** | 0 | 0.0% | 0.0% |
| **Total** | **28** | **100%** | **100%** |
| **Source:** California Department of Education, Educational Demographics Office (CBEDS, paif11 1/11/13) | | | |



Gender and Average Years of Service

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Amer. Indian | Asian | Pacific Islander | Filipino | Latino | Afr. Amer. | White | Mutl./No Resp. | Female | Male | Total | Ave. Years’ Service |
| Admin. |  |  |  |  |  |  | 2 |  | 1 | 1 | 2 | 22.0 |
| Teachers |  | 1 |  | 2 | 4 |  | 21 |  | 10 | 9 | 28 | 20.5 |
| Pupil Services |  |  |  |  | 2 |  |  |  | 1 | 1 | 2 | 21.0 |

Educational Levels

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Doctorate | Master’s degree plus 30+ hours | Master’s Degree | Bachelor’s degree plus 30+ hours | Bachelor’s Degree | Less than Bachelor’s degree |
| Admin |  | 2 |  |  |  |  |
| Teachers | 1 | 6 | 12 | 7 | 2 |  |
| Pupil Services |  | 2 |  |  |  |  |

**Student participation in co-curricular activities and electives**

In addition to the required general education classes, La Vista High School students have access to programs and training for community college through the core curriculum, for career and technical education through ROP, for work experience education and community service provided by student leadership classes. These programs and classes include the following: Associated Student Body Leadership, Career Connections, Peer Assistance Leadership, AVID, JROTC, Childcare, Media Production, Computer Graphics and Design, Forensics, Legal and Law, Guitar and Keyboarding, the North Orange County Regional Occupational Program (NOCROP), and the Fullerton Community College/Cypress Community College Special Admit Students Program.

La Vista High School shares a full-time career guidance counselor with La Sierra High School. NOCROP provides over 100 classes in a variety of career pathways. Classes are held on high school campuses, community learning sites, and ROP facilities. Students may attend classes on other campuses during the school day, after school, in the evenings and on weekends.

On-campus interventions in conflict management and tobacco awareness provide LVHS students additional support toward making better personal choices. Conflict management teaches students to recognize negative factors within argumentation and to learn and practice skills that de-escalate fractious situations. Many students are self-referred to the tobacco awareness program class. The tobacco awareness program educates students about the dangers of tobacco use and strategies available to cut the habit.

La Vista High School’s Peer Assistance Leadership (PAL) program provides students with the opportunities and skills needed to become well-adjusted teens who will be better prepared to meet the challenges of the world. PAL students reach out to those in genuine need and generally develop compassion and empathy toward others. PAL students work with the mentally and physically challenged teens at Endeavor School.

****Students in La Vista High School’s leadership class take an active part in improving the school, participating in student government, building personal character, and making positive friendships. For the majority of the leadership students, this is the first time they have had an opportunity to be leaders on their campus and make a difference in their school. Students in leadership are responsible for attending all monthly Student Advisory Council meetings, conducting the American Red Cross Blood Drive, attending the District Student Advisory Council symposiums, planning Red Ribbon Week activities, participating in community service, and organizing Prom and the Senior Breakfast. Additionally, leadership students are involved in promoting school spirit with weekly actives held during break.

**Part II: Student Performance Data**

**Academic Performance Index (API) and Target Growth**

La Vista High School reports an Academic Performance Index (API) score for purposes of accountability. The API is calculated on a student population that attends for a minimum of 90 days. La Vista experienced 11 points of growth on its school-side API scores between the 2011-12 and 2012-13 school years. Sub-group growth was also on an upward trajectory between 2011-12 and 2012-13. The English Learner sub-group score did not go up in 2012-13, but has increased 65 points over three years.

|  |  |  |  |
| --- | --- | --- | --- |
| **LVHS 2009 – 2011**  **Schoolwide & Sub-Group API** | | | |
| **LogoLaVistaLion** | School Years | | |
| **2010-2011** | **2011-2012** | **2012-2013** |
| School-wide | 597 | 649 | 660 |
| Asian | ------ | ------ | ------ |
| Hispanic | 583 | 646 | 651 |
| White | 674 | 667 | 735 |
| Socio-Econ | 569 | 640 | 657 |
| EL | 551 | 652 | 616 |
| Students w/Disabilities | ------ | ------ | ------ |

------ not significant sub-group

**Reading Level Improvement**

All diploma-bound students at La Vista High School take the Gates-MacGinitie reading test upon enrollment and again at the end of each school year. The test gives each student a reading grade-level equivalent score. This data used to be tracked as criteria for the Alternative Schools Assessment Model (ASAM) which is no longer funded. However, La Vista continues to gather this data for long-term students (attending for at least 90 days consecutively) as a means to improve school-wide literacy which is a goal of the school’s single school plan for student achievement.

|  |  |  |  |
| --- | --- | --- | --- |
| **School Year** | **2010-11** | **2011-12** | **2012-13** |
| Long-Term Student Growth as Measured by Grade Level Equivalents | 1.1 GLE | 2.0 GLE | 1.7 GLE |

**California Standards Test (CST)**

Below are the results of the California Standards Test (CST) for the past three school years. Students take the CST according to their social grade.

**Proficiency Levels by Subject and Grade Level**

**English-Language Arts (ELA)**

In the past three years, students meeting proficient has increased steadily. Students in the far below basic and below basic has decreased 16%, whereas students in the basic, proficient and advanced has increased 17% over the last 3 years.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ELA | YR | # Tested | % Adv | % Pro | % Basic | % Below Basic | %Far Below Basic | % Meet Standards |
| Grade 9 | 2010-11 | 3 | 0% | 0% | 33% | 67% | 0% | 0% |
| 2011-12 | 0 | 0% | 0% | 0% | 0% | 0% | 0% |
| 2012-13 | 1 | 0% | 0% | 0% | 100% | 0% | 0% |
| Grade 10 | 2010-11 | 43 | 0% | 7% | 33% | 37% | 23% | 7% |
| 2011-12 | 21 | 0% | 0% | 38% | 33% | 29% | 0% |
| 2012-13 | 10 | 0% | 20% | 50% | 20% | 10% | 20% |
| Grade 11 | 2010-11 | 277 | 2% | 9% | 32% | 31% | 26% | 11% |
| 2011-12 | 298 | 2% | 11% | 36% | 30% | 20% | 13% |
| 2012-13 | 277 | 3% | 14% | 43% | 25% | 16% | 17% |

**Mathematics**

In the past three years, scores have continued to rise. Students’ scores in the proficient and advanced have improved to 12%.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Math | YR | # Tested | % Adv | % Pro | % Basic | % Below Basic | %Far Below Basic | % Meet Standards |
| Algebra | 2010-11 | 244 | 2% | 5% | 17% | 52% | 24% | 7% |
| 2011-12 | 291 | 0% | 3% | 25% | 52% | 20% | 3% |
| 2012-13 | 277 | 1% | 11% | 26% | 44% | 18% | 12% |

