Don Lugo

WASC Self-Study Report

Focus on Learning

2016

Our Vision

Prepare every student to meet the "A-G" four-year college requirements, and to develop the skills necessary for post-secondary career opportunities.

Our Mission

Provide students with a quality 21st century education that offers programs, experiences and opportunities for college, career and life readiness.

Our Motto

One School – One Family

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Acknowledgements

We extend our warmest thanks and gratitude to the Don Lugo Family for their hard work and participation through the growth and challenges that we have experienced over the past six years. Each member of our family embodies one of the unique facets of what makes our school community unlike any other around. Thank you for being all that you are.

To the students, faculty, staff, parents, volunteers, administration, and community business partners who supported us with your time, input, and daily participation in bettering this campus and that which we do within it, thank you.

To the focus group leaders, co-leaders, PLC chairs, administrators, and others who took a defined leadership role in working to better our campus from the inside out, thank you.

To the WASC Co-Chairs who worked to great lengths to facilitate our process in a way that would be most fruitful and who had the guts to have the difficult conversations when they were needed, thank you.

In all, we thank the Don Lugo Family as a whole for all that you bring through our gates each day: your heart, determination, gifts, talents, skills, and so much more. Thank you for supporting that which we do inside and outside these walls in the name of facilitating the best lives possible for our students and those they love.

We are: "One School – One Family"

Description of Self-Study Process

Over the past six years, Don Lugo High School has maintained and continually improved a focused strategy to improve teaching and learning at our school site. Through the leadership of our Principals, Don Jones (2007-13), Kimberly Cabrera (2014-present), new Professional Learning Community (PLC) groups and a WASC Focus Committee were formed in 2010. The PLC groups were created for the purpose of allowing teachers concentrated block-time to discuss teaching and learning for their common set of students. The WASC Focus Committee was formed to facilitate the on-going self-study process to further the work of all groups and stakeholders on campus. The work of these groups has been ongoing for the past six years.

In 2015, WASC co-chairs volunteered to lead the collaboration and collection process that would result in the report that you are reading right now. Through the formation of focus groups, home groups, and survey instruments, the WASC committee ensured the school-received contributions from representative of all stakeholder groups invested in academic success at Don Lugo. During this year, the teacher-led WASC committee, key stakeholders, and administration began the process the formal self-study process that would result in this report. The objectives created from the 2010 self-study report were assessed so that the leadership team and stakeholders could evaluate the action plan implemented from the last accreditation. Further, all stakeholders strategically evaluated the evolving needs of the school community.

Outline of WASC meetings and Preparations:

September 2014 – May 2015
PLCs (Professional learning communities) meet once or twice a week to discuss data trends amongst their students, develop common rubrics and assessments, and work towards aligning their curriculum to the Common Core.

May 2015
- Initial preparations were made
- WASC coordinators were chosen and work begins
- Teachers and staff were given an overview of the WASC process
- Surveys were given to gauge the overall campus climate

August 2015
- *Professional Development* – Most teachers attended a 3-day intensive workshop "Capturing Kid's Hearts" by The Flippen Group designed to build positive, productive, and trusting relationships not only among themselves but with their students as well. With nearly 100% participation, we hoped to transform the classroom and campus environment towards a higher level of performance.

September 2015
- WASC Focus groups and Home groups formed
- Overview of the WASC process was presented

October 2015
- Meetings were held nearly weekly to discuss and work through questions regarding each focus area.
- Data reports were generated and disseminated amongst the stakeholders
- WASC coordinators and administrators met to analyze data findings

November 2015
- Meetings were intensified as teachers and staff began to evaluate and analyze important data that showed significant changes and trends.
- WASC coordinators and administrators continue with data analysis and trends were presented to stakeholders for further discussion to develop critical areas of need

December 2015
- Meetings and data analysis continued and new SLOs are presented
- WASC Coordinators and administrators develop action plans for the next six years. Plans were presented to all stakeholders and reviewed
- Writers from each focus group were selected to begin work on the draft for chapter 4

January 2015
- Schoolwide Action Plans are finalized and presented
- WASC report is written and edited

February 2015
- Review and read the final WASC report
- Prepare for WASC visit

March 2015
- WASC visit – March 7-9

Chino Valley Unified School District
School Board

Andrew Cruz	President
Sylvia Orozco	Vice President
Irene Hernandez-Blair	Member
James Na	Member
Pamela Feix	Clerk

District Administration

Wayne Joseph	Superintendent
Julie Gobin	Communications Director
Beverly Beemer	Technology Director
Sandra Chen	Assistant Superintendent-Business Service
Norm Enfield	Deputy Superintendent-Curriculum and Instruction
Jeanette Chien	Assistant Superintendent- Educational Services
Greg Stachura	Assistant Superintendent-Facilities, Planning, and Organizations
Grace Park	Assistant Superintendent-Human Resources

Don Lugo High School Administration

Kimberly Cabrera	Principal
John Ashby	Assistant Principal
Imelda Carrizosa	Assistant Principal
Delia Lopez-Gutierrez	Assistant Principal
Joe Marcos	Athletics Director
Farrah Rigo-Witt	Activities Director
Steven DeLeon	Counselor
Maricruz Silva	Counselor
Darcy Jenson-Ward	Counselor
Cristina Domicoli	Counselor
Rick Finch	Counselor
Jimmy Lima	Intervention Counselor
Jeanetta Altenburg	Nurse
Modell McEntire	Psychologist

Focus on Learning Coordinators

Jennifer Daly
Jim Lin
Heather Lord

Leadership Team

Jennifer Daly	Coordinator
Jim Lin	Coordinator
Heather Lord	Coordinator
Kimberly Cabrera	Principal
John Ashby	Assistant Principal
Imelda Carrizosa	Assistant Principal
Delia Lopez-Gutierrez	Assistant Principal
Wayne Joseph	Superintendent
Norm Enfield	Deputy Superintendent-Curriculum and Instruction

Writing Team

Imelda Carrizosa	Assistant Principal
Ian Conacher	Teacher
Brian Engstrom	Teacher
Alexis Guzman	Teacher
Eric Highstreet	Teacher
Chris Horsley	Teacher
Sandra Kammer	Teacher
Jim Lin	Teacher
Heather Lord	Teacher
Kenya Nelson	Teacher

Focus Group Leaders

Ian Conacher	Organization & Leadership
Audrey Rohrer	Organization & Leadership
Chris Horsley	Curriculum
Sophie Yu	Curriculum
Eric Highstreet	Instruction
Heather Lord	Instruction
Nikki Busch	Assessment & Accountability
Brian Engstrom	Assessment & Accountability
Farrah Rigo-Witt	Culture & Support
Guy White	Culture & Support

Home Group Leaders

Jim Lin	Career Tech Education
Steven DeLeon	Counseling
Darcy Jensen-Ward	Counseling
Heather Lord	English Language Arts
Alex Reuter	Foreign Language
David Robinson	Mathematics
Mary Ragland	Physical Education
Kenya Nelson	Science
Rania Elattar	Science
Eric Highstreet	Social Science
Teresa Lackey	Special Education
Angelin Miller	Visual & Performing Arts

Don Lugo Certificated Staff

Sameh Abdelmalek	Career Tech Education/ROP
Jeff Abel	Mathematics
Fred Altenburg +	Career Tech Education
Jeannetta Altenburg +	Nurse
Cynthia Andrade	Special Education
John Ashby	Assistant Principal
Casandra Avery *	Visual & Performing Arts
Blanca Briseno	Career Tech Education
Camryn Bristow	Social Science
Jamie Brown	English Language Arts
Nikki Busch *	Physical Education
Kimberly Cabrera +	Principal
OJ Cantos	Science
Diana Cardenas	Special Education
Mary Carpentier	Social Science
Imelda Carrizosa	Assistant Principal
Ray Chavez	Foreign Language
Tom Ciccone	Science
Jackie Cortes	Special Education
Ian Conacher *	Social Science
William Crisafi	English Language Arts
Cori Cuadras +	Special Education
Jennifer Daly	Special Education
Greg Daniels	Special Education
Steven DeLeon	Counselor
Annette Deming	English Language Arts
Cristina Domicoli	Counselor
Christine Dominguez	Career Tech Education
Christine Dominguez	English Language Development
Derek Donoho	Social Science
Ashley Doyle	Career Tech Education
Steven Eckols	Career Tech Education
Rania Elattar	Science
Shanette Encarnacion *	Special Education
Brian Engstrom	Career Tech Education
Rick Finch	Counselor
Luis Garcia *	Physical Education
Robert Grebel	Mathematics
Yvonne Grzeskiewicz +	Career Tech Education
Michael Gutierrez	Mathematics
Alexis Guzman	Social Science
Kim Hansen	Career Tech Education/ROP

* Don Lugo Alumnus   + Parent of a Don Lugo Graduate/Current Student

Don Lugo Certificated Staff

April Heisey	Mathematics
Eric Highstreet +	Social Science
Tracy Hill	English Language Arts
Chris Horsley *	Science
Michele Houska	Mathematics
Darcy Jenson-Ward	Counselor
Sandra Kammer	English Language Arts
Dustin Kato	SRO/Chino PD
Deepa Kuttikattuparambul	Mathematics
Teresa Lackey * +	Special Education
Pamela Lee	Visual Arts
Jimmy Lima	Intervention Counselor
Jim Lin	Career Tech Education
Toby Lizer *	English Language Arts
David Lopez	Science
Delia Lopez-Gutierrez	Assistant Principal
Heather Lord *	English Language Arts
Colette Marchand	Special Education
Joe Marcos +	Athletics Director/Special Educations
Modell McEntire	Psychologist
Angelin Miller	Visual Arts
Alicia Morales	Librarian
Maurice Myers	English Language Arts
Kenya Nelson *	Science
Beliz Ocalir	Mathematics
Arlette Ogiamien	Foreign Language
Robin Olsen	Career Tech Education
Nancy Oppliger	Special Education
Blanca Ortiz-Guerini	Special Education
Coby Polite	Science
Chuck Pope	Social Science
Ron Poteet +	Special Education
Mary Ragland +	Physical Education
Tara Ragsdale *	Social Science
Alex Reuter	Foreign Language
Farrah Rigo-Witt *	Activities Director/Leadership
Omar Rivas	Foreign Language
David Robinson	Mathematics
Daniel Robles	Physical Education
Audrey Rohrer *	Science

    * Don Lugo Alumnus   + Parent of a Don Lugo Graduate/Current Student

Don Lugo Certificated Staff

Diana Sales * +	Foreign Language
Chuck Sedey	Social Science
Amanda Sevold	English/Visual & Performing Arts
Ray Sheffield	Physical Education
Maricruz Silva	Counselor
Rick Spadaccini	Mathematics
William Thigpen	English Language Arts
Renee Tillett * +	Special Education
Jeffrey Vargas	Mathematics
Guy White *	English Language Arts
Mark Williams	Special Education
Patrick Woods	Science
Debi Woolery	Speech
Stephen Yanik	Visual & Performing Arts
Sophie Yu	English Language Arts

* Don Lugo Alumnus   + Parent of a Don Lugo Graduate/Current Student

Don Lugo High School Classified Staff

Olga Aleman	Nutrition Service Assistant II
Lori Anchondo	Instructional Aide
Valerie Arellano	Attendance Clerk
Freddie Arroyo	Custodial
Lourdes Baeza +	Instructional Aide
Kathia Boschee	Assistant Principal Secretary
Sarah Burgess	Instructional Aide
Sherie Byrne	Instructional Aide
Lucia Castillo	Nutrition Service Assistant II
Ana Chico	Community Liaison
Kelli Cooper	Activity/Athletic Secretary
Donald Davis	Security
Geneva DeMelo	Instructional Aide
Loreno Depino	Counseling/Records Secretary
Francene DeWitte	Custodial
Virginia Dooley	Library Assistant
Linda Ferreira +	Cafeteria Manager
Tony Ferreira	Custodial
Malinda Foster	Nutrition Service Assistant II
Nadia Francis +	Instructional Aide
Melodee Gordon	Nutrition Service Assistant II
Wendy Graves +	Assistant Principal's Secretary
Margarita Goris	Instructional Aide
Theresa Harbin	Instructional Aide
Irene Hensley +	Instructional Aide
Debbie Hoy +	Registrar
Vicki Hutchens	Receptionist
Seyto James	Bilingual Aide
Sandra Johnson +	Librarian Clerk
Jean Marsh	Nutrition Service Assistant II
Noel Mathis	Nutrition Service Assistant II
Mary McCool *+	Athletic Secretary
Alex Molina	Security
Rosemary Monaghan	Instructional Aide
Nicholas Moreno	Instructional Aide
Ana Munoz	Nutrition Service Assistant II
Cathy Nagle	Counseling Assistant
Lupe Nava +	Restroom Clerk
Josette Ongsy	Instructional Aide
Mona Orosco	Health Technician
Cinthia Padilla-Hernandez	Bilingual Aide

    * Don Lugo Alumnus   + Parent of a Don Lugo Graduate/Current Student

Don Lugo High School Classified Staff

Martin Perez +	Instructional Aide
Deanne Pickett	Instructional Aide
Kristin Reis	Instructional Aide
Cristina Rojas	Finance Clerk
Claudia Rodriguez	Custodial
Shaun Rodriguez	Custodial
Vivian Saldana +	Instructional Aide
Marco Sanchez	Custodial
Jordan Santoyo	Instructional Aide
Dawn Sevillano	Nutrition Service Assistant II
Isabel Sherrill	Career Center
Karen Tatum	Attendance Clerk
Tina Toledo	Security
Carol VanderSchaaf	Clerk 1
Patti Vizcaino +	Attendance Clerk
Dolores Viveiros	Custodial
Patricia Wolsey	Instructional Aide

* Don Lugo Alumnus   + Parent of a Don Lugo Graduate/Current Student

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Focus Group Leaders

Ian Conacher	Social Science
Audrey Rohrer	Science

Focus Group Members

Jeff Abel	Mathematics
Lori Anchondo	Instructional Aide
Fred Altenburg	Career Tech Education
Valerie Arellano	Assistant Principal' Secretary
Fred Arroyo	Custodial
Lourdes Baeza	Instructional Aide
Kathia Boschee	Assistant Principal's Secretary
Blanca Briseno	Career Tech Education
Jamie Brown	English Language Arts
Sarah Burgess	Instructional Aide
Kimberly Cabrera	Principal
Ana Chico	Community Liaison
Ashley Doyle	Career Tech Education
Rania Elattar	Science
Shanette Encarnacion	Special Education
Alexis Guzman	Social Science
Joe Marcos	Athletic Director/Physical Education
Ron Poteet	Special Education
Christine Rojas	Finance Clerk
Diana Sales	Foreign Language
Ray Sheffield	Physical Education
Maricuz Silva	Counselor
William Thigpen	

Standards-Based Student Learning: Curriculum

Focus Group Leaders

Chris Horsley	Science
Sophie Yu	English Language Arts

Focus Group Members

Sameh Abdelmalek	Career Tech Education/ROP
Cynthia Andrade	Special Education
Camryn Bristow	Social Science
Jennifer Daly	Special Education
Donald Davis	Security
Steven DeLeon	Counselor
Geneva DeMelo	Instructional Aide
Annette Deming	English Language Arts
Loren Depino	Counseling/Records Secretary
Francine DeWitt	Custodial
Cristina Domicoli	Counselor
Virginia Dooley	Custodial
Linda Ferreira	Cafeteria Manager
Tony Ferreira	Custodial
Nadia Francis	Instructional Aide
Michael Gutierrez	Mathematics
Pamela Lee	Visual Arts
Colette Marchand	Special Education
Kenya Nelson	Science
Beliz Ocalir	Mathematics
Arlette Ogiamien	Foreign Language
David Robinson	Mathematics
Tara Ragsdale	Social Science
Amanda Sevold	Visual Performing Arts
Patti Vizcaino	Attendance Clerk
Dolores Viveiros	Custodial
Patricia Wolsey	Instructional Aide
Stephen Yanik	Visual Performing Arts

Standards-Based Student Learning: Instruction

Focus Group Leaders

Eric Highstreet	Social Science
Heather Lord	English Language Art

Focus Group Members

John Ashby	Assistant Principal
O.J.Cantos	Science
Diana Cardenas	Special Education
Ray Chavez	Foreign Language
William Crisafi	English Language Arts
Christine Dominguez	English Language Development
Christine Dominguez	Career Tech Education
Steven Eckols	Career Tech Education
Rick Finch	Counselor
Margarita Goris-Biling	Instructional Aide
Wendy Graves	Assistant Principal Secretary
Robert Grebel	Mathematics
Theresa Harbin	Instructional Aide
April Heisey	Mathematics
Irene Hensley	Instructional Aide
Debbie Hoy	Registrar
Vicki Hutchens	Receptionist
Seyto James	Bilingual Aide
Sandra Johnson	Librarian Clerk
Toby Lizer	English Language Arts
Mary McCool	Athletic Secretary
Alex Molina	Security
Maurice Myers	English Language Arts
Coby Polite	Science
Mary Ragland	Physical Education
Chuck Sedey	Social Science
Mark Williams	Special Education
Patrick Woods	Science

Standards-Based Student Learning: Assessment & Accountability

Focus Group Leaders

Nikki Busch	Physical Education
Brian Engstrom	Career Tech Education

Focus Group Members

Yvonne Grzeskiewicz	Career Tech Education
Tracy Hill	English Language Arts
Michele Houska	Mathematics
Darcy Jensen Ward	Counselor
Deepa Kuttikattuparambil	Mathematics
Delia Lopez-Gutierrez	Assistant Vice Principal
David Lopez	Science
Rosemary Monaghan	Instructional Aide
Cathy Nagel	Counseling Assistant
Lupe Nava	Restroom Clerk
Robin Olsen	Career Tech Education
Josette OngSy	Instructional Aide
Nancy Oppliger	Special Education Teacher
Blanca Ortiz	Special Education Teacher
Mona Orosco	Health Technician
Cinthia Padilla	Bilingual Aide
Martin Perez	Instructional Aide
Deanne Pickett	Instructional Aide
Chuck Pope	Social Science
Kristin Reis	Instructional Aide
Omar Rivas	Foreign Language
Daniel Robles	Physical Education
Isabel Sherrill	Career Center
Jeff Vargas	Mathematics

Standards-Based Student Learning: Culture & Support

Focus Group Leaders

Farrah Rigo-Witt	Activities Director/Leadership
Guy White	English Language Arts

Focus Group Members

Jeannetta Altenburg	Nurse
Cynthia Andrade	Special Education
Cassandra Beyer	Visual Performing Arts
Mary Carpentier	Social Science
Imelda Carrizosa	Assistant Principal
Tom Ciccone	Science
Kelli Cooper	Activities Secretary
Jackie Cortes	Special Education
Cori Cuadras	Special Education
Derek Donoho	Social Science
Kim Hansen	Career Tech Education/ROP
Sandra Kammer	English
Teresa Lackey	Special Education Teacher
Jimmy Lima	Intervention Counselor
Angelin Miller	Visual Arts
Alex Reuter	Foreign Language
Claudia Rodriguez	Custodial
Shaun Rodriguez	Custodial
Vivian Saldana	Instructional Aide
Marco Sanchez	Custodial
Jordan Santoyo	Instructional Aide
Rick Spadaccini	Mathematics
Karen Tatum	Attendance Clerk
Renee Tillett	Special Education
Tina Toledo	Security
Carol VanderSchaaf	Clerk 1

Chapter I:

Student and Community Profile
Supporting Data and Findings

DON ANTONIO LUGO HIGH SCHOOL

GENERAL BACKGROUND and HISTORY

Community

Don Antonio Lugo High School (DALHS) is located in the southwestern end of the city of Chino and in the western most portion of San Bernardino County. It was founded in 1972 as a ninth grade school to accommodate the impacted enrollment at Chino High School. Each subsequent year, a new class was added until 1980 when Don Antonio Lugo High School became a comprehensive 9th – 12th grade school.

Don Antonio Lugo High School is part of a unified school district comprised of four comprehensive high schools, one continuation high school, and one alternative education center which runs programs, such as the virtual high school and independent studies. Chino Valley Unified School District also has five junior high school campuses and 21 elementary schools. Three elementary schools were closed in 2009 due to the great recession. The following year, a new K-8 school opened up in a new community known as "The Preserve" in the southern part of Chino.

Most of the students at Don Antonio Lugo High School live in the city of Chino, which is centrally located in the western portion of the Inland Empire, in the valley below the San Gabriel Valley Mountains. Chino was incorporated as a city in 1910. Chino's rich agricultural history dates back to the Spanish land grant forming Rancho Santa Ana del Chino. The area once specialized in orchard and row crops and was the number one dairy area in the United States. The City's motto, "Where Everything Grows" originally referred to this agricultural beginning. Today it applies to growth in families, business and the strong sense of community.

The city of Chino has held on to many of the cultural and agricultural contributions of early Spanish, Mexican, Portuguese, Scandinavian and Basque immigrants through events such as the Portuguese Fair, the Basque Picnic, Cinco de Mayo, the Chino Fair and the Highland Games, which have been held in the past. Don Antonio Lugo High School itself was named after one of Chino's early Spanish founders and the school mascot is a conquistador, which means Spanish or Portuguese conqueror.

In the last two decades, Chino has transitioned from a rural to a more urban community. It is a well-established residential and commercial area with diverse neighborhoods and demographics. According to the most recent census report, the cities population in 2010 was 77, 983. The population in 2014 was estimated at 84, 723.) Residents represent the ethnic and cultural diversity that is characteristic of Southern California.

(Source: https://suburbanstats.org/population/california/how-many-people-live-in-chino)

City of Chino - Population by Ethnicity

Race	Population	% of Total
Total Population	**77,983**	**100**
American Indian	786	1.01
Asian	8,159	10.46
Black or African American	4,829	6.19
Native Hawaiian Pacific Islander	168	0.22
Some Other Race	16,503	21.16
Two Or More Races	3,557	4.56
White	43,981	56.40
Population by Hispanic or Latino Origin	35,990	46.15
Persons Not of Hispanic or Latino Origin	41,993	53.85
Persons of Hispanic or Latino Origin		

Family and Community Trends

Although ethnically diverse, the majority of persons in the city of Chino are White or Hispanic. More than two-thirds of residents are homeowners. Three-quarters of the population have at least a high school education, almost half attended college, and 16% have a college or professional degree. Below are some facts about the city of Chino (According to the City of Chino demographic report):

- Population by gender: Male 40, 071 (51.38%); Female: 37, 912 (48.62%)
- Occupied households: 20,922
- Median Age: 33.9
- Median Household income: $65,554
- Average Household income: $78,917
- Average Household size: 3.74
- Households with income over $100K: 27.1%
- Education, BA or higher: 18.2%
- Marital status - married: 42%, single: 36.5%, divorced: 9.2%

Parent/Community Organizations
The city of Chino has earned the title of "100 Best Communities for Young People" for a total of four times by the America's Promise Alliance. According to the America's Promise Alliance website, Chino received the recognition for its: "Community collaborations, safe neighborhoods, family support, dedication to health services and access to post-secondary education." Below are some of the partnerships Don Antonio Lugo High School has with the City of Chino for the purpose of providing more resources to students and their families.

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Chino Human Services
Chino Human Services (CHS) provides on site individual and group counseling for students. Aim Higher is the name of their group counseling program.

C.A.R.E
Students that are homeless and in transition are referred to the C.A.R.E program for support services, including clothing.

The Chino Experience Teen Center
Don Antonio Lugo High School students are often referred to the teen center where they can participate in tutoring, job skills, sports, arts, crafts and more.

Chino Police Department
The police department assists the school in numerous ways. They attend parent meetings to provide information and resources, such as the school's Parent Support Night. They also have annual meetings at all four high schools to educate parents about drugs, cyber-bullying and other school safety-related topics. Additionally, through our School Resource Officer (SRO) they help with fundraising for families in need and collecting toys at Christmas time.

Parent/Community Organizations
Don Antonio Lugo High School is committed to increasing parent involvement. With the support of our school district, our school has created a bilingual (Spanish-English) parent-compact in the form of a brochure that is provided to students at registration. We also have a parent center on campus that is run by our Bilingual Community Liaison who's main objective is to get parents involved in their children's education. She assists parents by training them to use the site website to check their children's grades and /or communicate with teachers. She also assists with interpreting for Spanish speaking parents at meetings or with phone calls.

Parents are active in the decision-making process on campus through the School Site Council, English Language Advisory Committee (ELAC), and organizations like the various booster clubs held on campus (see below).

Percent of Parents Involved in Boosters

Boosters	# of Members	Students cleared	%Parents Involved
All Sports	105	800	13
Dance	11	16	69
Grad Night	25	463	05
Theater	04	60	06
Spirit-Cheer	14	27	52
Band-Color Guard	45	45	100

Don Antonio Lugo High School offers a very successful PIQE (Parent Education for Quality Education) program every year to parents in English and Spanish. The program consists of a 9 sessions that are held to teach parents to navigate the school system from

kindergarten through college. Students whose parents participate in the program will receive "special consideration" when applying to any California State University (CSU).

Number of PIQE Graduates

Year	# of Parent Graduates
2015-16	59
2014-15	64
2013-14	110
2012-13	74
2011-12	36

Throughout the last three to five years, Don Lugo has held other meetings for parents. Some of these programs have evolved into different types of activities and not all have continued to this day.

SCHOOL PROGRAM	PARENT MEETING	FREQUENCY
Advanced Placement (AP)	**Advance Placement Parent Meeting-** is presented by: administration, counselors, teachers and students. The purpose is to inform parents about the Advanced Placement program at Don Lugo and to encourage student participation.	Annually in February
Counseling Department	**College Boot Camp-** The counselors provide information to parents about applying to college.	This meeting is held twice a year: In the fall for the parents of seniors and in spring for the parents of juniors.
Counseling Department	**FAFSA Night-** Counselors teach seniors how to apply for federal student aid.	Several meetings are held annually.
Counseling Department	**Parent Meetings at the Junior Highs** are held for eighth graders and their parents to discuss programs and school registration.	Annually (Last year's parent meeting was held at DALHS but counselors still met with eighth graders at the junior high schools.
Lugo Engineering and Design (LEAD)	**LEAD Parent Night** The LEAD academy invited future eighth graders from the community and their parents to learn about the engineering academy.	Once in 2013-2014

	Students and staff held various activities and competitions.	
School-Wide	**Back-To-School Night-** Welcomes parents and students back to school. Parents visit classrooms, meet teachers and learn about the curriculum.	Annually in the fall.
School-Wide	**Coffee With Administration** - Parents met with administration for coffee and to learn about current school events and programs. Parents had the opportunity to discuss concerns or share ideas.	Third Wednesday of every month for approximately 3+ years, ended in 2013-2014.
School-Wide	**English Classes for Parents-** Free English classes were offered to parents through the parent center in the evenings.	Started and ended in 2012-2013 due to the low turnout.
School-Wide	**Future Freshman Night** Eighth graders and their parents are invited to Don Lugo to learn about our programs and get a tour of the school.	Annually
School-Wide	**Open-House** Parents go from class to class to meet with teachers and see student work.	Annually
School-Wide	**Oxford Preparatory Academy Parent Night** Representatives from Don Lugo attend this event to meet try and recruit new eighth graders to Don Lugo.	Annually
School-Wide	**Parent Support Night-** was for parents of students who had a grade point average of 2.0 or under. The meeting covered all	Annually for 4+ years, ended in 2013-2014.

	support systems in place to assist students, which included: tutoring, credit recovery, the teen center, Office of Probation, and the Chino Police Department.	
School-Wide	**Test Night for Parents-** The Assistant Principals met with parents about the CSTs, CAHSEE and EAP exams.	Annually in January for the last three years, ended in 2013-2014 due to changes in state testing
School-Wide	**Title I/SCE (State Compensatory Education) Parent Meeting-** This meeting informs parents about school funding and programs. This year the title of the meeting will change to LCAP Parent Meeting.	Annually in January
School-Wide	**WASC Focus Groups-** Parents are invited to participate in the WASC process by attending the focus group meetings on WASC years.	Several times a year, on-going.

To further facilitate school access to parents, counselors and administrators have daily parent conferences, Student Success Team (SST) meetings, Individualized Education Plans (IEPs), 504 meetings, School Attendance Review Team (SART), School Attendance Review Board (SARB) and post suspension conferences. Site administration espouses an open door policy that facilitates exchange of information and ideas. Interpreters are made available for Spanish speaking persons when needed.

School/Business Relationships
The City of Chino is within 30 minutes of 21 private and public colleges and universities which include: Bryman College, California Baptist University, California State Polytechnic University-Pomona, California State University of Fullerton Chaffey College, Chapman University, Citrus College, Claremont Graduate University , Claremont McKenna College, , Claremont School of Theology, Devry University, Fullerton College, Harvey Mudd College, ITT Technical Institute, La Sierra University, Mt. San Antonio College, Pitzer College, Riverside Community College, Scripps College, Southern California College of Optometry, Southern California University of Health Services, University of La Verne, Westech College, Western University of Health Services, Westwood College of Technology and Western State University College of Law-Argosy.

Below is a list of colleges and business that support Don Antonio Lugo High School students in various ways.

California Baptist University (CBU) Representatives from CBU have made presentations on campus for students and parents on how to apply for Federal Student Aid (FAFSA).

California State Polytechnic University-Pomona (Cal Poly) DALHS has several partnerships with Cal Poly. Every year, for the last several years, a representative from Cal Poly has made a presentation to eleventh grade students on the Early Assessment Program (EAP). They have also presented to parents about the EAP.

We also have an Upward Bound program on campus through Cal Poly. This is a college awareness and readiness program. Students and their parents receive information about college, tutoring, ACT and SAT test prep. They also participate in a 6-week summer program that allows them to stay in the dormitories to get the full college experience in dorms.

LEAD partners with Cal Poly for the engineering program. Our students and LEAD coordinator attend two annual Project Lead The Way (PLTW) conferences at Cal Poly. They also get to present to other schools. Students that participate in the LEAD program at DALHS and who apply to Cal Poly's engineering program get special consideration for admissions.

DALHS is currently working with Cal Poly to bring the Educational Talent Search (ETS) program on our campus pending grant funds.

Chaffey College

Chaffey offers on site presentations for students on how to apply to their college and offers college placement tests on campus. Our Students With Disabilities (SWD) also participate receive information from the Disabled Pupil Services.

Additionally, Don Antonio Lugo High School's Lugo Engineering and Design (LEAD) program has been working with Chaffey through the Computer Integrated Systems grant to expose students to various careers. Chaffey College offers an annual "Manufacturing Day" for students. This year, students travelled to a local business in Ontario (Sigmanet) to see various hands on displays by manufacturing companies and other presenters. The students were also introduced to careers in manufacturing such as mechanical engineering, manufacturing engineering, robotics engineering, machining and other technician level jobs. LEAD also has articulation agreements with Chaffey College. Freshman and sophomore level courses are articulated. Intro to Design is articulated with Chaffey's EGTECH 10 (4 units) and Principles of Engineering is articulated with EGTECH 12 (4 units). To earn college credit, students must get a B or better in the course and submit a portfolio for review.

Mount San Antonio College (MSAC)
Like Chaffey College, MSAC also offers workshops to help students apply to their college. In fact, this year all seniors will apply to both colleges. Similarly, the LEAD program is in the final stages of articulating the Intro to Design course with Mt. SAC's Industrial Design Intro to CAD (IDE 120) course.   Our Agriculture Academy has also articulated with MSAC for the Ag Mechanics and Ag Vet science courses. Students must pass the MSAC exam to earn college credit for the courses.

Northern California College Tours
The AVID program, jointly with the Counseling department, also take students on an annual Northern California college tour and visit campuses such as: UC Berkeley, UC Davis, Stanford, San Jose State University, and UC Santa Barbara.

University of California, Los Angeles (UCLA)
The Sports Industry Academy was able to coordinate a field trip to UCLA and students were able to sit down and have four UCLA employees (the Assistant Athletic Director, Sales & Service, 2 Assistant Directors of Marketing and Promotions, and the Associate Director of Social Media) discuss their career paths from college to UCLA in addition to their daily duties.

Students at DALHS are not just limited to exposure to the colleges mentioned above. Various colleges, universities and military service representatives visit our campus through out the year to meet with students and provide more information.

Commercial and industrial growth has been a significant success in Chino, due in large part to the City's development. DALHS is fortunate to have partnerships with local businesses (see below).

SCHOOL PROGRAM	BUSINESS	FREQUENCY
Advanced Placement (AP)	**Barnes & Noble Book Store** holds a fundraiser for the AP Club to help students pay for AP exam fees	Annually
Agriculture	**Advisory Board** includes business, college and community members	On-going
Agriculture	**Bayer, FFA & CXS** sponsor "Living to Serve" Grant	On-going through this year's grant
Agriculture	**Chino Fair**-Students compete in various competitions.	Annually
Agriculture	**Chino Valley Water Conservation District**-hosted field trip for students and donated compost.	At Winter and Spring fest also hosted a field trip for students

Agriculture	**Dan Wheeler** donates hundreds of seedlings to our greenhouse	Last 2 years
Agriculture	**Diamonds in the Ruff**-Donates time, materials and toys for the service dog program and students.	On-going
Agriculture	**Guide Dogs of America**-Provide training to students in the guide dogs program.	On-going
Agriculture	**Reedman Dairy**-Along with other buyers from the community, buy DALHS animals at the fair.	On-Going
Agriculture	**Weiszbrod Family** donated $5000 to the Agriculture department in memory of their parents	On-going
Athletics- Boy's & Girl's Basketball	**Carl's Jr**. provides fundraising opportunities for the basketball teams	Annually
Counseling	**Horizon Prep Test-** Provided SAT test preparation at a discounted rate here at Don Lugo.	Once
Counseling	**MiMi's Café** has helped us honor our counselors during counselor's week by offering a discounted lunch.	Once
Counseling Department	**Sandra's Bar & Grill-**Helped us honor our counselors during counselor's week by offering a discounted lunch.	Once
Floriculture	**Floral Craft** in Pomona-Donates products and materials and provides speakers for the floriculture classes.	On-going
Floriculture	**Floral Supply Syndicate**-Donates products and materials and provides speakers for the floriculture classes.	On-going
Floriculture	**Phil Rulloda School of Design-** Donates materials and provides classroom resources for the floriculture teacher.	On-going
Lugo Engineering and Design (LEAD)	**Advisory Board** includes business, college and community	On-going

|	members	
Lugo Engineering and Design (LEAD)	**Chino Airport** has provided a tour of the Planes of Fame Museum for LEAD students. LEAD students also attended Manufacturing Day at the airport in 2014.	Once
Lugo Engineering and Design (LEAD)	**In N Out-** provided gift cards for students that are doing well academically.	Once
Lugo Engineering and Design (LEAD)	**NASA Jet Propulsion Laboratory JPL:** JPL coordinated a field trip for the LEAD students.	Once
Lugo Engineering and Design (LEAD)	**Telamon-**This local business provides internships for our LEAD students. Teacher went on a tour.	Once
Lugo Engineering and Design (LEAD)	**Wetmore Tool & Engineering-** This local business provides internships for our LEAD students. Teachers went on a tour once.	Once
School-Wide	**American Medical Response** teaches our students CPR (compressions only) through P.E. classes	Annually
School-Wide	**Keith Hawkins -**DALHS has a partnership with motivational speaker, Keith Hawkins. He presents to seniors though their annual senior retreat. This year he also met with parents of freshman and attended our welcome back assembly for freshman in the fall.	Annually
School-Wide	**Laser Island** provides gift cards every year to give to students that are doing well behaviorally and academically.	Annually
School-Wide	**McDonalds supported two fundraisers on campus**	Twice
School-Wide	**ROP Catering and Food Prep** Places students in food related professions and retail positions.	Annually

School-Wide	**Sandra's Bar & Grill-**Donated gift cards to give to parents and students at our various events.	Once
Sports Industry	**Advisory Board** includes business, college and community members	On-going
Sports Industry	**Ontario Reign American Hockey League-**Our Sports Industry Academy maintains contact with the Ontario Reign regarding fundraising opportunities and they have been willing to allow us to use their logo for SI "branding"	On-going

Staff Description

Certificated Staff
Similar to our student demographics, the majority of our certificated staff are White and Hispanic. For the most part, DALHS does a good job at retaining teachers. Many teachers now teaching at Don Lugo were at one time students. Fifteen of our staff members are alumni. Each has affirmed a strong desire to return to his/her Alma Mater, the place where each felt inspired to enter the teaching profession and make a difference in a student's life.

Certificated Staff 2015-2016
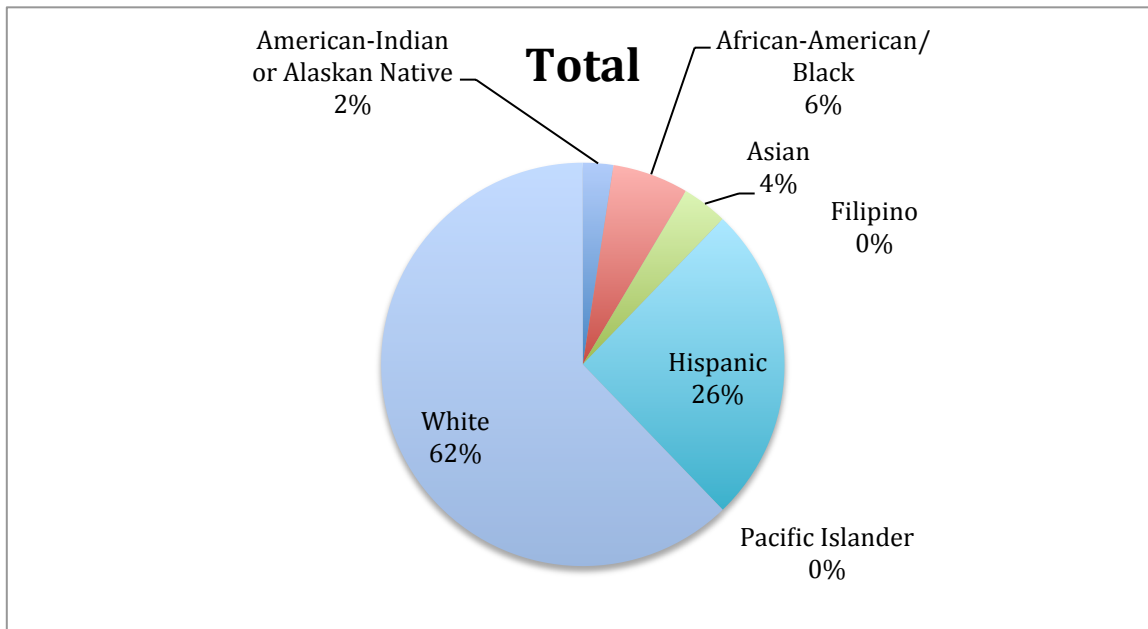
Certificated Staff by Ethnicity (2012-2015)

Certificated Staff (2012-13)	Total
Hispanic	20
American Indian or Alaskan Native	1
Asian	4
Pacific Islander	0
Filipino	0
African American	10
White	65

Certificated Staff (2014-15)	Total
Hispanic	25
American Indian or Alaskan Native	1
Asian	4
Pacific Islander	0
Filipino	0
African American	9
White	66

Certificated Staff (2013-14)	Total
Hispanic	20
American Indian or Alaskan Native	1
Asian	4
Pacific Islander	0
Filipino	0
African American	10
White	65

Certificated Staff (2015-16)	Total
Hispanic	21
American Indian or Alaskan Native	2
Asian	3
Pacific Islander	0
Filipino	0
African American	5
White	51

As of current, there are 82 certificated staff, which is down from 100, due to declining enrollment, budget cuts, and increased class size. There are 6 counselors, 1 nurse, 1 on-site psychologist, 1 School Nurse, 1 Chino PD Resource Officer, and 4 full-time administrators.

Seventy-six of eight-two teachers are authorized to teach English Learners via the CLAD, BCLAD, SB 395, SB 1969, ELA 1, or AB 2913. Most of our teachers are fully credentialed. Ten of our newer teachers have preliminary credentials (see below)

Teachers on Preliminary Credentials (2015-2016)

Subject	# of Teachers
Agriculture	1
English	3
Physical Education	1
Social Science	1
Spanish	1
Special Education (Mild to Moderate)	3

Three of our faculty have Doctorate degrees, Forty-six have Masters degrees and the remainder Bachelors with twenty-nine more that have more than thirty units beyond their bachelor's degrees. None are without a university degree.

The average class size at DALHS is 33. The maximum number of students that can be placed in a class is 35, with no more than 165 total students per teacher for five periods.

Classified Staff
We have 24 full-time classified staff in the following positions: 3 security personnel, 2 day-time custodians, 5 night custodians, 3 assistant principal's secretaries, 1 principal's secretary, 1 receptionist, 1 counseling secretary, 1 counseling secretary/copy clerk, 1 counseling clerk, 1 registrar,1 attendance clerk, 1 library aide, 1 health aide, 1 Cafeteria Manager, and 2 Typist Clerks (Activities and Athletics)

We have 41 part-time classified staff in the following positions: 1 attendance clerk, 1 noon ground supervisor, 1 library aide, 9 cafeteria workers, 3 bilingual aides, 1 community liaison, 4 AVID tutors, 21 instructional aides that work under the special education department, 4 of which are one-on-one aides. Several full-time instructional aides positions were reduced to part-time positions due to budget cuts several years ago.