**History**

The percent of students scoring proficient and/or advanced has increased in both world history and U.S. history in 2012-13.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| History | YR | # Tested | % Adv | % Pro | % Basic | % Below Basic | %Far Below Basic | % Meet Standards |
| World History | 2010-11 | 42 | 0% | 2% | 12% | 31% | 55% | 2% |
| 2011-12 | 22 | 0% | 9% | 23% | 23% | 55% | 9% |
| 2012-13 | 11 | 0% | 18% | 27% | 0% | 55% | 18% |
| U.S. History | 2010-11 | 253 | 3% | 13% | 31% | 17% | 37% | 16% |
| 2011-12 | 315 | 6% | 13% | 30% | 19% | 33% | 18% |
| 2012-13 | 283 | 5% | 17% | 32% | 19% | 28% | 21% |

**Science**

Biology students underperformed on the CSTs in 2012-13 resulting in a 5% decrease in the students scoring advanced or proficient. Earth science students did better than their biology peers improving their advanced and proficient scores by 12%. There were not enough 10th grade students to get accurate data on the NCLB science test in 2012-13.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science | YR | # Tested | % Adv | % Pro | % Basic | % Below Basic | %Far Below Basic | % Meet Standards |
| Earth Science | 2010-11 | 282 | 4% | 9% | 33% | 21% | 33% | 13% |
| 2011-12 | 310 | 3% | 10% | 45% | 21% | 21% | 13% |
| 2012-13 | 268 | 4% | 19% | 42% | 18% | 17% | 23% |
| Biology | 2010-11 | 15 | 0% | 0% | 33% | 47% | 20% | 0% |
| 2011-12 | 16 | 0% | 12% | 44% | 25% | 19% | 12% |
| 2012-13 | 28 | 0% | 7% | 46% | 18% | 29% | 7% |
| Grade 10 Life Science | 2010-11 | 41 | 0% | 3% | 23% | 45% | 30% | 3% |
| 2011-12 | 21 | 0% | 5% | 19% | 43% | 33% | 5% |
| 2012-13 | 7 | \* | \* | \* | \* | \* | \* |

An asterisk (\*) appears to protect student privacy when 10 or fewer students had valid test scores.

**CST 2011-12 vs. 2012-13 Comparison Scores**

The chart below compares the percent of students meeting the standards by scoring either advanced or proficient on the CST in 2011-12 and 2012-13. With the exception of biology, where advanced and proficient rates decreased 5%, all other categories experienced growth.



La Vista Two Year CST Data Comparison (%)

**Advanced / Proficient**

**LVHS**

**%**

**Change**

2012

2013

**+4%**

17%

13%

English

**+9%**

12%

3%

Math- Algebra

**+12%**

25%

13%

Science - Earth

**-5%**

7%

12%

Science - Biology

**+9%**

18%

9%

Social Science – World History

**+3%**

21%

18%

Social Science – US History

**lifornia High School Exit Exam(CAHSEE)**

The CAHSEE passage rate dipped slightly in 2012-13 when compared to 2011-12. ELA scores were down 12% and math scores were down 6%. Hispanic, white and English learner sub-groups also experienced decreases or no growth. Socio-economically disadvantaged students and students with disabilities sub-groups, however, raised their passage rates considerably during this same time period.

**CAHSEE - Schoolwide**

**Percent Passed (350+)**

**2011**

**2012**

**2013**

**ELA**

**38%**

**57%**

**45%**

**Asian**

**N/A**

**N/A**

**N/A**

**Hispanic**

**36%**

**58%**

**43%**

**White**

**36%**

**82%**

**67%**

**EL**

**22%**

**38%**

**28%**

**SED\***

**36%**

**53%**

**73%**

**SWD\*\***

**2%**

**11%**

**20%**

**LA VISTA**

**Math**

**38%**

**48%**

**42%**

**Asian**

**N/A**

**N/A**

**N/A**

**Hispanic**

**35%**

**44%**

**41%**

**White**

**41%**

**63%**

**55%**

**EL**

**16%**

**30%**

**30%**

**SED\***

**34%**

**44%**

**41%**

**SWD\*\***

**.05%**

**.05%**

**25%**

**\* Socio-economically disadvantaged**

**\*\* Students with Disabilities**

**Chapter 2 Significant School Changes and Developments**

There have been several significant changes at La Vista High School since the last WASC visit. Specifically, changes have been made related to intervention, academic rigor and assessment. First, with the support of staff, students, and parents, a period was added to every student’s day. In 2011 it was decided that a five period day would greatly benefit students’ credit recovery and improve student learning by engaging them in more courses. Since students now stay during lunch time, they are able to take advantage of lunchtime tutoring in the library. Previously, students would leave right after fourth period and couldn’t participate in lunchtime tutoring. Additional benefits include giving students an opportunity to develop positive interactions with other students and staff and, allowing students to get used to a longer school day in preparation for return to their comprehensive schools. This change also supported reading and math intervention classes, as students in need of remediation could have multiple periods of English and math and still have room for other required courses. Moreover, this change allowed for a restructuring of the master schedule. The majority of academic teaching staff has collaboration time in either seventh or eighth period. Consequently, monthly meetings occur for both departments and Professional Learning Communities (PLC).

The allocation of time for meetings has greatly enhanced teachers’ ability to share instructional strategies and to develop common core reading, writing, and math material. Teachers are able to make use of this time to analyze benchmark results to modify lessons, evaluate student progress in content areas and develop lessons and strategies in common with other department members. Switching to common core has increased the rigor of all academic courses. The challenges unique to a continuation high school’s student population require tremendous scaffolding and support to help students achieve the new high standards. Thus, time to work on the support system as a team is quite beneficial. The work done in PLC meetings includes creating and refining pacing guides, designing common benchmark assessments, reviewing student achievement, discussing teaching methods that might improve student performance, and reflecting on piloted methods that work or did not work.

Other changes related to intervention and academics are evidenced by several new courses: Jumpstart Math, two-period Algebra classes using Accelerated Math program, an additional section of Read 180 in a two-period block scheduling slot, English Honors, Academy, Learning Lab, and Career Connections. These classes were added in direct response to student needs and funded with the additional money La Vista’s designation as a Title I school received. Jumpstart is a math intervention class; Academy is a class designed to help students with organization and homework completion; Learning Lab allows students to make up small increments of units via online courses; Career Connections is a scaled down version of the traditional AVID program focusing on college expectations and protocols.