ACS/WASC

School Mission, Vision and Motto
Through the WASC process, the school mission and vision were revised and school motto was added.
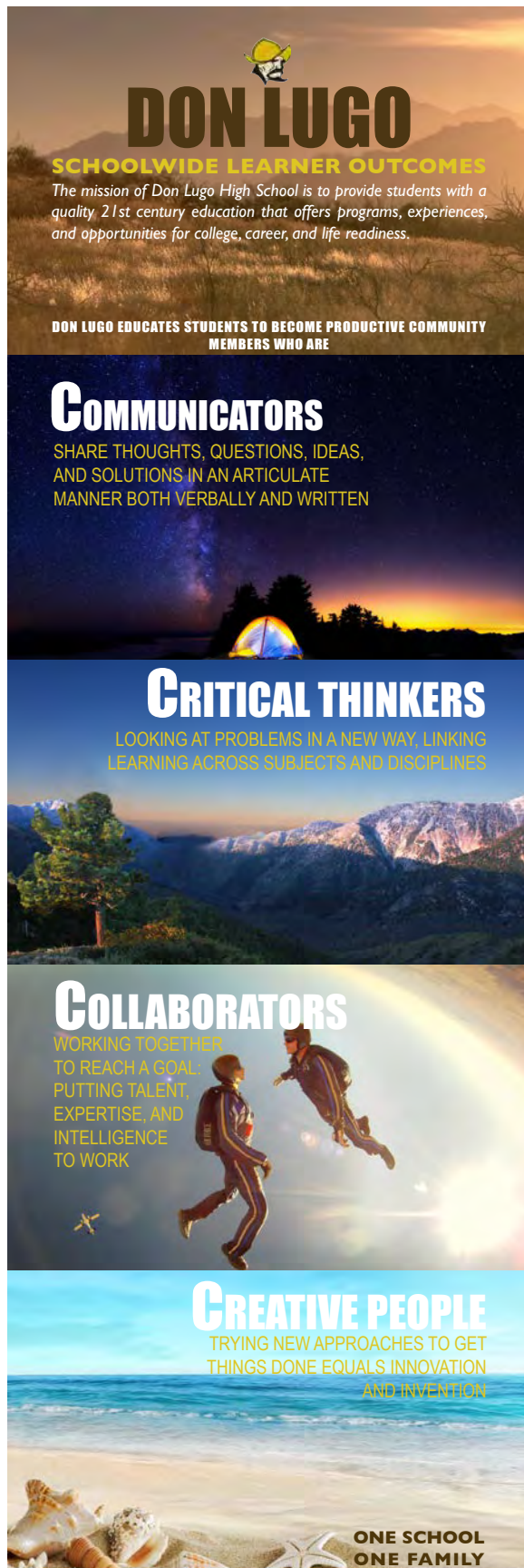
Vision:
Prepare every student to meet the "A-G" four-year college requirements, and to develop the 21st century skills necessary for post-secondary career opportunities.

Mission:
Provide students with a quality 21st century education that offers programs, experiences and opportunities for college, career and life readiness.

Motto:
One School, One Family.

Schoolwide Learner Outcomes (SLOs)

As part of the 2011 self-study, we changed our ESLRs and incorporated a more measurable rational which included the acronym "PRIDE". The poster was posted in every classroom and throughout campus. Once again in 2015, we found ourselves in transition with the Common Core. As a result, we revisited our ESLRs and developed SLOs that align with our school vision and mission. The vision, mission and SLOs were purposely designed to be simple and to the point. We want all our stakeholders and especially the students to know why we teach and the reasons behind it. Teachers and staff will use the SLOs wherever possible in lesson plans, verbal instructions, homework assignments, classwork, and projects. Along with common language, our new SLOs will connect learning, behavior, and attitudes to our overall vision for the school that will encourage a culture where all students have the ability and the possibility to develop the necessary skills for post-secondary education and higher-level career opportunities.

WASC Accreditations History

2007 Visit:

Don Lugo High School completed a three-year accreditation term in 2007. The 2007 Visiting Committee recommended improvements in curriculum alignment, A-G emphasis, data analysis, unified instructional program, increased communication between staff and administration, collaboration on in-service topics, and improved school culture. Don Lugo has made measured progress in each of these areas, especially in the area of school culture.

Don Lugo High School's 2007 Action Plan addressed two school-wide critical needs: 25% rise in CST scores in English and Math, and the creation of a single-plan for academic achievement as evidenced through an increase in API, ADA, and the percentage of student at proficient or higher. The Visiting Committee recognizes that Don Lugo High School met the second action plan item with the development of their single plan, in spite of not meeting the established summative assessment increases.

2010 Visit:

Don Lugo High School completed a three-year accreditation term in 2010. The Visiting Committee recommended improvements in continuing to develop departmental instructional programs that involve critical collaborative components such as: a collaborative data collection and analysis process, departmental formative assessments created by teachers in course clusters, effective use of pacing guides, common grading rubrics and policies by departmental clusters, the ability to alter instruction for students demonstrating non-proficiency, and an instructional culture where student mastery of the curriculum is checked all along the continuum. Don Lugo should create deliberate and targeted intervention instructional strategies for EL students that can be easily identifiable in the curricular plan of every department. Don Lugo needs to continue increasing access for all students to upper level academic programs such as AP and IB.

The Visiting Committee recognized Don Lugo's hard work in the development of a strong school culture through the fostering of a sense of family that reached out to the community and student body. With the recent improvements in school facilities such as the new science labs, pool renovations, and a new football stadium, it was evident to the Visiting committee the renewed excitement and pride that the stakeholders have in Don Lugo.

2013 Midterm Visit:

Don Lugo High School had a two-day midterm visit during a six-year accreditation term. The 2013 Revisit Visiting Committee recommended that Don Lugo High School work together to define and build quality instructional practice and to determine through continual PLC meetings what the various forms of acceptable instructional strategies will look like. There should be an increase in the level of rigor and accountability in every

class. Don Lugo should continue to grow, build on, develop, and emphasize honors and AP programs. Don Lugo needs to develop collaborative structures focused on improving the use of current data collection systems to create, administer, and analyze formative assessments. Finally, Don Lugo should determine what could be done to improve academic success among the EL population and Students with Disabilities.

The Visiting Committee commended Don Lugo High School for the exemplary progress in the school wide instructional program and the efforts made for a more collaborative culture that is data driven. This was evident through the adoption of Professional Learning Communities (PLCs) and the use of a program that provides the ability to aggregate, examine, and disaggregate student data (Illuminate).

Local Control and Accountability Plan (LCAP) Needs and Description of Goals
Parents and community provided input on LCAP through various meetings held by the district. DALHS will hold a parent meeting in January to continue to include community members in the process.

Identified Needs
#1 is the implementation of Common Core State Standards by teachers who are in the early stages of lesson development using the new standards. Teachers will be in need of continuous professional development on how to implement the new standards in the classroom; develop cross-curricular connections based on real-world applications.

 #2 is the lack of curriculum and instructional materials available at this time for teachers in the area of ELA and mathematics. Teachers are currently in the development phase of Rigorous Curriculum Design in English Language Arts, and will need professional development time out of the classroom to be able to continue to develop and adjust lessons based on the Common Core State Standards. Teachers are currently in their first year of a new mathematics adoption for Integrated mathematics. In addition, there is a movement district-wide to change from traditional mathematics courses to Integrated Mathematics courses. This has created difficulty for students and teachers in relation to the subject matter and instructional approach. CCSS mathematics movement at this time has also created severe learning gaps for students who are assumed to have received this type of mathematics instruction and curriculum since Kindergarten. The approach to teaching mathematics in the Common Core is different from what has been done in the past, and will require further professional development and instructional coaching on creating an environment for students to work collaboratively; creating environments rich in challenging tasks, engaging questioning and conversations, and relevant investigations. There will need to be a school-wide focus on increasing the emphasis on reading and writing of nonfiction text across all curricular areas; there will also be a focus on using academic vocabulary throughout the curriculum areas.

#3 is the need for training of teachers to support the need and commitment to advanced placement courses; increased rigor in all classrooms; and the shift in culture from teaching out of a primary source textbook to utilizing project based learning to deliver the new common core standards.

 #4 Conflicts in master scheduling; declining enrollment that has caused a lower full teaching equivalency number in staff; and the ability to maintain pure academy classes.

1. Increase ELD, Special Education, and socioeconomically disadvantaged students' performance in English and mathematics using data from SBAC, CELDT and EAP as a guide to the needs of all students.

2. Continue to increase the number of students completing A to G requirements.

3. Continue to increase the number of students who enroll in Advanced Placement courses and achieve a 3 or higher on the Advanced Placement exam.

4. Creating and maintaining collaborative classrooms that would enable the mainstreaming of special education students.

5. Transition to a culture of career theme-based academies in an effort to provide academic support and promote an increase in student achievement toward 21st century skills; increase the number of students who complete 1 year of CTE.

6. Continue to increase the number of EL students who are proficient based on CELDT.

Goals

SUBJECT: English Language Arts

SCHOOL GOAL #1:
1. 100% of ELA teachers will implement the new CVUSD units of study for English Language Arts, which are based on the Common Core State Standards; 100% of students will receive instruction in the new CVUSD units of study for English Language Arts based on the Common Core State Standards.
2. 65% of all students will meet or exceed standard in English Language Arts/Literacy as measured by the CAASP.
3. Increase the number of students enrolling in Advanced Placement courses by 5%, and receiving a score of 3 or higher on the AP exam.
4. 97% of students will take the EAP in ELA.
5. 100% of students will have access to updated technology to prepare for new CAASP, and engage in 21st century learning.

How the School will Evaluate the Progress of this Goal:
CAASP data; Interim Assessment Data; PLC agendas; common formative and summative assessments.

SUBJECT: Mathematics

SCHOOL GOAL #2:
1. 100% of mathematics teachers will implement the new Common Core State Standards in mathematics; 100% of all students will receive instruction in the new common Core State Standards in mathematics.
2. 100% of all mathematics teachers will participate in professional development for the common Core State Standards.
3. 100% of students will meet the district's 3-year mathematics requirement for graduation.

4. 80% of students will meet a-g requirements for UC/CSU.
5. 65% of students will pass AP exams with a score of 3 or better.
6. Increase the number of students enrolled in advanced mathematics courses by 1 section per math subject.

How the School will Evaluate the Progress of this Goal:
AP data; classroom walkthroughs; attendance at district professional development; conference requests for mathematics and AP mathematics conferences; a-g completion rate in mathematics; number of students enrolled in higher mathematics courses

SCHOOL GOAL #3:
1. All students will have access to completing A to G requirements through enrollment of Advanced Placement courses and college/career pathways.
2. All students will have access to completing A to G requirements through services that will increase pass rates in required courses.
3. English Learners will increase reclassification rates by 5%.
4. Increase the number of students accessing career technical pathways by 10%.
5. Increase the number of English Learners, low income students, and foster youth in the AVID programs by 10%.

How the School will Evaluate the Progress of this Goal:
CELDT data, number of students enrolled in Advanced Placement courses, number of students who are enrolled in college/career pathways, number of advanced placement courses offered on the master schedule: number of students who complete the UC/CSU a to g requirements, number of students enrolled in AVID courses, master schedule.

SCHOOL GOAL #4:
1. 100% of special education teachers teaching ELA will implement the new CVUSD units of study for English Language Arts;
2. 100% of special education teachers teaching mathematics will implement the new Common Core State Standards curriculum;
3. 100% of special education teachers who teach ELA or mathematics will attend professional development for the new units of study;
4. 100% of students in special education will receive instruction in the new Common Core State Standards for ELA and mathematics;
5. 100% of all students in special education will gain one proficiency level in ELA and mathematics as reported by the CAASP.

How the School will Evaluate the Progress of this Goal:
CAASP data; classroom walk-throughs; PLC notes and agendas: common assessments; attendance rosters from CVUSD professional development for new ELA units of study; attendance rosters from CVUSD mathematics curriculum development

SCHOOL GOAL #5:
1. Students will be educated in a safe, trusting, and self-managing environment in which there will be a decrease in delinquent behaviors, emotional outbursts, and violent acts.
2. Attendance will increase by 1% as a result of decreased student referrals and suspension for behavioral misconduct.

How the School will Evaluate the Progress of this Goal:
Don Antonio Lugo High School will monitor attendance rates, referral rates, and suspension/expulsion rates.

SCHOOL PROGRAM DATA
The students at DALHS start their first class at 7:30 A.M. and are dismissed at 2:17 P.M. Students attend six classes. Some seniors only have five classes. We have late-start Fridays to allow teachers to meet as Professional Learning Communities (PLC). Students start at 8:20 A.M. on Fridays. All students at DALHS have equal access to the core and instructional materials. Students must check out their textbooks as part of registration prior to the first day of school.

DALHS is steeped in a tradition of excellence in the areas of academics, activities, arts, and athletics. Since 2014-15, we have continued improvements in technology. We now have eight computer labs (four for general use and the other four are in various classrooms). Additional areas of academic growth have resulted in the development of academies. The LEAD (Lugo Engineering and Design) Academy is in its sixth year and has already had two graduating classes as of 2015. We have expanded and enhanced our Agricultural program bringing on board an Equine facility to take care of horses and raising guide dogs. Our new Sports Industry program was recently developed and is being built up over the last two years.

Below is some data on the success students in the LEAD academy are experiencing based on the CAASP scores. Of 41 students tested in English, 100% of LEAD students met or exceeded the English Common Core Standards on the CAASP as compared to 61% of all other students. Seventy-six percent of LEAD students are meeting or exceeding the Math Common Core Standards versus 24% of all other students.

11th Grade CAASP
Percent Meeting or Exceeding Standard
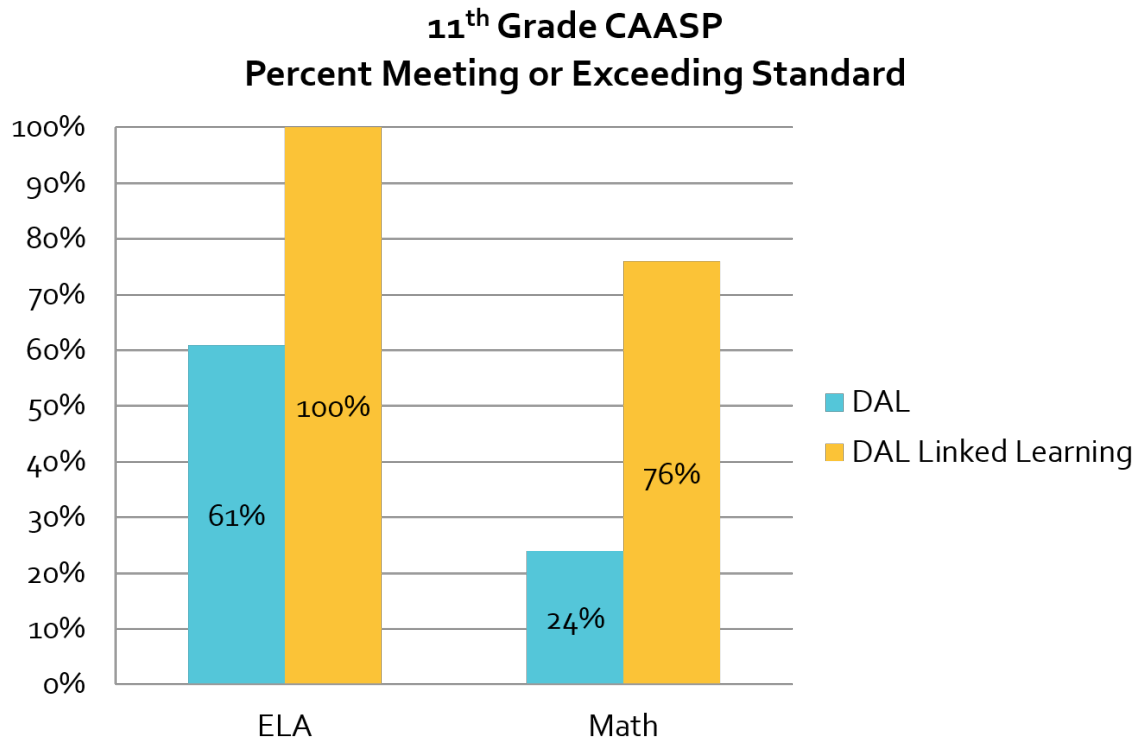
The AVID (Advancement Via Individual Determination) is offered at DALHS. AVID an internationally recognized program that supports middle to high performing students who need support to achieve success, but who also have the drive and motivation to reach their goals. Students go through an application process to determine if they qualify. The process consists of an examination of: grades, socio-economics, and level of parental education. The last factor is an interview with a teacher, counselor, AVID senior student, or AVID tutor. At Don Lugo, our program has been thriving over the past seven years and it continues to grow. Our current enrollment is a 158 students; 9% of Don Lugo's current enrollment, with 7 full AVID Elective courses being offered. Our enrollment has successfully increased over the past two years by 29.5% (122 in 2012-2013 and 135 in 2014-2015). A new AVID Coordinator has been selected for this year to plan field trips, guest speakers, and etc. Each year, we have successfully completed the necessary steps to hire AVID tutors and have started utilizing some of our own AVID students as Peer Tutors. Don Lugo AVID strategies, including Cornell-note taking and inquiry-based tutorials are becoming mainstreamed into core classrooms outside the AVID program.

Some of our major achievements include:

- 100% sophomore participation in the PSAT in 2014- 2015
- 100% senior participation in SAT in 2015 - 2016
- 100% of our seniors have applied to at least one 4-year university
- 100 % AVID students will participate in at least three tours of local colleges in their four years of high school

- 20 seniors attended our first overnight college tour to San Diego State, UC San Diego, CSUSM, and University of San Diego
- 93.1% of AVID seniors are taking 1 or more AP/Honors classes
- 15% of our staff have received either county AVID training or have attended Summer Institute
- Teachers and administration have been exposed to Tutorology, Cornell Notes, and WICOR (Writing, Inquiry, Collaboration, Reading) during Professional Development

Other programs available to DALHS students include: Advance Placement classes, Upward Bounds, Independent Study, Virtual School, Adult School, Continuation School, Credit Recovery, Counseling and Tutoring.

Intervention Programs

English Learners (EL)
English Learners are placed in a sequence of English Language Development classes (ELD 1 through ELD 6) and core-academic classes. Students receive Specially Designed Academic Instruction in English (SDAIE) for core-academic classes. Tutoring is available during lunch for all EL students.

Special Education
Students With Disabilities (SWD) receive Specialized Academic Instruction (SAI) as stated in their IEPs. Students may receive services in the following: Consultative, Resource Specialist Program (RSP) or Special Day Class (SDC). Other supports are available, such as counseling, speech, hearing and vision. All SWD are assigned a case carrier that monitors the Individual Education Plan (IEP).

Homeless & Foster Youth
The district has a coordinator that offers support for homeless and/or foster students through programs such as C.A.R.E. and McKinney-Vento Program.

Counseling
All students at DALHS are assigned a school counselor for academic, socio and personal counseling. This year, DALHS is piloting a Multi-Tiered Systems of Support (MTSS) program for positive behavior intervention. An Intervention Counselor was hired to provide Tier 1 and 2 levels of support for students. DALHS offers additional counseling via partnerships with Chino Human Services and Crossroads counseling agencies

Facilities

Don Antonio Lugo High School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1972 and included the multi purpose room, staff lounge, kitchen, office, staff workroom, library, 75 permanent classrooms and 33 portables, and 10 classrooms that were completed by fall 2006. Custodians ensure that classrooms, restrooms, and campus grounds are kept clean and safe. Chino Valley

Unified administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and provide an environment that is conducive to learning.

Don Lugo complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Our school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are held twice a year; earthquake drills are held three times a year and lock down drills are held twice a year, as required by the state.

Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in GOOD repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods.

Chino Valley Unified School District Summer 2008 construction and maintenance projects included exterior lighting, fencing, and slurry coat and seal. In addition the Spring 2009 projects include re-keying all exterior gates and refinishing and sealing gym floor. A fence was built in 2010 in the front of the school along Pipeline Ave so now the school is completely enclosed. There are signs posted that Don Lugo is a closed campus and that all visitors must enter through the Administration office.

Also in 2010, Don Lugo High School finally opened a new athletic stadium. The $7 million stadium has seating for 4,000, an elevator for the disabled, synthetic turf, a synthetic track, elevated field lighting, a public-announcement system, a press box, concession stands, a ticket office, and a brown and a gold electronic scoreboard.

Don Antonio Lugo High School continually meets many challenges of our changing landscape and strives to meet rigorous, research-based standards that reflect the elements of an excellent and effective school. We continue to strive for the highest quality learning experience for all our students. This is accomplished through a clear vision to educate students who will become meaningful and productive members of society.

DEMOGRAPHIC DATA

Parent Education Level
The most recent data on parent education levels shows that out of 1440 students, the majority of parents declined to state their levels of education. Almost 20% of parents have some college; 11.38% are college graduates and 15.13% have no education.

No Education	High School Graduate	Some College, Includes AA	College Graduate	Graduate/Post Graduate	Declined To State
218 (15.13%)	270 (18.75%)	287 (19.93%)	164 (11.38%)	60 (4.16%)	441 (30.62%)

Free or Reduced Lunch Program

Percent Free & Reduced Lunch

◆—Percent Free & Reduced Lunch

Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Value	43.1	51.6	62.3	63.2	68	73
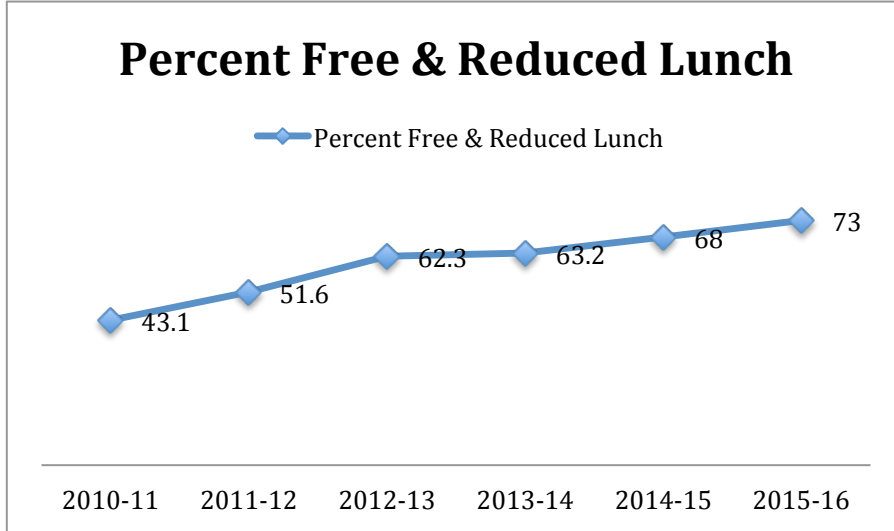
As of November 30, 2015, approximately 73% of the students at Don Antonio Lugo High School receive a free or reduced lunch. Nearly tripling the percentage especially over the last six years. This change resulted in much discussion at the focus group meetings. It is unclear if this change is due to changes in demographics or the district's food services department's strong push to get more students to complete lunch applications. The application is now posted online and families no longer have to go to the school district to apply for free or reduced lunch. Last school year, DALHS offered a fee reduction to AP students that are SED. The AP fees were dropped to $5 per exam, which may have also contributed to the increase in the number of students applying for free and reduced lunch. At this time, we believe it may be a combination of both, change in demographics and more applicants for the lunch program.

Year	Percent Free & Reduced Lunch
2010-11	43.1
2011-12	51.6
2012-13	62.3
2013-14	63.2
2014-15	68
2015-16	73

Student Enrollment By Grade and Gender

(2011-2012)
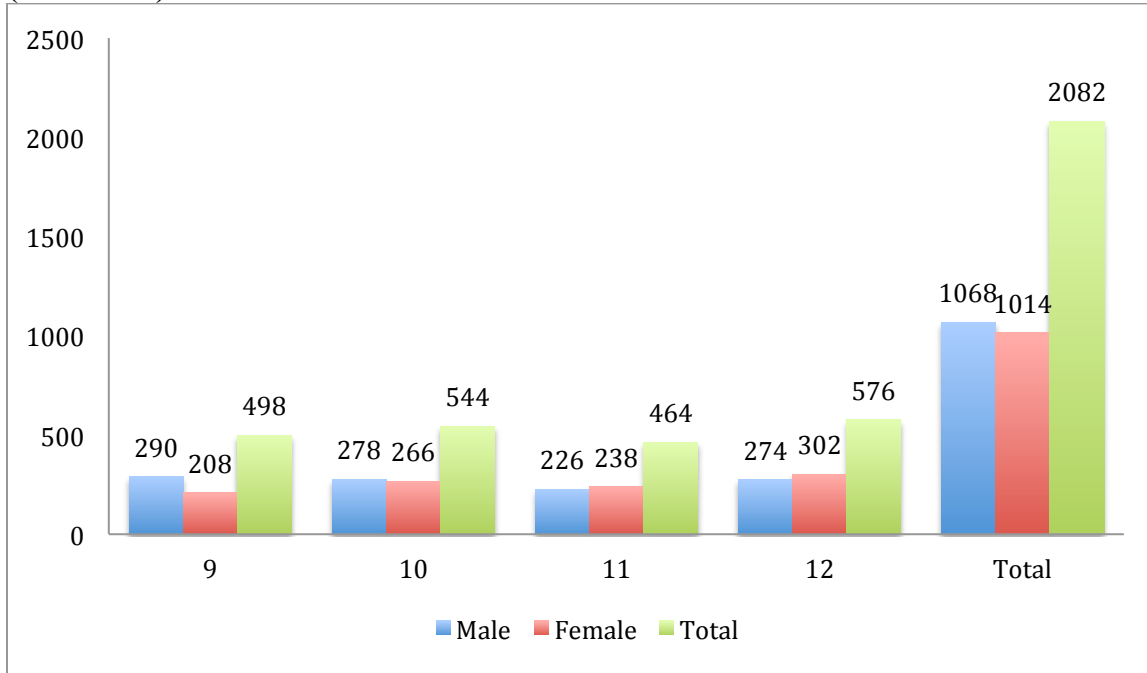
(2012-2013)
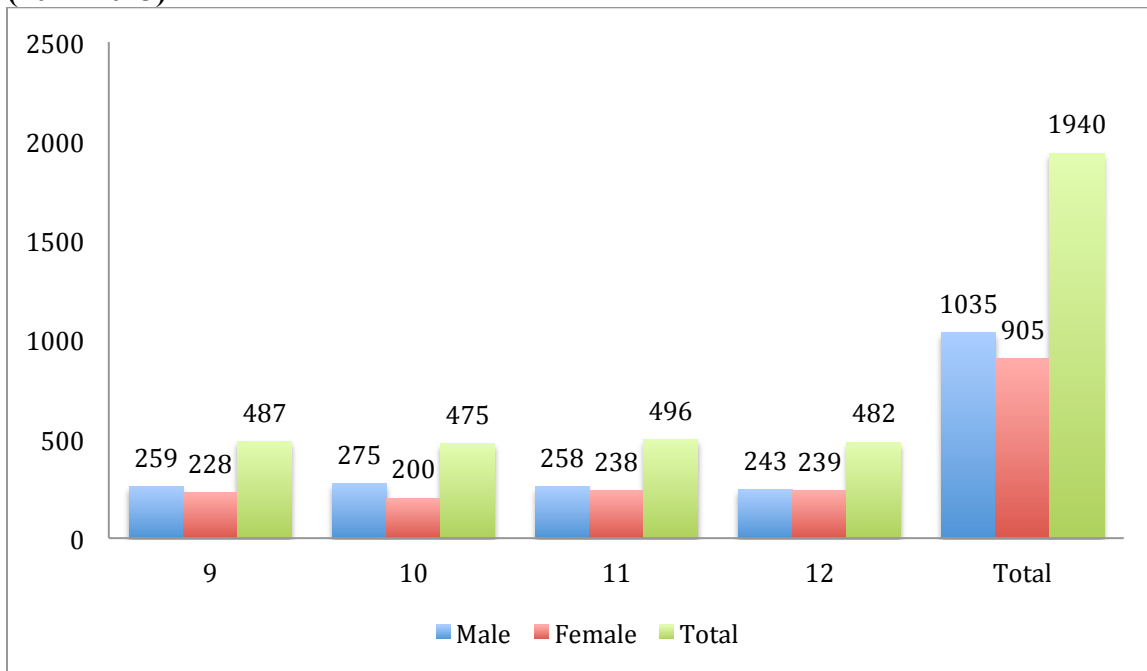
(2013-2014)
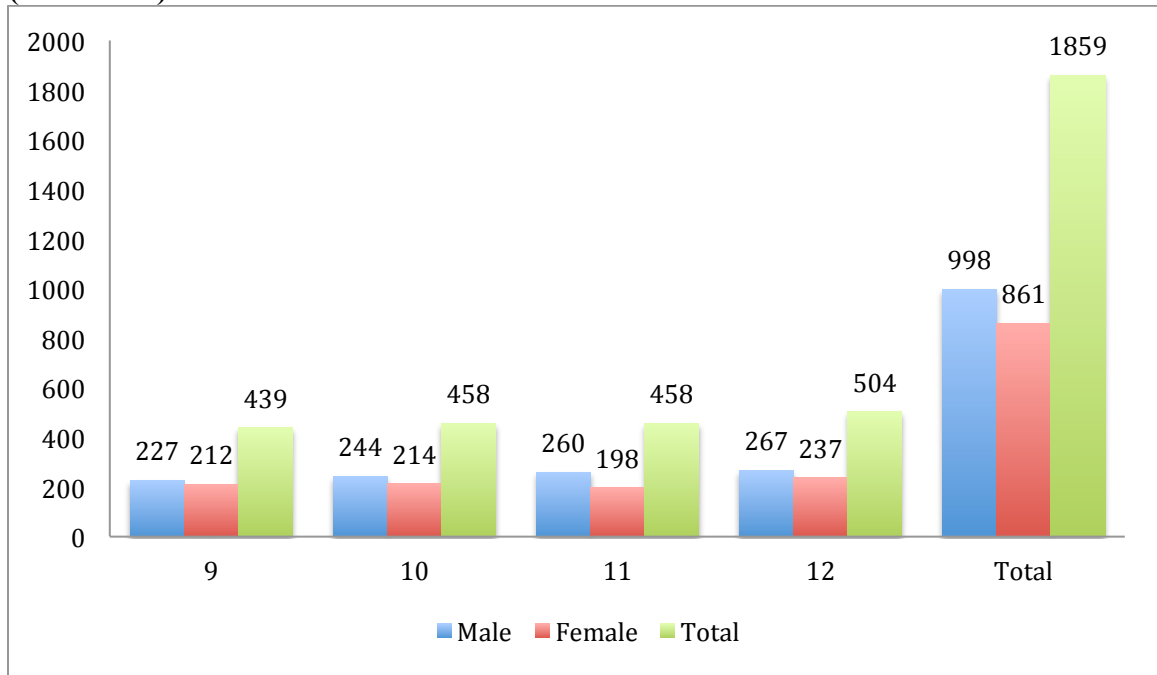
(2014-2015)
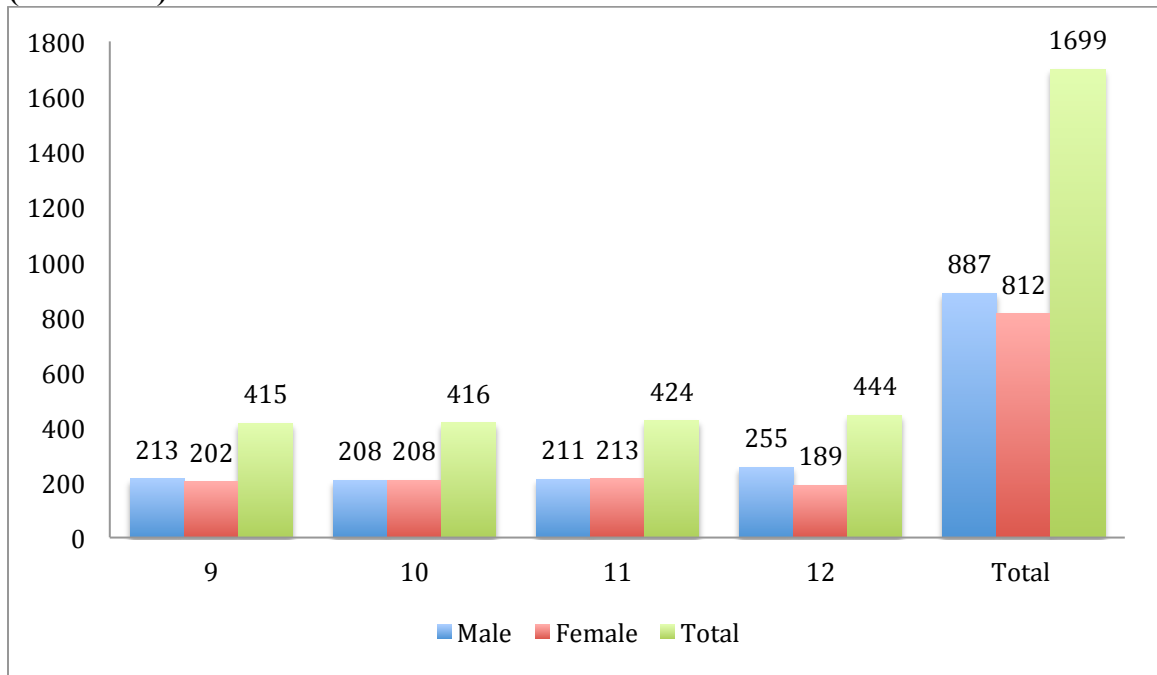
(2015-2016)
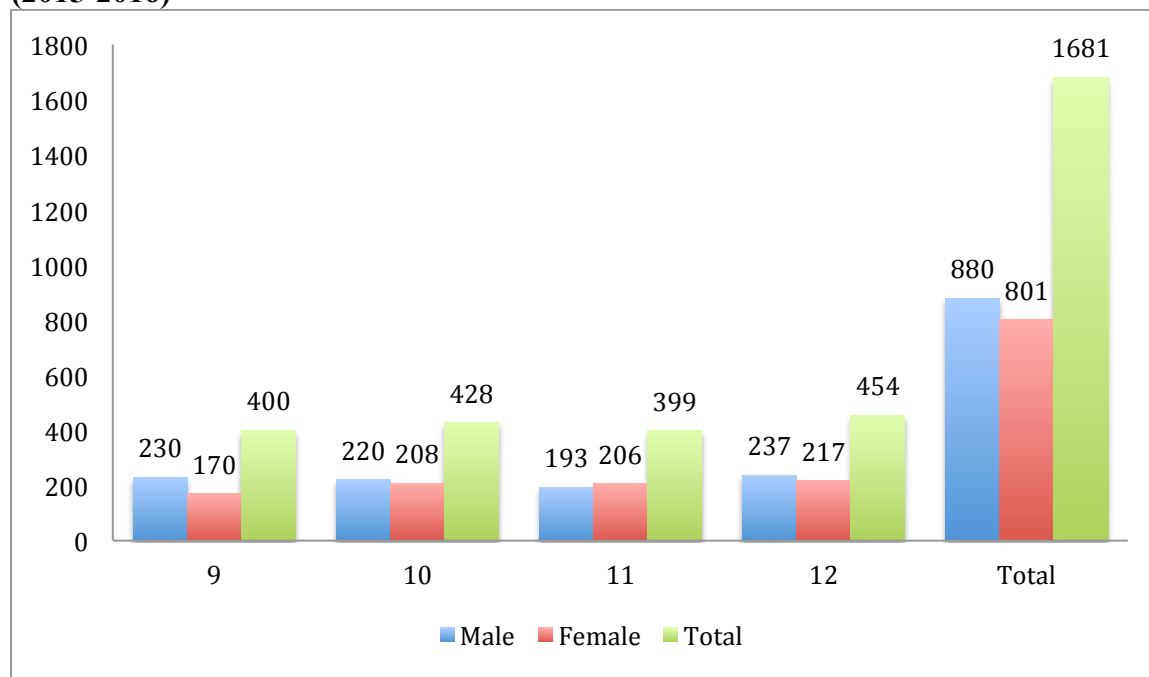
Don Antonio Lugo High School has less than half the White population compared to the community and about 17% higher percentage of Hispanic population, about a third of the Black population and less than half of the Asian population (see chart on the city population by ethnicity on page two.)

Student Population by Race (2015-16)

Race	Total	Percent
White, not Hispanic	251	14.9
Hispanic or Latino	1324	78.6
Black or African American	40	02.4
Asian	65	03.8
American Indian or Alaskan	05	0.03
Total	**1685**	**100**

Student Population - Significant Groups (2012-13)

White, not Hispanic 19%

African American, Not Hispanic 3%

Hispanic or Latino of Any Race 78%
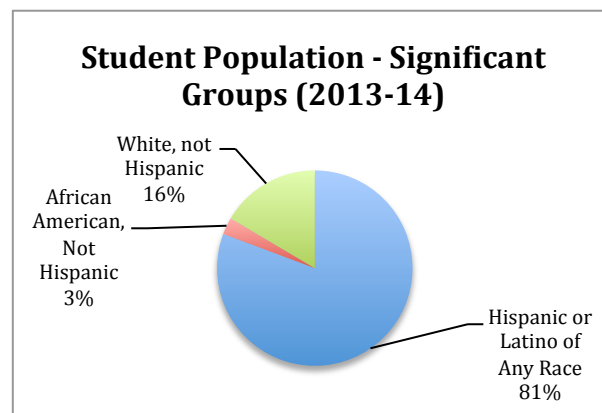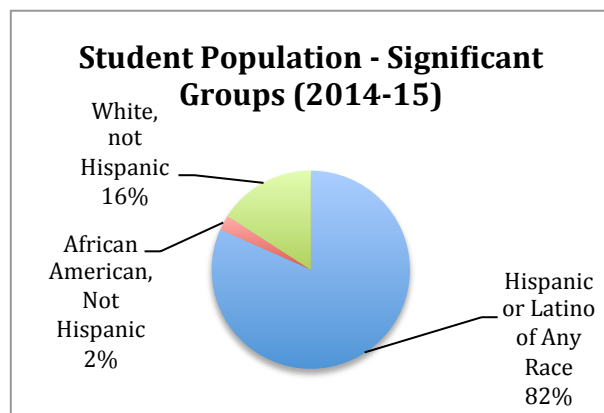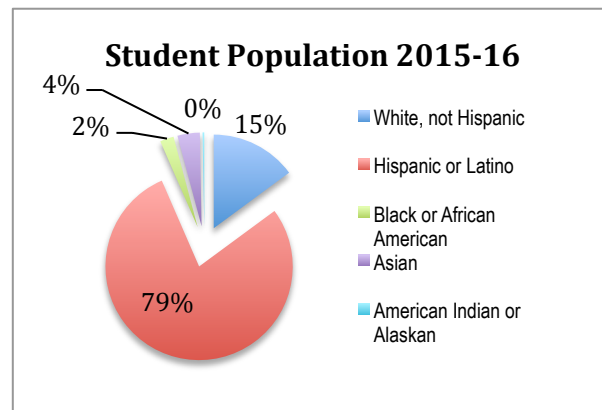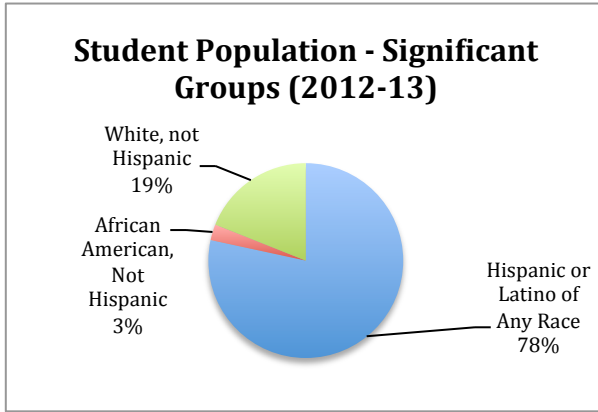
Before 2010-2011, student enrollment has been relatively stable with about 2300 students. However from 2011-2012, there has been a steady decline in enrollment to nearly a 26% decrease in student population to 1685 students. The focus groups have discussed the possible reasons for our declining enrollment. We lost many families in this community during the great recession, but we have also lost students due to the false belief that schools located in the higher socio-economic areas of our school district are better. We have hundreds of incoming ninth graders that transfer to other schools area.

The chart below shows the dramatic decrease in our student enrollment in the last five years.

Enrollment

■ 2011-12 ■ 2012-13 ■ 2013-14
■ 2014-15 ■ 2015-16

2082

1940

1859

1699

1681
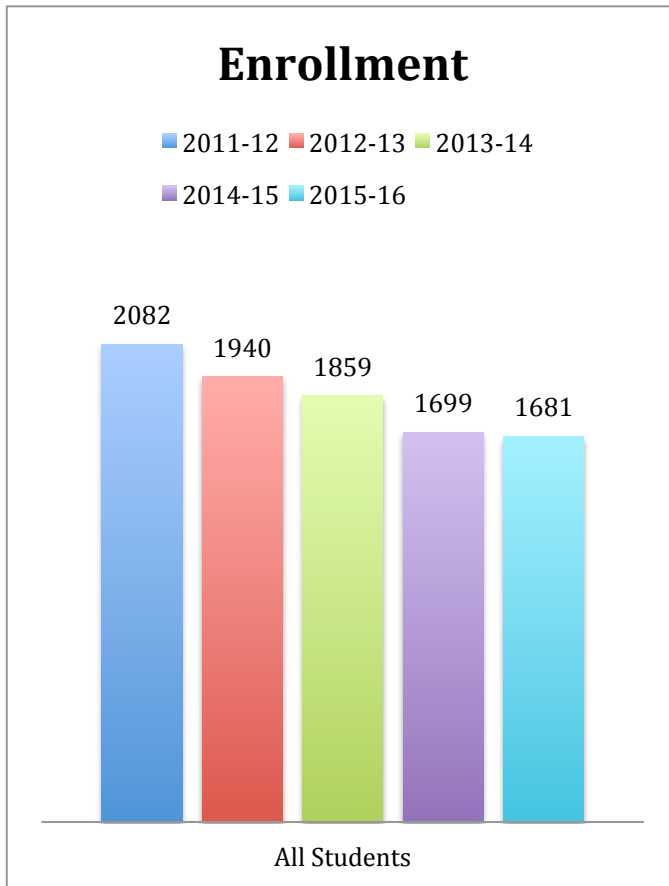
All Students

As much as we hope to increase our enrollment by promoting our great school and programs, there are some advantages to being a smaller school. Our campus is a "tight-knit" community and the students have adopted the philosophy of "One School, One Family". Those that experience DALHS call it "the secret of the Chino Valley Unified School District". As our Principal Dr. Cabrera states we don't want it to be a secret. We hope to promote our programs, increase our enrollment and ultimately, we hope to provide further opportunities and programs to a larger population. Along with our S.T.E.M. Academy, Don A. Lugo has also cultivated a strong Agricultural Academy, and a recently formed Sports Industry Academy. We believe these programs will help bring back and attract new students to help boost our enrollment numbers.

Percent of Student Enrollment By Significant Groups in 2015-2016

Gender	All Students	Black/African-American	Hispanic	White	Foster	LEP	SED	SWD
Male	52%	56.8%	50.5%	58.6%	53.8%	57.9%	50.9%	66.6%
Female	48%	43.2%	49.5%	41.4%	46.2%	42.1%	49.1%	33.4%

The chart above shows that the majority of students at DALHS are male even per significant groups. The total of male SWD is double the total of females. In the chart above, "LEP" is the acronym used for Limited English Proficient students. The term is used interchangeable with ELL (English Language Learner) students.

Primary Language (2014-2015)

Language	Enrollment	Number of English Learners (EL)	Number of Fluent English Proficient (FEP) Students	Total Number of EL and FEP Students	Percent of Total Enrollment That is EL and FEP
Spanish		157	537	694	39.77%
Filipino (Pilipino or Tagalog)		2	8	10	0.57%
Vietnamese			9	9	0.52%
Mandarin (Putonghua)		3	2	5	0.29%
Cantonese		1	2	3	0.17%
Gujarati			2	2	0.11%
Khmer (Cambodian)			2	2	0.11%
Korean			1	1	0.06%
Lao			1	1	0.06%
Arabic		1		1	0.06%
Portuguese			1	1	0.06%
Russian			1	1	0.06%
Serbo-Croatian (Bosnian, Croatian, Serbian)			1	1	0.06%

Based on 2014-2015 state data, the primary language spoken at DALHS is Spanish. Mailers, phone blast, text messages and meetings are translated by an interpreter to meet the needs of our community.

Languages Spoken By Grade (2014-2015)

Language Name	Grade 9	Grade 10	Grade 11	Grade 12	Total	Percent of Total
Spanish	52	48	42	15	157	95.73%
Mandarin (Putonghua)	0	3	0	0	3	1.83%
Filipino (Pilipino or Tagalog)	0	1	1	0	2	1.22%
Arabic	0	1	0	0	1	0.61%
Cantonese	0	0	1	0	1	0.61%

English Language Learners (EL) (2015-2016)				Gifted and Talented Education (GATE) (2015-2016)	
Grade	Students			Grade	Students
9	31			9	10
10	63			10	9
11	17			11	12
12	9			12	12
Total	**120**			**Total**	**43**

Special Education

There are 303 Students With Disabilities enrolled at DALHS, which is almost 20% of the school population. Of that number, 7 students receive speech and language services only. Twenty-three students are enrolled in the adult transition program. Below is the number of students enrolled in: Resource Specialist Program (RSP), Student Day Class (SDC) and SDC for severely handicapped students.

Grade	RSP=194	SDC=64	Severely Handicapped
9	43	16	3
10	56	16	10
11	45	12	2
12	50	20	5

PUPIL ACHIEVEMENT OUTCOMES

Academic Performance Index (API)
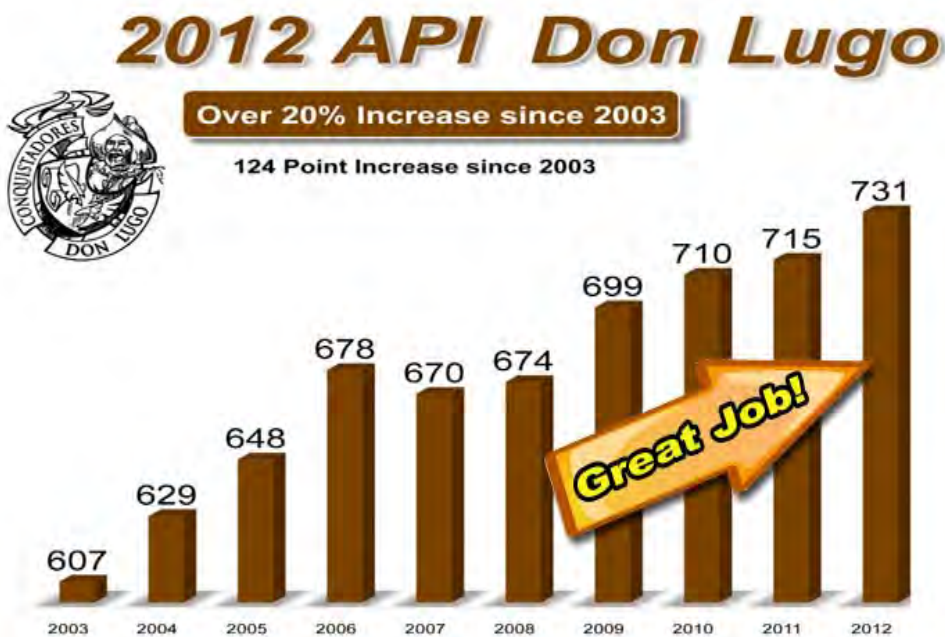
Above is a chart that shows dramatic improvement in the Academic Performance Index (API) scores that Don Antonio Lugo High School was able to achieve between 2003 and 2012. This increase was attributed to renewed efforts and programs, such as Small

Learning Communities (SLC), Career Tech Education (CTE) programs, STEM (Science, Technology, Engineering and Math) courses, and becoming an IB candidate school, which has since been discontinued. Don Antonio Lugo High School also had a relatively stable administration, with the same principal from 2003-2010. A new principal was hired from outside the district in 2011. The new principal brought in a fresh perspective and guided Don Antonio Lugo High School staff towards becoming more collaborative and more data driven. Other improvements included improved technology throughout the campus and increased security and safety.

Unfortunately, the school's API took a 20-point dip in 2012-2013. As the state continued to raise the API bar, the school struggled to attain the increasing API targets. Up until 2010-2011, Don Antonio Lugo High School met or exceeded the API targets. In 2010-2011, the school also met the targets for all significant groups, except Students With Disabilities (SWD). The following year, all significant groups met the targets, except English Learners (ELs) and SWDs. In 2012-2013, our SWD met the API targets that none of our other groups were able to attain (see chart below). The improvement in test scores was attributed to the staff development that was led by the special education department on campus.

API Scores and Sub-Categories

API	2010-11	2011-12	2012-13
Base	708	715	734
Growth	717	730	714
Growth Points	+9	+15	-20
MET SUB CATEGORIES	**2010-11**	**2011-12**	**2012-13**
School-Wide		Yes	No
Hispanic/Latino	Yes	Yes	No
White	Yes	Yes	No
SED	Yes	Yes	No
EL	Yes	No	No
SWD	No	No	Yes
RANKINGS	**2010-11**	**2011-12**	**2012-13**
STATE-WIDE RANK	4	4	3
SIMILAR SCHOOL RANK	2	2	2

Our similar schools ranking was relatively low at "2" for the last three years of STAR testing.

STAR Testing Results

Percent of Students Scoring Proficient or Advanced
The chart below shows an increase or decrease of student achieving proficient or advanced from 2010 to 2013 on the California Standards Test (CST). For English-Language Arts (ELA), the ninth and tenth graders decreased, while the eleventh graders remained the same. Students in general Math and ninth and tenth graders in Algebra I showed an increase in the percent of students performing at proficient or better. There was a decrease in the number of eleventh graders taking Algebra I and also in scoring at proficient or higher. The number of ninth graders scoring proficient or higher in geometry increased from 20% to 30%; however, tenth and eleventh graders dropped to 4%. There was a drop in students, grades 9-11, scoring proficient or higher in Algebra 2. Students taking summative math also dropped in scores. Ninth and eleventh graders taking World History showed an increase in the number of student scoring proficient and higher but tenth graders dropped. Eleventh graders in U.S. History also increased in scores. The total students scoring proficient or higher for science dropped in all science classes, except for eleventh graders taking the chemistry and physics CSTs.

Percent of Students Scoring Proficient or Advanced

Course	Students Tested	2010-11 %	Students Tested	2011-12 %	Students Tested	2012-13 %
English-Language Arts						
9	550	51%	486	46%	458	39%
10	520	41%	538	44%	462	38%
11	569	39%	452	44%	484	39%
Mathematics						
Gen Math	125	9%	117	4%	101	10%
Alg. 1 (9th)	246	10%	218	20%	199	17%
Alg. 1 (10th)	106	5%	176	8%	117	7%
Alg. 1 (11th)	35	11%	43	2%	19	0%
Geometry (9th)	162	20%	124	25%	145	30%
Geometry (10th)	174	6%	170	5%	178	4%
Geometry (11th)	52	8%	49	4%	51	4%
Algebra 2 (9th)	20	85%	31	74%	20	75%
Algebra 2 (10th)	130	33%	155	38%	108	25%
Algebra 2 (11th)	206	10%	149	6%	143	8%
Summative (9th)	1	0%	0	0%	1	0%
Summative (10th)	30	70%	20	65%	30	67%
Summative (11th)	152	33%	137	33%	153	31%
Social Science						
WH (9th)	34	82%	19	82%	23	91%
WH (10th)	589	35%	502	49%	443	44%
WH (11th)	19	10%	17	20%	16	28%
US Hist. (11th)	569	36%	445	36%	482	42%
Science						
Life Science	524	46%	529	43%	461	43%
Biology (9th)	41	74%	91	76%	94	74%
Biology (10th)	419	36%	432	38%	352	21%
Biology (11th)	143	52%	55	71%	64	41%
Chemistry (10th)	56	52%	50	62%	49	28%
Chemistry (11th)	153	11%	150	32%	150	30%
Earth Science (9th)	498	41%	396	33%	374	33%
Earth Science (10th)	24	21%	46	29%	12	25%
Earth Science (11th)	37	30%	67	33%	54	26%
Physics (11th)	30	27%	9	44%	13	61%

Last column highlighted in red to show drop of scores in a performance band for 2010-13.
Last column highlighted in green to show increase of scores in a performance band for 2010-13.
Last column highlighted in yellow to shows no change of scores in a performance band for 2010-13.

Percent of Students Scoring Basic

The chart below shows students that went up or dropped down to Basic on the CSTs from 2010 to 2013. This chart tends to correlate with the chart above that shows students dropped from Proficient or higher in Math and Science. This may be why we see an increase in students scoring Basic for Math and Science, which also explains the drop in API in 2013.

Course	Students Tested	2011-12 %	Students Tested	2011-12 %	Students Tested	2012-13 %
English Language Arts						
LA 9	550	29%	486	30%	458	23%
LA 10	520	35%	538	32%	462	35%
LA 11	569	35%	472	27%	484	31%
Mathematics						
Gen Math	125	32%	117	27%	101	27%
Alg, 1 (9th)	246	35%	218	34%	199	31%
Alg. 1 (10th)	106	16%	176	15%	117	17%
Alg. 1 (11th)	35	17%	43	21%	19	11%
Geometry (9th)	162	36%	124	33%	145	38%
Geometry (10th)	174	24%	170	30%	178	22%
Geometry (11th)	52	15%	49	16%	51	24%
Algebra 2 (9th)	20	0%	31	26%	20	10%
Algebra 2 (10th)	130	42%	155	27%	108	38%
Algebra 2 (11th)	206	22%	149	26%	143	22%
Summative (9th)	1	0%				
Summative (10th)	30	27%	20	15%	30	29%
Summative (11th)	152	28%	137	31%	153	27%
Social Science						
WH (9th)	34	6%	19	11%	23	9%
WH (10th)	464	25%	502	27%	443	33%
WH (11th)	19	37%	17	20%	16	29%
US Hist. (11th)	569	30%	445	33%	482	28%
Science						
Life Science	524	35%	529	30%	461	35%
Biology (9th)	49	14%	91	21%	94	24%
Biology (10th)	511	37%	432	36%	352	47%
Biology (11th)	37	38%	55	22%	64	41%
Chemistry (10th)	42	43%	50	28%	49	59%
Chemistry (11th)	145	54%	150	48%	150	49%
Earth Science (9th)	527	38%	396	39%	374	44%
Earth Science (10th)	17	29%	46	43%	12	50%
Earth Science (11th)	21	43%	67	34%	54	48%
Physics (11th)	54	41%	9	34%	13	38%

Last column highlighted in red to show drop of scores in a performance band for 2010-13.
Last column highlighted in green to show increase of scores in a performance band for 2010-13.
Last column highlighted in yellow to shows no change of scores in a performance band for 2010-13.

Percent of Students Scoring Below and Far Below Basic
The chart below shows the difference of students scoring at Below Basic (BB) or Far Below Basic (FBB) on the CSTs from 2010 to 2013. In this case, we would like to see the percentages go down; however, in ELA, the percentage increased slightly. In the area of Mathematics, the percentages dropping are improved Algebra I (ninth grade and tenth grades), Geometry (ninth and eleventh grades) and Algebra 2 (eleventh grade). In most Science subjects, the percentages have also dropped. The students scoring at BB or FBB in Social Science and Science had an overall drop.

Course	Students Tested	2010-11 %	Students Tested	2011-12 %	Students Tested	2012-13 %
English Language Arts						
LA 9	550	20%	486	23%	458	23%
LA 10	520	24%	538	24%	462	28%
LA 11	569	26%	472	29%	484	31%
Mathematics						
Gen Math	125	61%	117	69%	101	64%
Alg. 1 (9th)	246	54%	218	46%	199	52%
Alg. 1 (10th)	106	79%	176	78%	117	76%
Alg. 1 (11th)	52	77%	43	77%	19	89%
Geometry (9th)	162	45%	124	41%	145	32%
Geometry (10th)	174	71%	170	65%	178	74%
Geometry (11th)	52	77%	49	79%	51	73%
Algebra 2 (9th)	20	15%	31	0%	20	15%
Algebra 2 (10th)	130	24%	155	36%	108	37%
Algebra 2 (11th)	206	78%	149	68%	143	73%
Summative (9th)	1	0				
Summative (10th)	30	3%	20	10%	30	7%
Summative (11th)	183	32%	137	36%	153	40%
Social Science						
WH (9th)	34	12	19	6%	23	0%
WH (10th)	464	34%	502	24%	443	23%
WH (11th)	19	53%	17	60%	16	43%
US Hist. (11th)	569	35%	445	31%	482	23%
Science						
Life Science	524	25%	529	27%	461	22%
Biology (9th)	41	2%	91	3%	94	2%
Biology (10th)	419	32%	432	26%	352	32%
Biology (11th)	143	20%	55	8%	64	19%
Chemistry (10th)	56	4%	50	10%	49	12%
Chemistry (11th)	153	26%	150	19%	150	21%
Earth Science (9th)	498	24%	396	28%	374	23%
Earth Science (10th)	24	42%	46	29%	12	25%
Earth Science (11th)	37	33%	67	32%	54	26%
Physics (11th)	30	26%	9	11%	13	0%

Last column highlighted in red to show drop of scores in a performance band for 2010-13.
Last column highlighted in green to show increase of scores in a performance band for 2010-13.
Last column highlighted in yellow to shows no change of scores in a performance band for 2010-13.

Annual Yearly Progress (AYP)

AYP (2015)
In 2015, DALHS met the participate rate of 95% in both English and Mathematics and for all significant groups. DALHS met the school-wide graduation rate of 90% school-wide and for all sub groups except Students With Disabilities (SWD).

In 2015, due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education (ED) approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. The percent proficient results for 2014 are below.

(2015)
English & Math Target: 100%

Groups	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient
Schoolwide	391	242	61.9
Black or African American	14	10	71.4
Hispanic or Latino	293	163	55.6
White	64	52	81.3
Socioeconomically Disadvantaged	256	137	53.5
English Learners	61	20	32.8
Students with Disabilities	61	11	18

Groups	Math Valid Scores	Math Number At or Above Proficient	Math Percent At or Above Proficient
Schoolwide	386	93	24.1
Black or African American	14	4	28.6
Hispanic or Latino	289	56	19.4
White	63	26	41.3
Socioeconomically Disadvantaged	254	40	15.7
English Learners	60	4	6.7
Students with Disabilities	58	1	1.7

There is a pattern at DALHS. Students do better in English than in Math. Socioeconomically Disadvantaged Students (SED), English Learners (EL) and Students With Disabilities (SWD) score lower than all other significant groups in both subjects, particularly Math.

AYP (2014)
In 2014, DALHS met the participate rate of 95% in both English and Mathematics and for all significant groups. DALHS met the school-wide graduation rate of 90% school-wide and for all sub groups including Students With Disabilities (SWD).

(2014)
English & Math Target: 100%

Groups	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient	ELA Met 2014 Criteria
Schoolwide	442	238	53.8	Yes
Black or African American	15	10	66.7	--
Hispanic or Latino	334	159	47.6	Yes
White	69	51	73.9	Yes
Socioeconomically Disadvantaged	291	129	44.3	Yes
English Learners	100	19	19	No
Students with Disabilities	63	11	17.5	--
Groups	Math Valid Scores	Math Number At or Above Proficient	Math Percent At or Above Proficient	Math Met 2014 AYP Criteria
Schoolwide	448	219	48.9	Yes
Black or African American	15	7	46.7	--
Hispanic or Latino	338	145	42.9	No
White	71	49	69	Yes
Socioeconomically Disadvantaged	295	119	40.3	No
English Learners	100	22	22	No
Students with Disabilities	68	12	17.6	--

There's a change from the previous year. It now appears that students did better in English than in Math. Socioeconomically Disadvantaged Students (SED), English Learners (EL) and Students With Disabilities (SWD) score lower than all other significant groups in both subjects.

AYP (2013)
In 2013, DALHS met the participate rate of 95% in both English and Mathematics and for all significant groups. DALHS met the school-wide graduation rate of 90% school-wide and for all sub groups including Students With Disabilities (SWD), which is a huge improvement from last year when this target was not met for any sub groups.

(2013)
ENGLISH TARGET 88.9%

Groups	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient	ELA Met 2014 AYP Criteria
Schoolwide	452	202	44.7	No
Black or African American	6		--	--
Hispanic or Latino	353	146	41.4	No
White				
Socioeconomically Disadvantaged	311	121	38.9	No
English Learners	105	15	14.3	No
Students with Disabilities	68	2	2.9	--

(2013)
Math Target: 88.7%

GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria
Schoolwide	452	204	45.1	No
Black or African American	6		--	--
Hispanic or Latino	353	150	42.5	No
White				
Socioeconomically Disadvantaged	311	127	40.8	No
English Learners	105	20	19	No
Students with Disabilities	68	10	14.7	--

Overall, students did better in Math than in English. Socioeconomically Disadvantaged Students (SED), English Learners (EL) and Students With Disabilities (SWD) score lower than all other significant groups in both subjects.

California Assessment of Student Performance and Progress (CAASP)
Below are the results of the 2015 CAASP for our significant groups. Only ten Asian and seven Filipino students took the English and Math CAASP but it is unclear as to why the state did not include their results. They are not considered numerically significant groups for the purpose of test scores. The 2014-2015 is the first base year for CAASP. Important to note is that since the 2013-14 school year, student continue to score better in English than on Math state exams.

**Please note that the CDE website only presents the CAASP data by percentage. The raw scores were added from Aeries.net. There appears to be some inconsistencies with the numbers. The percentages seem more reliable.

- Total Number of Students Enrolled: 419
- Total Number of Students Tested: 403

English-Language Arts

	Standard Not Met %	Standard Nearly Met %	Standard Met %	Standard Exceeded %
Schoolwide	60 (16%)	86 (22%)	135 (34%)	106 (27%)
Male	39 (22%)	37 (18%)	71 (34%)	49 (25%)
Female	21 (11%)	49 (27%)	64 (34%)	57 (29%)
White	7 (9%)	6(10%)	28 (43%)	24 (37%)
Black or African American	1 (13%)	4 (20%)	5 (33%)	5 (33%)
Hispanic or Latino	51 (19%)	74 (26%)	95 (32%)	68 (23%)
Socioeconomically Disadvantaged	47 (21%)	59 (25%)	72 (32%)	55 (22%)
English Learners	5 (55%)	2 (45%)	0%	0%
Students with Disabilities	40 (66%)	8 (18%)	7 (10%)	4 (6%)

The chart above shows that 80% of our White students are meeting or exceed meeting the English standards, followed by our Black or African population which is at 66%. Of the Hispanic population 55% are meeting or exceeding the English standards. Fifty-four percent of our SED students are also meeting or exceeding in English. It is important to note than none of our ELL are at meet or exceed; while 16% of SWD are. More than half of our EL and SWD are not meeting the English standards. There are no significant difference in the number of males (59%) scoring meets or exceeds in English versus females (63%).

Math

	Standard Not Met %	Standard Nearly Met %	Standard Met %	Standard Exceeded %
Schoolwide	187 (50%)	104 (26%)	68 (17%)	25 (7%)
Male	92 (48%)	54 (26%)	31 (16%)	17 (8%)
Female	95 (51%)	50 (25%)	37 (18%)	8 (5%)
White	20 (33%)	18 (26%)	21 (33%)	5(8%)
Black or African American	9 (60%)	2(13%)	3 (20%)	1 (7%)
Hispanic or Latino	155 (55%)	75 (25%)	41 (14%)	15 (5%)
Socioeconomically Disadvantaged	125 (57%)	64 (26%)	31 (12%)	12 (4%)
English Learners	4 (75%)	3 (20%)	0	0 (5%)
Students with Disabilities	52 (89%)	5 (8%)	1 (2%)	0

In math, all significant groups are scoring low. Only 41% of White students are meeting or exceeding the math standards, followed by 27% Black or African American students, 19% Hispanic, 16 % SED, 5% ELL and only 2% SED. The majority of SWD are not meeting the standards at a high 89%, followed by 75% of EL students. More than half of SED students are also not meeting the math standards. There are no significant difference in the number of males (24%) scoring meets or exceeds in Math versus females (23%).

Life Science CST
10 grade test results 2014/15
Far below basic: 06%
Below basic: 13%
Basic: 38%
Proficient: 27%
Advanced: 17%

There has been no significant change in the number of tenth graders scoring proficient or higher on the Life Science CST for the last three years.

California High School Exit Exam (CAHSEE)

Results for Sophomores - English and Math Pass Rates
Although the state has suspended the CAHSEE for three years, we felt it was important to include the data to show are trends in English and Math test scores.

English CAHSEE Scores by Year & Gender
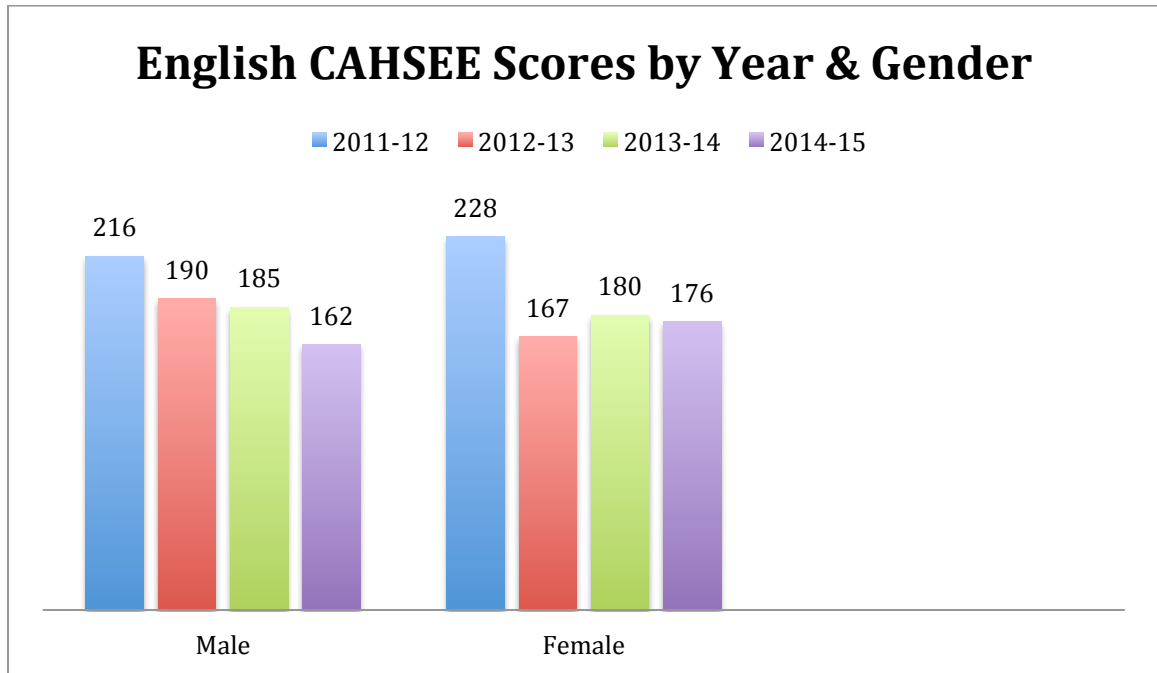
CAHSEE English								
Year	**2011-12**		**2012-13**		**2013-14**		**2014-15**	
Total Tested	521		466		447		400	
Gender	M	F	M	F	M	F	M	F
# Tested by Gender	270	251	267	196	237	210	204	196
Male Passed	216 (80%)		190 (70%)		185 (78%)		162 (79%)	
Female Passed	228 (91%)		167 (86%)		180 (86%)		176 (90%)	
Total Passed	444 (85%)		357 (77%)		365 (82%)		338 (85%)	

Scores have fluctuated over the past five years for students taking the CAHSEE for the first time, but there was improvement in 2015. Eighty-five percent of sophomores tested were passing the English CAHSEE on the first attempt and 82% were passing the Math CAHSEE.

Math CAHSEE Scores by Year & Gender

■ 2011-12   ■ 2012-13   ■ 2013-14   ■ 2014-15

	2011-12	2012-13	2013-14	2014-15
Male	220	204	196	168
Female	209	158	164	161
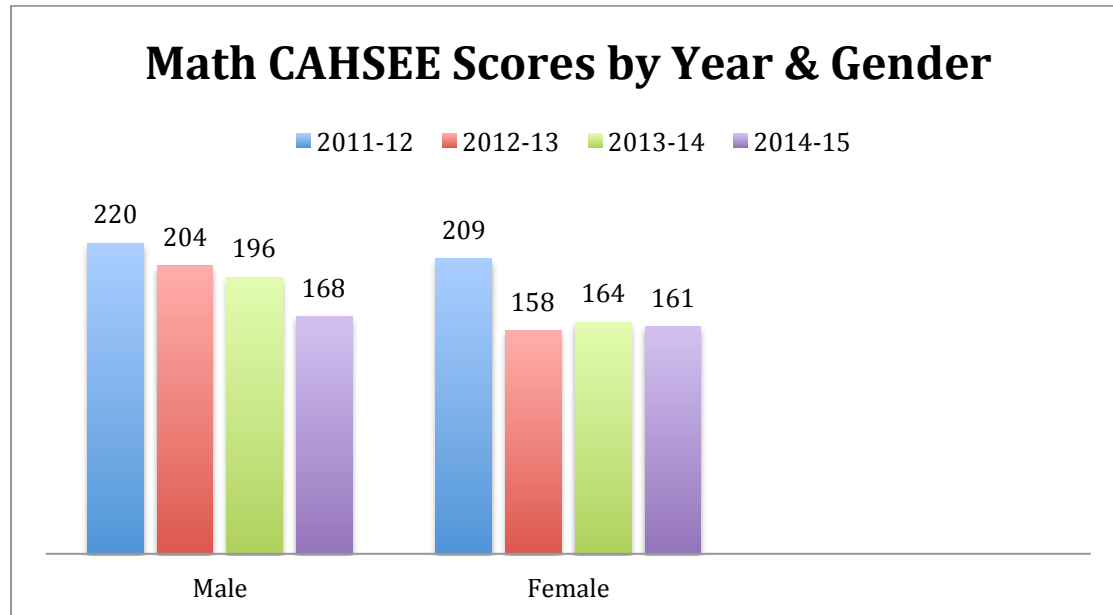
CAHSEE Math Year	2011-12		2012-13		2013-14		2014-15	
Total Tested	521		463		448		400	
Gender	M	F	M	F	M	F	M	F
# Tested by Gender	275	251	267	196	238	210	202	198
Male Passed	220 (80%)		204 (76%)		196 (82%)		168 (83%)	
Female Passed	209 (83%)		158 (81%)		164 (78%)		161 (81%)	
Total Passed	429 (82%)		362 (78%)		360 (80%)		329 (82%)	

Females students tend to out perform male students on the CAHSEE in English and Math. This difference in test scores was not noted on the CAASP. Males surpassed females on the Math CAHSEE in 2015 by 2%

CAHSEE Summary ELA by Ethnicity
The chart below shows CAHSEE passage rates by ethnicity and year for significant groups. Also included is the number of students tested by subject**.**

CAHSEE English-Number and Percentage of Student Passing By Ethnicity

Ethnicity	2011-12 # Tested English		2012-13 # Tested English		2013-14 # Tested English		2014-15 # Tested English	
Asian	13		4		10		10	
Hispanic/Latino	395		367		341		320	
Black/African-American	10		10		16		7	
White	85		79		66		54	
Ethnicity	Total Passed	Percent Passed	Total Passed	Percent Passed	Total Passed	Percent Passed	Total Passed	Percent Passed
Asian	11	85%	0	0	0	0	0	0
Hispanic/Latino	331	84%	275	75%	270	79%	272	85%
Black/African-American	0	0	0	0	15	94%	0	0
White	77	91%	65	82%	60	91%	47	87%

The chart above shows the number and percent of students that passed the English CAHSEE census by the ethnicity of significant groups. The only group that showed improvement was the Hispanic population, with an 85% passage rate. The White population had a passage rate of 87% in 2014-2015 but dropped from 91%. There is a concern about our Black/African-American and Asian populations. Although a small number of students were tested, a zero passage rate is unacceptable.

**CAHSEE Math-Number and Percentage of Students Passing By Ethnicity**

Ethnicity	2011-12 # Tested Math		2012-13 # Tested Math		2013-14 # Tested Math		2014-15 # Tested Math	
Asian	13		4		10		9	
Hispanic/Latino	395		366		341		321	
Black/African-American	10		10		17		7	
White	89		77		66		55	
Ethnicity	Total Passed	Percent Passed	Total Passed	Percent Passed	Total Passed	Percent Passed	Total Passed	Percent Passed
Asian	13	100%	0	0	0	0	0	0
Hispanic/Latino	312	79%	281	77%	261	77%	262	82%
Black/African-American	0	0	0	0	16	94%	0	0
White	80	90%	65	84%	60	91%	51	93%

The chart above shows the number and percent of students that passed the Math CAHSEE census by the ethnicity of significant groups. Both the Hispanic and White subgroups showed an improvement in passage rates. Similarly to the English CAHSEE results, there is a concern about our Black/African-American and Asian populations. Although a small number of students were tested, a zero passage rate is unacceptable

CAHSEE Passage Rate By Program

2014-2015
The chart bellows shows the CAHSEE passage rates for English and Math by program in 2014-2015. Students of Socio-Economically Disadvantaged (SED) backgrounds consistently scored better than English Leaners (EL) and Students with Disabilities (SWD).
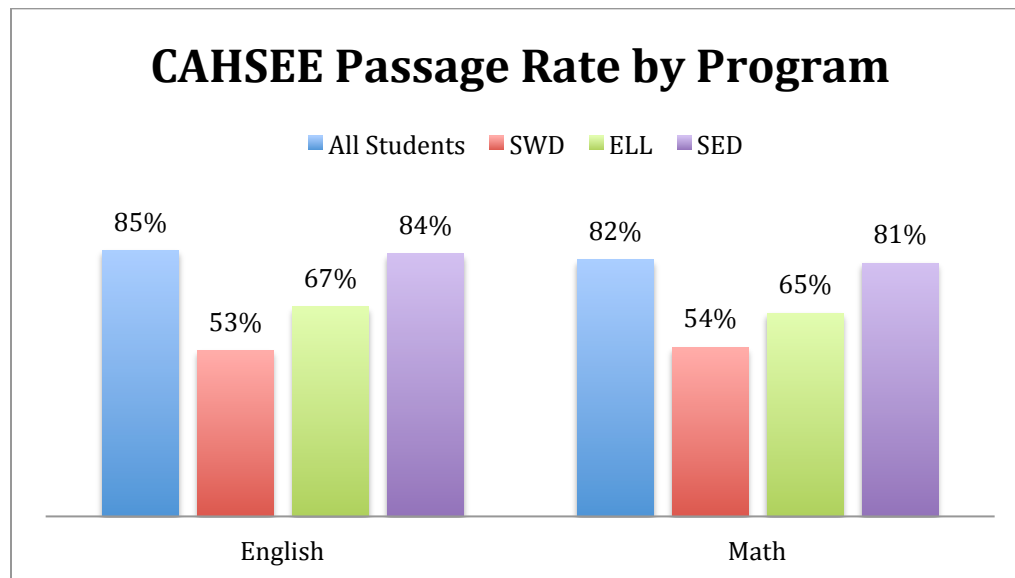

The chart below shows data on the CAHSEE passage rates by program for the last four years.

2014-2015	All Students	SWD	ELL	SED
English	338 (85%)	27 (53%)	35 (67%)	224 (84%)
Math	329 (82%)	29 (54%)	33 (65%)	215 (81%)
2013-2014	All Students	SWD	ELL	SED
English	365 (82%)	25(40%)	209 (76%)	115(91%)
Math	360 (80%)	24 (39%)	30 (64%)	203 (74%)
2012-2013	All Students	SWD	ELL	SED
English	357 (77%)	16 (24%)	30 (47%)	219 (72%)
Math	362 (78%)	27 (41%)	32 (50%)	230 (76%)
2011-2012	All Students	SWD	ELL	SED
English	444 (85%)	20 (39%)	45 (58%)	231 (81%)
Math	429 (82%)	17 (33%)	44 (58%)	225 (79%)

The trend for the chart above shows that SED score better than the other groups on both subjects. EL significantly improved their passage rates in 2013-14 on both subjects. SWD also made a showed significant growth in 2013-14 in English. Math tends to be difficult for all groups mentioned above.

English Learner (EL) Program
This chart shows the trend in EL student enrollment. Recently, there has been a significant decline in the enrollment of EL students, which is attributed to a school-wide reduction in student enrollment and an increase in the number of students redesignated out of the EL program.

Number of English Learners for Don Antonio Lugo Hig
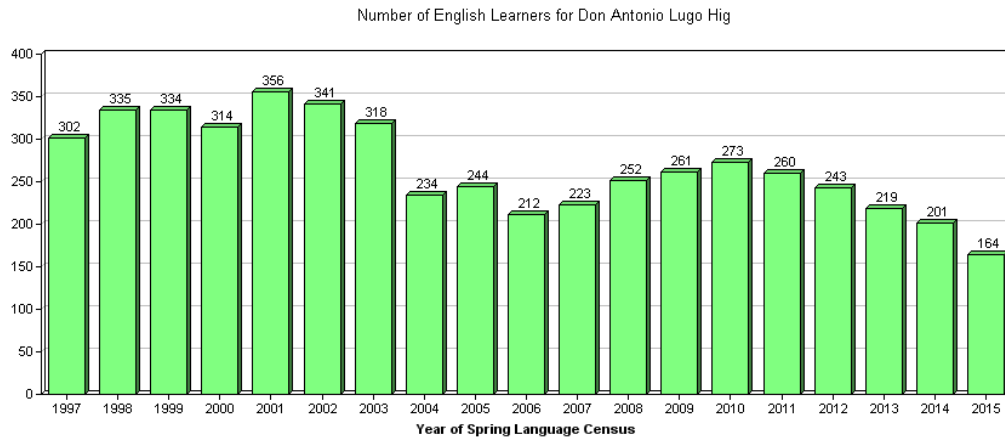
EL Enrollment by Grade for the Last Four Years
The chart below shows a trend in the overall reduction of EL students at DALHS. It also shows a progressive reduction as students move up in grades, which shows that students are becoming Fluent English Proficient (FEP) and reclassifying out of the EL program.

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
2014-15	52	53	44	15	164
2013-14	70	58	46	27	201
2012-13	64	67	52	36	219
2011-12	74	83	53	33	243

CELDT Scores 2012-2015

The chart below shows that most of the EL students at DALHS score at Early Advanced on the CELDT. Of students tested on the CELDT in the last five years, 18 have score initially fluent.

2015 = 6   2013 = 2   2011 = 2
2014 = 1   2012 = 3   2010 = 4

Performance Level	2012-13	2013-14	2014-15
Advanced	57 (22%)	52 (27%)	65 (41%)
Early Advanced	108 (43%)	98 (50%)	66 (42%)
Intermediate	61 (24%)	30 (15%)	21 (13%)
Early Intermediate	15 (6%)	13 (7%)	5 (3%)
Beginning	13 (5%)	3(2%)	1 (1%)
Number Tested	254 (100%)	196 (100%)	158 (100%)

Annual Measurable Achievement Objectives (AMAO)
Below is data on the progress of EL students on the AMAOs. AMAO 1 requires EL students to show progress in attaining English proficiency, as measured by the California English Language Development Test (CELDT). AMAO 2 requires EL students to demonstrate Proficiency on the CELDT. AMAO 3 requires the EL subgroup to meet Adequate Yearly Progress (AYP) objectives at the LEA level.

AMAO 1-Annual progress on the CELDT
DALHS has met AMAO 1 for the last three consecutive years.

AMAO 1	2012-13 NCLB Target: 57.5%	2013-14 NCLB Target: 59%	2014-15 NCLB Target: 59%
Number in Cohort	254	196	158
Number Met	175 (68.9%)	155 (79.1%)	141 (89.2%)

AMAO 2-Proficiency on the CELDT

AMAO 2	2012-13		2013-14		2014-15	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
NCLB Target	21.4%	47%	22.8%	49%	22.8%	49%
	Less Than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	35	229	25	178	21	145
Number Met	9 (25.7 %)	145 (63.3%)	--	136 (76.4%)	--	119 (82.1%)

In 2012-13, EL students that were in the EL program for less than five years and/or more than five years met the target of 21.4% proficient on the CELDT. In subsequent years, only the EL students in the EL program for more than 5 years met the target.