To service and push all students to achieving at higher levels, English Honors was added in 2011, and a U.S History Honors class is scheduled for piloting in spring 2014. These classes are available but only offered when student numbers support a class. Additional elective courses have also been added, such as guitar and keyboarding. Other supplemental offerings have been added, as well. A CAHSEE Saturday Boot Camp for ELA and math was implemented this fall. Seniors have also been encouraged to take Counseling 50, a community college course that helps students enroll, and register for Fullerton and Cypress Community Colleges. This class has been offered for the last three years. La Vista High School has partnered with Fullerton College to offer the Fullerton College Counseling 50 class to La Vista seniors. Students get the opportunity to attend high school and earn one college credit through Fullerton College. Counseling 50 is a college readiness program that helps incoming freshmen understand the college process and transition more successfully into community college. It familiarizes students with associate degree, certificate, and transfer requirements. Students also explore rules, policies, and campus resources of Fullerton College. Students who pass the class will have priority registration, and pre-enrollment to Fullerton College for the summer/fall school year. This class helps our at-risk students transition from high school to community college.

In the area of assessment, significant changes have occurred as well. The District switched from Data Director to Illuminate for all data assessment. With the change, teachers were given document cameras that allow quick, efficient processing of tested material. ELA instructors were trained in Expository Reading and Writing Course (ERWC), a more rigorous writing approach. The ERWC is a high school course that was developed by California State University at Fullerton, specifically for high schools to better prepare incoming college students for success. The course uses a systematic rhetorical approach to teach reading and writing. The themes and materials used are designed to interest and engage students. The ERWC utilizes many different classroom activities designed to model and foster successful practices of fluent readers and writers. La Vista teaches two of the twelve ERWC modules in its English IV courses and one module in its English III courses. Cal State Fullerton recently released modules designed for all the levels of high school English. Thus, the English department is currently working on integrating at least one level-appropriate module in both the English I and II courses. The ERWC course is aligned with CA Common Core State Standards for ELA and literacy. Consequently, ELA instructors have worked to develop new writing prompts and rubrics that align with the ERWC method and common core.

All academic subject teachers had common core training and have started to add more challenging reading, writing, and math content that is formally assed. Another considerable change in assessment was the administering of the Compass test to a select group of juniors. This year all juniors will take the compass test. This test allows students to see where they are in relation to college readiness. With that information, students are empowered to improve their abilities. Students are reassessed their senior year to show growth. Students are therefore more likely to enter the community college system at the 100 course level, or at least get them a few steps closer. It also gives counselors an additional measurement tool for appropriate course placement to help students be college ready. Moreover, instructors of twelfth grade academic subjects can use the test as an incentive for seniors to work hard and measure success. The number of students taking the Compass test will be increasing over the next several years.

Other positive changes for La Vista include the designation by the state as a Model Continuation High School, receiving the Child Signature Program Grant, the use of CSUF interns for the TAPP program, including community service as a component of the Leadership class, the development of student partners between the PALs Class and Endeavor program, and adding breakfast service from the cafeteria.

The special education department has undergone significant changes. Our special education population has grown from 28 students to 65 students. Support staff has also grown to include a case manager, a full time Special Education teacher, a school psychologist, a SELPA coordinator, a speech and language pathologist, a special education paraprofessional, a nurse, and a mental health counselor.

We have shifted our service delivery model to a case carrier model, in which the case manager is responsible for assessing, monitoring and writing Individualized Education Programs (IEP’s). The special education teacher is responsible for delivering instruction and providing support to the students via a Study Skills class in which the students receive tutoring in academic subjects, assistance with organizational skills, and strategies to use with time management, note-taking, listening, textbook reading, organizing information, goal-setting, and test-taking strategies.

Increasing the number of special education students at La Vista has opened more credit recovery opportunities for students with unique needs across the district. Students take coursework through general education classes with a period of Study Skills as support, in addition to receiving support services at their school of attendance.

Math 20 is a senior level class with the intent that students that are enrolled in the class will score into Math 40 on the Compass placement test.  This would reduce the number of semesters in remedial classes when enrolled at the community college.  The Compass test is an adaptive computer-based placement test that the students need to take prior to enrolling in a math class.  The content covered in the Math 20 course is based on the content covered in the Fullerton Community College course which is Elementary Algebra.  Math 20 is a 10 unit course that can be used to satisfy the 30 unit math requirement for graduation.  Math 20 replaces Practical Math.

**Chapter 3 Follow-up and Progress Report Development Process**

The follow-up for the action plan has been a school-wide effort, much of which has been driven by following the goals established in each consecutive Single School Plan since 2010, and accomplished via the leadership team. Department chairs (or representatives), administrators, program directors, and counselors meet monthly to discuss progress within departments and to hear updates on both site and district information. This information is disseminated to departments for discussion, opinions and affirmation or negation.

To improve student access to learning and to better accommodate collaboration, administration and the counseling department modified the master schedule. This has been a benefit to both students and staff. As a result of the change, all students have a five period day giving them more access to classes and instruction they need. It also allows for more collaboration between staff. Due to the scheduling change, the majority of staff have prep periods during seventh and eighth period. This enables department and professional learning community time. All departments and PLCs have a scheduled monthly meeting. In addition, PLCs meet informally to discuss curriculum and shared lesson experiences.

It is in this environment that meeting the goals of the Action Plan occurs. All departments have worked to increase the rigor of the curriculum in the areas of reading, writing, and math. As training for common core has progressed, pacing guides have also been modified. Some are up and going, others are still in process as the switch to common core continues.

To prepare for the progress report, all staff was given copies of the Action Plan and asked to review and note progress. Starting in June of 2013 during monthly meetings, departments read through the Action Plan and gave feedback on goals met and ones still in progress. In fall of 2013, administration compiled the requisite data and wrote Chapter One. Once completed, all staff members received a copy to read and make comments on. Additions and deletions were made according to the feedback given by staff. The Social Science Department Chair was asked to compile the information collected from each department on the Action Plan and write the next several sections. This information was taken back to the departments, support staff and administration. Staff members read, commented and approved the document. A final draft was revised by all staff at the January 9, 2014 La Vista staff meeting.

Having garnered the sanction of La Vista staff, students, parents, and community, the document was presented to the Fullerton Joint Union School Board for approval.

**Chapter 4 Progress on the Critical Areas for Follow-up within the Action Plan**

The majority of the work done in the first three critical areas of follow-up has been addressed throughout the report in the Areas of Improvement and the subcategories. The information below highlights the same information more concisely.

**Systemic Use of Data to Drive Instruction**

First and foremost, La Vista uses state measurements - CST, CELDT, and CAHSEE scores for the entire school body and for subgroups- to evaluate the effectiveness of our programs. In addition, the Gates McGinitie reading test is used to measure reading levels and is reported as one area for ASAM. Once schoolwide goals have been established, based on these results, counselors use the information to place students into courses that meet their needs. Teachers use this information to inform their practice and then utilize additional data to drive instruction. All academic subject teachers at La Vista use Illuminate to analyze mastery of content standards through benchmark assessments multiple times a quarter. Teachers use this information to re-teach areas students have not mastered.