AMAO 3-Meeting AYP
 EL students at DALHS have not met AMAO 3 in the last three years.
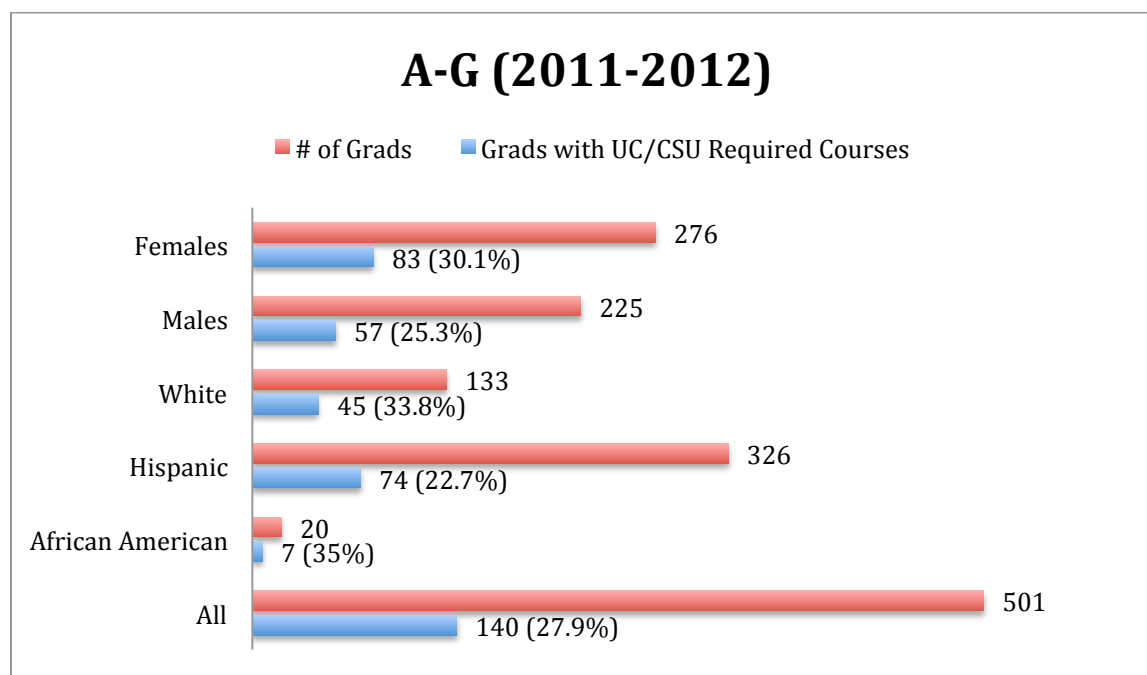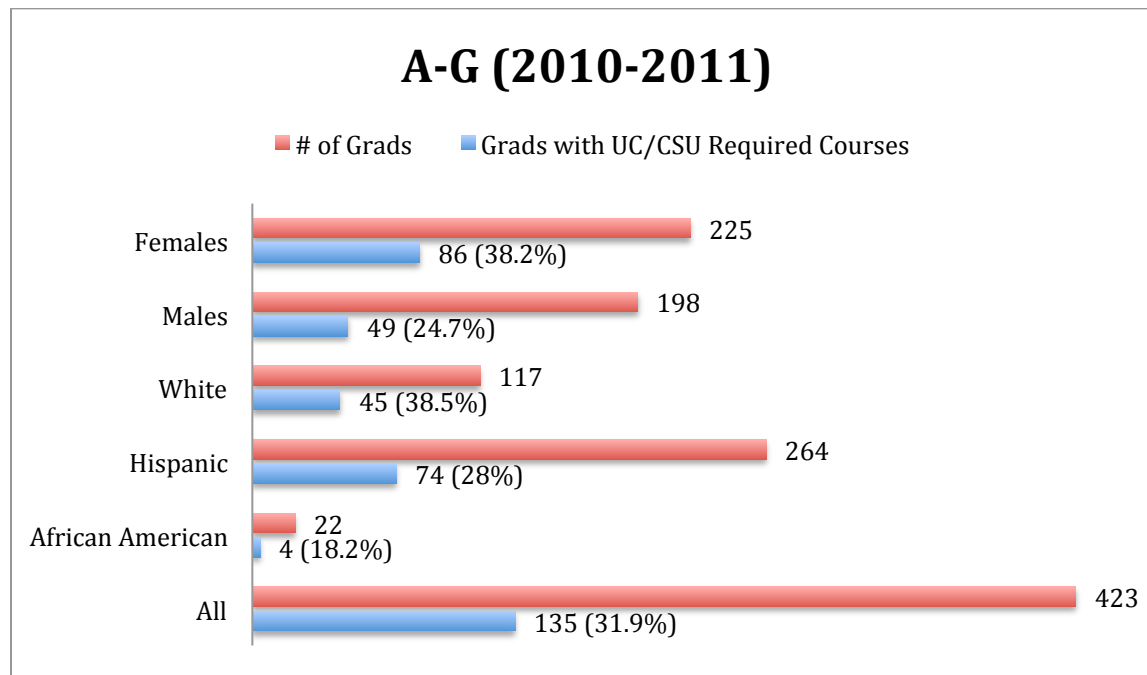
Redesignated
The chart below is consistent with the EL enrollment data above that shows more students are being redesignated out of EL as the years progress. In 2011-2013, only half of Fluent English Proficient (FEP) students were being redesignated. That changed in 2013-2015. The majority of FEP students are being redesignated.
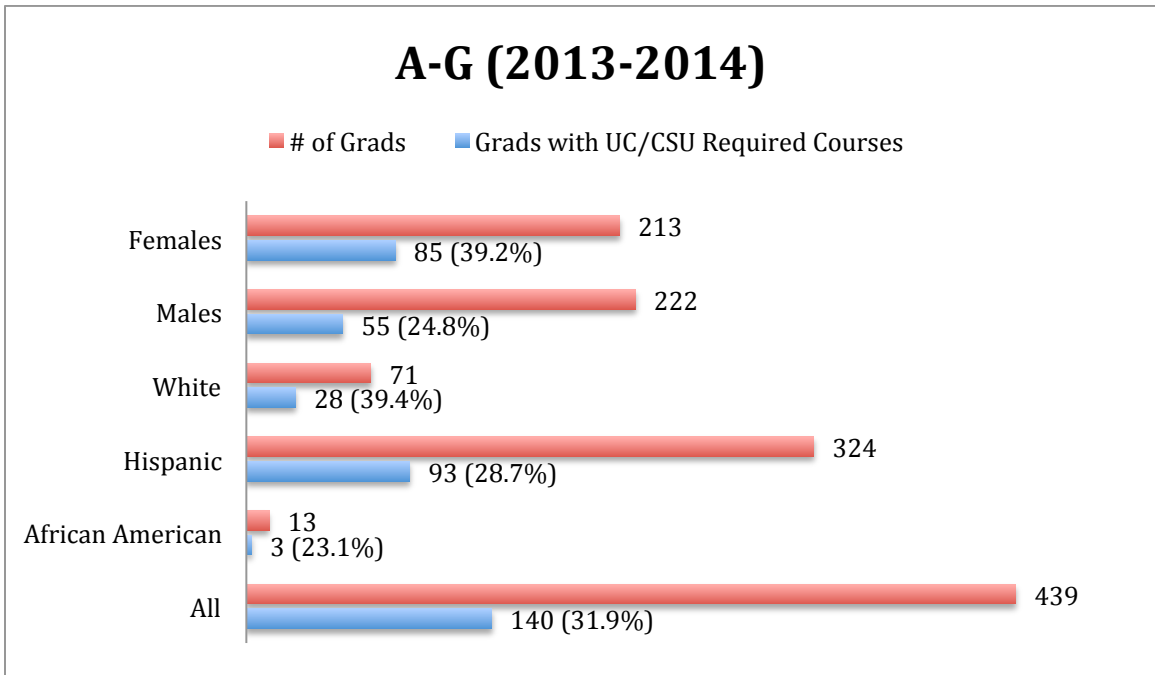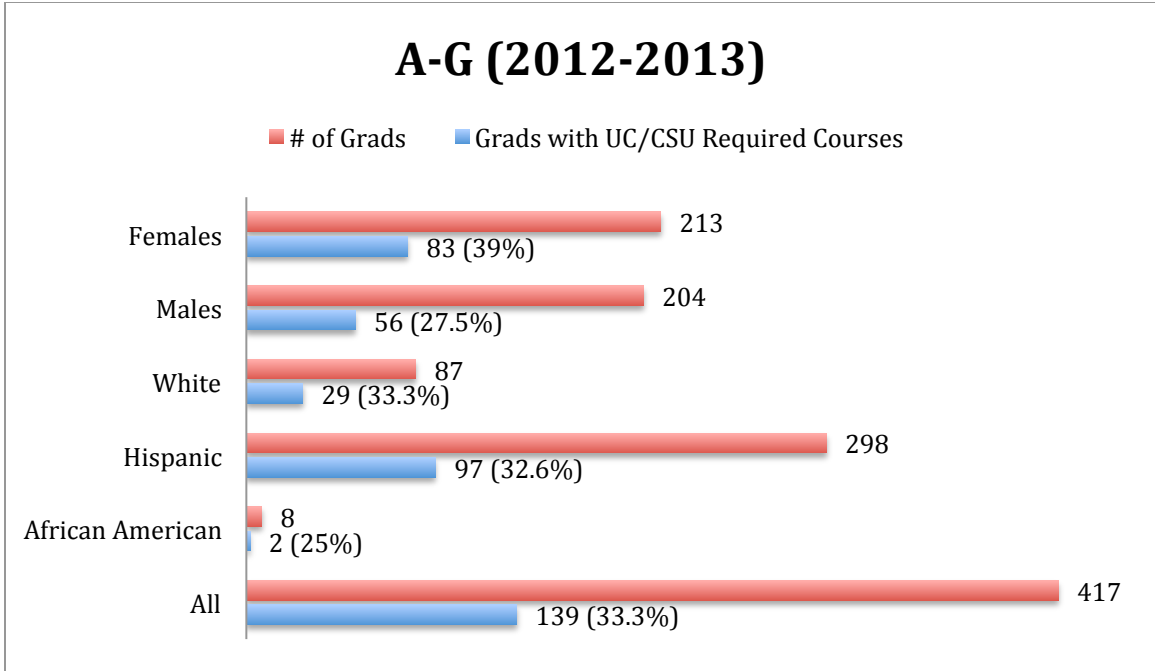
Year	Fluent English Proficient (FEP) Total	Redesignated	
		Total	Percent
2011-12	628 (28.7%)	38	14.6%
2012-13	593 (29.7%)	38	15.6%
2013-14	589 (30.8%)	82	31.1%
2014-15	567 (32.5%)	53	26.4%

EL students that score Early Advanced or Advanced on the CELDT and meet other criteria are reclassified out of the EL program on a yearly basis. Changes in state testing are causing our district to determine new criteria for reclassification. In the past, students had to score proficient or higher on the English and Math CSTs in addition to passing the CELDT and scoring well on a writing prompt to be reclassified. Passage on the CAHSEE could also be substituted for the CST requirement. New district administration then changed the criteria to just scoring proficient of higher on the English CSTs in addition to passing the CELDT and scoring well on a writing prompt. Math was no longer a requirement. The requirement of the writing prompt was eventually dropped. Our district is revisiting reclassification criteria due to the new CAASP and the recent suspension of the CAHSEE by the state.

Graduates meeting UC/CSU course Requirements & Graduation rates

Our most recent data shows that only 28% of our students are meeting the UC/CSU requirements and graduation. The charts below show the number of students meeting UC/CSU requirements from 2010-2015. Our rate has been consistently low. Up until recently, females outperformed males on meeting the UC/CSU graduation requirements. Our Hispanic students are outperforming our White students.

A-G (2010-2011)

■ # of Grads   ■ Grads with UC/CSU Required Courses

Category	# of Grads	Grads with UC/CSU Required Courses
Females	225	86 (38.2%)
Males	198	49 (24.7%)
White	117	45 (38.5%)
Hispanic	264	74 (28%)
African American	22	4 (18.2%)
All	423	135 (31.9%)

A-G (2011-2012)

■ # of Grads   ■ Grads with UC/CSU Required Courses

Category	# of Grads	Grads with UC/CSU Required Courses
Females	276	83 (30.1%)
Males	225	57 (25.3%)
White	133	45 (33.8%)
Hispanic	326	74 (22.7%)
African American	20	7 (35%)
All	501	140 (27.9%)

48

A-G (2012-2013)

■ # of Grads ■ Grads with UC/CSU Required Courses

Females
213
83 (39%)

Males
204
56 (27.5%)

White
87
29 (33.3%)

Hispanic
298
97 (32.6%)

African American
8
2 (25%)

All
417
139 (33.3%)

A-G (2013-2014)

■ # of Grads ■ Grads with UC/CSU Required Courses

Females
213
85 (39.2%)

Males
222
55 (24.8%)

White
71
28 (39.4%)

Hispanic
324
93 (28.7%)

African American
13
3 (23.1%)

All
439
140 (31.9%)

A-G (2014-15)

■ # of Grads   ■ Grads with UC/CSU Required Courses

- Females: 180 — 56 (31%)
- Males: 213 — 55 (25.8%)
- White: 67 — 23 (34.3%)
- Hispanic: 302 — 79 (26.2%)
- African American: 6 — 2 (33.3%)
- All: 393 — 111 (28.2%)

Students taking Honor Courses (2012-2016)

The number of students enrolled in Honor courses has increased.

Grade	2012-13	2013-14	2014-15	2015-16
Enrollment	1940	1859	1699	1681
9	154	133	109	107
10	146	177	164	181
11	133	111	142	154
12	117	127	91	118
% Enrolled in Honors Courses	28.4%	29.5%	29.8%	33.3%
Total	550	548	506	560

Advanced Placement

Students Enrolled in Advanced Placement (AP) Courses (2011-2015)

The Advanced Placement (AP) teachers and counselor are taking steps to increase student participation in AP classes by holding informative meetings for parents. They have also gone into classrooms to speak with feeder students about the AP program. The teachers meet every year to discuss new ways to promote the AP program. They are exploring speaking with students at the junior high schools and also offering an AP class to sophomores to introduce them to the program.

	2011	2012	2013	2014	2015
Total AP Students	191	177	217	185	171
Number of AP classes Taken	---	245	214	192	320
Number of Exams Taken	368	319	371	287	300
AP Students with Scores 3+	120	110	127	120	92
% AP Students with Scores 3+	62.8	62.1	58.5	64.9	53.8

To earn college credit for AP courses, students must pass the subject exams with a score of three or better. The chart above shows the number of exams taken in the last five years. An average of approximately 60% of scores fall in the 3 or higher range.

AP Scores By Subject
The mean scores for most subjects are under 3 even though on average, 60% of scores fall in the 3 or higher range. Teachers participated in the AP by the Sea Institute in the summer of 2015 to learn about new curriculum and other resources that will help improve our students' scores on the AP exams.

Biology	2011	2012	2013	2014	2015	Chemistry	2011	2012	2013	2014	2015
5		1				5	1			1	
4	4	3	1		4	4				2	
3	9	7	7		7	3			1	7	5
2	4	6	8		9	2				3	4
1	12	18	2		2	1	1	1		1	1
Total Exams	29	35	18		22	Total Exams	2	1	1	14	10
Mean Score	2.17	1.94	2.39		2.59	Mean Score	3	1	3	2.93	2.4

Calculus AB	2011	2012	2013	2014	2015	English Lang. & Comp.	2011	2012	2013	2014	2015
5	6	7	3	11	5	5	4	3	1	1	1
4	7	6	17	20	9	4	8	8	6	2	1
3	15	10	8	9	5	3	35	26	18	12	18
2	4	5	7	7	4	2	40	42	30	28	35
1	14	4	7	11	9	1	12	8	9	7	10
Total Exams	46	32	42	58	32	Total Exams	99	87	64	50	65
Mean Score	2.72	3.22	3.05	3.22	2.91	Mean Score	2.52	2.49	2.38	2.24	2.2

Calculus BC	2011	2012	2013	2014	2015	English Lit.	2011	2012	2013	2014	2015
5	10	8	5	7	3	5	1	3	1	1	
4	6	2	5	3		4	5	9	8	3	4
3	6	2	1	1	6	3	19	7	16	13	11
2	3		1		3	2	19	15	25	8	18
1	7		1		4	1	2	2	2		2
Total Exams	32	12	13	11	16	Total Exams	46	36	52	25	35
Mean Score	3.28	4.5	3.92	4.55	2.69	Mean Score	2.65	2.89	2.63	2.88	2.49

Calculus BC: AB Subscore	2011	2012	2013	2014	2015	European History	2011	2012	2013	2014	2015
5	13	10	8	9	4	5		6			
4	4		3	1	4	4		5	7	8	1
3	8	2	1	1	2	3		3	13	18	9

2	3				3	**2**		4	11	4	1
1	4		1		3	**1**		3	19	13	23
Total Exams	32	12	13	11	16	**Total Exams**		21	50	43	34
Mean Score	3.59	4.67	4.31	4.73	3.19	**Mean Score**		3.33	2.16	2.49	1.65
French Lang.	2011	2012	2013	2014	2015	**Statistics**	2011	2012	2013	2014	2015
5					2	**5**	1	2	3	1	
4		1		1		**4**	4	7	2	1	
3			2		2	**3**	4	10	6	2	
2		2	1		1	**2**	1	8	6	2	
1						**1**		1	3	3	
Total Exams		3	3	1	5	**Total Exams**	10	28	20	9	
Mean Score		2.67	2.67	4	3.6	**Mean Score**	3.5	3.04	2.8	2.44	
Macroeconomics	2011	2012	2013	2014	2015	**U.S. Gov and Politics**	2011	2012	2013	2014	2015
5					1	**5**	3		4	3	1
4					1	**4**	5		8	1	2
3						**3**	12	1	7	16	5
2						**2**	7	1	7	7	3
1						**1**	1	1	2	5	4
Total Exams					2	**Total Exams**	28	3	28	32	15
Mean Score					4.5	**Mean Score**	3.07	2	3.18	2.69	2.53
Microeconomics	2011	2012	2013	2014	2015	**U.S. History**	2011	2012	2013	2014	2015
5			1		1	**5**	5	2	2	2	2
4					1	**4**	3	7	6	6	4
3						**3**	15	7	21	6	5
2						**2**	29	15	19	9	5
1						**1**	7	4		2	3
Total Exams			1		2	**Total Exams**	59	35	48	25	19
Mean Score			5		4.5	**Mean Score**	2.49	2.66	2.81	2.88	2.84
Spanish Lang.	2011	2012	2013	2014	2015	**Physics 1**	2011	2012	2013	2014	2015
5	4	17	18	9	13	**5**					
4	9	7	5	7	15	**4**					1
3	4	1	4	1	3	**3**					3
2			1			**2**					2
1						**1**					4
Total Exams	17	25	28	17	31	**Total Exams**					10
Mean Score	4	4.64	4.43	4.47	4.32	**Mean Score**					2.1

AP Scores By Ethnicity (2015)

Ethnicity	Total Exams
Mexican	Total Exams 136
	Mean Score 2.71
Other Hispanic/Latino	Total Exams 79
	Mean Score 2.44
Asian	Total Exams 30
	Mean Score 2.8
Black/African-American	Total Exams 7
	Mean Score 2.57
White	Total Exams 41
	Mean Score 2.78

Mexican and other Hispanic/Latino students took more AP exams than any other ethnic group in 2015. White students had the highest mean score than the other groups.

SAT Scores

The SAT Exams consist of three major sections, Critical Reading, Math, and Writing. Each section has a possible score of 800 with a total of 2400. DALHS scores on the SAT have remained relatively stable I the last seven years. Our students are scoring below 500 in reading, math and writing. Approximately, 33% of students taking the SAT are scoring over 1500. (We were unable to access all data for the 2014-15 school year.)

Year	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Avg	Math Avg	Writing Avg	Total >= 1,500 Number	Total >= 1,500 Percent
2008-09	487	174	35.73	460	464	457	58	33.3
2009-10	516	150	29.07	482	467	483	52	34.7
2010-11	572	181	31.64	477	481	470	66	36.5
2011-12	604	223	36.92	465	473	462	67	30.0
2012-13	502	176	36.06	474	475	468	61	34.7
2013-14	504	226	44.84	469	467	470	76	33.63
2014-15	455	113	24.83	468	462	461	n/a	n/a

Source: California Department of Education, Educational Demographics Office

SAT Score Comparisons and Results

	Critical Reading	Mathematics	Writing	Overall
2015	468	462	461	**1391**
2014	469	467	470	**1406**
2013	474	475	468	**1417**

For the past three years, the mean scores have been dropping slightly.

ACT Scores

A composite score of 20 is the national ACT average. About half of students score above that, and half of students score below. The top 25% of ACT takers score about 24 or more, so if your score is above 24, that's excellent. The bottom 25% of ACT takers score 16 or less . Students at DALHS have consistently scored at an average of 20 on the ACT, which is about 2% lower than the state average.
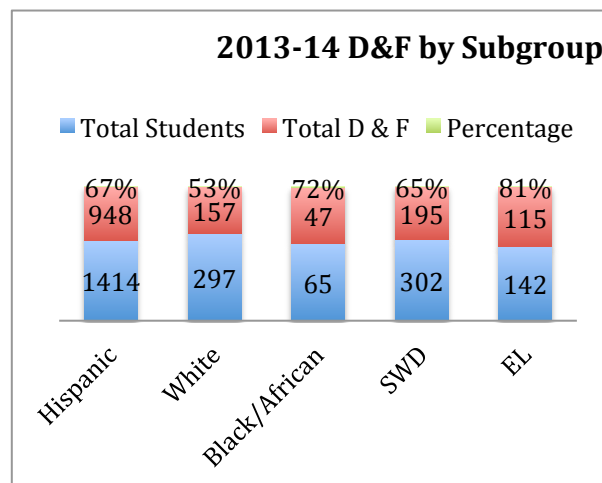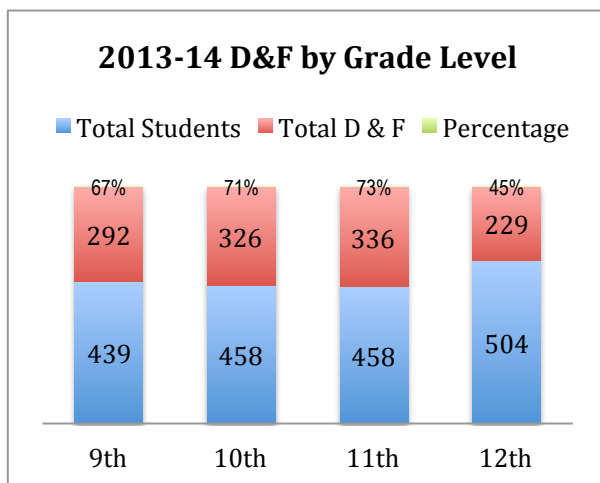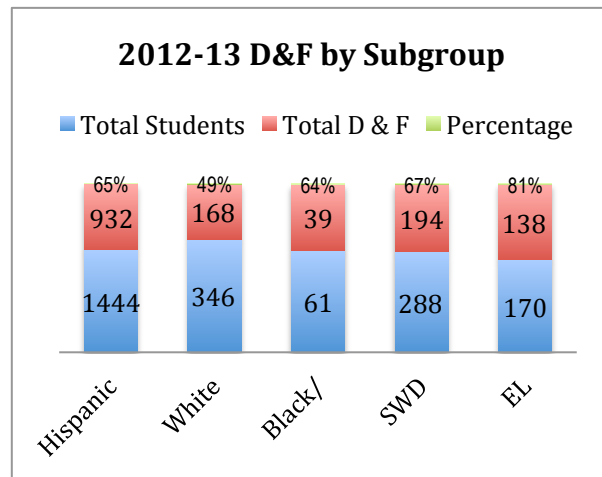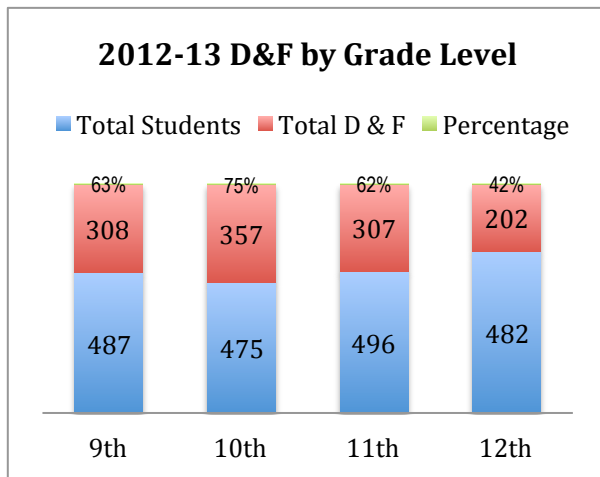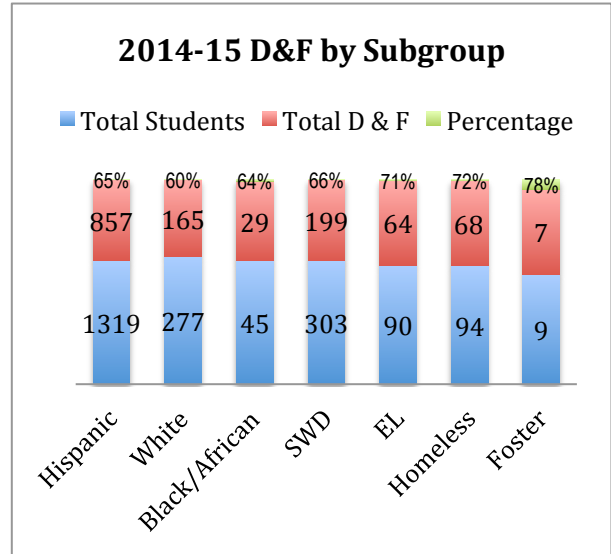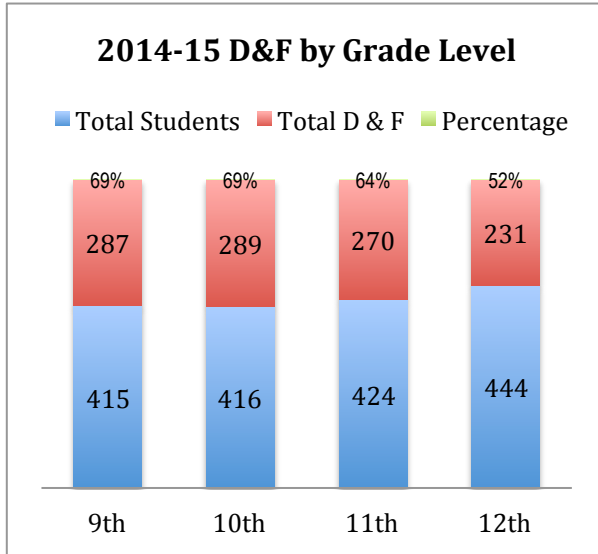
Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2011	46	99,002	20.1	21.6	20.7	22.7	20.9	22.0	20.0	21.4	20.6	22.1
2012	50	103,024	21.6	21.6	22.6	22.8	21.3	22.1	21.7	21.5	21.9	22.1
2013	60	107,243	20.0	21.6	21.4	22.8	20.3	22.3	20.6	21.5	20.7	22.2
2014	85	113,732	20.4	21.8	21.4	22.8	21.6	22.3	21.4	21.7	21.4	22.3
2015	63	121,815	19.8	22.1	20.5	22.7	19.8	22.6	20.3	22.0	20.2	22.5

D & F Grades

As part of our self-study, we chose to look deeply at the D & F rates to help us determine groups of students who are not as successful as others. The following is the data we reviewed. The headings of the charts are self-explanatory. The data in the chart are from 2012-2015.
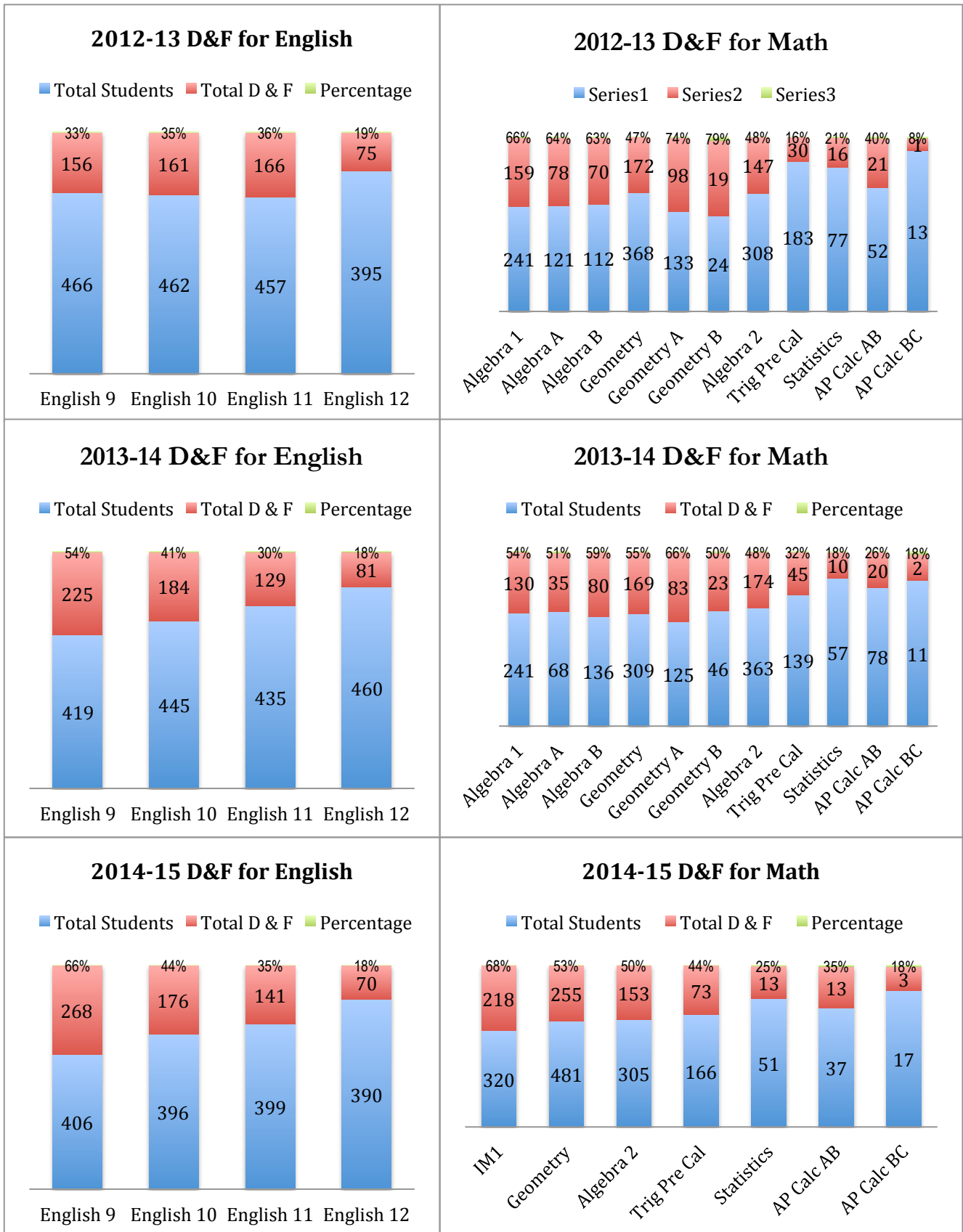
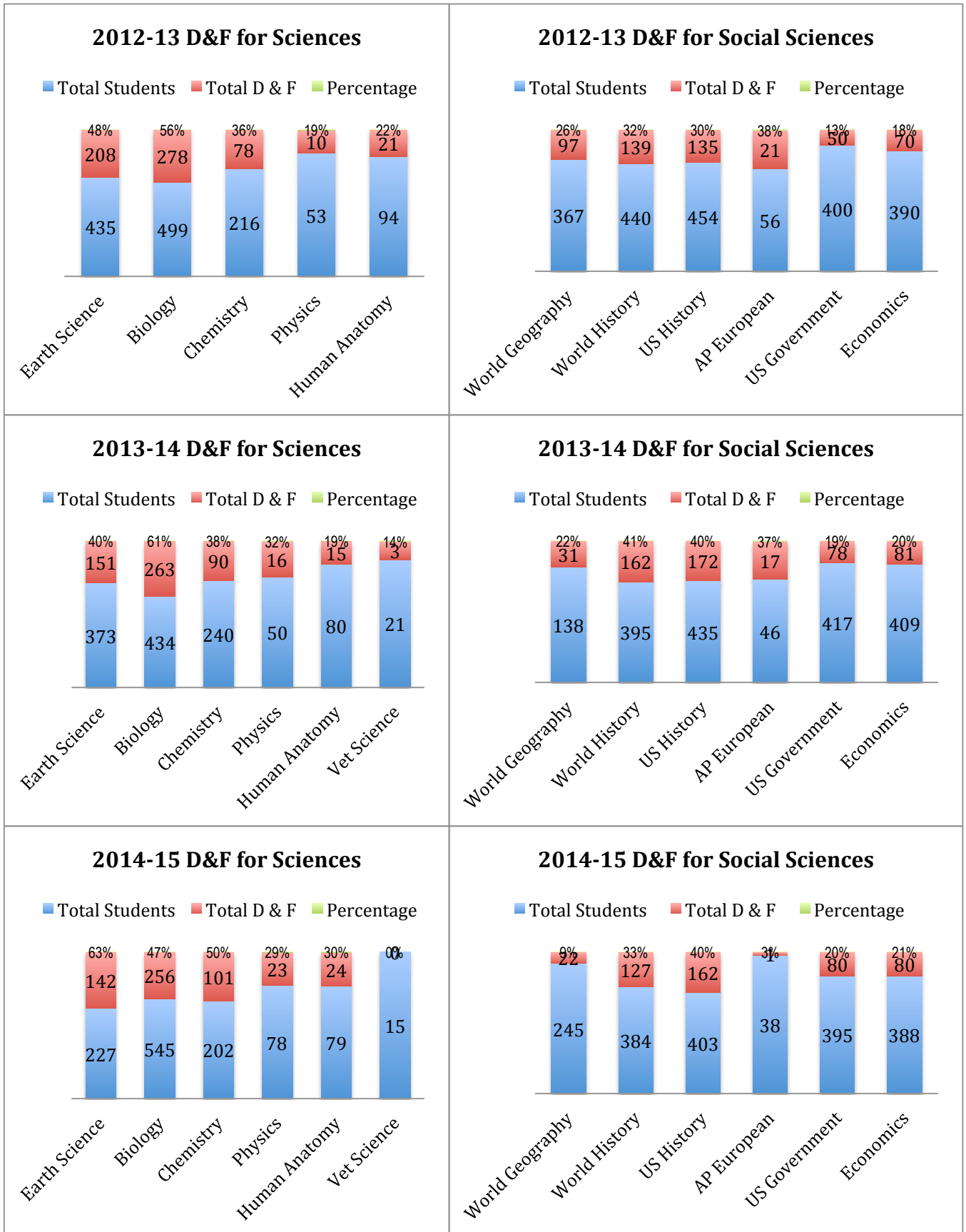## D& F Grades By Grade Level and Significant Groups

2012-13 D&F by Grade Level

Total Students   Total D & F   Percentage

	9th	10th	11th	12th
Percentage	63%	75%	62%	42%
Total D & F	308	357	307	202
Total Students	487	475	496	482

2012-13 D&F by Subgroup

Total Students   Total D & F   Percentage

	Hispanic	White	Black/	SWD	EL
Percentage	65%	49%	64%	67%	81%
Total D & F	932	168	39	194	138
Total Students	1444	346	61	288	170

2013-14 D&F by Grade Level

Total Students   Total D & F   Percentage

	9th	10th	11th	12th
Percentage	67%	71%	73%	45%
Total D & F	292	326	336	229
Total Students	439	458	458	504

2013-14 D&F by Subgroup

Total Students   Total D & F   Percentage

	Hispanic	White	Black/African	SWD	EL
Percentage	67%	53%	72%	65%	81%
Total D & F	948	157	47	195	115
Total Students	1414	297	65	302	142

2014-15 D&F by Grade Level

■ Total Students ■ Total D & F ■ Percentage

	9th	10th	11th	12th
Percentage	69%	69%	64%	52%
Total D & F	287	289	270	231
Total Students	415	416	424	444

2014-15 D&F by Subgroup

■ Total Students ■ Total D & F ■ Percentage

	Hispanic	White	Black/African	SWD	EL	Homeless	Foster
Percentage	65%	60%	64%	66%	71%	72%	78%
Total D & F	857	165	29	199	64	68	7
Total Students	1319	277	45	303	90	94	9

The charts on these pages show that a large number of students at all grade levels and significant groups are not successfully passing their classes. The charts below show that students in Math have more D and F grades than students in English, except for high level math courses, such as: Trigonometry/Pre-Calculus, Statistics, and AP calculus AB/BC. The percent of students getting D and F grades in all science courses has increased, except for Biology. Students in Veterinary Science have the lowest percentage of D and F grades. There is not much change in the percentage rates of d and F grades in the Social Science classes and students seem to achieve better grades in those courses.

D& F Grades By Course

2012-13 D&F for English

- Total Students
- Total D & F
- Percentage

	English 9	English 10	English 11	English 12
Percentage	33%	35%	36%	19%
Total D & F	156	161	166	75
Total Students	466	462	457	395

2012-13 D&F for Math

- Series1
- Series2
- Series3

	Algebra 1	Algebra A	Algebra B	Geometry	Geometry A	Geometry B	Algebra 2	Trig Pre Cal	Statistics	AP Calc AB	AP Calc BC
Percentage	66%	64%	63%	47%	74%	79%	48%	16%	21%	40%	8%
Series2	159	78	70	172	98	19	147	30	16	21	1
Series1	241	121	112	368	133	24	308	183	77	52	13

2013-14 D&F for English

- Total Students
- Total D & F
- Percentage

	English 9	English 10	English 11	English 12
Percentage	54%	41%	30%	18%
Total D & F	225	184	129	81
Total Students	419	445	435	460

2013-14 D&F for Math

- Total Students
- Total D & F
- Percentage

	Algebra 1	Algebra A	Algebra B	Geometry	Geometry A	Geometry B	Algebra 2	Trig Pre Cal	Statistics	AP Calc AB	AP Calc BC
Percentage	54%	51%	59%	55%	66%	50%	48%	32%	18%	26%	18%
Total D & F	130	35	80	169	83	23	174	45	10	20	2
Total Students	241	68	136	309	125	46	363	139	57	78	11

2014-15 D&F for English

- Total Students
- Total D & F
- Percentage

	English 9	English 10	English 11	English 12
Percentage	66%	44%	35%	18%
Total D & F	268	176	141	70
Total Students	406	396	399	390

2014-15 D&F for Math

- Total Students
- Total D & F
- Percentage

	IM1	Geometry	Algebra 2	Trig Pre Cal	Statistics	AP Calc AB	AP Calc BC
Percentage	68%	53%	50%	44%	25%	35%	18%
Total D & F	218	255	153	73	13	13	3
Total Students	320	481	305	166	51	37	17

2012-13 D&F for Sciences

■ Total Students   ■ Total D & F   ■ Percentage

Course	Total Students	Total D & F	Percentage
Earth Science	435	208	48%
Biology	499	278	56%
Chemistry	216	78	36%
Physics	53	10	19%
Human Anatomy	94	21	22%

2012-13 D&F for Social Sciences

■ Total Students   ■ Total D & F   ■ Percentage

Course	Total Students	Total D & F	Percentage
World Geography	367	97	26%
World History	440	139	32%
US History	454	135	30%
AP European	56	21	38%
US Government	400	50	13%
Economics	390	70	18%

2013-14 D&F for Sciences

■ Total Students   ■ Total D & F   ■ Percentage

Course	Total Students	Total D & F	Percentage
Earth Science	373	151	40%
Biology	434	263	61%
Chemistry	240	90	38%
Physics	50	16	32%
Human Anatomy	80	15	19%
Vet Science	21	3	14%

2013-14 D&F for Social Sciences

■ Total Students   ■ Total D & F   ■ Percentage

Course	Total Students	Total D & F	Percentage
World Geography	138	31	22%
World History	395	162	41%
US History	435	172	40%
AP European	46	17	37%
US Government	417	78	19%
Economics	409	81	20%

2014-15 D&F for Sciences

■ Total Students   ■ Total D & F   ■ Percentage

Course	Total Students	Total D & F	Percentage
Earth Science	227	142	63%
Biology	545	256	47%
Chemistry	202	101	50%
Physics	78	23	29%
Human Anatomy	79	24	30%
Vet Science	15		0%

2014-15 D&F for Social Sciences

■ Total Students   ■ Total D & F   ■ Percentage

Course	Total Students	Total D & F	Percentage
World Geography	245	22	9%
World History	384	127	33%
US History	403	162	40%
AP European	38	1	3%
US Government	395	80	20%
Economics	388	80	21%

Attendance

The DALHS attendance rate has decreased slightly from five years ago by 95.39 to 95.19 percent. We had a significant drop in attendance in 2012-2013 at 94.73 percent. Since then, there has been a steady improvement. Our continued goal is to reach a 97% attendance rate. DAL has been targeting the following strategies to increase the number of student attending on time:

1) School Attendance and Review Team (SART) meetings and contracts. Our new Assistant Principal that oversees attendance is holding individual SART meeting with families instead of holding group meetings. She finds this personal and direct contact to be more efficient at addressing family issues that affect school attendance.
2) Student Study Teams (SST) to define strategies for student success.
3) School Attendance Review Board (SARB) meetings.
4) Teacher accountability for taking accurate attendance. New attendance procedures require teachers to send students to the office for a re-admit immediately following an absence to better track truants.
5) Teachers following due process for consequences resulting from the students' poor attendance behaviors.
6) Renaissance activities that reinforce attendance improvement.

Attendance Rate %

─── Attendance Rate %

	95.39	95.27		95.17	95.19
			94.73		

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
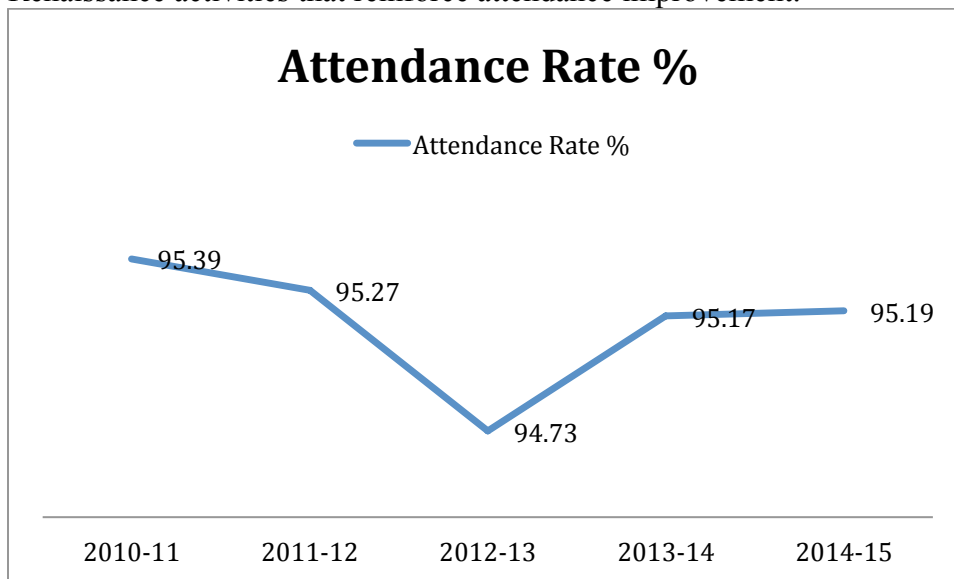
Dropout Rates

Of the data we were able to obtain, our drop out rate has decreased from five years ago. There was a decrease in the percentage of students dropping out on 2011-12 and another decrease in 2013-2014 to 5.7 %. Our drop put rate has increased again to 7%. Our ELs drop out rate was at a high 20% two years ago, which is of concern.

Drop out %	2010-11	2011-12	2012-13	2013-14	2014-15

All	9	6.3	6.2	5.7	7
Low SES	11.9	10	8	6	
Special Ed	7	8	9	9	
English Learners	27	18	13	20	

Graduation Rates

Our graduation rate has increased from five years ago; however, our EL and SWD continue to have low graduation rates. Our focus groups discussed the possible reasons for these low rates. One concern is that often, our EL students enter the country in high school without enough credits to stay on track. Also, some students leave school to work for the purpose of supporting their families. These are issues that we need to continue addressing.

Graduation Rate	All	EL	SES	SWD
2010-11	84.9	64.7	80.2	72.7
2011-12	88.1	71.4	82.4	81.5
2012-13	88.6	75	85.2	77.2
2013-14	91.5	77.9	90.6	73.9
2014-15	91	n/a	93.4	n/a

Suspensions Rates

	2011-12	2012-13	2013-14	2014-15
Suspension Rate	10.9	7.2	10	8.5
Expulsion Rate	0.3	0.1	0.1	0.2

Our suspension and expulsion rates have dropped from four years ago. There is a push from the district to use alternate means of corrections for behavioral issues. We are hoping to see another decrease next year due to staff development. Over 60 teachers participated in the Capturing Kids' Hearts (CKH) training in the summer of 2015. This program focuses on building relationships with students.

Chapter II:

Overall Summary from Analysis of Profile Data and Progress

Chapter II: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data
- **Based on past progress and current data, explain the implications of the data with respect to student performance**
- **Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes**
- **List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.**

Critical Learner Needs

1. **Decrease the number of D and F marks earned by students** –Summatively, 63%, 75%, 62%, and 42% of marks attributed to freshmen, sophomores, juniors, and seniors respectively were Ds and Fs in the 2014-2015 school year. While the inclination may be to associate this large number of Ds and Fs with the transition to Common Core, only a portion of the Ds and Fs may be attributable, as Don Lugo's D and F rate has remained above approximately 40% for freshmen, 48% for sophomores, and 12.5% for seniors since the 2008-2009 school year. In a subject-by-subject breakdown, a disproportionate number of those Ds and Fs were received in lower-level Math and Science courses (Algebra 1-66%, Algebra A-64%, Algebra B-63%, Earth Science-48%, and Biology-56%). Past CAHSEE scores for Math would suggest an inconsistency between grades and student achievement, as the CAHSEE passing rate since 2011 has remained above 78% with a slow 5% climb over the last three years. This is particularly relevant to those freshmen and sophomores, since 83% of CAHSEE-taking sophomores passed in 2015 while 75% of them simultaneously received Ds or Fs in their Math courses; however, a majority of juniors taking the CAHSEE are Algebra II students, and Algebra II had a D and F rate 15% lower than the number of students who did not meet standards on the CAASPP. A transition to Common Core may account for a portion of the above numbers, but a lack of student motivation to complete assignments and inconsistent grading practices that do not reflect student ability may account for the large number of low marks in general. Additionally, struggling students are in need of more intervention before moving on to higher-level courses without adequate skill acquisition, thereby perpetrating the cycle. While the number of Ds and Fs does diminish significantly by 12th grade, it is hard to determine whether this is a result of maturing student work effort and ability, attribution of chronically failing students to continuation school and Independent Studies, or a general reluctance by teachers to fail seniors. While Don Lugo administration and teachers have reviewed the D and F data semi-regularly over the years (during CP time, PLCs, and independently), little action has taken place to follow-up on any plans discussed or implemented therein. Our action plan will address concrete, measurable, and specific goals for reducing the D and F rate.

- **Improve CAASPP scores for Math** – 405 students were tested in Math on the California Assessment of Student Performance and Progress (CAASPP). Of these, 50.4% had Not Met Standard, 26.2% Nearly Met Standard, 17% Met Standard, and 6.4% Exceeded Standard. The Concepts & Procedures claim appeared to be the biggest struggle with 55% of students scoring Below Standard. When analyzing data, it become apparent that there is a correlation between the percentage of students not Meeting Standard on the CAASPP (77%) and the number of students receiving D or F marks in comparable-level Math courses (roughly 63%). While the number of students not meeting standards is a bit higher than the number of students receiving low final marks, data would suggest students lack motivation in regards to testing and/or are not adequately prepared to take the CAASPP. And while anecdotal, students who were interviewed about the CAASPP expressed difficulties when asked to explain *why* they chose those answers and did not complete the task. As this is a transition year for Math in CVUSD, the district has chosen to make one of its Areas of Emphasis the Mathematical Standards of Practice 1, 3, and 6. These standards, which relate to precision, process, and reasoning in particular, are closely aligned with the Concepts & Procedures claim, where our students scored the lowest on the CAASPP.

- **Increase percentage of students meeting the A-G requirements** – Over the last five years, the percent of students graduating while having met the UC/CSU A-G requirements is roughly 30% (mean) with a fairly small range of 5%. Given the fact that Don Lugo's mean graduation rate over the past five years is almost 89%, it is clear there is a discrepancy between the courses students complete to meet graduation requirements and the percentage of *those same courses* that meet the A-G requirements. There is also a clear link between the low A-G completion rate and the high number of Ds, as a D is sufficient to graduate high school but will not qualify for the A-G criteria. However, it must be noted that the graduation rate for the EL and SWD populations is a bit lower than the SES population (with a mean of 72% and 76%, respectively), and to take this percentage of students into account when considering those who have not met the A-G requirements would be delusory, though these numbers themselves must be addressed as part of the overarching problem. Additionally, we see a large number of students complete either two years of a visual or performing art *or* two years of a foreign language (sufficient to graduate) but not both, which A-G requires. Similarly, a successful completion of Algebra A, B, and Geometry will satisfy graduation requirements but falls short of what the CSUs and UCs demand. A shift needs to occur, one in which—while we do not expect all students to go to college—we continue to educate all students with an understanding that they can, if they so wish. To wit, it is imperative we consider the diversity and applicability of courses we offer (e.g.: a physical science course will satisfy graduation requirements but will not be accepted by public, four-year universities) as well as the expectations and level of rigor we expect of all students.

- **Increase student enrollment** – Since the 2011-2012 school year, Don Lugo's enrollment has been steadily declining. Enrollment went from 2,189 students in 2011-2012 to 1,685 students in 2015-2016. This is a 23% decrease. While

changing community demographics and hardships brought on by the recent recession may have some bearing on these declining numbers, we also know that in 2014-2015, we lost 71 students who would normally come from our feeder junior high schools to attend Don Lugo to the surrounding high schools, most notably the ones in Chino Hills. A much smaller percentage of declining enrollment can be attributed to attrition to continuation school and Independent Study and inner-district transfers at the 10th-12th grade level. Similarly, for the 2015-2016 school year, we lost 58 incoming freshmen. A smaller population has its advantages, but ultimately, we feel our school and the surrounding community would be best served if enrollment increased and more people could be positively impacted by the great things our school does. Additionally, greater enrollment numbers allow us to grow and diversify our unique programs and provide for more offerings and opportunities for students. Not all factors affecting enrollment can be influenced, but our Action Plan aims to address those ways we can make a difference.

Schoolwide Learner Outcomes

Communicate: Share thoughts, questions, ideas, & solutions

Collaborate: Work together to reach a goal: putting talent, expertise, and smarts to work

Think Critically: Look at problems in a new way, linking learning across subjects & disciplines

Create: Try new approaches to get things done, resulting in innovation and invention

The analysis of student performance, demographic, and perception data, and the progress data, raised some important questions:

- What is the rationale for our critical areas of need?
- What should our growth targets be for the next three years?
- What School Learning Outcomes (SLO) are our critical areas of need addressing?
- What is the impact on student learning of academic standards and SLOs?
- What steps will we take in our action plan?
- Who is responsible for these steps?
- What professional development and/or resources are needed to implement our action plan?
- What are our mean of monitoring progress and assessing improvement?
- How and to whom do we report our progress, data, and findings?

Chapter III:

Progress Report

Chapter III: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas f*or follow-up from the last full self-study and all intervening visits.

Significant Developments

Don Lugo High School has undergone many significant changes in the last six years, and particularly in the last three years. Don Lugo now has a new Principal and all three new Assistant Principals (within the last six years). Led by our administrative team, Don Lugo has implemented new attendance protocols, new behavior management programs, and new curriculum in English and math, while also making notable changes in social science, science, career and technical subjects, language, and arts instruction. Don Lugo has added multiple, new Academies and Pathways to our course catalog and expanded our enrollment in honors and Advanced Placement courses. We now also host an equestrian program and a service animal program as part of our Agricultural department.

Ongoing School Improvement

Schoolwide Action Plan Progress

1. Work together to define and build quality instructional practice. (Visiting Committee, 2010; Three-Year Term Revisit, 2013)

2. Continue to grow, build upon, develop, and emphasize honors and AP programs. (Visiting Committee, 2010; Three-Year Term Revisit, 2013)

3. Continue to develop collaborative structures focused on excellent teaching resulting in increased academic performance. (Visiting Committee, 2010; Three-Year Term Revisit, 2013)

4. Explore targeted intervention strategies for the EL population and Students with Disabilities in the core content areas that result in increased quality teaching and learning. (Visiting Committee, 2010; Three-Year Term Revisit, 2013)

School-wide Action Plan Goal #1: Develop school-wide instructional plan that will improve academic success through access to all students.

Growth Target/Schoolwide Learner Outcome: Within the next six years, Don Lugo will codify the school's instructional and intervention plan into a transparent, tangible system whereby steps, growth targets, and results can be easily stated, enacted, observed, evaluated, and enhanced.

2012-2013 School Year

Each year, a schedule is provided to all staff at the beginning of the year that includes all meeting dates for: staff meetings, grade/subject level meetings, department chair meetings, department meetings and PLC meetings which are held on Fridays. Through these meetings, staff are trained in a variety of areas, such as state testing, instructional strategies, curriculum, lesson planning, and the daily nuts and bolts required at a school.

To develop a school-wide instruction plan with common researched based instructional strategies, Direct Interactive Instruction (DII) coaching sessions were provided by Action Learning Systems (our district's DAIT provider) to special education, math, and English teachers over a two-year period. Teachers were provided with 2 full-day in-services. Additionally, a coach was assigned to meet with teachers, model a lesson, and conduct feedback sessions. Most of the teacher had already used and continue to use many of the strategies modeled and discussed by the DII coaches.

A DAIT (District Assistance and Intervention Team) visit was held at DALHS on October 9, 2012 to provide us with feedback on our instructional strategies. The results of the 2012 DAIT walk found that:
- Many classrooms explicitly post standards and measurable objectives
- Most lessons align to standards and objectives
- There is evidence of pacing in core alike content areas
- There is noticeable evidence of random selection of students
- Noticeable evidence of more structured student interaction in ELA classes.

It was apparent that our other departments also needed DII training but overall, we were pleased with the feedback we received. We also used other tools to measure our progress such as the growth targets for AYP and API.

As we worked on improving our instructional practice to meet the need of our students, we also worked on providing a variety of supports to add to the already existing counseling programs: College Boot Camp for Parents, 9Th & 10Th Grade Intervention Meetings, Saturday Academy, Career Cruising, school-wide tutoring and NHS Tutoring. In 2012-13, DALHS began offering CAHSEE Boot Camps after school and on Saturdays to help students pass the exams. We also offered a credit recovery program for students that needed to make up credits. These were after school classes where students would work through an online course in a classroom monitored by a credentialed teacher.

2013-2014 School Year
Staff continued with the training on instructional strategies but also begin to prepare for the Common Core. Representative English teachers from Don Lugo met frequently to create the ELA Rigorous Curriculum Design curriculum, a comprehensive, relevant, and cohesive ELA curriculum that emphasizes quality nonfiction and fiction text sets, common tasks and assessments, and differentiated strategies for instruction with a focus on critical thinking, technology, and collaboration.

Representative Social Science teachers from Don Lugo met with the UCLA Blueprint group to plan sample CCSS-aligned lessons and discuss strategies for incorporating supplemental texts, DOK level 3 and 4 questions, and close reading techniques in instruction.

The district decided to no longer cover the costs to continue with the district-wide DII training. Our Social Science and Science departments had still not been trained so site funds were used to continue the training via The Schoolhouse Project: Explicit

Instruction program. The trainer provided training and co-plan/co-teach opportunities to the Social Science and Science departments.

Strategies that were encouraged in all core academic classes included: objectives posted in student-friendly terms, checking for understanding, calling on random students, modeling, guided practice, response time, think-pair-share, ticket-out-the-door and more.

District-wide staff development was provided in June to prepare teachers for the implementation of the new common core:

- English teachers attended Rigorous Curriculum Design (RCD)
- Math teachers attended Instructional Shifts and 8 Standards for Mathematical Practice,
- Science teachers attended Next Generation Science Standards
- History teachers attended the Overview of CCSS Literacy Standards in Other Technical Subjects. They also continued with the UCLA History and Geography Blueprint Project with Civil War and Cold War.
- Elective teachers attended 21st Century Education and CCSS Literacy Standards.

The principal also developed a plan on how to introduce the common core to staff. Staff development was held from October through March on topics such as: Literacy in all content areas, writing lesson plans, text-based dependent questions, academic language and tier 2 level words and Smarter Balanced practice tests.

We also held a parent support night to let parents know about the programs available to help their student succeed. Counselors met with students that had 4 or less Fs and the Admin met with all students that had 5 or more Fs. These students were provided additional intervention to help improve their grades.

2014-2015 School Year
English teachers begin piloting the new Common Core State Standards-aligned RCD (Rigorous Curriculum Design) curriculum at all grade levels, including implementation and administration of common pre and post assessments for each unit. Approximately 60% of teachers piloted this curriculum.

English teachers were given professional development training introducing CCSS Shift 2: Reading, writing, and speaking grounded in evidence from texts, both literary and informational, to support the district's Areas of Emphasis.

English teachers were given professional development training introducing the 4 Cs (Critical Thinking, Collaboration, Communication, & Creativity) and the EdLeader21 rubric, to support the district's Areas of Emphasis.

Don Lugo now has an Intervention Specialist who is available to assist teachers with quality instructional strategies for rigor, the formative process, checking for understanding, providing formal and informal feedback, incorporating technology, and differentiation. The Intervention Specialist's goal is to facilitate self-reflection and

growth in teachers, provide instructional support when needed, and assist in implementation of the new RCD curriculum.

Trainings have been provided and are on-going for technology tools adopted by the district to assist with instruction. Such tools include but are not limited to: Turnitin.com, Aeries, Illuminate, Schoolwires, Microsoft 365 (for all teachers).

Read 180 and Math 180 were implemented as intervention programs to help at risk students in English and Math.

In the summer of 2015, approximately 60 teachers attended the Capturing Kids Hearts training to meet our need to provide Tier of 1 level of support to all students. Teachers implemented strategies to build better relationships with students, such as getting them to learn each other's names, sharing something good at the start of class, creating social norms, and asking four questions before sending students out on a referral:

1) *What are you doing"*
2) *What are you supposed to be doing?*
3) *Are you doing it?*
4) *What are you going to do about that?*

2015-2016 School Year
Teachers continue to implement the English RCD curriculum, which challenges students to think critically at increasing levels of rigor, make relevant, real-world connections, and engage with quality fiction and nonfiction texts in the classroom. Approximately 85% of teachers follow this curriculum. RCD writers are currently migrating the unit of study over to Haiku, an interactive, digital platform.

At least 85% of faculty attended a three-day training in Capturing Kids' Hearts, a comprehensive philosophy and set of protocols to ensure a culture in which all students feel safe, supported, and where instructional and learning time is optimized. Many students have noticed a marked difference in their students and support each other and the students in implementing Capturing Kids' Hearts. Plans are in place to provide the remaining staff with training.

English teachers were given follow-up training on CCSS Shift 2 with an emphasis on effective strategies for close reading and text-dependent questions. Teacher looked at the Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12, key points for close reading, sample close reading lesson plans, and how to create and assess text-dependent questions.

Don Lugo now has a second Intervention Specialist for Math who is available to assist teachers with quality instructional strategies for rigor, the formative process, checking for understanding, providing formal and informal feedback, incorporating technology, and differentiation. The Intervention Specialist's goal is to facilitate self-reflection and growth in teachers and provide instructional support for the new CCSS in Math.

Math teachers were provided professional development focusing on quality instruction in relation to SMPs 1, 3, and 6 and the "Whys" of math. Teachers found this training very helpful and will work with the math Intervention Specialist to implement strategies acquired in the training.

All students have been provided with a Microsoft 365 account, allowing them to use new email addresses, the Microsoft Office Suite, OneNote, OneDrive, and ShareDrive for instruction, collaboration, communication, and classwork/homework.

The number of students who have turnitin.com accounts and have submitted assignments has risen to 913, and the number of registered teachers has risen from just the English department to 39 teachers.

The English and Math department have begun to administer the Interim Assessment Blocks to the students in order to gather feedback and data, modify classroom instruction, and monitor student progress toward success on the CAASPP (California Assessment of Student Performance and Progress).

Administration, teachers, and students have worked diligently to grow Don Lugo's Honors and AP Program: Don Lugo added AP Psychology and AP Economics to its course offerings; Site administrators and teachers have removed the more stringent prerequisites for admittance into AP courses as a way to ensure all students equitable access; AP courses are publicized to all students during the Spring prior to enrollment and at AP Student and Parent Information Nights; AP Club holds fundraising to assist students in paying for exams; all AP instructors are trained, with 75% of AP teachers having recently attended the 2015 Summer AP By the Sea Institute in San Diego and/or Pre-AP trainings at UCR.

While our AP Program took a hit with enrollment numbers dropping from 245 in 2012-2013 to 214 in 2013-2014 and 192 in 2014-2014, thanks to the renewed efforts of faculty and students, we have seen our AP Program enrollment increase to 320 students (just under 20% of a student population) in the 2015-2016 school year.

Two pilot programs are taking place at DALHS. We are piloting a multi-tiered system of support for positive behavior and have hired an Intervention Counselor to create the program. Also four special education teachers are participating in the California Department of Education's transitional project. The program is teaching teachers how to successfully develop, implement and monitor college and career awareness goals in the IEPs.

School-wide Action Plan Goal #2: Develop Schoolwide targeted intervention strategies for EL students to support each student's academic success.

Growth Target/Schoolwide Learner Outcome:

AMAO 1.   67.6% of al English Learners will improve their score on the California English Language Development Test (CELDT) by one level.

AMAO 2a. 21.4% of all English Learners with less than 5 years of English Language Program instruction who will attain Early Advance (EA) or Advanced (A) on the CELDT.

AMAO 2b. 47% of all English Learners with more than 5 years of English Language Program instruction who will attain Early Advance (EA) or Advanced (A) on the CELDT.

AMAO 3a. 89.1% of all English Learners who will attain the levels of Proficient or Advanced as measured by the STAR test in Math.

AMAO 3b. 89.1% of all English Learners who will attain the levels of Proficient or Advanced as measured by the STAR test in ELA.

2012-2013

- **AMAO 1:** Don Lugo had 68.9% of English Learners improve on the CELDT by one level, exceeding our goal of 67.6%.
- **AMAO 2a:** Don Lugo had 25.7% of English Learners in the program for less than five years meet the target of 21.4% students scoring proficient on the CELDT.
- **AMAO2b:** Don Lugo had 63.3% of English Learners in the program for more than five years meet the target of 47% students scoring proficient on the CELDT. AMAO **AMAO 3a and b**: Don Lugo did not meet the target of 89.1% of our EL students scoring proficient or higher on the CSTs in English or Math. That goal was not met school-wide.

In 2012-2013, DALHS began to revamp the English Learner (EL) program for the purpose of aligning to the school district's EL Master Plan and with the SPSA (School Plan for Student Achievement). The thought was that to provide adequate instruction to EL students, they first have to be placed appropriately. Beginner EL students were placed in a two-period block of courses titled, ELD 1-4, in lieu of English, while taking grade level classes for the core academics. These students would subsequently earn English credit for ELD 5 or 6.

An effort was made to create cluster classes for the academic courses but school had already started so not all students were placed in pure cluster classes. The classes that were clustered consisted of 7-10 EL students mainstreamed with general education. Teachers were informed about who their EL students were for the purposes of providing SDAIE strategies. There were a high number of EL students on placement by parent waivers that were not receiving SDAIE support that year. There were also a high number of SWD misplaced in the EL program.

To support EL students in the classroom, we changed the way our three Bilingual Aides were placed in classes. Past practice was that the aides would make their own schedules. We began to place aides by student need, in the cluster or SDAIE classes, with priority

given to English and Math classes. Three College Tutors from Cal Poly-Pomona were also hired to provide additional support and intervention for EL students. Lunch and after school tutoring was available in addition to other school-wide intervention programs.

A Bilingual Community Liaison was also hired to help improve parent participation in education. The Liaison translated all documents and electronic messages that went home to Spanish. She also served as interpreter at all parent meetings. English classes were made available to parents that wanted to learn English but due to low participation, the class was terminated in the spring semester. We were able to continue to educate parents about the school system through the PIQE program, which is still in place today.

Materials were purchased to supplement the EL program. The Rosetta Stone contract was renewed for two more years so students could practice their oral, listening and reading skills on the computers. Headsets were purchased to maintain EL student use of technology in the classroom. Other reading material was ordered, such as The New York Times, so EL students could practice reading, while learning about current events. Spanish-English and other language dictionaries made available teachers to have in the academic classes for EL student use. They were also made available to parents in the parent center. Glossaries were made available to EL students during state testing which was one of the test variations not being used by Don Lugo. Electronic translators were purchased for beginner or early intermediate level students. A Mimio was also ordered for the science department to use in the classroom with EL students.

Instructionally, our ELD Teachers participated in school and district-wide professional development. In 2012-2013, all English and Math teachers were trained in Direct Interactive Instruction (DII), which included opportunities to co-plan and co-teach with the trainer. They also attended the CABE (California Association for Bilingual Education) conference to learn about other programs and resources for teaching English Learners. Data chats were held in ELD classrooms to help students understand their CELDT and CST scores. All students were encouraged to band up a level on the CELDT and CSTs. Students wrote goals on how to best achieve that jump and continued their discussions at home with their parents. Parents were required to sign the data chat forms.

Our EL Coordinator monitored the progress of EL students and met with the parents of students not achieving to develop a plan for success. The plan included intervention such as: Tutoring, monitoring grades via the walk around form, Saturday Academy to make up assignments or tests CAHSEE Boot Camps and online services such as Khan Academy.

2013-2014
- **AMAO 1:** Don Lugo had 79.1% of English Learners improve on the CELDT by one level, exceeding our goal of 67.6%
- **AMAO 2a:** CDE did not provide the data due to the low number in the cohort.
- **AMAO2b:** Don Lugo had 76.4% of English Learners in the program for more than five years meet the target of 47% students scoring proficient on the

CELDT. AMAO **AMAO 3a and b**: Don Lugo did not meet the target of 89.1% of our EL students scoring proficient or higher on the CSTs in English or Math.

In 2013-14, the school had a better opportunity to optimize the EL program before the school year started. Pure cluster courses were created for all EL students. Counselors were trained on how to place EL students. Individual schedules were reviewed by the EL Coordinator and Assistant Principal to make sure all students were in their correct placement and to assure students were not unnecessarily repeating ELD courses. SWD also designated EL were appropriately placed in ELD classes or received ELD through their special education classes. Their IEPs were reviewed to check if IEP goals for ELD were included. Corrective or addendum IEPs were held for those SWD that were also EL but did not have ELD goal(s).

In the previous school year, approximately 116 EL students were signed out of ELD services via waivers signed by their parents. All of these parents were contacted and the purpose and benefits of the program were explained to them in effort to convince them to keep their children in the program. Most did not sign waivers that year. It was also found that many students on waivers did not need them because they had completed ELD 6, which was the last course of the sequence. The number of students on these waivers was significantly reduced from 116 in 2012, to 62 in 2013, to 16 in 2014 to zero in 2015 and 2016. The EL Coordinator and Assistant Principal made sure all students on the waivers still received SDAIE support by placing them in the cluster courses for the core academic classes, a compliance issue that was not being previously met.

There were limited funds in 2013-14 due to professional development costs, but English in a Flash was purchased to help students build vocabulary and grammar.   The site continued to offer training on Direct Interactive Instruction (DII). This year's focus was on Social Science and Science teachers, whom also had the opportunity to co-plan and co-teach with the trainer

In the summer of 2013, DALHS offered a summer CELDT Boot Camp program for EL students. The purpose of the program was to review ELD standards and to prep students for the CELDT. The CELDT was offered in the summer that year to all EL students, including incoming 9th graders. We had hoped to test as many students as possible in the summer so they would not have to miss any instruction in the fall. Unfortunately, less than half of all EL students participated in the program so it was discontinued for the following summer. Nevertheless, DALHS has continued to offer regular summer school for EL students.

2014-2015
- **AMAO 1:** Don Lugo had 89.2% of English Learners improve on the CELDT by one level, exceeding our goal of 67.6%.
- **AMAO 2a:** CDE did not provide the data due to the low number in the cohort.

- **AMAO2b:** Don Lugo had 82.1% of English Learners in the program for more than five years meet the target of 47% students scoring proficient on the CELDT. AMAO **AMAO 3a and b**: Not applicable due to change from CSTs to CAASP.

EL program has a dedicated teacher assigned as a Coordinator. This position allows for consistent monitoring of the program's infrastructure as well as sustaining fidelity with the process that begins with initial assessment with CELDT, the selection of classes for each student to formulating an academic plan toward achieving reclassification. In addition to those responsibilities, the coordinator addresses all teacher related concerns with SDAIE instructional strategies as well as placement of support staff in core subject areas for EL students. The coordinator is granted an additional PREP period to conduct all EL related tasks.

DAL has three part-time Bilingual Aides that assist and support EL students within core subjects such as Math, Social Science, Science and ELA. Bilingual Aides are available during lunch to tutor EL students M-Th.

New to DALHS this year is the READ 180 program for students at the higher levels of ELD to support Reading and Reading Comprehension skill levels. Our ELD teachers receive yearly training from the district on the system as well as boosting sessions to calibrate structure of program across the district.

Teachers continue to participate in staff development. In the fall of 2014, all EL personnel (teachers, bilingual aides, support staff) attended CELDT training. ELD teachers also attended workshop to review the curriculum (EDGE).

There has been a high number of students meeting the district's reclassification criteria and exiting the EL program. There are concerns that this progress will be halted or slowed due to the suspension of the CAHSEE and CSTs, which were used as criteria for reclassification. The district is working on establishing new criteria.

2015-2016

- **AMAO 1:** Data not available
- **AMAO 2a:** Data not available
- **AMAO2b:** Data not available
  AMAO 3a and b: Not applicable due to change from CSTs to CAASP.

Due to the new ELD standards, the goal of the district is to address literacy across the curriculum, taking the standards for ELD from just a class or classes offered, to an expectation that all teachers integrate ELD into their everyday lesson design (Reading, Writing, Listening, Speaking). One example of that would be incorporating more collaboration in all classes (grouping configurations) that will enhance speaking and listening, allowing students multiple opportunities to address a concept granting more

processing time through peer to peer interaction. The district is in the process of adopting new ELD curriculum for the next school year addressing the new ELD standards.

For PD opportunities, the district has arranged for a group of teachers to attend ELD Integrated and SDAIE strategies workshops at LACOE. Included in the group are both Intervention Specialists who will be able to conduct support sessions for teachers on those topics.

New teachers have been given a workshop by the district covering the overall meaning of EL (I.e. What is an EL student? What is the proficiency level? What strategies would benefit an EL. Student? Etc.).

School-wide Action Plan Goal #3: Develop instructional programs that include critical collaborative components focused on academic needs.

Growth Target/Schoolwide Learner Outcome: Within the next 6 years, stakeholders will institutionalize Professional Learning Communities through implementation in the master schedule, in school-day collaboration, and the explicit inclusion of all stakeholders.

2010-2011
The DALHS team started using CPT (Common Planning Time) within Small Learning Communities (SLC) to discuss building a curriculum, assessments, and pacing guides so that each course would have a common basis. Through the WASC process at the time, it was determined that the Don Lugo staff needed to implement a more structured approach for meeting and collaboration.

2011-2012
The school district supports providing time within the school day to allow for teachers to meet as Professional Learning Communities (PLC). The bell schedule is revised to include Late-start Fridays to allow teachers to meet in the mornings before students start class. Teachers were assigned to their PLC groups by subject and/or grade level. Teachers provide administration with a copy of their agenda and minutes on a template provided by the principal after each meeting.

2012-2013
In August of 2013, the principal used professional development time to invite teachers to meet in the summer to backwards plan and develop staff development for the fall. The teachers that attended were enthusiastic about collaborating, analyzing data and using it to guide instruction. The group of teachers created a Power Point presentation on PLCs and how to implement them. They also covered Common Core (7 stages of collaboration) and data. Several teachers presented to the staff on the first day back to school. The presentation included a handout of a schedule that had all the meeting dates for the school year, which included PLC days, times and groupings. Teachers continue to provide the administration with the agenda and minutes of their meetings which included discussions

on: data, pacing guides, common assessments, common core alignment, teaching strategies, state assessments, smart goals and other topics.

2013-2014
Don Lugo was able to create a master schedule that allowed for common prep periods for the Pathway and Academy teachers. Teacher met on a weekly or bi-weekly basis during this time to discuss objectives, interdisciplinary projects, student progress, and potential activities and field trips.

Don Lugo teachers work together in PLCs to create SMART goals or modify existing SMART goals for the students. Teachers attempt to monitor and discuss progress toward achieving SMART goals in PLC meetings.

2014-2015
Don Lugo faculty participated in the Real Colors training, an interpersonal and intrapersonal activity that assists individuals with effective communication and understanding motivation sand incentives. Many teachers also used the Real Colors tool in their classrooms.

Instructional Leader-Teachers attend various trainings (AVID, Aeries, Schoolwires, Digital Writing and Feedback Tools, turnitin.com, Microsoft 365, C3 Cadre, Shmoop) and present the training resources and information to the full faculty during on-site PD days.

2015-2016
Many departments reserve all common planning time to engage in Professional Learning Communities at the grade and subject-specific level. PLC Leads and/or Instructional Leaders establish an agenda with input from the members; PLCs establish and maintain norms; members create common assessments and analyze their data to drive the discussion of best practices and re-teaching; teachers supply student models and calibrate assessments based on common rubrics; Leads provide minutes and "next steps" for achieving objectives.

Don Lugo teachers attend multi-day, CCSS-aligned PDs for English, math, science, and social science. These PD sessions focus on the CCSS Literacy Standards and the new SMPs, introduces the changes being made as part of NGSS, and provides teachers with resources for creating CCSS-aligned lessons.

Chapter IV:
Organization

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
In the last three years, Don Lugo High School has amended its mission statement and ESLRs/SLOs to keep them appropriately targeted, current, and clear so that they can serve as intended to guide our programs and policies to best serve our students. Our campus motto: "One School, One Family," emphasizes our spirit of inclusion and support for students, faculty, and staff	
Previously, our core values were expressed as PRIDE: Pragmatic Individuals, Responsible Citizens, Independent Thinkers and Learners, Developed and Skillful Scholars, and Effective Communicators. While PRIDE represented the high-esteem we instill in our students and the values represented a wide-range of empowered possibilities that were applicable to our diverse population, discussions and surveys revealed that many students and faculty found them difficult to understand and quantify.	
Taking direction from current educational publications over the implementation of Common Core standards, the "Four C's" (Collaboration, Critical Thinking, Communication, and Creativity) were introduced as representative of 21st century learning outcomes. Using these central competencies as our Schoolwide Learning Outcomes still addresses the needs of our students in	

their variety of college, career, and life skills. It also focuses our analysis of our programs as we implement Common Core and identify ways to refine what we are doing and need to do.

The initial draft of our new SLOs attempted to hold on the tradition of using a thematic word/acrostic as a mnemonic device. It read, "Don Lugo foresee the future as their CONQUEST" (Confident Of our Necessary Qualifications Utilizing Effective Scholarship & Talents) and included the "Four C's." This was presented to faculty, staff, and students and voted down immediately by a mobile survey as too busy and convoluted.

The poster was redesigned to simply include the "Four C's" superimposed over photos depicting journeys to exciting locales. This new draft was re-presented to the school community and was very favorably received as more modern, eye-catching, and easy to understand.

While our mission and expectations have always been focused on how to best serve the needs of our students both during and after their high school years, a simpler and more direct set of statements has begun to increase understanding and application.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
The discussion on and development of school vision, mission, and schoolwide learner outcomes is ongoing, enabling our school to adapt to changes in current education practices and legislation and the needs of our community.	**Past and current mission statements and ESLRs** **PRIDE posters in classrooms** **Faculty meeting agenda**
Discussions with students, parents, and faculty revealed that our previous statements were difficult to understand and remember. Attempts to make a catchy acronym (PRIDE) for our ESLRs resulted in vague and unquantifiable goals.	**Online survey results** **Campus-wide professional development days**
In 2015, under new site administration, a school motto of	**Email threads from administration, department**

"one school, one family" was adopted and has become incorporated into our school mission. District focus on "21st-century qualifications" has led us to adopt the "4 C's" (Communication, Collaboration, Critical Thinking, and Creativity) as our Schoolwide Learner Outcomes.

These straightforward statements have been put forward to staff, faculty, students, and parents in online surveys and focus groups. Continued discussion and debate brings better understanding of how they are being implemented and help drive the development/refinement of our on-campus programs.

chairs, and WASC coordinators.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The revision and enhancement of our Vision, Mission, and SLOs occurred primarily through discussion focus groups during our Common Planning Time (CPT) on Friday mornings when our students had a late start. Students were recruited to participate in these discussions to provide invaluable perspective into the relatability and practicality of our intended goals. Our School Site Council and student/parent outreach opportunities have enabled us to bring a range of perspectives into the vision for our school's future. We have also reintroduced the Renaissance Program in a concerted effort to reflect our newly updated Vision Plan and SLO's. Students are actively engaged in the promotion of our 4 C's of Creativity, Collaboration, Critical Thinking, and Cooperation via student and staff recognition in college and career preparedness.	

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, the district LCAP, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
The revision of our school statements this year represents the progress we have made in assessing our programs and practices, campus-wide, by Common Core standards. The focus of PLCs in the development of curriculum, instructional practices, analysis of assessments and student outcomes. The tradition of lengthy debates over the creation of catchy acronyms of virtues to encapsulate school goals has been left in favor straightforward language and implementation to address student needs.	**Focus group sign-in sheets** **Focus group notes submitted** **On-line survey results** **Mission/SLO posters** **Parent/Student Handbooks**

A2.   Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
Don Lugo High School's governing board, The School Site Council (SSC), is composed of faculty, administration, parents and student representatives. They meet on a monthly basis to assess current data, address site needs, and ensure that the school vision and mission statements align with LCAP, CCSS, and school site goals. The goals of SSC are to ensure that the needs of all students are meet, including English language learners, Special Education students, and students on intervention plans. The SSC adds new members annually and monitors the school's progress in relation to LCAP.	**School Site Council agendas and records** **District LCAP and site based data** **District Website**
The district school board meets twice a month to address the varying needs and issues impacting our students and community. District personal relates any policy changes and general funding related issues determined by the district school board to administrators in monthly principal meetings. This information is typically shared with department chairs who then relate the information to teachers during Professional Planning (PLC) time. In terms of budget, it is divided at the site level and primarily determined by the administrative time. Any money remaining from the predetermined categories are then addressed by the School Site Council (SSC).	

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board's policies and district-wide improvement plans are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the adequacy of the policies and district LCAP to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
The district school board regularly works with district officials who report LCAP policies and goals our school site via administrative meetings. Administrators then relate this information to department chairs and/or staff meetings where the information is assessed to complement our school site's specific SLOs and their connection to varying aspects of the Career and College Readiness (CCR) Standards.	**School Board Agendas and Minutes posted on district website** **Department Chairs** **Staff Development/Meetings**
Programs such as AVID, LEAD, and Advanced Placement provide faculty and staff with an opportunity to engage our students on a regular basis with our vision, mission and SLOs.	**AVID, LEAD and Advanced Placement Programs**

Governing Board's Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the process for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The School Site Council (SSC) meet monthly to access the progress made towards stated school wide goals. Since the SLOs are aligned with 21st century career and college skills, the SSC members discuss ways to implement potential programs of support or enhance to student learning. For example, past SSC members approved a Student-Parent Compact for Achievement 2015-2016 which focuses on providing school-parent support with suggestions, advice, and resources.	**School Site Council agenda and records.** **Student-Parent Compact for Achievement 2015-2016** **SPSA (Single Plan for Student Achievement)**
Data is regularly presented by administrators during SSC meetings and reviewed as a team. The SPSA (Single Plan for Student Achievement) is annually approved by the School Site Council. They spend a considerable amount of time assessing the proposed plan by administration and ensuring the alignment of allotted funding to the Schoolwide Learner Outcomes.	

Parents are actively recruited via email, phone, website, and school site informational sessions to participate and engage in the school governing board.

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
Don Lugo High School does not offer online instruction classes directly. CVUSD Office of Alternative Education does offer online courses for remediation and advancement and offers them to all students in the district.	**AED course offerings and schedules**

Understanding the Role of the Governing Board

Indicator: The school and business community understand the governing board's role, including how parents can participate in the school's governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance including their role in the determination of the district LCAP.*

Findings	Supporting Evidence
Parent and community members are informed of a variety of programs they could participate in depending on their interest levels. PIQE (Parent Institute for Quality Education) is collaborative effort between parents and the school to implementing strategies that would support student achievement at the academic and personal level. This year DAL's target group was the incoming 9th grade parents. Depending on parent response, classes are created in language groups (Spanish and English). DAL also participates district-wide with Partnerships for Learning Network (PLN). Each school in the district is committed to establishing School-Parent Compact agreements. Goals are set that highlight the schools commitment and the parents involvement in meeting those goals established. PLN helps schools organize a research-based, goal oriented partnership for student success. All stake holders represent the action team for this partnership (teachers, staff, parents, and community). This program has been a part of DAL since 2011-12.	**PIQE-Parent Institute for Quality Education** **Sports & Performing Arts Boosters** **Partnership for Learning Network (PLN)** **School-Parent Compact**

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
The School Site Council has been in the process of streamlining data to be better aligned to our updated vision, mission and SLO statements. The plan is to present this information to faculty, staff, students, and parents with coinciding examples of how the school expects to incorporate programs and resources to support our student population.	**Vision and Mission Updated Posters** **School website**
In addition, Staff Development meetings during our Common Planning Time (CPT) are also utilized to dialogue professional development opportunities, trainings, and curriculum development that have been occurring at the district levels. School Site Council also posts its agenda on the Don Lugo website so it is accessible to staff, parents, and community members. If people have questions or concerns they can then contact a SSC member to have it addressed at meetings.	

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.*

Findings	Supporting Evidence
While there is collaboration between the School Site Council and administration on the needs and effectiveness of the SPSA and its compliment to district goals, there is an ongoing effort to better relate this information with all faculty. The expectation that data be more readily available for faculty use has been heavily emphasized this year. To ensure this is supported properly, the School Site Council has proposed that a	**SPSA** **"Capturing Kids Hearts" Training** **School Site Council**

more conscience effort be made to inform all faculty of the evaluation and monitoring put forth in the annual LCAP assessment and its clear alignment with the Eight State Priorities.

The Eight State Priorities are often utilized as themes/topics of staff or department meetings. For example, the staff wide training of "Capturing Kids Hearts," aligned with priority areas #5 Student Engagement and #6 School Climate. However, there was a lack of awareness that these topics represented the Eight State Priorities. Because of this, the SSC is in the process of proposing the above plan to clarify any confusion on the topic.

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.*

Findings	Supporting Evidence
There is a basic understanding of how to handle complaint and conflict resolutions. The other purpose of the School Site Council would be to address concerns that our brought to representatives of the council, if any, for administration attention. The council does not make decisions nor rectify situations, this is done at the administrative or district. The district posts the Uniform Complaints procedures mandated by Education Code 35186. It is required that these are also posted in every classroom.	**Uniform Complaints Posters in all classrooms**

A3.   Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
Don Lugo High School has grown considerably in its ability and willingness to collaborate. Prior the start of each school year, staff analyzes district provided data from the previous year to assess the curricular strengths and weaknesses of our programs. We assess school trends, and then look at department trends and eventually results from individual teachers.	**Common Planning Time** **Department Meetings** **School/Community Surveys**

Every Friday, Don Lugo has used a fifty minute time block called Common Planning Time (CPT) for department, interdepartmental, and schoolwide meetings. The
issues addressed during the CPT are typically dedicated but
not limited to the following concerns:

- strategies and techniques
- data presentation and analysis
- A-G Requirements and its alignment with state and Common Core standards
- transition between ESLRs to SLOs
- evaluation of student progress and achievement
- Intervention opportunities (Saturday Academy, tutors, specialists)
- curriculum revision and implementation

The analysis revealed the following areas of need: Enrollment, D&F Grades, CAASP Math, and A-G Requirements. In a push to enhance our collaborative efforts as a faculty, our action plan details the goals for the following years to increase our effectiveness in supporting and enriching the needs of our diverse student population.

Much of this work is being done at the department level where teachers are working together to review relevant data and propose potential solutions to the stated areas of need.   In partnership with the district, our administration team is engaged in an ongoing effort to provide department wide training of Common Core Standards. This has been initiated district wide providing collaboration across school sites.

Interdisciplinary approaches have been applied in the LEAD Program, Sports Medicine Academy, and AVID Program. Committees for these programs meet regularly to plan and assess the effectiveness of the programs.

Our SPED department plays a crucial role in communicating expectations and needs for all students.

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?*

Findings	Supporting Evidence
After careful analysis of our SPSA it has been determined that certain areas of concern are to be made a priority. They include the following: -Increase ELD, Special Education, and socioeconomically disadvantaged students' performance in English and math by incorporating data from SBAC, CELDT and EAP. -Continue to increase the number of students enrolled in Advanced Placement classes and prepare them to achieve a 3 or higher on the exam. -Increase the number of students completing A-G	**SPCA** **CELT** **EAP** **SBAC**

requirements by expanding our AVID program
-Creating and maintaining collaborative classrooms that would enable the mainstreaming of special education students.

Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

Indicator: There is correlation of the allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.*

Findings	Supporting Evidence
All staff development time is aligned to content standards, assessing of student performance, specific student and/or professional needs as set forward in CCSS and the ESEA. To support these goals, DAL has two intervention specialists (IS) as members of our staff. One is credentialed in English, the other in mathematics.	**SPSA** **Professional Development** **Department Goals**
SBAC data is utilized along with formative and summative assignments across all disciplines to incorporate Common Core Standards and our Schoolwide Learner Outcomes. These assessments are used to identify student levels of achievement and determine the appropriate level of support required. This may result in enhancement (Renaissance, National Honors, Society) or intervention (Saturday Academy, tutoring, teacher lead review sessions) opportunities depending on individual student needs.	**Intervention Specialists**
The leadership and governing bodies of the school have made student achievement a top priority. This is then complimented through a rich student leadership program supported by ASB, AVID, and Renaissance programs. 21st century career and college readiness are reflected through the continuous training offered to the staff.	
Don Lugo is eagerly working to engage with its feeder schools to help bridge the transition between middle to high school.	

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
The collaboration plan requires all teachers to share responsibility for student learning. Ongoing data analysis at the department level has resulted in an acute awareness of the particular strengths and weaknesses faced by each department. Common Planning Time allows for teachers to collaborate, share strategies and effective teaching practices as well as time to analyze data. Our ongoing goal is to lay out a plan that builds upon particular skills as each student progresses to the next grade level. When necessary teachers will collaborate on re-teaching techniques that are discipline specific.	**SPSA**

Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
Since School Site Council meets monthly to address various issues affecting our school and students. In reviewing our Critical Needs our SSC propose ways in which we can implement intervention and enhancement opportunities for student success and community involvement.	**SSC Minutes and Agenda**

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
Daily communication is handled primarily by email: notification of upcoming events, scheduled meetings, dissemination of information, etc. Planning is handled in a variety of ways, depending on the nature of the plan. Ideas from students, teachers, and/or parents may initiate planning and then brought to the staff and administration for approval, or administrative plans may be formulated and presented through email, department chairs, or faculty meetings. Discussion is encouraged at all levels and disagreement is allowed, but the motto "One school, one family" typically prevails. Disagreements can be discussed professionally one-on-one, but if unresolved can recruit the assistance of administration and union representation.	**Email announcements** **Faculty meeting agenda** **Department Chair meeting agenda** **Department meeting agenda and minutes**

A4.   Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.*

Findings	Supporting Evidence
DAL has a teaching staff of 80 (2015-16) with various credentials and certificates in their respective fields. All teachers are highly qualified. Many have program specific degrees and certificates such as Advanced Placement and special education.	**District hiring protocol** **Department chairs**
Department chairs assist in the hiring process to ensure that new hires are fully qualified, and they work with the administration to build a master schedule that matches individual teacher strength with course offerings.	
The district no longer has support for new teachers under BTSA; however, due to budgetary restraints. Due to the movement of some teachers out of the district, DAL has had a few new hires. Additional professional development support was provided to them during our common plan time on classroom management, attendance, and technology assistance.	
Professional development has been offered through the district for English, math, social science, and science teachers over the last two years. In addition, many teachers continue to increase their skills in their field at their own expense. These skills are shared in the collaborative meetings often.	
Our Advanced Placement teachers have been sent on extensive trainings via UCR Extension or the AP Institute at Sea offered through the University of San	

Diego in enhance their teaching methods with current research and resources.

AVID is also involved in continuous training that support Tutorolgy, WICOR, Cornell Notes and college/career readiness. Our AVID Coordinator in currently organizing summer training for our AVID Site Team.