**Completion of Pacing Guides for All Core Subjects**

All core subjects have pacing guides in varying degrees of completion. As the switch to common core progresses, modifications have been made, and continue to be made. The transition necessitates a fluid approach to both the content and pace of core subjects.

**Implementation of Protocol for Sharing Best Practices**

Professional collaboration occurs through formal and informal channels. Department leaders and administration meet monthly. All departments have monthly meetings. All staff, certificated and classified meets quarterly, PLCs meet formally on a monthly basis and informally as needed. English III and IV meet weekly. The math department has daily PLC meetings. Moreover, teachers communicate with each other via email and phone. Support staff utilizes email, mailboxes and pop-in visits to communicate important student information.

**Sustaining the Culture and Integral Relationships in an Era of Diminishing Resources**

As with all districts and schools across the state, La Vista has had to deal with the reduction of staff, materials, and student support systems due to decreasing revenue. These changes can effect morale and alter a school’s ability to assist students. Fortunately, this has not been the case at La Vista. All staff have worked creatively to fill the voids. For instance, this year the counseling staff was reduced by one. This has given the two remaining counselors a larger student case load. By adding the Academy class, some of the services counselors provided this group of students, is now being provided by the instructors of the class. Additionally, SELPA provides a full-time employee to support the sixty-five special education students enrolled at La Vista.

Teachers have also individually counseled students on past CST performances to encourage better performance on current exams. Classes like Career Connections and College 50 help inform students on how to transition to post high school endeavors. Teachers have applied for and received grants that provided materials for instruction. The District, administration, and instructors has developed partnerships with Cal State Fullerton, Fullerton Community College, and community members to add more services for students through tutoring, childcare workers and guest speakers.

All staff at La Vista develop relationships with students to help them feel safe, connected, and successful. Administrators, counselors, and campus security engage students in conversations at break and lunch, as well as other times. Teachers open up their rooms for student use, and mentor and tutor students too. The librarian and office staff assist students with academic, health, and personal needs daily. And the custodians interact with students via conversation before and after school, at lunch and break, and as supervisors.

La Vista has instituted a school safety day each quarter where teachers review practices for different emergencies (earthquake, fire, and active shooter) in a short PowerPoint at the beginning of each period. In addition, the staff participated in an active shooter training provided by the Fullerton Police Department in November 2013.

To maintain the morale and spirits of staff, several social gatherings are hosted yearly: A fall potluck, winter holiday meal and opportunity drawing, administration has hosted a teacher and classified staff appreciation lunch and dessert, and recently, departments have taken turns hosting lunch.

Regular meetings in departments and PLCs also help staff maintain and develop relationships.

**Chapter 5 Schoolwide Action Plan**

**Area of Improvement #1: To increase the number of students scoring at or above grade level equivalency in reading comprehension:**

English-Language Arts (ELA)

As indicated by CST scores presented in our school profile, over the last three years, students meeting proficient has increased steadily. Students in the far below basic and below basic has decreased 16% whereas students in the basic, proficient and advanced has increased 17% over the last 3 years.

California High School Exit Exam (CAHSEE)

The CAHSEE passage rate dipped slightly in 2012-13 when compared to 2011-12. ELA scores were down 12%. Hispanic, white and English learner sub-groups also experienced decreases or no growth. Socio-economically disadvantaged students and students with disabilities sub-groups, however, raised their passage rates considerably during this same time period. The 2013-14 results show that 61% of the 298 students who took the test passed versus 57% of the 256 students who took the test in November 2012 passed giving La Vista a +4% gain.

ASAM Reading Goal (Gates McGinitie) Data Reading Achievement will increase 1.1 Grade Level Equivalency at LVHS

1.1 in 2010-2011

2.0 in 2011-2012

1.7 in 2012-2013

In 2011 -2012 the average pre-test score was 9.5 GLE (grade level equivalent) for long term students and 9.4 for the student body as a whole. Long-term students’ average post-test score was 10.6 GLE showing a full year’s growth (+ 1.1 GLE). All students not just those here 90 days or more, had an average post-test score of 10.5 GLE, showing 1.1 GLE growth.

In 2012 -2013 the average pre-test score was 8.9 GLE (grade level equivalent) for long term students and 8.9 for the student body as a whole. Long-term students’ average post-test score was 10.6 GLE showing a full year’s growth (+1.7 GLE). All students not just those here 90 days or more, had an average post-test score of 10.3 GLE, showing 1.4 GLE growth.

The English Department has greatly increased the rigor of their classes. They are implementing many different reading and writing activities to help students read more independently, and process what they read using critical thinking. English I, English III and IV are incorporating vocabulary development, journaling, practice reading small sections of text independently, read-aloud activities that increase student focus and participation, active reading pages with corresponding independent reading activities, more non-fiction reading - especially with homework, Cloze reading activities, and the addition of grammar and usage curriculum.

The Read 180 class is structured in a two period block, with a maximum of 25 students each session. There is whole-group teacher-led instruction that engages the entire class. After twenty minutes, students break into their lexile-specific groups and rotate through three stations: small-group, independent reading, and software. All instruction is data-driven and differentiated, with the intention of improving the nine comprehension skills, fluency, oral speaking, and writing. According to Scholastic, a student enrolled in the Read 180 program is expected to raise their initial lexile score by 100 lexiles within an academic year, which is equivalent to a grade level. On average, the La Vista High School students enrolled in the Read 180 program have met and/or surpassed this expectation.

Science teachers assign science article reading and research. Students in all science classes are assigned semi weekly current event science articles to read.  These reading assignments lead to class discussions and writing assignments.  In addition to the articles students are assigned to read the classroom textbook.  To help with vocabulary acquisition students are also assigned vocabulary assignments which require them to analyze, diagram, self-assess and use vocabulary related to each unit.  Students are also required to research science topics.

The Social Science Department has increased student exposure to more complex reading material. Students are exposed to a variety of nonfiction reading opportunities. Students engage in active and independent reading activities in class and in their homework assignments. Lessons focus on analysis and interpretation of historical documents, graphs, charts, quotes, political cartoons, and other visual images. In addition work has been done to integrate academic vocabulary in each unit of study. Test questions include academic vocabulary to check for understanding and mastery. All social science classes are moving toward document based reading and writing tasks (DBQ). Social science teachers attended DBQ training in October 2013 and have started to implement the strategies and materials from the training.

The Math Department supports reading comprehension by using a wide variety of instructional strategies. Warm-ups integrate word problems where students translate words into numbers and symbols. With the integration of common core, tiered word problems are appearing more frequently in lesson development and instruction. Additionally, a heavier focus is being placed on integrating more academic vocabulary into the lessons. These vocabulary building strategies also include underlining key words and phrases and the cloze method while taking notes. At the end of class note and lessons, students are required to write a summary statement.

Special Education students that need support in developing reading comprehension are given the opportunity to take a two period block of a reading intervention class through the Read 180 program. Additionally, students are supported in their Study Skills classes by teaching students textbook readings using various strategies including SQ3R and Active Reading, as well as helping students organize information read using graphic organizers, visual organization, etc. Students are also encouraged to read high-interest, age-appropriate material when time permits in order to improve reading comprehension.

The Counseling Department evaluates student test scores and place students in Read 180 block courses if students score below 9.0 reading level.  When meeting with students, counselors go over ABI grades and missing assignments and, if needed, refer them to lunch time tutoring or schedule students for Academy class.

Electives:

The ROP Computer Graphics teacher incorporates reading through short article reading assignments on relevant topics followed up with written reports. Students are also required to write reflective reports on what they have learned and how that knowledge can be applied to future assignments.

The Legal/Law and Forensic Science ROP course students are fully engaged in their learning through numerous opportunities to read and share what they are learning from the text.  Students are required to read current events on a weekly basis from various news sources and look up assorted vocabulary words to understand meaning within the context. They incorporate hands-on-learning, along with reading from textbooks and technical manuals, to help with understanding of the common core standards.

Child development student aids have reading, puppetry, and storytelling time with the children. In the child development parenting class students actively read, discuss, and reflect on textbook materials.

Career Connections (formerly AVID) students actively read: highlight, underline, circle, use symbols and practice multiple reads of text with layered note taking strategies. The material used in class is college level adapted from a freshman orientation class at the Oswego State University of New York. Reading is done collectively, as partners, groups and independently.

Careers students access the Bureau of Labor Statistics website to research current career choices. The BLS site gives students information on job requirements, education, salary levels and other pertinent information to inform their future job choices.

The ASB class supports reading comprehension when writing about reflective quotes on leadership ideas. Students are provided with notebooks to write down their ideas about how to apply leadership in their daily lives and the weekly activities that they participate in.

PALS students research a disability, giving students a deeper understanding of people who have disabilities, write a five paragraph essay and give a presentation on it.

In the Guitar and Piano course, students read various guitar and piano-related articles (wholenote.com, pianoteachersfederation.org). Following the reading, discussion is opened up to the class.

Video Production students are required to analyze a script and storyboards in preparation for writing their own short scripts for projects they work on in class.

Psychology students participate in guided reading activities with teacher constructed questions that help students focus and acquire the main idea. Direct instruction of academic vocabulary is given and assessed on exams. Students also read current articles and research.

Computer Technology I places focus on computer related vocabulary, and instructional reading to learn and apply Microsoft Word and Excel.

Music Listening and Literature students read music related material via the textbook, Rock’in in Time, P. Szatmary, through online research, and from selected articles found in Rolling Stone magazine, as well as other magazines.

Health students read selected articles from health magazines, the internet and the text.  These assignments then lead to class discussions and essays where students are required to analyze the text and apply the information to their lives and others.

APEX Learning Lab supports reading comprehension because students are required to interact with the online instruction program. The online program provides scaffolding support for students with low reading and comprehension.

PE student read the information provided on each machine to understand the weight measurements, proper procedures for safety, and the muscle groups emphasized for the particular lift. Some students read while walking on the treadmill or track.

Art students are required to do online research in order to analyze texture, line, style, and color of paintings as homework.

Academy Students read articles on motivation, stress and self-esteem. Students receive one-on-one tutoring with academic subjects. They also do independent silent reading of magazines and books.

Although we have continued to make progress and surpassed several of our goals, for the student body as a whole, our English Learner population still has room for improvement. Many of the changes we have made are directly connected to the needs of our EL students. Case in point, the addition of a Read 180 class with a two period block schedule. The Academy class was also added to give EL and other target groups additional academic support. In addition to the added classes, all teachers at La Vista are CLAD or SDAIE certified, and have continued to hone their knowledge of current EL practices through professional training; specifically, a Kate Kinsella vocabulary training workshop, Dennis Parker CELDT/LTEL training, administration and the leadership team attended Action Learning workshops at the district to help EL and special education students achieve common core standards, and a staff led professional development on the same topic was held in spring 2013 for all certificated staff. Moreover, fully aware that learning takes place outside the classroom, a prodigious effort has been made to reach out to our EL parent population through the Parent Institute of Quality Education. There have been four, nine week sessions over the last three years. Both La Vista counselors speak Spanish which also helps communicate with EL parents.

**Area of Improvement #2: Increase the number of students showing growth in writing by implementing a school-wide writing program.**

English-Language Arts (ELA)

As indicated by CST scores presented in our school profile, over the last three years, students meeting proficient has increased steadily. Students in the far below basic and below basic has decreased 16% whereas students in the basic, proficient and advanced has increased 17% over the last 3 years.

California High School Exit Exam (CAHSEE)

The CAHSEE passage rate dipped slightly in 2012-13 when compared to 2011-12. ELA scores were down 12%. Hispanic, white and English learner sub-groups also experienced decreases or no growth. Socio-economically disadvantaged students and students with disabilities sub-groups, however, raised their passage rates considerably during this same time period.

2013-14 results show 61% of the 298 students who took the test passed versus

57% of the 256 students who took the test in November 2012 passed giving La Vista a +4% gain

At the time of the last WASC visit La Vista had adopted the Jane Schaffer method of writing as a school-wide system. Common writing language was adopted and all subjects developed writing prompts appropriate to the content being taught. As the switch to common core matures, it is replacing the Jane Schaffer method. Although common core literacy standards are system-wide, each subject area has a different approach to what that looks like for a science, math, history, or literature class.

Each content area is currently working on the writing element of common core and determining the best practice for their discipline to meet the rigorous literacy standards. Some of the information for this area of improvement was previously covered in Improvement Area #1 under reading strategies and is covered again under improvement of instructional strategies. These two areas are so closely connected it is difficult not to overlap. However, in brief here are the writing strategies in place.

The English Department is changing to argument writing following ERWC models, has common writing language, a common writing argument rubric, and writing frames to assist EL learners.

The Social Science Department is adapting DBQ style reading and writing models, which also has common writing language, but has yet to develop a common rubric. The piloted DBQ activities include scaffolding to assist struggling writers with the process. Sentence frames are also being incorporated to model use of academic vocabulary and allow for more student interaction, and check for objective mastery.

Science continues to incorporate the Jane Schaffer writing model where appropriate for science material.

Students regularly read current event science articles and are asked to answer questions related to the reading, express opinions, relate the facts and findings of the article to their lives and summarize the reading assignment.  Students are required to write a one 5-paragraph essay based on their reading assignments and research topics.

The Math Department supports writing by providing individual notebooks for students to record key points, highlights, and to redefine vocabulary. Students also record word problems they had the most difficulty with. The summaries allow the students to reflect on the math lessons. Other strategies implemented have been the Jane Schaffer paragraph model. This was used to help students integrate academic vocabulary when writing an explanation of how to solve a math problem. The Kate Kinsella model has also been used in math.