Staff Assignment and Preparation

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.*

Findings	Supporting Evidence
All teachers are highly qualified and maintain a credential within the area they teach. Our faculty and staff are devoted to ongoing professional development that focuses on helping students achieve at all levels of learning. Workshops and professional development are seen as a significance part of the teaching profession. Teachers can present ideas on trainings to administrators for approval. This would often be determined based on funding. The administration begins to look at staff assignments and open positions in the spring each school year. While each teacher's personal preferences are considered, they are not guaranteed when assigning courses and sections. One of the major determining factors in staff assignments are attendance numbers that can often fluctuate. The department chairs and leadership team offer suggestions based on strengths, specific trainings, and backgrounds of teachers to the administration. They often act as a liaison with administration on the concerns of teachers. If an opening exists, panels of teachers and staff conduct interviews to determine the best candidate for an open assignment. If no qualified applicant applies, the position is left open and filled by a long-term substitute until a qualified candidate is chosen.	**Lists of professional development**

Defining and Understanding Practices/Relationships

Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Manuals and procedures are usually communicated through faculty Email and staff meetings. The school web page, and district web page relay more specific union and district expectations. They are referenced and it is encouraged that teachers seek out these resources for additional information. Pacing guides, curriculum guides, and district related policies are also available to staff members through the web page.	**Department polices** **District and School Website** **Access to Google Drive**

New teachers participate in a daylong orientation at the district level. Departments continue to work on creating and administering a collection of regulations and common agreements in regards to curriculum and grading policies. This is ongoing as each department is being trained on Common Core curriculum.

Each teacher is responsible to provide the assistant principal a written or electronic version of his/her course expectations. These are often consulted when a parent has a concern or complaint that requires administration participation.

In addition, many teachers utilize drop box to share information within departments and the committees they may be a part of. For example the Social Science Curriculum Development Committees that works with the UCLA –Geography Project have access to Dropbox in which they collaborate with resources. A school wide Google drive account stores resources for teachers as well as students. It has been suggested that a training be planned to provide an overview of how to utilize all the options in Google drive to teachers who could then better train their students

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
The district provides additional training and professional development. Action Learning Systems provided extensive workshops and coaching experiences to all special education teachers, English teachers, and math teachers. Additionally, English teachers attending district sponsored trainings on the implementation of the common core during 2014-2015 school	**District Curriculum Committees** **Dropbox Accounts** **Department Meetings**
year and are in the process of implementing specially designed units of study. Math, science, social science, and special education have also participated in their respective trainings. These may occur in districtwide or committee like settings and are discussed and shared during PLC and Department Meetings	

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
The administration evaluates teachers utilizing the district approved process. This typically occur every 3-6 depending on the outcome of a particular observation. There is a pre-conference to review state standards and discuss a potential lesson plan. After that an observation occurs, then is followed up by a post-conference. At the post-conference the administrator and teacher review notes, address concerns, and provide suggestions.	**Evaluation Paperwork** **District Procedures** **Contract Requirements**
Administrators also visit classrooms throughout the year to better see teachers and students in action. These are non-formal and typically last 15-20 minutes.	
In both formal and informal settings, administers expect to see standards, student work, relevant curriculum sources and other unique examples of teacher expertise over their classroom.	

Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
	PLC
The plan is to utilize more current data to access the strengths and weaknesses of our students' academic abilities. With the extensive amount of trainings teachers have been participating in, there has been a major push to align expectations across subject matter and grade level.	**Data analysis at Staff Meetings** **Department Meetings**
Department chairs take the lead in the discussion of the measurable effects on student performance of the professional development we engage in. If needed they provide additional coaching and support to better enhance the curriculum.	**Teachers on Assignment** **AP Summer Institutes**
We currently have two Teachers on Assignments (TOAs), one who specializes in English and the other for Math. In addition to subject specific expertise they often provide training for additional programs.	
Advanced Placement teachers participate in a week long training to learn of updated exam material and curriculum resources that align with the most current exam formats. Student readiness and interest is then considered when planning for each year.	

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
School Site Council approves the Single School Plan for Student Achievement each year. The SSC includes representatives of the faculty, administration, and parents and meets regularly to approve expenditures for programs, professional development, field trips, etc. according to the criteria listed above.	**SSC agenda** **Department budget expenditures** **Department meeting agendas** **District vendor approval forms** **Open Purchase Order agreements**
Each academic department is given a separate budget to acquire classroom materials and supplies. The Department Chairs meet with their members to prioritize needs and expenditures. All purchase orders are sent to site administration for approval before funds are spent. All vendors must be approved by district administration before accounts can be initiated.	

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The budget is created by the school district based on the school population (ADA) and funding based on special needs and is approved by the School Site Council. Budgets for on-site extra- and co-curricular programs (teams, clubs, arts, etc.) are managed by full-time classified employee ASB bookkeeper/accountant.	**CVUSD policies** **LCAP report** **SSC agenda** **ASB accounting** **Past audits**

Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?*

Findings	Supporting Evidence
The school facilities are safe and maintained to a functional level based on the age of the campus. Conservation of utilities and subsequent savings have been a major project for the district in the past 6 years. This has led to the replacement of florescent fixtures with more efficient bulbs, the removal of individual appliances from classrooms, improvement of motion sensors and thermostats for lighting in the classrooms, and flushless urinals in the men's rooms. This coupled with energy saving incentives of $100/classroom for meeting target energy saving goals has enabled us to extend the lifetime of technology, as well as, save and redirect funds toward educational programs. Repairs of roof leaks and broken heating or air conditioning units are seasonal, but the size of our campus allows classes to relocate if and when problems cannot be solved immediately.	**Reports of energy and utility savings** **Rebate incentive rewards** **District work orders for installation of new efficient systems** **District work orders for repairs and renovations** **Computer labs and available technology**

In the summer of 2015, Don Lugo received a number of cosmetic improvements to the campus including repair of dry rot and a new paint job.

Our campus computer labs and network were sufficient for the first implementation of the Smarter Balance testing in the 2014-15 school year. Wireless internet access is available across the campus and each student and teacher are supplied with online accounts.

Our School Site Council has planned to allocate more funds for increasing the number of mobile labs of tablets and/or laptops to increase the use of electronic media in instruction and assessment.

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
District budgeting for textbook adoptions has traditionally followed a cycle between academic core classes. This cycle has been put on hold as transition to Common Core curriculum has taken place in English/Language Arts and Mathematics.	**New Common Core math and English materials**
The district supplies sufficient textbooks and supporting materials for all students in core classes, and in some cases, for a class set. Some electives also have textbooks and ancillary materials for each student or class sets.	**Inventory of number and condition of textbooks and materials** **Inventory of technological equipment checked out**
In 2014-15, district funding supplied each teacher with a laptop and a site license of the Microsoft Office 365 suite. Training and support were offered in the use of this software, as well as Turnitin and Schmoop. In 2015-16, the low volume of use of Schmoop led to the discontinuation of the site-license.	**Site licenses for software** **Library records of textbooks** **Budgets for paper, and other materials.**
Each teacher is budgeted from the site one case of paper for reproduction each semester and photocopies are made on 3 machines either by the teacher or a classified clerk who is assigned part-time to the teachers' work room. Maintenance of the duplicating machines is funded by site budget. Replacement of printer cartridges	**Maintenance contracts and records.**

and data-projector bulbs are funded by department budgets. Maintenance of document cameras, data projectors, printers, and computers are supported by the school district.

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
All of the teaching staff at Don Lugo High School are highly qualified. Applicants for hire are vetted through district human resources for appropriate credentialing and background checks before the interview process. Interview panels include representatives of site administration, department faculty, and the teachers' union. Approved applicants' references are then contacted and selected candidates are sent to the school board for final approval.	**State credentialing records** **District and site seniority and qualification rosters** **District hiring practice summary** **Interview questions and ranking forms** **CPT bell schedule**
Beginning Teacher Support Assessment (BTSA) was discontinued in CVUSD in 2012. Beginning teachers must now go outside the district to clear credentials.	**PLC objectives and minutes** **Sign in sheets for Professional Development days**
All teachers participate in Professional Learning Committees (PLCs) which allow them to collaborate on instructional, assessment, and management issues with other teachers within their departments and/or grade levels. To facilitate this collaboration Common Planning Time (CPT) is scheduled for Friday mornings from 7:30-8:15 weekly.	**Timesheets for hourly professional development programs** **Substitute records for School Business** **Agendas for PD programs**
Professional development is supported by the district to include curriculum development and horizontal integration/implementation of Common Core and Next Generation standards. Direct Interactive Instruction, AP, AVID, Capturing Kids Hearts, and Linked In have also been supported to better train our teaching staff to reach our diverse student population and guide them to achieve our SLOs.	

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate

resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
Long-range planning is supported through collaboration with the district office. A curriculum council made up of representatives of the four comprehensive high schools meets monthly to discuss proposed new courses and academies. Newly added A-G and AP classes must have syllabi approved by UCOP and CollegeBoard respectively.	**Curriculum council agenda** **Master schedule** **A-G adopted course descriptions** **AP course syllabi** **Academy applications and scope descriptions** **Don Lugo Open House dates** **Presentation dates at feeder schools**
A major issue facing our school has been declining enrollment. This concern has led to extensive planning and collaboration among site programs in the creation and promotion of unique programs (guide-dog training, engineering, sports journalism, agriculture, equestrian PE) and sister and feeder schools to increase support and awareness of what we currently offer, as well as positive directions in the future.	

Chapter IV:

Curriculum

Category B: Standards-based   Student   Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
The Mathematics Department is currently working with their PLC's to make the transition to Common Core State Standards Math. The Mathematics Department is utilizing resources provided by McGraw Hill. The Integrated Math 1 & 2 are aligned to Common Core Standards. The older CST Algebra 2 books (and supplement materials) for Algebra 2 are currently in use this year as Algebra 2 will not be phased out until next year. The Math Department has experimented by piloting Common Core courses ahead of the required transition.	**PLC notes/minutes** **Common Core State Standards** **Textbook Adoption**
The Social Studies department is currently working with UCLA to develop critical thinking lessons via historical investigations aligning with CCSS and state frameworks. Social Studies teachers at Don Lugo have met and collaborated with other Social Studies teachers throughout the district. They have met as whole groups as well as in subject specific teams. They are currently focusing on primary source analysis in addition to increasing written assessments that will be aligned with the CCSS.	**Common Core State Standards** **Intra-District Collaboration (Release Time)** **Common Core State Standards**

The Science department has started to align itself with the Next Generation Science Standards with CCSS and has attended several district provided professional development workshops for NGSS as an entire department in order to accomplish this goal. Science is currently transitioning to using Claim Evidence Reasoning in their classes. Inquiry based strategies are also implemented across all courses throughout the department.

Next Generation Science Standards

Inquiry Based Learning

Claim Evidence Reasoning

Scheduled PLC Time

English teachers have attended multiple district sponsored professional development in-services to facilitate the transition to CCSS. In addition to CCSS training, multiple teachers on campus are members of a district curriculum writing team that is developing common curricular units and pacing guides that utilize the Rigorous Curriculum Design (RCD) program.

Common Core State Standards

Rigorous Curriculum Design

Scheduled PLC Time

English Frameworks

The Don Lugo Foreign Language department continues to work within their PLC's to redefine their pacing guides to better meet the needs of the students. Use of 21st century technology, school adoption of Common Core standards, and the adoption of new text books allow Don Lugo students the best opportunity to be successful in their foreign language courses.

Scheduled PLC Time

Common Core State Standards

Textbook Adoption

CTE teachers who receive Perkins funding are required to hold at least one advisory board meeting each year. The advisory board gives feedback on the curriculum and makes suggestions to keep content aligned with current industry standards. Most CTE teachers also attend professional conferences to stay abreast on current research related to their curricular area. Most CTE classes also participate in student competitions or organizations that give students practical, meaningful experience related to a specific content area.

Advisory Board Meeting Notes/Minutes

State Frameworks

The PE Department uses the Physical Education Framework for California Public Schools as the basis for our curriculum. The newest version of this document was adopted in September 2008 and was developed based on the recommendations of the

Professional Development Agendas

Superintendent's Task Force on Childhood Obesity, Type 2 Diabetes, and Cardiovascular Disease. The framework is a standards -based program aimed at increasing the quality and quantity of instruction to provide physical activity and enhance student achievement of California's Physical Education Model Content Standards.

Many of our PE staff members have attended curriculum related professional development outside of school hours and collaborate as a department during common planning time.

State and Local Meetings/Conferences

There are multiple opportunities for the Performing Arts department to stay current in creating a meaningful instructional program for Don Lugo students. Examples of yearly circuit meetings, both at state and national levels, are the Southern California School Band and Orchestra Association (SCSBOA), the Western Band Association (WBA), Band of America, and the National Association for Music Education (NAfME). Each of these organizations is dedicated to advancing and preserving music education within the school curriculum. The Performing Arts department also receives commentary and feedback, both verbal and on paper, with specific criteria to meet for the program to be at a certain level, score and placement-wise, in all areas of the courses offered, from marching band, concert band, jazz band, string orchestra and wind ensemble.

Critical and Constructive Feedback

Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.*

Findings	**Supporting Evidence**

The mathematics curriculum is aligned to the standards and supported by district-approved textbooks. Students are required to successfully complete three years of mathematics to graduate. CVUSD is currently transitioning from traditional math courses to an Integrated Math model. Don Lugo is in its second year of implementing the Integrated Math model. Next year we will be offering Integrated Math 3 as well as Integrated Math 3 Honors. Don Lugo currently offers Integrated Math 1, Integrated Math 2, Integrated Math 2 Honors, Algebra 2, Algebra 2 Honors, Pre-Calculus/Trigonometry Honors as well as AP Calculus and AP Statistics. Special Education students are placed in mainstream classes where appropriate and are offered differentiated classes when necessary. (Math curriculum is under revision to fit the CCSS)

Common Core State Standards – Mathematics

Standards Based Textbooks

UC Doorways

CVUSD Mathematics Instructional Guidelines

District Course Descriptions

English classes are all aligned to the district pacing guides which are standard specific, not source specific. Teachers have freedom to teach skills using both state adopted textbook and core literature. The Expository Reading and Writing Curriculum (ERWC) developed by California State University system is also emphasized, utilizing one module each semester in grades 9 and 10, and two modules in 11 and 12. With the adoption of a grade 12 English class concentrating on ERWC, modules were placed on hold while new curriculum was released. Students who pass ERWC in grade 12 with a grade of a C or better receive automatic admission into college level English in the CSU system. The writing portfolio collects samples of student work based on implementation of rhetorical analysis and argument essays to prepare for common core test.

ELA classes are currently piloting software to implement the CCSS.

Common Core State Standards – Literacy

Rigorous Curriculum Design

ERWC Modules

Student Portfolios

The majority of teachers within the social science department place an agenda on board pointing to the standards and the daily objective/learning goal. As of 2015 there is still a lack of unified course assessments across the department. A variety of activities exist which stress the goals of the ESLRs/SLOs including group work, public speaking, document based questions (DBQ), primary source analysis, comparative essays as well as an oral history project through the "We

Daily Agendas

Document Based Questions

"We Remember" Campus Event

Remember" event in which all Don Lugo 11th graders interview military veterans in a group setting. Within the Social Science department, Don Lugo seniors participate in a community involvement project where students take part in local civic involvement opportunities, construction of charts, graphs and timelines. (Social Science is under revision to implement the literacy standards for technical subjects as designed by CCSS)

Physics, chemistry, biology, and anatomy are the college preparatory courses recognized a-g. AP, Honors, and CP levels of curriculum are offered to all Don Lugo students. Earth science, along with CP biology, meets graduation requirements. Earth science also meets CSU lab elective requirement. All science curricula are aligned to the standards. Due to the transition from the former state frameworks to the new NGSS, the current textbooks require supplementation. Students participate in inquiry-based investigations in all units covered throughout the school year. These investigations provide hands on experiences for the concepts taught and lectured. Formal laboratory reports are required in laboratory classes that assess student ability to emphasize 21st century learning. Science courses are tightly aligned together and teachers follow pacing guides and utilize common assessments to promote the success of all students.

Courses in instrumental, choral, and theatre arts are a-g compliant (with the exception of Jazz Ensemble and Orchestra) and all meet the two-year Visual and Performing Arts CVUSD graduation requirement. The curriculum of all three performance disciplines is aligned to the Performing Arts Framework and Standards of 2004. California is completing work on revised standards for the performing arts that will complement the Common Core Curriculum. An analysis of existing and planned courses in the performing arts has demonstrated that most existing courses will function well under the Common Core without significant changes to the curriculum and course activities. Due to the transition to Common Core standards have been streamlined. Students participate in classroom, stage, and touring performances where mastery of standards is

Common Core State Standards – Literacy

Next Generation Science Standards

Common Core State Standards – Literacy

Inquiry Based Learning

Formalized Lab Reports

Pacing Guides

Common Assessments

UC Doorways

AP Approved Courses

Performing Arts Frameworks

UC Doorways

Common Core State Standards

District Course Descriptions

Performances

Common Core State

demonstrated before live audiences and professional evaluators throughout the school year.

Within the foreign language department, all chapter lessons are aligned with the state standards. The textbooks themselves are aligned with the standards with each chapter listing the standard(s) being covered. Every year AP teachers submit their course syllabi for renewal and/or approval to the college board.

Standards – Literacy

Standards Based Textbooks

AP Course Syllabi

State Frameworks

Within the PE standards students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

In addition students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Finally, students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

There are multiple sub-standards under each of the three umbrella standards. The main difference between the 9th and 10th grade standards are the specific activities in which they participate.

ROP Course List

Master Schedule

Don Lugo offers a myriad of Career Technical Education (CTE) courses. There are multiple ROP courses available for students to take both on and off campus. CTE courses are offered within the many CTE pathways including Agriculture, Arts Media and Entertainment, Culinary Arts, Information and Communication Tech, and Engineering. All CTE courses are aligned to meet a-g requirements with the exception of Video Yearbook, Tech Core, Computer Applications, and Publishing Design.

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
All core classes are standards based and teach skills and concepts formerly tested by the CSTs, CAHSEE, and district benchmark exams. Periodic formative assessments are also given within each department as well as final summative exams. Teachers can use formative assessments to assist in re-teaching skills and concepts as needed. Additionally, written assignments, lab reports, projects, and other assignments that require both skill and understanding of the content area are given to students to assess their growth and mastery of important schoolwide learner outcomes. The English department maintains a district wide writing portfolio that includes student writing samples geared towards rhetorical analysis with informational material.	**Common Assessments** **Student Portfolios**
Critical thinking and cooperative learning are stressed at Don Lugo High School in all disciplines with a focus on differentiated instruction and inquiry-based learning. Since 2012, much has been done to expand teacher use of literacy strategies such as implementation of Tier Two Vocabulary into teacher instruction, DII strategies, Costa's Level of Questioning, and to provide different modules of learning for students.	**DII Strategies** **Inquiry Based Learning Projects** **Tier Two Vocabulary**
Introduction of new RCD units within the English department has aided in aligning curriculum across all grade levels. The addition of Instructional Coaches for	**Rigorous Curriculum Design** **Instructional Coaches in**

the teachers in both math and English now allows for additional collaboration and support of introducing new instructional strategies into the classroom. This was aimed at decreasing the degree of teacher isolation and large discrepancies among the actual concepts and skills being taught. Classroom instruction is being aligned to further promote 21'st century learning outcomes.	**both Math and English** **Common Core State Standards** **ESLR's/SLO's**
Congruence is demonstrated between the concepts and skills taught in rigorous AP courses and testing as measured by College Board. In 2015, 300 AP exams were taken with 153 students earning a score of three or higher.	**College Board Testing Data**

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
Examples of student work are displayed campus wide through various media. For example, the Visual Arts department maintains art exhibits within their classrooms and galleries. The English classrooms house student portfolios that contain work samples collected over the course of CVUSD enrollment. Sample work is collected in Portfolios/Interactive Notebooks within the Science department. Quest News Journalism students post relevant news articles and events through various social media outlets. The Don Lugo Floriculture department acts essentially as an on campus floral shop where students create floral decorations ranging from bud vases to weddings arrangements. Students in the Agriculture department participate in various activities including raising crops, Christmas trees, and livestock. Students enrolled in the Publishing Design program produce an annual yearbook. A further example of student work is represented by the LEAD academy in which students have designed and constructed at least	**Art Exhibits** **District Portfolios** **Science Portfolio/Interactive Notebook** **Quest News Web Page** **Floral Designs** **Agriculture Projects** **Yearbooks**

one robot per year for the past four years, multiple VEX robots, and specialty robots such as a T-shirt launching robot. The quality of student work reveals the results of rigorous instruction and high expectation for all students. Even those classes that do not display student work will use student examples to help students evaluate their own growth. Many assignments are project and group based which requires accountability and teamwork to prepare students for the real world of collaboration. These skills are highly valued throughout the school as a whole.	**Robotic Projects** **Staff Bulletin Boards**

Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
With the advent of the new Common Core standards adopted by CVUSD, inter-disciplinary collaboration and integration will become a priority for Don Lugo faculty. For the past several years most of the collaboration has been intra-disciplinary with teachers working within their departments to develop common assessments and to identify best teaching practices that will promote student success.	**Scheduled PLC Time** **Scheduled Professional Development Time**
Currently there is integration across curricula within the three academies. Many teachers from different subjects utilize turnitin.com as a way of keeping track of student work.	**Common Assessments** **Projects** **AVID Curriculum**
Teachers are encouraged to integrate AVID strategies into the core classrooms specifically the AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading skills).	

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
Specifically, curriculum development and review is handled at the district level, however the Don Lugo faculty regularly reviews curriculum on site to better enhance the educational learning environment for all students. Don Lugo staff members participate on committees at the district level to arrange the curriculum to better suit the needs of the students.	**Scheduled PLC Time** **Curriculum Council**
Each school year begins with teachers looking collectively within many departments at the scope and sequence of the curriculum. They review testing data from the previous year and share best teaching practices within the grade level and department collaboration to ensure growth in teacher skills and facilitation of instruction.	**Common Assessments**
As a result of adopting the Common Core standards, the Social Science and Science departments have moved to increase literacy and writing assignments within their curriculum. The Mathematics department has also changed as a result of Common Core. Both Algebra and Geometry have been replaced by Integrated Math 1 & 2 respectively. These courses and their corresponding textbooks are aligned with the Common Core Standards.	**Next Generation Science Standards** **Textbook Adoption**
In an effort to better reach struggling students the English department has introduced a new English 9 Intervention course that uses the Read 180 program. All 8th grade students take a reading test at Ramona Junior High School. Any student who scores at least three grade levels below is placed in Read 180 at the junior high school. Don Lugo students are enrolled in English	**Intervention Courses** **Remedial Courses**

9 Intervention at the high school campus based on performance at the 8th grade level. Furthermore, most of the students enrolled in English 9 Intervention are RSP students.

Entering 9th grade students who have failing math grades in junior high school are placed in an Algebra Intervention course.

AVID Strategies

The AVID team revisited AVID strategies (Cornell Notes, Tutorials, Inquiry Based Learning, etc.) with the Don Lugo staff. This was done to remind all staff members of effective strategies that can be embedded within their classrooms with little disruption to their everyday activities. In addition to these strategies, the Don Lugo AVID site team is currently asking more general education teachers to join the site team in an attempt to further disseminate AVID strategies across all curricula.

AVID Site Team

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
A district curriculum council meets regularly to discuss the development of new curriculum. The council includes administrators, counselors and teachers K-12. Don Lugo High School has one permanent curriculum council representative seated on the district curriculum council, however, both the principal and one assistant principal attend meetings regularly as well. The creation and development of curriculum is based on department and subject area. CCSS has focused on English and Math, both of these curricula have been given opportunities help and develop curriculum. Science has been exploring curriculum based on Next Generation Science Standards while CVUSD is in the pre-implementation phase. Social Science instructors	**Curriculum Council** **Scheduled Professional Development Time Provided by CVUSD for:** • **Common Core State Standards** • **Next Generation Science Standards** • **Rigorous Curriculum Design**

are developing district curricula at district wide in-services beginning in the 2014-2015 school year.

Social Sciences

All CVUSD teachers are expected to follow adopted CVUSD board policy regarding implementation of course of study and evaluation of student work. Per district guidelines, AR5121, Student progress is evaluated with Assessments (tests, quizzes, and projects) comprising 60-75% of the final grade and Homework, class discussions and assignments 25-40% of the final grade. Individual teacher's grading policies may vary within these parameters. The teachers in the Don Lugo High School science department have agreed to follow a common grading policy. For College Preparatory Lab courses Assessments are 60% of students calculated final grade whereas Assessments comprise 70% of student's calculated final grade in Honors level lab courses.

CVUSD Grading Policy

Individual teachers provide administration, students and parents copies of their grading policy at the beginning of the school year. Many teachers also provide access to their class expectations and grading policy on their school web page.

Course Syllabi

CVUSD also provides guidelines for the amount of homework assigned in grades 9-12. According to AR 6154, Students in high school shall be expected to spend an average of 10-12 hours per week on homework with students in AP courses expected to spend more than 15-20 hours per week. Homework assignments shall reinforce standards taught in the classroom and emphasize independent practice, research, reports, special reading and problem solving activities.

CVUSD Academic Policy

Per Board policy students earn five units of credit per semester of each course completed with 60% D- or higher. Currently students must earn 225 units of credit in designated categories/courses and maintain a 2.0 cumulative grade point average. In addition students had to pass both sections of the California High School Exit Examination (CAHSEE). As of the 2015-2016 school year, passing the CAHSEE is no longer a requirement to receive a high school diploma.

Additional Online Instruction Prompt: *Determine the school's effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence

With some success, Don Lugo articulates with feeder schools, local colleges, and universities, regarding the effectiveness of our curricular programs and their evolving expectations.

As CVUSD transitions from the former curricula to Common Core State Standards and NGSS, articulation between junior and senior high school has been addressed as the curricula is developed and decided upon. The district office of curriculum and instruction oversees the development and alignment of curricula between both levels. Teachers have had limited opportunities to collaborate with feeder school teachers regarding the skills needed before enrolling at Don Lugo High School. CVUSD is still in the process of developing curricula for multiple core areas. For example, the district is in "pre-implementation" year for NGSS. Don Lugo High School teachers will attend multiple district mandated trainings regarding curricular development and articulation as the new curricula are developed and implemented.

In an effort to promote our extra and co-curricular offerings to parents and prospective students, Don Lugo High School holds an annual Future Freshman Night. Counselors, AP teachers, club advisors, administrators, and students present information about the school and

Scheduled Professional Development Time Provided by CVUSD for:

- **Common Core State Standards – Literacy**
- **Common Core State Standards – Math**
- **Next Generation Science Standards**

Future Freshman Night

Don Lugo Counselors Meet with 8th Grade Students

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their particular program in a fair-like setting. Students and parents are able to ask questions about everything "Lugo." Following Future Freshman Night, the guidance counselors at Don Lugo High School go to each feeder school campus to meet with eighth graders. At these meetings, counselors register students for Don Lugo High School after reviewing course options and graduation requirements with students. Students complete registration forms with the assistance of the high school counselors, take them home to review with their parents, then return them to the Don Lugo counselors when they return to collect registration forms for classes in the Fall.

High School Nights At the Junior High Schools

Academy Presentations

In addition to Future Freshman Night, many clubs, classes and programs present at "high school night" held at various feeder schools.

Prior to registration, each Academy at Don Lugo High School presents to eighth graders at our feeder schools.

ERWC Curriculum

As a requirement for ERWC on campus, communication takes place between the district office of curriculum and our Cal Poly representative. In addition, counselors receive communication from colleges and universities directly and at conferences. In order to establish curricular connects to community and future career paths, Don Lugo frequently invites speakers and writers to present to the students.

Work Experience Curriculum

Career Center

Don Lugo students have the opportunity to participate in work experience—bridging their high school experience with the demands of working in the community. While very few students are enrolled in the work experience class, many students on campus have applied for work permits through the career center.

AVID Curriculum

AVID connects with the district middle schools to recruit and prepare incoming students. The national AVID curriculum is fully articulated across both the middle and high school levels.

Life After Lugo

An informal presentation to current juniors and seniors

Upward Bound and

"Life After Lugo" provides students with firsthand accounts of college and or career life including which courses offered at Don Lugo High School were most beneficial to the presenting alumni.

Students participating in the Upward Bound program meet biweekly with a college liaison. Upward Bound students are tracked after graduating from Don Lugo as part of the federally supported program. Currently there are 30 students in the Upward Bound Classic Chino Valley Program (six Sophomores, 11 Juniors, and 13 Seniors).

Counselors request college acceptance letters from graduating seniors. Don Lugo High School seniors also complete a voluntary survey which includes which college they have chosen to attend as well as any scholarships awarded.

The University of California has an online tracking system that provides admissions data by source school allowing minimal tracking of Don Lugo graduates. In using this online database, interested stakeholders have access to general demographic statistics regarding the number of applicants, admissions and enrollment into the University of California System or by UC campus since 1994. The GPA of these incoming freshman applicants, admitted students, and enrolled students is also available. This data may serve as a guideline for current Don Lugo students as they complete their course of study at Don Lugo. For the graduating class of 2014, Don Lugo High School had 55 seniors apply to the University of California System, 31 were accepted, 18 enrolled.

Don Lugo High School does not currently collect data on the follow up studies of graduates.

Articulation With Cal Poly Pomona

UC Infocenter Database

B2.   Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Don Lugo High School has many programs on campus that offer School to Career programs. Programs that are available to all students include the LEAD Academy, Sports Industry Academy, Agriculture Academy, CTE Pathways, AVID, Advanced Placement, ROP, JROTC, Special Education, ELD, as well as district managed Alternative Education programs such as Independent Study and Virtual School.	**Master Schedule** **Campus Programs List**
All students, regardless of what program they are in, meet with their counselors to develop a four year plan. Students receive support services to help them meet graduation requirements. We provide individual student-counselor sessions and counseling workshops for college and financial aid assistance; these sessions are highly promoted (by faculty, administration, alumni, and automated phone calls) and result in parent and student attendance in large numbers.	**4 Year Plan** **Counseling Workshops** **Parent Night** **IEP's**
All students traditionally meet with their guidance counselors, or in Freshman courses, to develop a four-year plan that tries to match student academic, personal, and/or school- to-work goals with the school's programs and courses. Counselors check progress for graduation and reevaluate options based on student successes and need for improvement. More detailed life/learning plans	**SST's** **504 Plans** **AVID 4 Year Plan**

are developed in specialized programs, for example: Special Education – Individualized Education Plans; AVID – Collegiate Plans; CTE – Certificate Programs. Course offerings during zero and 7th periods, along with ROP programs, adult school, and summer school, may be used by many students who face scheduling conflicts caused by graduation requirements. Each spring counselors meet individually with students to discuss progress, future plans and scheduling for the following year. For further assistance, counselors have their own web pages with relevant information and links.

An additional parent information night is also offered specifically to parents of 10th graders during the year. During a student's 11th grade year, a parent information night is held to update parents and students about information concerning graduation and college preparation. Counselors meet with 11th grade students individually in the spring to review progress, future plans, and scheduling for the following year. At the beginning of a student's senior year, counselors send out a graduation checklist to the parents of all seniors. At the year's beginning and end of first semester, counselors send out a mid-year graduation checklist to all parents.

Don Lugo has seen an increase in the number of students enrolled in the three academies on campus. All three academies provide students with a four-year career and college pathway that is strictly guided by the academy counselors and teachers. All academies provide students with a guided four year plan for their future success. Academy counselors meet regularly with the students to discuss their progress throughout the year. Academy teachers meet to discuss student performance, student progress, cross-curricular projects, etc. The goal of the academies is to provide students with career and college oriented courses as well as the opportunity to work with community business partners in the form of internships their Senior year. Academy students experience both college and career options via field trips to both colleges and local businesses.

The LEAD (Lugo Engineering and Design) Academy has seen an increase in their enrollment numbers over the past 2 years. In 2013 there were 135 students

ROP

Meeting with Counselors

Sophomore Parent Informational Night

Junior Parent Informational Night

Graduation Checklists

Academy Rosters

Academy 4 Year Plans

Academy Meetings

Counselor Meetings

Community Internships

Academy Rosters

enrolled in the four-year program. This number has since increased to 150 in the 2015 school year. Like the LEAD academy, the Sports Industry (SI) Academy also provides students with a guided four-year plan. The SI academy is only in its second year of existence. The numbers have increased from 20 in 2014 to 37 in 2015. The introduction of the new Agriculture Academy, aptly named Team A & A (Technology, Environment, Animal Medicine, Agriscience, & Agribusiness), at Don Lugo has given those students with an interest in Agriculture and Veterinary Sciences the opportunity to participate in subject specific classes on campus. In 2013 there were 40 students enrolled in Agriculture based courses. This number has since increased to 70 for the 2015 school year with the creation of a new four-year academy for the agriculture students.

CTE Pathway Rosters

In addition to the college and career academies offered at Don Lugo, students also have the opportunity to take part in one of the five CTE pathways on campus. Students can choose to enroll in the Agriculture, Arts Media and Entertainment, Culinary Arts, Information and Communication Tech, or Engineering CTE Pathways.

AVID Curriculum

Counselor Meetings

Students in the AVID program benefit from extra counseling and assistance with their personal four-year plan. AVID students attend field trips to various colleges. This plan guides students towards completion of both Don Lugo graduation and UC/CSU requirements to make students eligible to a four-year college. One-on-one assistance is given to AVID students each semester and students are encouraged to keep track of their a-g completion/grades through the CSU Mentor website. AVID peer to peer tutoring is available after school for those students who seek additional assistance.

AVID Enrollment
Counseling Data

AVID Parent Night

The AVID program at Don Lugo has also seen a growth in numbers. Since 2013 the number of students enrolled in the AVID program has increased from 125 to 165 in the 2015 school year.

Master Schedule

The AVID program at Don Lugo is also looking at implementing a yearly AVID parent night to inform the

Counseling Data

parents of the Don Lugo AVID Graduate Profile requirements and expectations of an AVID student, as well as financial aid information.

Since 2013 Don Lugo has introduced four new Advanced Placement courses to the campus. The inclusion of AP Chemistry, Physics, Economics, and Psychology has allowed the overall enrollment in advance placement classes to increase from 214 in 2013 to 319 in 2015.

An AP parent night is held every year to inform parents of the expectations the AP teachers have of the students. The rigors and stresses of an advanced placement class may be new to some students. As a result, the AP teachers have found this informative night beneficial to the overall success of the AP program at Don Lugo High School.

Students at Don Lugo have the opportunity to participate in many ROP courses offered through Baldy View ROP. There has been an increase in the number of students enrolled in ROP courses at Don Lugo. Since the fall of 2013 Don Lugo has seen an increase of 68 students enrolled in either on campus or off campus ROP courses. Currently Don Lugo offers three ROP courses on site while a variety of other ROP courses are available to our students off site. Enrollment in the ROP program at Don Lugo has increased since 2013. The number of students taking ROP courses at Don Lugo has risen from 204 to 256 this year. Off campus we also have seen an increase in ROP course enrollment (though small) from 48 students in 2013 to 49 students in 2016. It should be noted that it is anticipated for both the on and off campus enrollment numbers to increase second semester of 2016.

For those students who have an interest in joining our United States military, Don Lugo offers a well-respected JROTC program to all students. The mission of Army JROTC is to motivate young people to be better citizens. JROTC prepares high school students for responsible leadership roles while making them aware of the benefits of citizenship. It is an elective course that can be taken

AP Parent Night Agenda

ROP Course List

Career Center

JROTC Curriculum

JROTC Course Syllabus

IEP's

SST's

all four years in high school. Each year the course is taken, a student progresses to a higher skill and leadership level. There are opportunities for cadets to participate in many school and community events, sharpen their communication skills, develop their leadership potential, strengthen their self-esteem, and improve their physical fitness.

Teachers, students, parents, administrators, counselors, school psychologists, and other school professionals participate in Individual Education Plans (IEP), Student Study Teams (SST), 504 meetings, and parent-teacher meetings to assist students in the development and follow through of personal learning plans. Adaptations and modifications are made and implemented based on individual need.

New EL students are placed in courses based upon the number of years they have received English Language support. Therefore, all beginning EL students (one year or less in U.S. schools) are placed in a two-period block of ELD as well as content area classes appropriate for their grade-level (except a grade-level English course). In their second and third years, students take an additional ELD yearlong elective course to support their language acquisition and continue with appropriate content area classes, including a grade-level English course. All EL students have equal access to the core curriculum.

Don Lugo ELD classes utilize the System 44, Read 180 and EDGE curriculums. Credentialed English teachers who have received professional development training in the ELA Common Core State Standards as well as the new California ELD Standards teach these courses. Currently, three part-time bilingual instructional aides work with EL students in their content area classes. The aides also hold a tutoring program during lunch for all EL students.

Don Lugo has also hosted the CVUSD sponsored college fair multiple times over the past few years. This college fair gives Don Lugo students access to information from many different colleges and universities across the western United States. In

504 Plans

CELDT Testing Data

Master Schedule

Course Syllabi

College Fair Flyer

College Tour Agenda
College Tour Rosters

Career Center Workshops

addition to representatives from both two and four year institutions, recruiters from the different branches of the United States Military were present to inform students of possible career opportunities post high school.

The counseling department organizes a yearly college tour for all eligible juniors, allowing students to experience a variety of public and private universities throughout California, in preparation for college applications and future academic decisions.

Don Lugo's career center posts newsletters, emails, sends home automated phone messages, and announces in the daily broadcast local career and college information and opportunities, as well as invites speakers from careers and institutions to discuss their requirements and prospects. Tests such as the Armed Forces Vocational Aptitude Battery (ASVAB), and ACT's Plan and Explore tests are offered to students interested in receiving feedback for planning their futures.

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
The Science, Social Studies, English, and Math departments offer various college preparatory (CP), AP, and Honors courses with rigorous standards. Don Lugo High School has strived to increase the number of AP courses offered on campus adding AP Physics, AP Chemistry, AP Psychology and AP Economics to our course offerings.	**Master Schedule** **AP Rosters** **AP Parent Night**
ELL students are mainstreamed in all core classes except ELA. These students and teachers have instructional aides in mainstream classes to assist in scaffolding, language acquisition and accessing content. Our Special Education Department works collaboratively	**ELL Schedules**

with general education teachers in order to support students who are mainstreamed into general education classes. Don Lugo High School does not track students and maintains an open-door policy for upper level classes. In some cases, courses have suggested prerequisites, but otherwise counselors assist students in completing their four-year plan and assign students to courses based on course selections. However, some measure of unintentional tracking does occur due to the number of students in upper level courses and courses with limited sections.

Low performing Freshmen have been placed in intervention classes for ELA (Fall 2015) and/or math (Fall 2016) in which students receive extra support and remediation while concurrently enrolled in grade level courses.

In order to assist students with achieving their goals, monitoring and evaluation of student performance occurs on a continual basis during the school year through the use of six-week progress reports, walk around forms, phone calls, , emails, Schoolwires, and online grades. Beginning November 2015, every student in CVUSD was provided an email address and access to Office 365 free of charge to assist students in mastering skills of the 21st century learner. Students are also able to access their grades through the student portal after they activate their accounts. Further training is needed for parents and students to increase the numbers of parents and students accessing available resources online. In addition, program and course descriptions are provided online through Schoolwires; students and parents can use class and program websites to communicate with instructors and counselors as well as check current grades and completed assignments; however, not all parents have access to these technologies and relying solely on phone calls results in inconsistent outcomes.

Many tutoring options are available to students: teacher's office hours, after school tutoring for English and Math, National Honors Society (NHS) tutoring, Saturday Academy, and peer-to-peer tutoring. This year the Don Lugo Renaissance Program has started a Peer Tutoring/ study hall during zero period every Wednesday.

Special Education Schedules

4 Year Plans

AP/Honors Rosters

District Course Descriptions

Online Grades

SchoolWires

Office 365 Program

Parent Resource Center

Tutoring Sign-Up Sheets

Saturday Academy Sign-Up Sheets

Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence

Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Counselors meet with students in during their freshman year to create a Four Year Plan. This plan is followed up on in subsequent years when counselors meet with students. Individual education programs are also developed with administrators, parents, counselors, teachers, and students to best assist students in their academic needs. Students can also be put on a contract to make it clear to them the necessary behavior needed for them to change in order for that student to work well in an educational setting. These contracts usually involve administrators, students, and teachers.	**4 Year Plan** **IEP's** **504 Plans** **Student Contracts**
Student Study Team meetings are called when/if there is a point of concern regarding student progress, behavior, or modification of services provided. In these meetings all stakeholders—student, parents/guardian, teachers, counselor, and administrator participate in developing a plan to further assist the student in attaining his/her educational goals.	**SST's**
Parents of Don Lugo students have the opportunity to participate in PIQE (Parent Institute For Quality Education) a nationally recognized program designed to encourage and support low-income ethnically diverse parents of K-12 school children to participate in their student's education. Parents attend monthly meetings where concepts including, but not limited to,	**PIQE Agendas** **PIQE Sign-In Sheets**

creating a home learning environment, navigating the
K-12 school system, engaging and collaborating with
teachers, counselors, and administration, ensuring their
child completes a-g high school requirements and,
encouraging high school and college graduation are
provided to them.

Don Lugo High School also has a Parent Resource
Center dedicated to providing parents access to
technology they may not have at home including
internet access, learning how to set up and use email,
and language support and assistance with school home
communication via our community liaison. Don Lugo
is working on promoting these resources to community
members who would benefit from available services.
Currently Don Lugo High School's Parent Resource
Center is open weekday morning 7:30- 11:00am.

**Parent Resource Center for
the Following:**

- **Computer Access**
- **Internet Access**
- **Technological
  Instruction**
- **Home/School
  Communication**

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate
changes in students' personal learning plans (e.g., classes and programs) and regularly
evaluates them.

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are
utilized for monitoring and making appropriate changes in students' personal learning
plans (e.g., classes and programs).*

Findings	Supporting Evidence
All students traditionally meet with their guidance counselors, or in Freshman courses, to develop a four-year plan that tries to match student academic, personal, and/or school- to-work goals with the school's programs and courses. Counselors check progress for graduation and reevaluate options based on student successes and need for improvement. More detailed life/learning plans are developed in specialized programs, for example: Special Education – Individualized Education Plans; AVID – Collegiate Plans; CTE – Certificate Programs. Course offerings during zero and 7th periods, along with ROP programs, adult school, and summer school, may be used by many students who face scheduling conflicts caused by graduation requirements. Each spring counselors meet individually with students to discuss progress, future plans and scheduling for the following	**Counselor Meetings** **4 Year Plans** **Program Offerings** **Academies** **IEP's** **504 Plans** **AVID 4 Year Plans** **CTE Courses** **ROP Courses** **Adult School** **Summer School** **Virtual School**

year. For further assistance, counselors have their own web pages with relevant information and links.

Student Study Team meetings are called when/if there is a point of concern regarding student progress, behavior, or modification of services provided. In these meetings all stakeholders—student, parents/guardian, teachers, counselor, and administrator participate in developing a plan to further assist the student in attaining his/her educational goals.