Special Education students are supported through Study Skills by receiving assistance with writing assignments from core classes, incorporating the use of graphic organizers, peer editing, and revision. Students have access to assistive technology to facilitate composition, grammar, punctuation, editing, and printing.

Counselors evaluate transcripts and test scores and place students in CAHSEE ELA prep classes, in the priority of seniors first taking the class then juniors.  When meeting with students, counselors go over ABI grades and missing assignments and if needed refer students to lunch time tutoring.  For those students that have not yet passed the CAHSEE, test dates are reviewed. CAHSEE test scores are also reviewed with students and portions students struggle with most discussed.  Students are referred to CAHSEE boot camp.

Elective Courses

Child Development aids and parenting students are required to write daily food menus, prepare materials and instructions for lesson plans, write an observation reports on a child they've personally observed, write reflections on guest speakers, experiences in parenting, and child development and document their daily activities during their time in the childcare room.

ROP Legal/Law and Introduction to Forensic Science students write weekly reports about current events occurring in our society today.  They are required to summarize the events and give their opinion in paragraph format on what they have read.  Students are also given numerous written assignments and performance evaluations, incorporating terminology and definitions related to the Public Safety Career Technical Education Pathway.

Physical Education is considering adding a journaling activity related to students exercise goals and routines or a writing prompt on a PE related topic.

Career Connections (formerly AVID) students take notes on lectures, plan and present lessons on how to succeed in college, write reflections on guest speaker presentations and conclude the class by drafting a cumulative 200-word essay on what they have learned about succeeding in college and their future plans.

Career students write a five-paragraph essay after researching possible career options on the Bureau of Labor Statistics website, students compose the essay on their career path.

ASB students write in their notebooks about their leadership experiences and about reflective quotes.

PALS students write a five paragraph essay and give a presentation on a disability.

Students in the Piano and Guitar class keep records on their practice patterns and progression. Students also respond to articles in written form.

Video Production students are required to produce scripts detailing the events that will take place in short films they produce.  In addition to the scripts students are required to produce storyboards based on their scripts.

Psychology students use sentence frames to learn academic vocabulary. The teacher provides grammar and syntax for students to model standard writing conventions. Students give written response on assigned readings and through research assignments.

In Computer Technology I keyboarding and use of Word are taught in order to facilitate the writing process.

Music Listening and Literature students do extensive note taking on class presentations. They write a five paragraph essay each quarter. In addition, students give written responses to textbook readings. Students are also given written extra credit assignments of varying lengths.

Health students are required to do a self-assessment of their overall health, including their physical, mental/emotional, and social health. Students will produce an essay and health triangle diagram based on the analysis of their health status. Students will critique their triangle to note strengths and where improvements can be made to create a healthy balance. The essay should reflect their health triangle status and include goals and plans for the future.

APEX Learning Lab has students writing in study guides. These study guides require the students to complete a reflective piece. On average each student is required to complete three reflective summaries or short essay.

Art students use the information they have researched on texture, line, and color to write responses on homework assignments.

Academy students work on writing assignments, in particular essays for other content area classes, with assistance from academy instructors. Written homework assignments are used as well.

As stated under Area of Improvement #1, assisting our target populations has been a top priority. The scheduling changes, courses, professional development and teaching practices identified for reading improvement complement writing improvement. In addition, specific writing strategies have been added as well. Academic subjects are incorporating sentence frames, writing frames, and scaffolding designed to assist both our El population and below grade level reading/ writing students organize and structure writing tasks. A CAHSEE boot camp was offered this fall, and again in winter and spring.

**Area of Improvement #3: To improve students’ problem solving and computational skills across the curriculum:**

Mathematics

As demonstrated by CST data students have increased math abilities over the past three years. Scores have continued to rise and students scoring in the proficient and advanced range have improved to 12%.

California High School Exit Exam (CAHSEE)

The CAHSEE passage rate dipped slightly in 2012-13 when compared to 2011-12. Math scores were down 6%. Hispanic, white and English learner sub-groups also experienced decreases or no growth. Socio-economically disadvantaged students and students with disabilities sub-groups, however, raised their passage rates considerably during this same time period. The passage rate for the 2013-14 fall testing period showed significant growth. 58% of the 305 students who took the test passed in contrast to 49% of the 259 students who took the test in November 2012 passing. This gave La Vista a +9% increase over 2012-13.

The Math Department has redefined the way continuation high school math is completed. The Algebra foundations course paces with the District’s common core scope and sequence. This provides for a smooth transition from a comprehensive high school. Support for the Algebra class is given during an additional period of Algebra lab. This is an internet based program that allows students to work at their own pace to complete assignments that aid in remediation. Students that are identified to participate in this class have scored poorly on the state standardized assignments and are frequently students that have repeated Algebra. Additional foundational support is provided in the Algebra Skills and Concepts classes which provide students with the prior knowledge to be successful in Algebra. For students that are three or more grade levels behind, a Response to Intervention level 3 class is offered called Jump Start. Jump Start begins with a computer adaptive test to identify the student’s prior knowledge and also identifies a grade level equivalency. Based on the grade level equivalency, students are placed into groups and instruction is provided. This class allows student to work on ideas that they are having trouble with until students are able to master preset objectives that are aligned with the common core. As previously mentioned Math 20 is new to the math department. It adds to the department by addressing the needs of seniors transferring into the community college system. Students enrolled in the class will progress to Math 40 on the Compass placement test.  This reduces the number of remedial classes students will have to take once enrolled at the community college. Math 20 replaces Practical Math.

The Social Science Department has also incorporated problem solving and computational skills in its course work. U.S. history, world history, government, and economics regularly have students interpret graphs and charts related to historical data. This skill is practiced through guided instruction; students are assigned independent practice as homework assignments, and students are assessed on the skills in chapter, unit, and benchmark exams. The economics course also includes practice with graphing when covering the production possibility curve and has students set up and calculate the future value of different investments in the capital market unit.

The English Department has focused primarily on reading and writing goals. Thus, computational and problem solving skills have not yet been tackled. As the department fine-tunes its curriculum, it will explore ways to incorporate all core academic skills.

Science students are given various math based assignments that involve adding, subtracting, multiplication and division, using whole numbers, fractions and decimals.  Students are also required to read and interpret graphs and charts to retrieve and analyze data. Students also create charts and graphs based on data produced during class activities.

Special Education students are supported via the use of various strategies to help enhance problem solving and computational skills, such as priming (previewing information to be covered in class), scaffolding, and reviewing concepts prior to independent practice. In addition, students learn lifelong mathematics skills via a unit on budgeting, calculating living expenses, and basic financial literacy. The Orange County Consumer Credit Counseling organization sends a financial counselor annually to instruct students on facts of financial literacy.