SST's

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Don Lugo offers a College Fair to all students to ensure students are aware of the many programs available to them after high school. Our career center coordinator organizes meetings from different universities and different career options. She makes students aware of trade schools, internships, ROP opportunities to students visiting the center.	**College Fair Flyer** **Career Center Information**
The Counseling Department, in conjunction with our Career Center provides workshops for those students seeking to pursue a post-secondary education. In addition to meeting with their guidance counselor individually, students and parents have opportunities to attend workshops on completing paperwork and other forms such as financial aid (FASFA), scholarships, college admission information and college applications with the support of counselors. Students also meet with their counselors regarding registration for exams such as the PSAT, ACT, SAT and ASVAB.	**Counseling Workshops** **Career Center Workshops** **Financial Aid Workshops**
In addition to the college fair, Don Lugo offers students the opportunity to attend Life After Lugo. This is a seminar held on campus yearly in which Don Lugo Alumni return to speak with juniors and seniors about	**Life After Lugo Agenda** **Life After Lugo Flyer**

their post-high school experience be it in the workforce, the military, or post-secondary education.

Beginning in 2013, CVUSD has implemented academies on four high school campuses. In the Linked Learning model, emphasis on partnerships with industry in the community is key. Although Don Lugo High School academies are in the very early stages of development and implementation, academy coordinators and teaching faculty are reaching out into the inland empire community developing relationships with companies in the hope of creating opportunities for internships in the near future.

Academy Programs of Study

Don Lugo students also have the opportunity to participate in Upward Bound, a bridge and support program provided for college bound students through California State Polytechnic University, Pomona. Students apply to the program, meeting after school with Upward Bound staff for tutoring and support with core classes. Students also attend a summer program on the university campus. Upward Bound monitors student progress and post-secondary educational and career choices for several years. Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits.

Upward Bound Program Information

Upward Bound Agendas

Upward Bound Rosters

In addition to the above, the Upward Bound program also provides Don Lugo participants and their families with information on the full range of Federal Student Financial Aid programs and benefits as well as guidance and assistance on secondary school reentry, alternative education programs, or entry into general educational development programs or postsecondary education.

Financial Aid Information

Don Lugo AVID students work with their teachers and counselor to produce a four-year plan that puts them on a guided path to reach a four year university. Students participate in biweekly tutorials with the aid of college tutors to assist them in their learning. This group collaboration lends itself well to study groups often

AVID 4 Year Plan

found at the college level.

Counselor Presentations

SAT preparation is ongoing throughout the four year
program with much emphasis during the Junior year. In
2016 the SAT will be offered to all Junior students at no
cost to them as it is provided free of charge by CVUSD.

**AVID College Campus
Tours**

AVID students regularly partake in college campus tours
to allow them to experience the multitude of college
opportunities southern California offers.

**JROTC Program
Information**

With the JROTC on campus, students participating are
exposed to career opportunities in the military as well as
opportunities and benefits of participating in ROTC
programs during college before pursuing a military
career.

CTE Pathways

Students also have opportunities to enter certificate
earning programs applicable to career preparation and
readiness as students transition from high school to post-
secondary endeavors.

B3.   Preparation for Career and College Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Indicators with Prompts

Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
Students at Don Lugo High School have a multitude of opportunities to participate in real world applications not only in the academic and elective classrooms, but through voluntary clubs on campus as well.	**Master Schedule** **Clubs on Campus**
The three academies on campus (LEAD, SI, and Team A & A) provide students with opportunities to take field trips to local community businesses related to the specific academy themes. In addition, local community business members have given their time to attend speaking engagements aimed at informing academy students about careers within their specific fields. These opportunities are widely supported by both the school site and CVUSD. Partnerships between the community and the academies continue to grow as the public and stakeholders become more familiar with what the academies are and what they offer Don Lugo students. It is the goal of every academy on campus to be able to place enrolled seniors in an internship with one or more local community businesses related to the field of focus. The addition of the internship program to the academies will further enhance the real world applications the students need to become successful in either their college or career pathway.	**Linked Learning Model**
The addition of four Expository Reading and Writing Curriculum courses to the Don Lugo master schedule allows for students to participate and focus on real world applications by utilizing informational material in the curriculum 90% of the time. Students who take this	**ERWC Curriculum** **CAASPP Testing Results**

course and earn a C or better and meet the standards on the CAASPP are able to forgo the college placement exam at the Cal State University campuses.

Within the Social Science department all students enrolled in Economics participate in a stock market project where the individual students invest money in the stock market and track their personal portfolio value by buying and selling stocks over the course of three weeks. Upon completion of the project the students then write a reflection paper describing what they learned about the economics of the global stock market.

In addition to this, Economics students also engage in a group business plan project. Students are given a town in the United States where research on the town is done to figure out what kind of businesses would be successful there. Upon completion of the project the group then presents their findings and their proposed business plan via PowerPoint.

Teachers in the math department have been to common core trainings and are working on implementing math problems that are relevant to students' lives. This continues to be a work in progress. The adopted textbooks have some real world problems embedded within them. Many of these questions are also related to current events. Continuing work in PLC's is allowing teachers within the math department to further develop additional problems for the students. With the transition to CCSS-M, there is a huge push to require students to apply their mathematical skills to the real world through modeling.

Students at Don Lugo High School are offered the opportunity to join the "Quest News" team. The Quest News journalism production course, now called Media Studies, is a course that offers students real world, career, and life experience through the news gathering process they go through. The news they gather and report on is meant for Don Lugo students, staff, parents, district personnel, and the Chino community. Students learn what it means to find something "newsworthy", begin gathering facts through several interviews and online research while trying to determine if they are on

Project Based Learning

Scheduled Professional Development Time for Common Core State Standards – Math

Scheduled PLC Time

Textbook Adoption

Quest News Web Page

the right track and if the information they've been given is in fact true. They write, photograph, and publish their work for their targeted demographic to see. The students are managed through student leadership under an advisor that is a Certified Journalism Educator by the Journalism Education Association. The real life and career skills they obtain through budgeting advertising dollars, publicity, and marketing, as well as, the regular curriculum is beyond useful and absolutely unique to the other programs offered on campus. As 21st century learners and producers of news, they are publishing their work on the World Wide Web providing them with an opportunity to have a voice that extends far beyond the walls of Don Lugo High School.

Floral Arrangements

The Floriculture department regularly creates floral arrangements that are sold or donated to various outlets. This program offers students the opportunity to learn skills that are beneficial to real world careers.

Agriculture Projects

Students enrolled in Agriculture courses at Don Lugo have the option to participate in many programs related to real world applications. Examples include Christmas tree sales, garden sales, livestock breeding and auctions.

Robotics Projects

Students in the LEAD academy design and construct multiple robots throughout the year. The technical skills learned in this program show relevance to real world applications in the architecture, engineering, and construction sectors.

District Supported Student Government Day
- **Program Information**
- **Agenda**

Student Government day is an additional program that Don Lugo students may participate in. Student Government Day is an event that was started in the City of Chino 36 years ago and continues as strong as ever. The event offers students the opportunity to role play positions in city halls, the district board room and at each of the District schools.

Participating students may choose to be part of a city council meeting at Chino and Chino Hills City Hall and Council Chambers, as Board of Education members in the Board Room, and as student principals for a day at our 35 schools.

The goal is to expose students to a behind-the-scenes view of how government works and how decisions are made. A mock agenda is created and students actually problem solve the items on the agenda to learn first-hand the process for making or changing law. At the schools, the students shadow the principals and learn what principals do as they meet with students, tour classrooms, talk to teachers and work with parents.

Boys and Girls State Roster

ROP Course Offerings

Selected Don Lugo juniors take part in the American Legion and the American Legion Auxiliary supported Boys and Girls State program in which students actively participate in all phases of creating and running a working government.

Work Experience Program Information

The incorporation of ROP courses both on and off campus into the master schedule allows students to learn skills that will suit them in future endeavors. Don Lugo also has a Work Experience program consisting of 9 students. This program allows students to earn money and work off campus at local community businesses where they learn the skills needed to succeed in the real world. Though the enrollment in this class is low, there are 57 Don Lugo students on campus who have work permits, yet have chosen not to enroll in the Work Experience class for a variety of reasons (scheduling, personal, etc.)

JROTC Program Information

The JROTC at Don Lugo allows for students who have served in the program for at least two years to enlist in any branch of the armed forces with one promotion. This equates approximately $6000 difference in annual salary. There is articulation between JROTC programs and SROTC programs at the college level. Students with JROTC experience usually promote into a leadership position in the SROTC faster than others.

Adult Transition Program Information

Don Lugo also supports special education students with moderate to severe disabilities through the Adult Transition program. The goal of this program is to provide a functional curriculum to help students with learning disabilities transition successfully from high

school to work or independent living environments. The program curriculum consists of functional academics, vocational development and independent living skills for moderate-severe SDC high school students who are not on a diploma track. Students are eligible for the program based on an IEP team decision, and are enrolled in the program through an IEP team meeting process. Examples of the curriculum are as follows: reading menus, social activities to build communication skills, money and shopping skills, independent work skills, follow and retain instructions, punctuality and attendance, interpersonal skills, and career exploration.

Clubs on Campus

In addition to the real world applications in the academic sector of Don Lugo, students are also afforded the chance to participate in many of the clubs on campus that assist throughout the community. The Key Club, Interact Club, Future Business Leaders of America (FBLA), and the Let it Be Club allow students to participate in community outreach programs that benefit not only the community, but the students as well.

Meeting Graduation Requirements

Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
Upon completion of their high school program, most students meet all graduation requirements. The staff (administration, teachers, and counselors) works regularly with students to monitor progress and provide additional support to ensure success for most students. Faculty and staff work continuously to improve curriculum and actively involve students in learning that is relative and rigorous. Based upon a student's educational interests, they can experience many classes that further advance their knowledge in subjects applicable to higher education and career fields.	**Graduation Rate Data** **Scheduled PLC Time to Identify and Implement Best Teaching Practices**
Don Lugo High School's course offerings and efforts at	**Intervention Programs and**

intervention, including Advanced Placement course, credit recovery, academies, and tutoring, help the staff to frequently monitor and aid all students in meeting the requirements for graduation. The data reveals that intervention and support programs, though still under revision, are effective in assisting students to meet specified goals. For those students who are unable to meet the course requirements, our counselors develop a plan with the students and their families to get back on track. Students with learning disabilities or beginning English development may extend past four years to meet requirements (Special Education may continue until their 22nd birthday if necessary).

During a student's 11th grade year, a parent information night is held to update parents and students about information concerning graduation and college preparation. Counselors meet with 11th grade students individually in the spring to review progress, future plans, and scheduling for the following year. Counselors send out a beginning-of-the-year and mid-year graduation checklist to all parents.

Analyses of multiple measures of data reveal most academic support programs ensure students are meeting all School, District, and State graduation requirements and, in most cases, SLO's. Don Lugo has seen an increase in the graduation rate over the past few years. The percentage of graduating seniors has increased 3% since 2012. 96% of Don Lugo seniors graduated in 2015. This increase can be attributed to the number of support programs offered during the academic school year and summer sessions to assist students such as ELD Programs, after school credit recovery program, four year academic academies, Independent Study, Virtual School, Options for Youth, Saturday Academy, teacher-to-student tutoring, NHS tutoring, and peer-to-peer tutoring. We also have AP workshops to support our AP students and the Upward Bound program in conjunction with Cal Poly Pomona for Don Lugo students in grades 9-11. Additionally, summer school offerings now include Freshmen courses as a preventative measure to help assure all students meet graduation requirements upon completion of their high school program.

Remediation Programs:
- **Credit Recovery**
- **Virtual School**
- **Saturday Academy**
- **Independent Studies**
- **Options For Youth**
- **Upward Bound**
- **Summer School**
- **Tutoring**

Counselor Meetings

ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

Don Lugo High School strives to promote continual improvement, reflection, and adjustment to our curricular offerings as National and Statewide shifts in curriculum occur and relevant educational research is published. Don Lugo High School and CVUSD offer a variety of instructional programs designed to graduate students who are college, career and life ready. During professional development, Don Lugo High School administration presents current trends and practices in education in an effort to keep classroom practice up to date. Core courses/grade level team teachers meet weekly during district provided common planning time to review, discuss, and develop classroom practices that support new curricula.

Academic standards for each subject area are developed at the State and District level. Depending on the course or program, many courses offered at Don Lugo High School meet UC a-g requirements. AP course syllabi are reviewed and approved by College Board before students can earn AP credit. All CP, Honors, and AP a-g approved lab science classes are housed in the lab building.

Concepts and skills taught in each course and level of course align to academic standards, career and college readiness standards and schoolwide learner outcomes. Incorporating literacy standards across curricula in daily lessons is emphasized by the current administration team. In addition the district is promoting the "four C's" with emphasis on critical thinking and communication for the 2015-2016 school year.

Don Lugo displays a variety of student work on campus, in the community, and in the classroom. Don Lugo Students participate in theater productions, concerts, art shows, local competitions, web design, Quest News, agricultural business ventures.

One of the core concepts of the Linked Learning model is cross-curricular integration. There is strategically planned integration within the three academies on campus. Other programs including AVID and ROP classes integrate outsourced curriculum into the regular program. Outside of these specific programs integration among academic and career technical disciplines is limited.

Curricula, graduation requirements, credits, homework and grading policies are set by the District Office of Curriculum. Don Lugo has one permanent seat on the district curriculum council. The school site has the opportunity to write new curricula and

submit new courses to the district curriculum council. Teachers collaborate during scheduled common planning time to review student progress, develop common assessments and adjust the scope and sequence of curriculum to better suit the needs of students. The level and amount of collaboration between teachers of similar classes varies from regularly practiced to very limited.

Counselors and administration regularly articulate with feeder schools. Interaction with other campuses, both feeder and post-secondary, is largely limited to personnel tasked with very specific duties. For example, one counselor oversees all courses submitted to UC Doorways.   The Career Center liaison connects with multiple post-secondary programs. With the addition of academies, academy staff has interfaced with feeder schools and companies in the community more regularly than staff not associated with an academy. Programs that track students after graduation are very limited. Don Lugo does not formally collect data on the follow-up studies of graduates. If follow up is made, it is either informal or is a part of another program such as Upward Bound or data collected by an external source such as the University of California system.

Don Lugo High School offers a variety of programs geared toward both college and career options. The introduction of additional AP courses, development of additional Linked Learning academies, and a growth in the number of AVID sections has created a pathway for students to be successful in post-secondary education. Programs such as CTE pathways, ROP, and JROTC provide students with a direct transition from high school to other post-secondary career endeavors.

Multiple levels of courses are offered to all students ranging from Intervention courses to Advanced Placement courses. Both EL and Special Education students are mainstreamed into core classes where applicable. CVUSD has provided all students with an email address and access to Office 365 free of charge. This was done to assist CVUSD students with mastering 21st century technological skills. Tutoring options are available for all students both before and after school. Students meet regularly with their counselors to determine if a new set of curricula needs to be pursued as a result of academic growth or decline in specific academic categories.

Students work with their counselors to develop a meaningful four year plan that puts them on a path for college and/or career readiness. Parents are offered the opportunity to review the plan with the student, counselors, and administration to address any changes that may be necessary. All student achievement plans, be it a four year plan, IEP, SST, or 504 are evaluated to ensure all measures are taking place to ensure student success.

Don Lugo parents are offered the opportunity to participate in our PIQE program and are invited to visit our Parent Resource Center on campus. The Parent Resource Center is dedicated to providing Don Lugo parents access to trainings and technology they may not have at home.

Don Lugo counselors meet regularly with students to discuss their progress in school. Four-year plans are revised based on academic progress of the student. The three Linked Learning academies, as well as the AVID department, meet regularly to discuss student progress throughout the year. Adjustments to enrollment in the programs are made as necessary. Special Education teachers meet with administrators, students, and family to develop IEP's in order to set goals for their students. These goals are modified as student performance changes. Counselors and administrators conduct SST's for students demonstrating the need for intervention, be it academically or socially.

Don Lugo hosts a district sponsored college fair every few years. This college fair gives Don Lugo students access to information pertaining to multiple colleges and universities throughout the western United States. In addition to information on post-secondary educational institutions, representatives from branches of the United States military are also present. The counseling department and AVID program at Don Lugo take students on field trips to colleges throughout California to further expose them to post high school educational options. The Don Lugo Career Center works with the counseling department to facilitate workshops for students regarding post high school career endeavors. The ROP, JROTC, and CTE programs on campus allow students to facilitate their transition from high school to post high school careers.

Students enrolled in the Linked Learning academies are exposed to both college and career based curricula which includes real world application. Enrollment within the academies is open to all interested students. In addition, the implementation of the ERWC and RCD curricula throughout the English courses engages students in real world applications through the use of non-fictional texts. Real world projects are completed in Social Science courses throughout the school year. The Don Lugo Agriculture department interfaces with local dairies and the community with food sales, plant sales, Christmas tree sales, livestock breeding and auctions. The Quest News journalism students have created a webpage in which they research and post journalistic articles pertaining to real world events. A district managed Student Government Day is available to interested students. Don Lugo offers ROP and JROTC courses before school, during school, after school, and off campus to any student who wishes to participate.

Don Lugo strives to offer a myriad of support programs to serve students of all levels. Support systems offered on campus include peer-to-peer tutoring (NHS and "We Help Wednesdays"), AVID tutorials, AP workshops, Upward Bound, English 9 Intervention, Algebra Intervention, Saturday Academies, and Credit Recovery. Virtual School, Independent Study, and Summer School are examples of district managed programs aimed at supporting student academic success.

Even with these programs in place, a general sense of student accountability needs to be improved on the Don Lugo campus. Students recognize the multiple programs afforded to them for both remediation and intervention, yet student D/F rates are still higher than they should be given these opportunities.

Prioritize the strengths and areas of growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Don Lugo HS offers a multitude of programs available to all students promoting academic success and involvement
- During this period of significant curricular change, Don Lugo staff is involved in curriculum development and writing including but not limited to RCD in English, NGSS, CCSS-M, CCSS-Literacy, and social sciences via historical investigations
- Increase in the number of AP courses offered and increase in AP course enrollment
- Growth of Linked Learning modeled academies
- Expansion of AVID program
- Variety of relevant rigorous courses with open access to all students
- Collaboration and common assessments in some courses

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Integration of CCSS literacy standards
- Increase the use of remediation and intervention inside the school day
- More consistent collaboration between teachers of similar classes
- Expand the number and quality of common assessments campus wide
- Teachers collaborating to maintain a consistent level of rigor in similar classes
- Need to raise the academic expectations of some students which will greatly reduce the D and F rate campus wide
- Formal recognition of student work
- Improve articulation with feeder schools and district regarding skills needed at the high school level
- Post-graduation follow-up studies

Chapter IV:
Instruction

Category C: Standards-based Student Learning: Instruction

C1.   Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts rubrics

Results of Student Observations and Examining Work

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging and relevant learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the*

 schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.

Findings	Supporting Evidence
Students are required to...	
Answer higher critical-thinking questions. As a result of Common Core, our instruction has been moving away from open-ended or opinion-based questions to higher-level, text-based questions requiring a rigorous examination of evidence. Most of our staff have participated in on-site and district-led professional development on Webb's Depth of Knowledge, Bloom's Taxonomy, and Literacy Shift 2: Text-Based Questions. All students are required to use evidence to support assertions and hypotheses, delineate their reasoning, and synthesize information to evaluate and create as a part of inquiry-based learning.	Students in Social Science use the Historical Thinking Skills to evaluate a primary source document; students in Math evaluate multiple methods for solving an equation and argue, with evidence, for one method; students in English analyze varied texts on American identity and synthesize findings to create a visual argument in the form of an infographic.
Engage in analogous or simulated real-life scenarios in order to understand concepts, form educated hypothesis, and assess outcomes.	Students in American History engage in a simulated, battle-tactics activity to demonstrate the efficacy of various war strategies used in war. Students in Social Science

engage in numerous simulations. In Economics, students interact with each other to buy and sell resources to model how the circular flow of the economy works. In Earth Science, Students look at data regarding El Nino and how/why El Nino forms. Students take knowledge gained in the classroom about global ocean currents, global wind patterns, global pressure zones, and location of continents to develop a culminating project in which they design their own planet.

Use academic language in writing and speaking. Students are introduced to cross-curricular (Tier 2) and content-specific (Tier 3) terms in appropriate courses and levels. These terms are reinforced regularly by teachers, and we are currently in the process of displaying academic language on classroom walls. Students can articulate these words' meanings and rephrase when necessary. Students can identify their understanding of academic language by demonstrating the requisite skills.

Teachers post tier 2 & 3 words on Words Walls; students use glossaries of academic vocabulary; students are asked to rephrase into academic language (e.g., not using "FOIL", but multiplying binomials). Students can differentiate between terms, e.g.: "Show" & "Explain" in Economics where "show" means draw a correctly labelled graph. Students are required to identify elegant variation and its stylistic effect when used (AP English). Students modify language of an assignment based on various audiences.

Students engage in activities that challenge them to research, evaluate sources, synthesize information into claims, and support claims with evidence when writing.

In Social Science students are required to research communities that they are not acquainted with and explain

what type of business they are going to open and submit a business proposal supporting their business details and rationale to the class. In Science, students demonstrate their knowledge of rain patterns and ocean currents through a poster they create and by articulating their understanding of the material through describing what their poster represents both verbally and in writing

Students engage in activities that challenge them to research, evaluate sources, synthesize information into claims, and support claims with evidence when speaking. Unlike in writing, students must be able to utilize effective speaking and listening skills: oratory skills, revising and collaborating, and responding intelligently to classmates' arguments in an informal and formal setting.

Students in English present a current events newscast and participate in book-group Socratic Seminars and formal debates; Students in English create a TED Talk on to what extent the government should be responsible for their guaranteed unalienable rights; in Social Science, students participate in a panel discussion presenting multiple view-points on a current or historical event. Science community-member-panel presentation of a 3D model of a building.

Students actively participate in the community, gaining a broader understanding of content material by participating in relevant community activities (competitions, outreach, media events, civic functions, etc.). Students are required to engage in activities and complete assignments and projects that demonstrate their awareness of their experience and its applicability. Students learn to make complex connections between content, texts, the community, and their own experiences.

Students connect content knowledge to current, community events through the Social Science Community Participation Project, attending local city or district board meetings; "We Remember" is an oral history project where students examine primary sources and explore historical memory as a changing and fluid idea;

Students create real-world projects/ongoing assignments that are shared with the community or the world at large via digital news, social media, and blogs and discussion boards.

LEAD (Lugo Engineering and Design) academy students conduct presentations for administrators at Cal Poly to explain and promote pathway; Don Lugo FFA (Future Farmers of America) students demonstrate class-content knowledge at the LA County Fair.

AP English Language students' current events summary and analysis blogs on WordPress; Quest News Online newspaper and Twitter feed; Don Lugo's published yearbook is shared with friends and family in the community. Economics students create a commercial using content knowledge, advertising, and persuasive techniques to "sell" the many attributes of their school while working in their Supply and Demand unit.

Students create projects/complete assignments based on real-world enterprises and industries (i.e.: business, advertising, engineering, entertainment, journalism, etc.)

Students in Social Science are required to research communities that they are not acquainted with and explain what type of business they are going to open and submit a business proposal supporting their business details and rationale to the class. Our robotics team has competed in the FIRST Robotics Challenge for the past four years. For this competition students are given tasks to complete and six weeks to design, build,

program, and test the robot.

Students in the Sports Academy host a Symposium with a Q&A panel of industry professionals; Graphic Design students create stop-motion animated videos with a self-created character and narrative. In Math, our newest CCSS-aligned textbook includes real-world application activities, e.g.: students read and interpret chart data to explain how it represents a path traveled from their house to the bus stop and understand how to use geometry to construct a birdhouse. .

Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence

Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.*

Findings	Supporting Evidence
Many teachers debrief rubrics and models to students ahead of time to provide criteria for and concrete examples of performance levels. Students are required to self-assess using these same rubrics. Departments attempt to standardize their rubrics so students experience consistency from class to class. Rubrics align with CCSS and closely resemble Smarter Balanced rubrics. Teachers provide students models of varied proficiency levels and have students identify rubric criteria within said models.	Many teachers use the following rubrics: EQUIP, Ed-Leader 21, CCSS-aligned and Smarter Balanced, content-specific, teacher/PLC-created, and ELA RCD rubrics. In Social Science, the Community Participation Project uses a teacher created rubric that is standardized based on the Literacy Standards.

Most teachers display objectives, purposes, standards, agenda in the classroom.	Students copy down objectives/standards in a daily planner; students include related standards/purpose statements at top of notes and or daily assignments (Science); teachers provide calendars with overviews of the month.
Many students can easily locate and reiterate purposes/objectives and agenda to visitors and each other.Instructional strategies are utilized to determine whether students know and can articulate the day's purpose.	Students engage in choral response, random verbal check-ins, exit tickets, rephrasing objectives, and recording purpose and standards in a notebook.
Pretests are used to determine prior knowledge and used as a benchmark for unit planning and reteaching; Most PLCs calibrate pretest responses and use data to discuss best practices. Teachers prepare students with strategic, limited frontloading to provide overview of units, projects, objectives, etc.	Teachers provide oral preview of content and unit/project overview handouts, including major assignments and grading criteria. Teachers use anticipatory activities and journal prompts to initiate brainstorming and student engagement.

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Teachers differentiate collaborative strategies for student pair and group work, based on the needs and strengths of individual students and classes as a whole. Teachers also modify specifics of assignments to accommodate student needs.	Teachers vacillate between needs-based grouping, teacher-assigned grouping, and student-selected grouping. Teachers use A/B partners and Think, Ink, Pair, Share when appropriate. Students are assigned collaborative-

	grouping roles and their performance is assessed using collaboration rubrics (e.g. Edleader21). Teachers modify scope of assignments, presentation and assessment formats, time allotments, and provide technology options for students at various levels of comfort.
Teachers provide extra resources as scaffolding for students at various levels of understanding and skill. Teachers also reinforce concepts and student learning with images and realia.	Teachers provide handouts, sentence frames, sentence starters, vocabulary squares, closed reading passages, outlines, teacher modeling, etc.
Teachers use a variety of methods for checking for understanding; teachers use formal and informal checking for understanding to assess student learning and modify instruction.	Teachers use choral response, exit tickets, warm-ups, student-response clickers and apps, personal whiteboards, equity sticks/cards, and physical indicators (thumbs up/down) as informal means of checking for understanding. Additionally, teachers assess the extension of student understanding by using follow-up questions or asking for evidence and elaboration. Formally, students submit essays, constructed-responses, lab reports, projects, and presentations--both formatively and summatively--that teachers use to assess student learning.
Teachers present content-specific ideas in a variety of ways to reach students with all different learning styles and ensure all students learn.	Some teachers use the flipped classroom structure (reading at home or viewing PowerPoints with narration) to provide students with direct content instruction as

homework and use class time to practice skills utilizing said content instruction.   For example, students in English view and take notes (including narration) on the methods of development in writing and then apply the notes by close reading exemplar texts in class and demonstrating their analysis with a rhetorical precis. Teachers uses demonstrations, direct instruction, note taking, and videos to front load students as well as provide needed content and background.

Teachers use a variety of formal and informal methods of providing student feedback. Teachers strive to be specific, timely, and measurable with their feedback, as well as prompt students to engage in self reflection. Teachers use technology and digital tools to provide students with effective feedback when applicable.

Teachers give comprehensive feedback on process assignments with drafts, as well as more targeted feedback to focus on target areas or areas of concern (e.g.: teacher asks student to list two areas of focus on top of essay; teacher will read and provide feedback primarily for those two areas). Teachers use turnitin.com to provide students with feedback. Students keep logs of feedback and identify patterns, using resources to independently improve.Teachers use data projectors and document cameras to provide feedback to some students' work, asking students to identify and address the same problems in their own work.

Teachers differentiate by incorporating students'

In English, students get to pick nonfiction texts for book

backgrounds and abilities, giving students choice and allowing them to take ownership over their own work. Teachers strive to provide students with the opportunity to demonstrate requisite skills using their own prior knowledge and interests, allowing students choice in research and text topics, and presentation methods.

reports, apply their own backgrounds and cultures when answering essay prompts in American Literature, and decide on their own technology tool for presentations (e.g.: Prezi, PowerPoint, Powtoon, etc.). In Math, students get to design their own "logo," choosing details that they feel represent them. In Spanish, students reflect on their weekends, dreams, etc. when journaling.

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Teachers introduce, emphasize and reinforce content using a variety of technology-based presentation tools	PowerPoint, Prezi, etc., turnitin.com's feedback tool, and discussion platforms like turnitin.com's discussion board and Schoolwires and its discussion board.
Most teachers have been trained in the Literacy Shift 2 and incorporate academic language and language literacy standards in classroom instruction.	*Trainings include, but are not limited to*: UCLA History-Geography Project training
Most teachers trained in Literacy Shift 1 and incorporate text-based questions in classroom instruction. Staff participated in an introductory on-site training for text-based questions. Students use close reading strategies to answer text-based questions.	Next Generation Science Standards Training District-led Literacy Shift and RCD professional development AP by the Sea conferences. Linked Learning Training Digital Tools for Literacy On-Site Training Capturing Kids' Hearts Real Colors Expository Reading and Writing Course (ERWC) Aeries Turnitin.com Schoolwires

Microsoft 365

RIMS AVID Summer
Institute
CUE Conference
District-led Science
Professional Development
NGSS pre- implementation
inservices
District-led Special Ed
inservices
CPEW Workshop

Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
Many teachers work together in PLCs to create common assessments, analyze data, calibrate grading, and share best practices. While not all departments have fully embraced this model of collaboration, we are slowly moving toward this as the standard and the norm. Teachers are slowly becoming more comfortable with opening up their classrooms to each other, as well as sharing individual and group/department data.	Teachers meet in their PLCs roughly three times a month. Department and individual D and F rate data chart and questionnaire. Common pretests and IABs in English and Math. Common pacing guide and assessments in Science. analyze data using Illuminate.
Our school recently hired to Instructional Coaches to work with teachers in implementing the Common Core and sound instructional practices. These coaches meet with teachers to assist in project creation and reflection. Teachers also work as coaches to facilitate understanding and use of new technology and digital tools.	Co-plan/Co-teach models. Assistance with implementing literacy standards, administering district assessments, and using new technology and digital tools. Coaches lead trainings at the site and district level.

Our site sees the value of and includes as part of its professional development teach-led trainings. We believe the experts are among us and we work to share our expertise and support each other.

AVID training on Cornell Notes and Senior Seminars

Turnitin.com trainings

Aeries gradebook and Schoolwires assistance

Using Digital Tools for Assessment training

Teachers model learning, facilitate understanding of project outcomes, and facilitate collaboration by promoting responsibility; students are encouraged to utilize collaborative tools for communication and creation. Teacher facilitates self-reflection and revision.

Teacher annotates a portion of a text while dialoguing thought process; teacher plot first set of coordinates on a graph. Teacher uses document camera to share exemplars of student work and uses rubrics to guide student understanding of expectations and goals. Students are assigned roles in-group activities; students use ShareDrive and email to work collaboratively outside of the classroom.

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students engage in higher-level thinking projects (DOK level 4 & Bloom's Level 6), which incorporate technology in their creation and presentation.	Students in English learn about the efficacy of various presentation strategies (e.g. photo journalism, Pecha Kucha) and create a presentation, modeling their presentations after techniques popular in the professional

world. In the Civil Engineering and Architecture, students use digital tools to design residential and commercial buildings that they present to industry experts including local architects, real estate agents, and CVUSD's Asst. Superintendent of Facilities, Planning and Operations.

Students are required to engage in frequent, systematic close reading of a variety of texts (e.g. articles, images, graphs/charts, historical documents, text excerpts, etc.), requiring them to engage in inquiry and use multiple readings of a text to arrive at a complex understanding.

Students close read historical documents (e.g.: Paine's *The Crisis*, The Declaration of Independence, etc.) to analyze how writers use strategies to appeal to context, purpose and audience. Students analyze data from experiments to explore, discover, and derive conclusions about properties and their relationships. In History, students use the iREAD strategy from the UCLA project to annotate and close read historical documents and periodicals.

Students engage in culminating, inquiry-based activities that require them to supplement what they've already learned with research, synthesize their findings, and communicate a complex account of their understanding.

In English, students demonstrate understanding of persuasive appeals and fallacies through "mock" commercials and product pitches. In Economics, students work in a group to come up with a business plan for a town within the USA, and present it in a power point format. In Math, students complete a Boston Marathon winning-times project that compares the trend of men's winning times and women's winning times over the year's to predict future performance

times and determine if the women can ever surpass the men in the future. Students must defend their conclusions. In English, students must complete a synthesis project, studying literary nonfiction and TED talks, then create their own TED talk on a civic topic, presenting it to the class.

Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in-group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students engage in debates that require them to plan and research in advance as well as be able to think, reason, and problem solve in the moment, adapting to changing arguments, contexts and evidence. Students are required to work in groups to solve problems and use technology to further their inquiry-based projects. While student ability can vary drastically in this area, most students make strides to be able to debate and problem solve in a rigorous and professional setting. They understand how audience and purpose affect their strategies.	In Economics, students research and debate multiple topics in groups, such as the effects of raising minimum wage and the effects of illegal immigration on the US economy. In English, students conduct Four-Corners Discussions, Socratic Seminars, and formal debates to discuss
With the transition to NGSS students are expected to actively engage in scientific and engineering practices and apply cross-cutting concepts to deepen their understanding of the core ideas in content areas. A significant difference between past practices and NGSS is the integration of engineering and technology into the	Next Generation Science Standards

Student Projects

Student Portfolios |

course curricula. In many subjects, students complete inquiry-based activities/projects where multiple skills are demonstrated such as collaborative inquiry, critical thinking, designing, developing, and modeling. Performance expectations for subjects include a student's ability to apply a practice to content knowledge where focus is placed on understanding an application as opposed to memorization of facts. Given the shift from the emphasis on memorization to the current application of critical thinking to the curricula, the degree of student mastery varies. Some students have adjusted well to this higher level of understanding while others are still emerging.

Interactive Student Notebook

CAASPP (Performance Task) and IAB data

Architecture and design presentations

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students having been utilizing technological aptitude to demonstrate proficiency in speaking and communicating based standards. Students use computers for demonstrating proficiency in research standards and use digital tools to demonstrate proficiency is speaking and writing standards.	Students use such things, but not limited to: Power Point, Prezi, email, blogs, and Schoolwires in various departments and classes across campus.
Students are effective communicators using electronic, print, and graphic and artistic media competently.	Students use district provided student accounts on Microsoft 365 to have access to email. Across multiple departments, students use turnitin.com to submit work to their teachers.

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Students are linked to the real world with simulation activities as well as their use of newspapers and other periodicals to apply "book" concepts to current events.	The Stock Market Project in Economics is where the students are able to buy/sell stocks based on the prices of the NYSE/NASDAQ.
Students in academies network and make connections with professionals in the industries of their interest. Students gain worthwhile knowledge, skills, and insight in the fields and the prerequisites for finding success therein.	While working on the competition robots, students worked with mentors from the Aerospace Company, Mt. SAC, CSU Fullerton, and Cal Poly Pomona who helped them with programing, design, and manufacturing of parts.
All students have access to textbooks and many of the books have ancillary materials that are available on computer information networks. Some teachers access digital resources via a lap top or AppleTV.	Library catalog of books and supplementary resources Class sets Documentation of document cameras and data projectors checked out to teachers
Students research original source documents and secondary, supporting sources in the library or computer labs, using credible sources.	In English, students use the CRAAP test to assess credibility of sources Computer labs for research projects (e.g.: current events, college and career preparedness, calculating stocks, research for dissection, etc.)

Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs,

regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
There are 13 Baldy View ROP classes available to Don Lugo students at a variety of business locations, including ones addressing child education, sports medicine, food and hospitality services, and marketing, which provide job shadowing and internship opportunities.	Baldy View Regional Occupational Program
	ROP Spring Schedule
Don Lugo is part of Baldy View ROP with 16 career pathways, 22 locations and over 75 classes. All ROP courses offer real world application and experience.	Culinary, JROTC, Athletic Trainers
All of our academy courses and electives (drama, band, dance, choir,	Community Participation Project
Comedy Sportz, culinary, JROTC, sports, LEAD, and horsemanship academies) provide students access to career awareness, exploration and preparation.	We Remember
	Sports Business Symposium
	LEAD and Robotics field trips and conventions
	Local, fresh produce from DAL farm
	FFA

ACS WASC Category C. Standards-based Student Learning: Instruction:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

Overall, Don Lugo is making great strides toward transitioning instruction from one that is teacher-led and content-driven to one that is teacher-as-facilitator and inquiry and skill driven. While this is a struggle for some, the staff of Don Lugo bands together and shares best practices. Additionally, while many students are showing great success with the rigor of the CCSS, some students are undergoing a paradigm shift and may struggle for a bit longer. Once the entire staff shares a consistent level of rigor, student performance will vary less. Technology has been both a bane and a boon to Don Lugo; many teachers and students make effective use of the new tools available to us, however the sheer quantity of new tools can be overwhelming and many students lack the requisite skills to be proficient with them with much assistance.

Prioritize the strengths and areas of growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Because of instructional strategies teachers are implementing, students are becoming more aware of what they are learning, what proficiency looks like, and where they fall in terms of attaining it. This helps make most students aware of their standing before it is too late, adversely affecting the D and F rate.

- Teachers embrace and use in instruction diverse student abilities and backgrounds.

- Don Lugo continues to grow existing academies and add new programs each year. This diverse set of offerings for students will better help them meet the A-G requirements as well as increase student enrollment.

- Most teachers employ a wide range of instructional strategies for checking for understanding, differentiating, providing feedback, and utilizing technology.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Not all departments engage in effective PLCs or are implementing PLC protocols that would help maximize student learning.

- Teachers are still unsure how to appropriately analyze data or how to use that data once they have. Additionally, many teachers are hesitant to share their data with others. The D and F rate, one of our critical areas or need, can best be addressed once everyone understands the collaborative and positive nature of sharing data and talking about it candidly.

- As a result of new math textbook adoptions and the dramatic change in math standards resulting from CCSS, math instruction is still attempting to transition to a focus on precision, argument, problem solving. As these things become more the norm, CAASPP scores in math with increase accordingly.

Chapter IV:

Assessment & Accountability

Category D: Standards-based Student Learning: Assessment and Accountability

D1.   Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
Don Antonio Lugo High School employs a variety of methods for disseminating information to parents and other stakeholders. Aeries Parent Portal, progress reports, Schoolwires, personal phone calls and conferences are the main ways teachers disseminate and report information to parents and other stakeholders. ELD and SPED status are communicated to teachers through paper, email, and the Aeries Student Information System. Special education teachers use data from SEIS and individual teacher reports in IEP meetings and attach copies of all documentation.	**Schoolwires statistics:** **Teacher Pages: 83** **Site visits since 2014: 289,831** **Aeries SIS** **SEIS – for IEPs**
All 10th graders complete the CST Life Science test and 11th graders complete the CAASP testing annually in the spring and the school district mails home a comprehensive report the following September detailing student achievement in Life Science, English Language Arts and Mathematics.	**Turnitin.com** **Portfolios**
Courses evaluate student performance with a plethora of formative assessment. Common assessments and benchmarks are used in the Math, Science, Social Science, English, and SPED departments and the assessment data is shared and discussed during Professional Learning Community meetings in order to address the content where students have trouble and develop best-practice strategies to address these areas. Diagnostic exams are given in Physical Education, Foreign Language, Business/Technology, and English courses that evaluate student skills to further differentiate	

instruction for students.

Monitoring and Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Timely distribution of report cards, progress reports, standardized testing results, student project and assignment evaluation, exhibitions of student work, homework, parent-teacher conferences, Student Study Teams (SSTs), and administrator-to-parent communication have all been highly effective means of providing clear and useful information to all stakeholders. All teachers at Don Lugo are able to access student information through two online systems known as Illuminate and Aeries Student Information System. Past student standardized test scores and current courses and grades are all available to supplement differentiated instruction for every child. Illuminate allows for the rapid collection and analysis of student data Utilization of the Aeries Parent Portal also allows students and parents to remain updated on assignments and student grades on a more frequent basis than the standard 6-week progress reports mailed home. Additionally, students and parents can stay informed of events in the classroom by visiting teacher webpages (Schoolwires) and checking upcoming test dates, due dates for assignments, and other classroom resources. Another form of current communication to the parents and community include daily or weekly "walk-around" forms for students to take home to parents, email, concern checks, and grade summaries requiring parent signature.	**Student Work** **Walk-Through observation forms** **Lesson Plans** **Aeries Parent Portal Statistics?** **Progress reports**

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
The Counseling Department takes the lead on campus to ensure that parents and students are aware of all graduation, UC/CSU A-G eligibility, credit, and testing requirements. The counselors meet with the students regularly to keep the students on track in meeting their goals. The counseling department also maintains the department webpage with numerous resources related to tutoring, various eligibility requirements, federal grants/scholarships, school planning, college fairs, testing dates, and much more. The goal of the counseling office is to educate students and parents about post-secondary and career options. Counselors are also equipped with outside resources for families regarding tutors, educational opportunities, family therapists, and health insurance. The process for creating and maintaining a high level of student engagement at Don Lugo lasts all year long. The school year begins with responsibility assemblies for each grade level and a back-to-school night within the first month of the school year to further communicate to parents the school-wide and course-specific expectations. Administration and counselors also meet with parents at this event to communicate changes to graduation requirements and to address concerns. Engagement continues throughout the year with large full-school rallies promoting both academic and athletic success hosted by the school's robust, 130 student, ASB/Leadership program. A key component has been the recently revitalized Renaissance program which rewards students both inside and outside of school for their academic growth and success. Further recognition is celebrated at the Farewell Rally which focuses on the graduating seniors and retiring teachers including the valedictorian and salutatorian, college/university letter of intent signings, and military enrollments. One of the greatest successes over the past	**Mission Statement** **SLOs** **Student Handbook** **Counseling Webpage**

few years has been Don Lugo's Senior Scholarship Night which recognizes students for their academic and athletic scholarships. Over the past three years, Don Lugo students have earned over three (3) million dollars in scholarships.