Counselors evaluate transcripts and test scores and place students in CAHSEE Math prep classes, in the priority of seniors taking the class first, then juniors.  When meeting with students, counselors go over ABI grades and missing assignments and if needed refer students to lunch time tutoring.  For those students that have not yet passed the CAHSEE, we go over test dates, CAHSEE test scores and portions of the test students most struggle with. Students are referred to CAHSEE boot camp

Elective Courses

Physical Education has students calculate their body mass to determine the number of calories burned when walking. After students have entered their weight and stride test information, pedometers are used to figure step, distance and calories burned. This information is logged daily to track student fitness progress. Students program all machines with weight, time, and level, depending on the exercise. Student get the result of each workout with calories burned, distance and time of exercise. Some machines also give heart rate information. Art makes use of gridding to complete one of the art projects assigned each quarter.

In the child development class student aids learn to analyze properties and characteristics of geometric shapes used with children, analyze salary requirements and starting salaries for jobs in Child Development, compute appropriate amounts of time that should be used for exercise with children of different ages, and graph average weights for children 0-5 years of age. Child development aides learn to measure formula, food measurements (veggies, fruit, cereal), and use building blocks and problem solving puzzles with the children.

ROP Computer Graphics students measure, scale, and calculate within software programs – Adobe, Illustrator, Photoshop, and InDesign.

Legal/Law and Introduction to Forensic Science students use scientific and mathematics to calculate weight, length and density. The use of radius patterns, trajectory, probabilities and statistics are also used in the law enforcement and forensic science classrooms throughout the school year.  They are required to incorporate their knowledge of science and math through hands on activities and training scenarios

Career Connections (formerly AVID) invites guest speakers from local colleges to discuss majors and career options. Several regularly press the importance of math and STEM –science, technology, engineering, and math – education to increase the students’ future marketability and to qualify for high paying career opportunities.

Careers students analyze and evaluate salaries and labor statistics on the BLS website.

ASB students regularly participate in the application of problem-solving skills. Students are required to create and implement student activities on a weekly basis.

PALS work with Endeavor students and assist them with their particular area of need. This sometimes includes basic math concepts like telling time and shapes.

Guitar / Keyboard explores the close link between music and math. Students in the Piano and Guitar class utilize several math concepts in their learning. Ideas such as addition, subtraction, multiplication, division, and fractions are used on a regular basis through rhythm.

Video Production is not currently utilizing math strategies.

Psychology students calculate their daily calorie consumption and compare it to the national average.

Computer Technology I students learn Excel and develop reports that use mathematical formulas.

Music Listening and Literature: Currently this course has not incorporated math concepts but will consider adding math connections in the future.

Health students are required to analyze basic number problems involving calories as related to weight and body mass.

APEX Learning Lab supports problem solving and computational skills through its course offerings. APEX allows students to complete various math and science courses. In the APEX math courses, students are challenged to apply higher level thinking skills through the applications of math. Math classes assigned on Apex include algebra 1A, and 1B, geometry, and algebra skills and concepts.

Academy students are given individual assistance with their current math class.

Like the changes made to improve reading and writing, significant changes have been made for target groups in math. Scheduling and course offerings like Jumpstart Math, Algebra Foundations - also taught in a two period block - and Academy have been added. Math teachers attended numerous workshops to improve math instruction and assist students in achieving common core standards. A CAHSEE boot camp was offered this fall.

**Each Area of Improvement has additional subgroup areas of focus. By and large they are the same for each goal. The slight differences have already been addressed in the narrative for that particular improvement goal. Consequently, the subareas have been condensed into a single response rather than redundantly restating the information three times.**

**1.1, 2.1, 3.1 Review common core standards with all staff**

All departments participated in many professional development days designed around common core standards. The leadership team attended five days of common core training focused on common core practices, English, math, special education, and English learners at the district. All academic subject teachers had one day of training specific to their subject area. In addition, teachers across subject areas attended additional trainings targeting a variety of instructional strategies and facilitating the switch to common core.

Work on transitioning to common core is a regular agenda item in department and PLC meetings at the site and District level.

**1.2, 2.2, 3.2 Improvement of instructional strategies and materials**

In collaboration with the District English Curriculum Committee, La Vista’s English Department has decided to focus on argument writing. Every La Vista student will write one full argument paper in each of his/her English classes each quarter. The common writing language has changed from thesis to claim and argument paper instead of persuasive. ELA teachers are also developing department writing frames to help our EL population find success with writing; and developed a department wide argument paper rubric to ensure consistent grading practices.

The English III team uses release time to grade essays and paragraphs together to focus on what the students are doing well, and what they are still struggling with so lessons can be designed to help support them become better writers.

The ELA Department is increasing the number of ERWC modules being taught. English IV teaches two of the grade twelve modules. English I and III teach one of the English I and III modules. They are working toward English II also teaching at least one module a year. ELA instructors are also working towards implementing Smarter Balance type assessments and activities in our classroom to better prepare our students for the common core assessment

Pacing guides are still in progress. The curriculum has changed greatly over the last three years. Changes include cutting material in an effort to reach critical understanding of few texts as opposed to reading many different pieces, but never really unpacking any of them.

Social science has pacing guides in all subject areas. They are aligned with state standards and common core literacy standards, but will need some slight adjustments as CST testing and review time is freed up and replaced by common core testing. All social science courses also have standards based common benchmark assessments at mid-quarter and end of quarter. With the transition to the common core discussion has started regarding the modification of the assessments to reduce the number of multiple choice questions and make room for a DBQ component on the exams. The biggest change for the social science curriculum has been the addition of a reading and writing component in each unit. This is a work in progress. Teachers have collaborated during PLC meetings to develop DBQ activities that challenge and push students to “read and write like historians”. Development of a common rubric will be the focus of future PLC meetings.

The Science Department is continuing to follow CA state standards and alignment to District curriculum maps for planning and delivery of content.  We are continually refining our vocabulary, reading and writing strategies to better meet the needs and abilities of our students.  Working together across our subjects we have developed a science writing rubric which is used to form a framework which all of our writing assignments are built around.  Over the next few years, the science department will be aligning course work and pacing guides to meet the new national science standards just released by the state.

Math has seen a drastic change in the past 3 years. All of the classes that are currently offered have been completely revamped. With the alignment to the common core, the Algebra classes now coincide with the District’s scope and sequence.

The full time Algebra teachers have spent hundreds of hours studying and aligning the Math California Content State Standards curriculum and to the Smart Balance Assessment to provide students with the greatest opportunity to be successful on the Algebra portion of the SBAC exam. The full time math teachers have experience piloting the SBAC practice test with an Algebra Foundations Lab class.

Math 20 has been added to address the needs of seniors to help them make the transition to community college.

A component of the support that special education students receive in Study Skills is personalized assistance with organization. They are provided with the materials and time to devise a system that will facilitate academic success by staying organized. In addition, students are required to maintain and use a student planner to record their assignments on a daily basis. Time management is another component of the Study Skills class. Students are assisted with prioritizing assignments and planning in order to complete assignments in a timely manner. When additional time to complete assignments is required by I.E.P., the study skills class is ready and staffed to assist these students with task completion.

**1.3, 2.3, 3.3 Extended Learning Time**

Flyers are posted in classrooms to promote lunch time-tutoring. Lunch-time tutoring is announced over the loud speaker and endorsed by teachers and staff. Many teachers have open door policies and are available at break and lunch to tutor students. Students can also receive help outside of class during teachers prep periods and before and after school. A significant number of teachers encourage students to make up tests, complete missing assignments, and work on homework during break and lunch.

**1.4, 2.4, 3.4** **Staff Development and professional collaboration:**

As previously stated under 1.1, 2.1,3.1 all departments had common core training and attended a number of other training sessions. These included: Illuminate training, ABI training, a Kate Kinsella conference, ERWC training for English teachers, Action Learning Systems workshops focused on Algebra common core and math practice standards for math teachers as well as summer training to scope and sequence common core lessons, DBQ training for social science teachers, EL common core training, special education common core training, math, science, ELA and social science common core training, Dennis Parker CELDT/LTEL Community of Learner Training.

Professional collaboration occurs through formal and informal channels. Department leaders and administration meet monthly. All departments have monthly meetings. All staff, certificated and classified meets quarterly, PLCs meet formally on a monthly basis and informally as needed. English III and IV meet weekly. The math department has daily PLC meetings. Moreover, teachers communicate with each other via email and phone. Support staff utilizes email, mailboxes and pop-in visits to communicate important student information.

**1.5, 2.5, 3.5 Involvement of staff, parents, and community**

Our school offers courses like PALS, Leadership, Academy, Career Connection, ROP and Counseling 50 to better involve students and community members.

Parents are invited bi-annually to attend Back-to-School Night and Open House. A concerted effort has been made to reach out to parents through the Parent Institute of Quality Education (PIQE) training class. ELAC/DLAC and the School Site Council, measures the effectiveness of improvement strategies of the school; reaffirms school goals; and recommends the approved single school plan for student achievement to the school board. Other ways that parents, students, and community members are encouraged to participate are College Night, FAFSA workshops, Senior Symposium Guest speakers, Career Connections, and Economics guest speakers, conflict managers, Blood Drives, Food Drives, Community service, and college fieldtrips.

All staff utilize a variety of the following: ABI, emails, school website, Teleparent flyers, syllabus/syllabus contracts, progress reports sent home, and student incentives.

**1.6, 2.6, 3.6 Auxiliary services for students and parents**

All teachers use ABI to post grades which allows students and parents to track their progress. The school website has a complete list of information for parents and students to check. Course pacing guides are posted, upcoming events, important documents, staff contact information, calendars, rules, etc. Some teachers utilize the school website to post pictures, materials, and to communicate with parents and students. This is an area that needs some work. Teachers and support staff use Teleparent with varying degrees of frequency.

**1.7, 2.7, 3.7 Monitoring program implementation and results**

**Academic Performance Index (API) and Target Growth**

La Vista experienced 11 points of growth on its school-wide API scores between the 2011-12 and 2012-13 school years. Sub-group growth was also on an upward trajectory between 2011-12 and 2012-13. The English Learner sub-group score did not go up in 2012-13, but has increased 65 points over three years. Since the last WASC visits the API score has increased 63 points from 597 to 660.

 All academic courses use Illuminate to process benchmark exam results. Midterm results are used to modify and re-teach missed concepts which are re-assed at the end of the quarter. All teachers use ABI (see1.6, 2.6, 3.6).

Read 180 uses a comprehensive instructional model that allows the teacher to easily analyze assessment data regularly. This allows the teacher to monitor progress and identify her students’ individual needs to differentiate instruction appropriately. Along with daily informal assessment, there are a number of formal assessment tools used on a regular basis, as well. The Student Reading Inventory (SRI) is used to identify a student’s lexile and to also monitor progress with the student’s reading comprehension. It is administered every nine weeks. Monthly, the r-Skills computer-based test is taken to measure student’s understanding of one of the nine comprehension skills taught in small groups during class. Likewise, students receive a handwritten Workshop Wrap-Up test to monitor their mastery of the pas vocabulary, grammar, mechanics, and comprehension skills covered in the month’s specific rBook workshop. Every Friday, students are assessed on their fluency kills- both on their passage reading fluency goal of 171 words-per-minute and their automaticity while reading lexile-appropriate sight-words. Lastly, on a daily basis, the Read 180 software monitors each student’s progress with his/her spelling, comprehension, fluency, and word recognition to aid in customizing instruction based on each student’s individual need.

English courses have students writing one argument multi-paragraph essay per quarter. The English III teachers grade essays and paragraphs together to focus on what the students are doing well, and what they are still struggling with so lessons can be designed to help support them in future writing activities.

Social Science courses have chapter, unit, mid-quarter and final exams. Mid and final exams are tracked using Illuminate. Student performance is evaluated and discussed at PLC meetings, and modifications are made in future instruction to re-teach concepts students did not master. Student performance on DBQ writing and reading material is also discussed and modified.

Physical science has seen continuing growth in API scores over the last three years.  This past year saw an increase of 9 points over the previous years. This growth can also be seen in the improvement and continuing refinement of benchmark exams given to the students every quarter. Benchmark exams are aligned to current state standards and will be aligned to the recently adopted national standards in the future. These benchmark exams have helped us better understand the gaps in our students’ knowledge and address them each quarter.  Due to a lack of data, only 6-12 students take the biology exam each year, we cannot use the STAR test data to show improvement from year to year.  By looking at credits completed for biology, we can see that students are increasing their credit completion rate.

The Math Department is currently aligning all the courses to the common core. In the following math courses, Math 20A/20B, Algebra Skills, Algebra Concepts, Algebra Foundations 1A/1B, Algebra Foundations 2A/2B, and Geometry A/B, there is a pre-test, two benchmark assessments, and a post-test. These assessments are used as common assessments to help the teachers identify best practices and to target areas of academic need. A benchmark protocol was created in the math department to use the data to drive instruction. In the Algebra Foundations Lab class, a computer based program, is used to supplement instruction. The program uses teacher selected objectives that support common core standards. The program generates reports to inform the teacher and student about the student’s progress toward mastering the selected objectives. Additionally, the full-time math teachers work in professional learning communities to modify instruction based on student need. In the California High School Exit Exam class, the teacher has created and uses assessments that are individualized to meet the students’ needs in an effort to close the learning gaps to help students earn a passing score on the math CAHSEE. The Jump Start class uses a computer adaptive test to identify a student’s math grade level equivalency. Based on teacher selected common core standards, the program generates assignments. At the end of the course, the student again takes the computer adaptive test to measure growth.

Special Education

Students’ goals are written to address their unique needs and are monitored, assessed and implemented individually. Students’ grades and credits are examined every five weeks on a formal basis. Students are given access to ABI and taught to self-monitor their academic progress.