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The Aeries online gradebook is used by many teachers to monitor student progress on all assignments. Using its trending graphs, a student's increasing or decreasing performance in each of their classes can easily be seen by parents, teachers, and counselors. Progress reports are mailed home at the six (6) and twelve (12) week mark and end-of-semester grades are mailed home at the end of each semester. Many teachers print informal progress reports or missing assignment lists for students. Some teachers require parent signatures as proof of receipt, others do not.	**Aeries SIS** **Progress Reports and Report Cards**

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
The district has a unified policy that grades must follow a minimum of 60% assessment grades and a maximum of 40% homework/class work grades. Grading policies of individual teachers are all published for parents at the beginning of the school year/semester in the expectations and course description notice. Progress reports and semester grade reports are sent out to parents and students six times through the year, in 6-week intervals, as a means of informing families about	**Student Grade Reports**

their student's performance. Weekly progress report forms (walk-arounds) are also available in the counseling office. Teachers collaborate in core content areas such as science, English, Math, and social science to create tests, discuss student performance, assessment methods, and student understanding of the Common Core State Standards. Other tests which are used are CELDT, CAASP, and AP testing. This disaggregated data is provided to the faculty on an annual basis.

During department meetings, teachers discuss student performance and discuss the effectiveness of instructional strategies and their impact on student achievement.

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence

All online instruction is handled by the district's Virtual Academy.

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Variety of Assessment Strategies: A variety of assessments are used at Don Lugo High School. Teachers design and use the following: essay tests, online quizzes, focus questions, research projects and presentations, illustrations, journals, video and live performances, individual and collaborative projects, laboratory projects and reports, peer evaluation, oral presentations, debates, pod-casts, Socratic seminars, essays, notebooks, and portfolios. In addition, district benchmark tests are utilized for uniformity of curriculum across the school and district.	**IAB's** **Benchmark Finals** **Common Assessments** **Turnitin.com Usage Statistics:** **Instructors Registered: 47** **Students Registered: 1387** **Submissions (2014-15 school year): 5140** **Grademarks: 2559**
English: English teachers, at all grade levels, frequently use Common Core aligned rubrics to assess student writing, either the official district-created ones, or teacher-created ones. Approximately half of the RCD units include On-Demand writing tasks, which require students to write under timed conditions. During these tasks, assessment is more focused on particular elements/skills, rather than everything, as would normally be the case for process writing. AP English teachers also frequently administer timed writings and use the appropriate College Board grading rubric to assess the students. Most teachers are using turnitin.com to collectively assess student work, and there has been a push to expand this practice to other departments as well.	

Math:
The math department utilizes standardized chapter tests as well as teacher-generated tests. Students are also assessed by the CAASP, PSAT, SAT, SATII, CSU readiness exams, ACT preparation exams, and AP exams. District-wide benchmark exams are used for Integrated Math I, Integrated Math II, and Algebra II. Last year each PLC met once a week to develop common assessments and discuss student performance, best practices, and needed modifications. However, this year, meetings have been less frequent due to reduced PLC time during Common Planning Time (CPT).

Social Science:
Social science teachers' assessments include multiple-choice and essay tests, research papers and projects, illustrations, journals, individual and collaborative projects, peer evaluations, oral presentations, and creative writings. Teachers collaborate together to form consistent assessments and analyze needs for growth.

Science:
The science department collaborates to come up with consistent assessments for all levels. Formative and summative examinations such as papers, labs, and research papers are used along with benchmark exams. Benchmark exams are analyzed to see student need for improvement and growth and to determine whether or not a particular topic requires re-teaching. The science department is in the process of transitioning course assessments to align to the Next Generation Science Standards (NGSS).

Technology:
Students use assessment results to modify their learning in order to enhance educational progress. Students are regularly notified about personal achievement through personal tracking of their grades or teacher generated grade reports. A number of teachers utilize internet options for grade communication through Aeries. This allows students and parents to have regular access to their individual grades throughout the semester. This information becomes a self-evaluation tool.

Teachers are able to analyze common assessment data such as state tests and benchmarks with Illuminate and

share the information to modify instruction during
Professional Learning Community (PLC) meetings.

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those students with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The staff utilizes a variety of methods to make assessment equitable. One such method is the use of equity sticks for verbal questioning relevant to current topics being discussed. Projects and presentations give student a chance to demonstrate understanding of materials that suit specific learning styles.	**Academic Vocabulary Posters** **Tier II Word Lists** **Tutorial Request Forms**
In the AVID program, tutorial reflections and Socratic seminars are used to assess what students know and AVID students are required to write summaries and personal reflections as an assessment of their understanding of a lesson.	
As a way to promote academic vocabulary, departments have selected twenty (20) tier II words to focus on throughout the year. Teachers in the LEAD academy have also created posters to emphasize uniform academic vocabulary across content areas.	

Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
All online instruction is handled by the district's Virtual Academy.	**N/A**

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and all other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
As part of RCD (Rigorous Curriculum Design), the English curriculum has embedded performance tasks (formative) and a culminating learning experience (summative) into each unit, which are considered standards-based assessments. They are not "standardized" in the strictest sense of the word, but they are formative and summative assessments of that unit's priority standards. PLCs are supposed to examine the results (data) and student samples of these assessments and use the results to calibrate grading and drive teaching/reteaching, but this is done inconsistently at best. In terms of efficacy, they are useful for maintaining consistent rigor across the board, identifying areas of need, and modifying instruction for future units—when data is analyzed correctly (which it seldom is). IABs have also been implemented, which are interim assessments accessed on the CAASPP website for determining student progress toward the 11th grade CAASPP in the spring. Each grade is responsible for a few different IABS (one for each CCSS claim) and their administration times are spread out throughout the year; however, they don't align with English unit-of-study standards—timeframe wise— so they cannot be used to assess progress toward mastery of the curriculum. They can be used to assess progress toward mastery of the CAASPP, but right now teachers do not have access to their students' results. In the math department, tests are used to analyze student performance within a specific topic. In Integrated Math I and Integrated Math II, modeling problems, that assess the student's abilities to apply concepts to a real-world problem, are starting to be utilized in the curriculum. However, implementation has been slow and infrequent due to a lack of collaboration time. For those students in the EL program, Don Lugo staff has worked diligently to provide supports that allow	**English Units of Study** **Math Modeling Units** **CELDT Scores** **Reclassification reports**

students to access the curriculum and improve English proficiency. In the last two years, Don Lugo has reclassified 135 students based on writing samples, CELDT scores, and proficiency rating on standardized assessments.

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
According to the Climate Survey conducted at the end of the 2014-15 school year, 24% of respondents were informed and invited to be a member of a decision-making committee such as School Site Council, School Advisory Committee, or other student council/team to provide input. Additionally, 40% of students felt that most or nearly all adults on campus listen to what students have to say and another 37% felt that some adults listen to what students have to say.	**School Climate Survey** **Classroom Observations**
In the classroom, student feedback is collected both informally and formally through assessments. Some teachers require a "ticket out the door" strategy which requires students to demonstrate understanding of a skill or lesson before leaving. Teachers use this assessment data to determine if additional instruction is needed or if students are ready to move toward the next concept. Other teachers use whiteboards or online webpages/apps to collect student feedback.	

Modification of the Learning/Teaching Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
Many teachers within specific subject areas use assessment data to inform instruction. Teachers can use Illuminate to disaggregate data on particular testing questions and there has been much informal sharing of student work to norm grading. When students perform poorly as a whole on a concept or skill, teachers take time to re-teach and some retest or give students the opportunity to write out rationales for missed answers on tests.	**AP Testing Results** **Illuminate Reports**
During Common Planning Time (CPT), teachers work in PLCs to share best practices and other helpful information with the intent of increasing the ability of all teachers. It has taken many years for teachers not to feel evaluated in these small groups, but we are moving forward and becoming more comfortable with sharing ideas and areas of needed growth.	
While all teachers assess data to some degree to refine their own instructional practices, it happens on an unmonitored, and often, individual level at our site. For example, teachers of the AP curricula receive a report after each test's administration that breaks down their student scores by area, skill, and content knowledge. This tool is available to all of our AP teachers, however, if teachers review data, it happens on their own time, at their own inclination.	

D3.   Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Within our district, many English teachers have been involved in the Rigorous Curriculum Design (RCD) process of creating curriculum and designing assessments. Common Core aligned units have been created for each unit that allow teachers to evaluate students on a more consistent basis. Additionally, IABs provided by the Smarter Balanced Assessment Consortium are incorporated throughout the year to assess student's preparedness for the CAASP in the spring of their junior year.	**English RCD Units**
Assessments strategies flow in a top-down manner from the district-level, to the school site/department level, and ultimately to individual teachers within departments. As a campus we evaluate standardized test scores (CELDT, CAASP, CST Life Science) for strengths and weaknesses and many teachers tailor their instruction to address the weakness in content areas on standardized exams. Teachers use both formal and informal assessments to monitor student progress toward achievement.	
Official grade reporting allows student and parent notification to occur district wide at the 6 week, 12 week, and end of semester grading periods.	
Don Lugo utilizes the Aeries Parent Portal and Aeries	

online gradebook to provide students, parents, and counselors opportunities to monitor grades periodically. Most teachers at Don Lugo are using Aeries to disclose student progress to the greater community and other stakeholders.

When students begin to fall behind in their schoolwork, we have numerous intervention strategies to assist students including after school tutoring, NHS Tutors, Paid Tutoring, and bimonthly Saturday Academy, where students are provided the opportunity to complete missing assignments for class credit. If students fail multiple classes, on-campus Credit Recovery allows students to make up credits for graduation.

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
All online instruction is handled by the district's Virtual Academy.	

Schoolwide Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
With the recent adoption of the Common Core State Standards and the CAASP, much of the schools professional development has been focused toward transitioning instructional strategies and materials to align with the Common Core. There has been a heavy focus on literacy across the curriculum where departments and PLCs discussed, planned and implemented ways of incorporating activities in which students must support their responses with textual evidence.	**CAASP Results** **SPSA**

One area of growth that the staff is currently grappling with is how to improve student achievement in mathematics.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

Overall, Don Lugo uses a variety of standards-aligned assessments and strategies. There have been steady increases in collaboration amongst PLCs and a desire to adapt to changes required to effectively implement Common Core State Standards. However, the implementation of CCSS has been hindered by insufficient collaboration and planning time. This area will have to be addressed in order to effectively improve student achievement on the CAASP.

Along with the implementation of Common Core, there has been an increase in the utilization of authentic assessments to evaluate student learning and an increase in the recognition students receive for these products. Additionally, Don Lugo has done a great job of recognizing students for their accomplishments inside and outside the classroom, but a more integrated intervention plan needs to be enacted to support the students that are not being successful. Without a more robust intervention plan, Don Lugo will not be able to address the high D & F rate.

Prioritize the strengths and areas of growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- A variety of assessment methods (formative and summative) are used schoolwide.
- Collaboration and effective use of Professional Learning Communities (PLCs) is becoming more common.
- Student success is frequently, and publicly celebrated.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Increased collaboration time is required for effective implementation/analysis of Common Core benchmark assessments of academic standards within departments.
- A fully integrated intervention program needs to be adopted and implemented for struggling students who are not meeting standards.

Chapter IV:
Culture & Support

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Open House/Meet the Teacher Night Held within the first few weeks of school, parents are invited to attend an Open House to meet teachers and school administrators, and visit their students' classrooms. The evening begins in the MPR with an introduction from administration. Both EL and AVID coordinators and teachers hold meetings with those students' parents. Translators have been made available to EL parents who, along with parents of CP students, have been difficult to motivate to attend. Parents of AVID and AP students have consistently shown good attendance.	**Open House written and DAL website reminders** **Classroom sign-in sheets** **School Messenger (phone blast) reminder**
Future Freshman Night In May, Don Lugo hosts a "Future Freshman Night." Students and families of district junior high schools receive an invitation to visit the campus. DAL students and staff highlight classes, sports and other program information. Robotics, Music, Dance, Journalism, and AP classes are just some of the displays that fill the gym, with DAL representatives available to talk with perspectives students. The opportunity for "early sign up" into a club or program is also given to motivated students. The attendance by junior high students is usually mediocre, despite planning for more. It was proposed that the next "Future Freshman Night" might receive more participation if it were to be held earlier in	**Flyers distributed to junior high students**

the year, before parents have made a decision to send their students to other high schools.

Teacher Expectations

Each teacher writes out clearly stated class expectations, which goes home with the student, for parents. Often, students are instructed to return them signed. Most communication via parents and teachers is done through emails and phone calls. Teachers make these connections generally within 24 hours.

Course syllabi

Parent Signatures

Tele-parent records

Progress Reports

Progress reports are mailed home every six weeks to keep parents aware of their child's grades and effort at that point. Students involved in sports or extracurricular programs often require a "walk around" grade check, signed by the teachers, to ensure eligibility. Most teachers update grades often, which give parents an immediate view of students' progress.

Attendance Auto Calls

If a student is marked tardy or absent any given day, an automated phone call informs parents. The attendance clerk follows up on any absence that is not cleared, and students must have an absence sheet signed by his or her teachers the next day.

Electronic marquee

Updated information about events and student achievements have been displayed where parents and students drive by to pick up students.

School Website

The DAL website provides information to students and parents, which relates to overall school events, as well as individual classroom information and grades Parents are able to locate program events and due dates, announcements and bell schedules. Linked to general CVUSD website, calendars and district program links are available. A parent may sign up for recently uploaded grade reminders, and other announcements teachers give to students via the website. The parent resource room offers support to parents who many not have computers, by instructing them with access there.

Aeries Report Portal

Remind 101

School Fusion

Facebook/Twitter

Social Media Outlets

For professional academia, some teachers use social media outlets, which permit parents, students, and teachers to keep abreast of classroom and community

activities, as well as utilizing academic, classroom online discussions. It is hoped that more teachers may begin to utilize these outlets in the future.

"Quest News" DAL website

School Newspaper

Don Lugo's *Quest News* is an online publication that posts stories weekly. Accessible "via" the DAL website, articles written by journalism students focus on important school, local, state, and national issues. Technology, movie reviews and colorful photojournalism all serve to present a professional publication. Opinion editorials become the voice of students from many backgrounds from special needs students to advanced placement students, students with specific gender orientations, and different cultures. *Quest News* is unbiased, and informative. It is a publication that is available to its students, staff, families and community.

Brochure

Parent Resource Room

DAL has created a Parent Resource Room equipped with computers and run by a Bilingual Community Liaison, who offers various informational classes for parents of ELL students. She helps them create School Fusion accounts, and use the technology at school or in the community, for the purpose of facilitating communication with teachers, and optimizing the help they can provide to their children. The liaison translates all communications in Spanish, including mailers, flyers, phone blasts, and information on the website. Although the program has been advertised on the DAL website, not many parents use the resources. More publicity may be needed.

Booster club charters

Club/Activities/Athletics minutes

Deposit receipts

Fundraising records

Fundraising

Clubs, sports and performing arts departments foster parent involvement. Parents work with coaches and teachers to help provide program benefits such as fund-raisers and snack bar sales. DAL leadership has also established long-standing relationships with Juice-it-up, Barnes and Noble, and local restaurants, which help it host fundraisers.

Receipts, inventory of plants/trees grown and sold

Floriculture and Agriculture Programs

Floriculture and Agriculture Programs involve all members of the community by providing services and sale of specialty items such as Christmas trees and vegetable plants, which in turn, help subsidize their

respective programs. Sales are significant, but advertising via flyers or on the DAL website may get more community members to recognize the variety of produce plants the agriculture students have available.

ASB Activities

Don Lugo's ASB has supported the less fortunate in the community with projects such as Thanksgiving food drives and Christmas toy store. It also sponsors a prom dress store for those girls who can't afford one, and Easter Egg hunts for youngsters in the spring. Don Lugo staff, students and families are encouraged to donate to those causes. The projects have met with impressive success, and donations exceed expectations. Well-planned publicity for school personnel and the community, in conjunction with partnerships with local food banks and police department has placed Don Lugo's ASB philanthropy as a leading characteristic of community service.

Chino Champion **local newspaper coverage**

Best Buddies Club

Best Buddies is an international organization that provides individuals with intellectual and developmental disabilities with opportunities in the job market and integration into society. At Don Lugo, Best Buddies pair our general education students with our IDD students and gives them a partner on the school campus that they can identify with and get to know on a social level.

Positive feedback from parents

School Site Council

Composed of teachers, staff, parents and students, SSC meets 6 times per year to discuss the goals of the school and use of funding to support student services.

SSC agenda and minutes

Advisory Committee

Directly involved with DAL's academies (i.e. Sports and Engineering), this committee is composed of teachers, administrators and community members to discuss the direction of our academies and provide opportunities for students to get practical experience for college and career goals.

Agenda and minutes

ELAC agenda and minutes

ELAC (English Learner Advisory Council)

The ELAC is composed of parents, teachers and administrators who meet to discuss and give direction on how to fund programs on campus for English learners' academic success.

PIQE (Parent Institute for Quality Education)

DAL currently offers PIQE to parents in the school community who desire to learn more about the academic and secondary school processes and policies, and student support for the future college and career goals.

PIQE Agenda

Guide Dogs for the Blind

Don Lugo has recently been the recipient of future guide dog puppies, which are raised and trained by students in the Future Farmer organization at Don Lugo. The students take part in a familiarization program with their pups before the dogs are accepted and trained at the Guide Dogs for the Blind headquarters in San Rafael, California. To date, the program has received much publicity and DAL student have gotten used to seeing the "canines-in-training" on campus.

Chino Champion **news coverage**

Program for Veterans

"We Remember" is a program that Don Lugo has consistently held every year for veterans of our community. Veterans are given an invitation to talk with members of the junior class, who have composed interview questions. They form groups, and veterans share their stories, and history. Many veterans bring photos and primary sources. They are then treated to lunch, an ROTC, and music salute honoring them. Our young and older veterans speak very highly of this program and look forward to it every year.

Photos

Student questionnaires and observation write ups

International Outreach

As part of an international outreach, Chinese teachers and students have visited the DAL campus, sat in on classes, and been able to engage in the school experience. Visits have consisted of observations of teaching and student engagement and involvement. Students and their teacher chaperones tour Don Lugo for two weeks at a time. The Chinese visitors have expressed gratitude for the opportunity, and found more similarities than differences in educating and learning,

Band/Color Guard schedules

Performing Arts

The DAL school band and color guard are consistently visible to the community through competitions and

local performances. Both have performed (in conjunction with the district's other high schools) in the local Chino Christmas parade, arranged by the city. Through many competitions, DAL band and color guard, along with its award winning dance team, highlight the talent and hard work of our performing arts students.

Rally Agendas

Excellence in Sports

During rallies, the ASB has not only recognized its own athletes and teams, but has brought back exceptional athlete graduates of Don Lugo, who have noteworthy achievements. It is custom to honor them by posting their jerseys in an office display. Recent athletes honored have been Leah O'Brien Amico, gold medal Olympic softball player. Athletes are present at the rallies and willing to answer student questions after.

Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
College Night	
College Night is a collaboration coordinated by the CVUSD and other highs schools in the district. Representatives from local and international colleges and universities, private schools, trade and vocational schools, as well as the military, provide materials and information regarding their institutions. Personnel from local universities also meet with interested parents to explain financial aid and applying for scholarships Don Lugo hosted College Night last year. Attendance was impressive as students and parents from Don Lugo and the other three district high schools, (and junior high schools) had family members attending.	**CVUSD flyers and Don Lugo website**
AVID College Tours	**Itineraries and brochures from visits**
The AVID department at DAL plans student tours to local colleges a few times a year. Local Colleges and	

Universities welcome students, give tours, and provide a wealth of brochures and souvenirs promoting their programs and specialty majors. Tours have been a positive and enlightening experience for college-bound students.

Northern College Tours

Students who are 'university bound" are offered a spot in the northern California college tour. Students leave on Sunday and return on Thursday. Approximately 5 colleges host students and give tours and information. Students have study sessions in the evening, completing classwork from their teachers, to remain consistently on task with schoolwork. This group is always filled to capacity.

Itineraries and College Information

Publicity and bulletin announcements

Guest Speakers

Guest speakers are utilized in small and large environments. "Life after Lugo" brings in alumni currently studying in universities, or already professionals, along with the military, to speak to juniors and seniors about their successes. Keith Hawkins, a motivational speaker, has visited both students and parents in separate presentation. Various local sports personalities have made guest appearances to students and staff involved in the new Sports Industry Academy

LEAD Robotics

Don Lugo's Robotics classes encourage student inventors to build and test innovative and beneficial machines. The robotic club is highlighted at school assemblies and enters various specialized competitions. Creative thinkers interested in mechanics and technology have proven their achievements through their inventions. The robotics program is part of the LEAD cross-curricular academy that recruits enrollees from District middle schools. Through parent information nights, counselors present and current students lead discussions. Local businesses provide scholarship opportunities and internships for exemplary students. DAL leadership has partnered with Project Lead the Way, Linked Learning, and many colleges in an effort to provide the most current information to students regarding trends and expectations in the engineering

Brochure

Career Center guest speaker schedule and daily bulletins

fields. This program has opened up options for students who are inventors.

SPORTS ACADEMY

Through collaboration between administrators, teachers and counselors, who have formed a partnerships with KCAA Radio (1150 AM), The Inland Empire Sports Authority, IESportsNet.Com, Diamond Bar Legacy, the Don Lugo High School Sports Management Academy has become a part of linked learning. The Sports Management Academy creates a unique high school experience that uses the sports industry to make academic learning relevant while exposing students to available careers and college courses. Various members of the professional sports community are guest speakers for students taking Sports Management elective courses. Since the Sports Academy is relatively new, enrollment has been average. As word and projects get publicized, this academy is predicted to grow in student enrollment.

Scholarship information link on DAL website

Career Center

The DAL Career Center regularly invites guest speakers and presenters from several colleges, vocational schools, local industries, and branches of the military to share information related to their particular institutions. This forum affords parents and students the opportunity to interact with representatives and ask questions. Daily bulletins are also posted by the Career Center publicizing a wide array of scholarships being offered. Many students have made college choices based on the information they have received from these forums and bulletins.

Counseling office schedules

Counseling Department College Meetings

The DAL Counseling Department sponsors informational meetings (FAFSA workshop/College Boot Camp)for students and parents designed to simplify the college application process and help students and parents understand financial options. Speakers from colleges have also attended workshops to help parents with the application process. Special workshops are also presented in Spanish. Those workshops are well attended, with parents who appreciate the extra language support.

Career Center bulletins

Career Center Information and enrollment forms

Baldy-View ROP

Don Lugo partners with the Baldy –View ROP, which provides the school with local merchants and businesses who accept students for class credits, certification programs, and in some cases, junior college credits. The most notable ROP classes have been the areas of medical assisting, warehouse operations, merchandising, early childhood education, culinary, firefighting, and computer repair. Successful class completions of required hours of training and positive evaluations have often led to eventual jobs for students that that area of study.

Itinerary

Senior Class Retreat

Exclusive to DAL, seniors have the opportunity to spend a weekend at a mountain retreat center as modicum of reflection, communion, and personal growth. Staff members plan and participate in activities and small group meetings, along with a motivational speaker who heads up large group activities. This is often one of the top-ten high school memories for those who attend.

Retreat Photos

E2.   School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including Internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
Existing policies and resources DAL is a closed campus with specific procedural policies in place to maintain and secure a safe learning environment. The administrative team, the School Resource Officer (SRO), who is a full time officer from the Chino Police Department, along with three full time security officers, and staff members work together to demonstrate visibility and awareness as preventive, rather than reactionary strategies.	**Key controlled gate perimeter On site police officer (SRO) Security staff Admin/staff presence**
Student policies Policies in place for students include specific restroom/hall passes requirements, student ID checks, check in and check out with office or nurse passes, tardy passes and readmit sheets to be signed by teachers when returning from absences. Students entering late, must also do so at designated gates. Students are aware of policies, and most follow them without having to be directed,	**Restroom monitor Hall/restroom passes Tardy Passes Readmit slips Nurse passes Check-in/Check-out logs**
Safety Procedures DAL employs campus-wide awareness of safety procedures in the event of a fire, emergency, assault, active shooter, or bomb threat, by practicing an array of drills such as fire, earthquake and lockdown drills (doors lock automatically) throughout the school year. Don Lugo participates in the yearly "Great American Shakeout" with district, community and statewide	**School Safety Plan Staff handbooks Evacuation Maps Door/handheld signs Great American Shakeout observation records Smoke detectors/alarm Fire extinguishers Outdoor video cameras installed**

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involvement. Staff members participate in annual professional development sessions, which focus specifically on the safety and security of the campus and its attendees. In addition, several staff members are CPR /First Aid certified. The fire department periodically inspects the classrooms and checks extinguishers.

Internet Safety

Prior to the school year, students and parents must sign an internet safety contract, detailing regulations for proper use, and penalties for unacceptable use. Students each have a personal login to access all on-campus computers, and students are instructed to keep logins private. The District is able to access the website students are logging into via their personal logins. The District also employs blocks that will not allow viewing of "questionable" sites. Teachers are also vigilant when their classes are using the computers for learning, consistently checking websites the students are accessing. Students can safely maneuver the internet for "appropriate information."

Parent/Student/District contracts for internet safety

Student login codes

Cleanliness (Classroom)

Despite the reduction in custodial staff and resources, the DAL community attempts to preserve a clean campus. Several teachers provide custodial support by providing their own cleaning supplies for classroom maintenance (such as paper towels, Kleenex and hand sanitizers). Students provide a recyclables collection program.

Recycling program dividends

Cleanliness (Facilities)

Facilities are well taken care of with immediate graffiti removal and a recent paint job. Restrooms are cleaned daily and fully stocked. Stadium area and pool area along with restrooms and lockers rooms are consistently cleaned. ASB students and staff immediately clean the gym after events such as rallies and dances.

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
Concern and Consistency	
The established expectations within each classroom promote an environment of trust through consistency and rigor. Teacher-written lesson plans, which follow common core standards, are available to teachers with lesson suggestions that promote rigor and student engagement. They are encouraged to utilize those units to stay consistent throughout classes. Students are then engaged and interested in various lesson types.	**Lesson plans on district website**
DAL "Legacies"	
Students and staff build relationships based on mutual respect and a shared vision of success. There are numerous alumni on staff, and several students are second-generations Don Lugo attendees. They have been highlighted in the yearbook and mentioned at student events, such as rallies. They serve as a testament to the trust established throughout the DAL community. Don Lugo has coined the phrase, "One School, One Family" and that phrase was evident on classroom posters and the DAL website. It is the high school with the smallest number of students and staff. However teachers and administrators know most students by name, and students are made to feel like individuals, respected and accepted as a member of this small school "family'.	**Yearbook articles**
"Capturing Kids' Hearts" Program	
Almost all teachers and staff have received an intensive training to implement the "Capturing Kids' Hearts program within their classrooms. The program utilizes student and teacher sharing of values, establishment of a class code of expectations, clear expectations for behavior and calm, consistent protocol for negative behavior. Each day, teachers usually shake students' hands and tell them "Good morning". Good news is shared, and individual students receive accolades for	**Program Notes** **Universal Classroom symbols**

accomplishments. After a few weeks, each student has been recognized and congratulated. Students have been made to feel comfortable expressing their thoughts and discussing them with others. Students have expressed that their classes feel like "family units" with mutual trust and respect. The majority of teachers use this program in their classrooms, and administration has reported a lower number of office discipline referrals than in previous years.

Atmosphere of Trust, Respect, and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence
Visible Values	
The value of high expectations for all students is evident on the campus on almost every level. Students and parents know (clearly demonstrated on their parent survey) that teachers expect everyone to succeed. Students are given a behavior assembly at the beginning of the school year, where high standards for behavior are understood.	
Respect and Behavioral Expectations	
The value of high expectations is evident on the parent and staff survey that teachers expect everyone to succeed. The Don Lugo student handbook (available on line) and given to the students at the beginning of the year lists the academic honesty policy. This code continues to reinforce the core belief of respect and excellence.	**Student Handbook**
Original Work	
Teachers and staff expect students to do their own work and effectively hold accountable those who cheat or plagiarize. Most teachers do initial lessons outlining the types of plagiarism, to fully inform students what they must consider for originality. Most teachers use a program that many colleges use called Turnitin.com. Students will download their essays onto this site, which	

then checks for originality. Students are aware of this program, and are more likely to maintain honesty in work. Strict penalties for students caught cheating include "F" grade added to their average, removal from honors or AP level courses, and parent contact. By and large, students show integrity in submitting work.

Professional development

Professional development opportunities have increased. A majority of core content teachers have received training in an effort to build a PLC based campus culture. DAL leadership and staff are committed to improve collaborative efforts within each discipline. With the induction of Common Core standards, the progression of PLC's and utilization of District-wide benchmarks, DAL expects to maintain its continued API growth and emphasis on the ESLR's

Conference schedules
Common planning agendas
Established PLC groups minutes
API/AYP scores
Continuing education data

E3.   Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. Business, industry, and the community enhance these.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
Overall school support	
DAL special education department meets with appropriate staff to discuss the individual needs of every special education student. It also works with local community colleges, the Regional Occupational Program, and District transitional programs for students over 18, to prepare them for their transitions from high school to college, training programs, and work experiences.	**Independent Education Plans**
Student Support Programs	**AVID meeting Minutes**
Students at DAL have various programs that support each other's learning. Leadership Students, and aides provide peer and lunchtime tutoring. AVID Club study groups are available for students to collaborate with each other and develop organizational skills and strong work habits. In addition, advanced placement (AP) students form study groups to support each other before testing.	
Saturday Academy	**IEP Records**
Saturday Academy is offered various times during the year. It is a day supervised by a member of the staff, which affords students the chance to catch up on work. Publicized in the daily bulletin and office announcements, teachers are encouraged to submit missing work for students who will be in attendance. If the student finishes the work, it will be considered partial	**SST Records** **504 Documentation** **Saturday Academy Rosters**

or full credit (depending on that teacher's policy) to improve their grades. Students are given parental notifications that they are recommended for Saturday Academy and if they approve, students are given reminder notes the Friday before.

Administration/Counseling

Support staff at the school also assists with modified student plans, IEP (Individual Education Plan) meetings, and SST(Student Study Team) meetings and 504 meetings. Designated instructional services include speech and language therapy, psychological counseling, nursing services, vision services, and physical and occupational therapy. Meetings bring teachers, administrators, counselors, and students together to create tailored plans and modification (when necessary) that assist students to meet academic goals.

C.A.R.E.

In conjunction with the District, Don Lugo administration and staff help identify DAL students and their families who are in need in order to provide some of the basic necessities in hopes of making their lives a bit easier and know that they are a part of the DAL community.

Holiday Food baskets

Toy drive

Outreach Services

DAL utilizes community outreach programs such as C.A.R.E., M.A.A. (Medi-cal Administrative Activities) and Chino Human Services. These programs provide support, counseling, and other necessities to students and their families in the community facing various hardships, or in need of counseling. All students have access to services such as counseling, behavior intervention services, speech and language, deaf and hard of hearing services, occupational and physical therapy, orientation and mobility, brailing services and vision services. Don Lugo also provides an intervention counselor who helps students find appropriate help to overcome obstacles that may interfere with attendance or academic success. The counselor also works with teachers to assist with modifications in teaching the curriculum for the "at risk" students.

MAA Program Information

C.A.R.E. Program Information

JROTC	**JROTC List of duties**
The Don Lugo JROTC program focuses on discipline, character building, military skills, teamwork, and service to the community. Many JROTC students are planning on entering the military. Students who join learn valuable life lessons and lasting connections to the community and each other.	**JROTC Rosters**

Teacher Support

Most teachers provide students with opportunities to meet individually and help students map out plans for success in that specific course. Many teachers offer lunchtime or after school extra help. Teachers monitor student progress through the use of formative and formal assessments. Progress is then reported via formal grade reports as well as Aries and School Fusion.

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
The Online Student/Teacher Support	
Many "Virtual" (online) DAL students choose that mode of instruction due to medical issues limiting their time at school, family issues necessitating the change, or credit recovery. CVUSD provides online courses and instruction through its alternative education program, which a student must register for. Some students attend Don Lugo part time and take the remaining classes online.	**CVUSD online registrations**
Counseling	
The counseling department is willing to work directly with students and parents who request online instruction.. However, most choose to establish a goal with their online instructors. Their semester grades will be submitted by their online teachers to their DAL transcripts.	
	Class and unit requirement schedules
Health and Other Services	
Students who take online courses, continue to have grades transferred to Don Lugo, and are entitled to	

receive health services available to all on-campus students,(such as MAA, vision, or health services.) Despite their virtual education classes, many students are on the DAL campus daily to participate in P.E., sports, band, etc. Even though students take online classes, they are still considered Don Lugo students with all opportunities and rights as other students. The great majority of students who need to make up credits will use the virtual online option.

Direct Connections

Indicator: The school demonstrates direct connections between academic standards, college- and career-readiness standards, and school wide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and school wide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
Overview	
The connections between academic standards and allocation of resources are very strong. All students are given access to any service that is deemed necessary. Every effort is made to place students in rigorous academic classes. Instructional aides are provided for classes with students who have severe disabilities, who are provided with all necessary support and services**.**	**IEP records** **Cum folders**
Curriculum	
Use of SBE-adopted, standards- aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC), directly correlates with college and career readiness.	
Mathematics is currently piloting materials in the areas of Integrated Mathematics, Geometry, and Algebra 2.	**ELA study units**
The ELA teachers collaborate within District Professional Learning communities to develop ELA Units of Study using the Rigorous Curriculum Design	

Model. The rigors of those standards taught in class satisfy A to G requirements. Curriculum which is provided for English Learners, Advanced placement classes, honors, and ERWC serve to link students to the college experience while still at DAL.

"Linked Learning"

Linked learning provides college-focused, academics, work based learning, and integrated student supports. By centering   high school around industry themes, it makes learning relevant. Research shows that, compared with their peers, students in Linked Learning pathways earn more credits in the first three years of high school, report greater confidence in life and career skills, and say they are exploring more rigorous, integrated and relevant instruction. Don Lugo has three Linked Learning Academies: Lugo Engineering and Design (LEAD), Sports Industry (SI), and Technology, Environment, Animal Medicine, Agriscience and Agribusiness (Team A&A). Any student interested in an academy can apply.

DAL Website

Linked Learning Application

Scholastic Curriculum

Intervention in the Classroom

ELA intervention materials include Read 180 and System 44. System trainers from Scholastic, who have developed these materials, train teachers. Student who are placed in these classes receive the extra support needed to close gaps that occurred with ELA and math standards in prior grades.

Program Enrollment

Extended Learning Opportunities

Extended learning opportunities for students not meeting standards have been developed, which include a school-wide intervention-prevention program encompassing after-school tutoring, Saturday Academy, and Summer Bridge Program to assist students requiring remediation of their academic learning.

Single Plan for Student Achievement (SPSA)

Student Support

Approximately 16% of the school population is classified as English learners. Approximately 56% of our students are eligible for free lunch, and 0.2% of the population is identified as foster students. The special

education population comprises 18.8% of the school population. Many services are provided by categorical funds that enable underperforming students to meet standards.

Student Services

 DAL promotes Opportunity and Equal Educational Access through the following services: free after school tutoring in ELA and/or mathematics by credentialed teachers and college tutors. Cal Poly Pomona also provides free tutoring to students in after-school tutoring programs. Credit recovery opportunities are offered through the virtual education program and Adult School. For DAL families and students, the district provides Behavioral Mental Health Services to students and families who are covered by Medi-Cal, and the CARE program is provided for all students who fall under the McKinney-Vento act. Such support is necessary for those at-risk students as they work to achieve academic success.

Support and Intervention Strategies Used for Student Growth/Development

Indicator: The school leadership uses strategies and staff to develop and implement personalized approaches to learning and alternative instructional options, which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options, which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
Graduation On-Track To keep students on track for graduation, DAL has strategies for those that begin to have gaps in classes and credits due to poor attendance or failed grades, to make up classes, and get back on track for graduation. Those supports include repeating the class, virtual alternative education, Adult School, and credit recovery.	**Credit Recovery Successes** **Higher Graduation rate**

Throughout all of those programs, students still remain Don Lugo students, and once back on track, are able to continue their course of study.

Special Education Inclusion

IEP's

DAL has a significant number of special education students placed in the general education classrooms. General education teachers work with special education teachers to be sure modifications on IEP's are done in class. Inclusion has significantly improved the academic grades of those students.

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence

Freshmen Orientation

Counselors go to the DAL feeder junior high schools to talk to incoming freshmen about signing up for classes based on college expectations. Programs that students are enrolled in are primarily based on their 8th grade teacher recommendations, be it honors to, remedial classes or college prep courses. Students are given the option to choose different electives or academies to enroll in. Formal registration for student ID's, PE clothes, receipt of students' handbook, and contracts with parent signatures are required on that day. Leadership students help them navigate through the school "stations" as they get a view of the campus. On the first day of school, they are given their class schedules, and leadership students are available to blanket the canvas and help anybody who gets lost. Teachers greet students at the door, and go over expectations that first week. Students go to a behavior assembly within that first week as well.

Initial registrations

Class Schedules

Behavior Assembly

With leadership student, teacher and administrative support, incoming freshmen feel more at ease, and understand expectations for their learning.

New Student Orientation

New students after the year has begun have a meeting with a counselor, who will sit down with the student and parent to establish educational goals. The counselor will check the student's transcripts to make an accurate assignment of current classes. Once a schedule has been determined, the counselor will take the student to the library to get books, and introduce them to their teachers. When a new student comes to class, the teacher welcomes them. DAL students almost always enjoy the addition of a new student, and show hospitality and willingness to help. The new students quickly feel more comfortable and confident, and capable of success.

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student-learning needs.*

Findings	Supporting Evidence
Differentiated Instruction	
School leadership, teachers, counselors, and parents may need to comprise a student study team, or initiate a 504. In each case, the individual student's academic strengths, and weaknesses are evaluated. Then, individual accommodations for the student in the classroom are recommended and agreed upon by members of the team. These are tailored specifically to each individual student, and generally prove to be effective for their learning.	**SST and 504 documentation**
IEP's	
Special Education Students, teacher, parents and administration continually monitor and modify accommodations that are made for those students. Several students are included in regular education classes, where they are not singled out. Teachers give them support in an unobtrusive fashion while still following their IEP's.	**IEP documentation**

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GATE (Honors)

Honors students are identified prior to entering Don Lugo. They are placed in honors classes and given rigorous curriculum with projects that challenge and interest.

ELD

Once non-English speaking students are classified, through District parent questionnaire and initial CELDT test scores, they are placed in one of two ELD classes at DAL. (Beginning ELD or advanced ELD) and, along with intensive ELD instruction, they are integrated into math, science and PE classes, with teacher support in those regular CP courses.

Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
Computer Availability DAL currently has computer availability for students in the main library, south room of the library, and two full classrooms. *The Quest News* room has several computers for online reporting. Most computers are Mac's. Teachers use district-provided Dell laptops.	
Equal Access Students use computers for various purposes, intervention (Read 180 and Math 180), as well as English learner program (System 44). Also, they are available for various tests, student research and projects. Don Lugo has a computer sign up list for teachers to reserve computers for class projects. The main library computers are open during library hours for the general student population, and computers are generally available for those students.	**Computer Sign- up Listing**

Equitable Support to Enable All Students Access to a Rigorous Curriculum

Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time,

tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

Findings	Supporting Evidence

Master Schedule

The master schedule each year is designed to best accommodate student needs based on the interests of students, and parent input. As a result, the 2015-16 has a significant number of AP and honors courses, as well as college prep courses. There are courses for English Learners, and AVID students, elective courses and PE courses, as well as Academy classes.

Master Schedule copy

Alternative Schedules

Students who must repeat classes are included into numbers estimated for the class they need to be in. Other alternative options are Virtual classes, Adult School (at night), Options (Independent type learning), and summer school.

Students who need to earn credit recovery are diligent about completing those classes, and there is a high success rate as students realize it's their last chance to catch up.

Accelerated Classes

Honors, and Advanced Placement students have teacher support for achievement at a more advanced level. Students have study sessions, and group projects. Expectations include organized work, and time spent with homework. Student in AP courses are given extensive test prep, and overall, do pass their respective AP tests.

Listing of AP courses

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Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence

Renaissance Program

The Renaissance Program at Don Lugo has offered numerous tangible incentives and rewards. Each month, teachers choose an exemplary student to receive an award. These students are awarded for academic and extracurricular involvement, and are presented certificates and pins at a congratulatory lunch. The incentives and rewards have been created to recognize improved scholars, and continued academic success. Renaissance students also have a tutoring program, which assists struggling students. In that leadership capacity, they help promote academic achievement. The Renaissance Program is new to DAL this year, so as word gets out, more students will be interested in its work and incentives.

Renaissance records

ASB – (Associated Student Body)/Leadership

 The DAL Associated Student Body/Leadership Class plans activities and events encompassing the entire DAL community. Members of the student body leadership participate in and/or commandeer the majority of student-centered activities from setting up athletic events and working the snack bar to developing special activities and organizing DAL traditions. Each class has a set of elected officers and a teacher advisor. Leadership students also earn high GPA's and many are in honors classes. The involvement in ASB has proven to be an effective motivating factor for students.

ASB agendas and activities records

Athletics

Student athletes must maintain a minimum of 2.0 GPA. Coaches impress upon them that academics come first. Every six weeks, coaches will check grades. If a student

Athletic contracts

falls below the acceptable GPA, he or she will not be able to participate in the sport until it is brought up. Teachers will work with student athletes who are struggling, and offer tutoring and academic support to help bring up the grades. Since sports are important to many students, playing is a real motivator to maintain good grades.

Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence

Overview

Don Lugo has many opportunities to enhance the socialization and involvement of students. With over 20 different clubs from Future Business Leaders of America, and KDAL and media, to National Honors Society and Teens for Christ. Club Rush, at the beginning of the school year, has always been an excellent opportunity for students to explore their interests. Many students do join clubs with their friends. All clubs have an impressive number of members.

Multicultural Clubs

Multicultural clubs such as the Portuguese Club, French Club, M.E.Ch.A. (Chicano) Clubs unify students of different cultures in language and customs. Any students are encouraged to join the clubs, even if they are not of that culture, to learn more about the customs and develop a "taste" of those countries.

Club pictures

Service Clubs

Associated Student Body, Key Club, Best Buddies Club, Leadership Club, We Remember Club are all service clubs, which Don Lugo has become famous for. Members of these clubs serve the poor, the handicapped, the veterans, and the academically struggling students on campus.

Publication Clubs and Classes

KDAL Club and Media Team, Yearbook and Quest

DAL website links and yearbook publication

News students not only boast of large memberships, but also take classes in journalism and yearbook for elective credits. Journalism is a class that has the feel of a live newsroom, with productions, deadlines, interviewing and publishing online.

The Media team creates finished videos and photos. . They support the www.donlugo.tv website and do the majority of shooting and editing. On any given day, journalists, yearbook writers and photographers will be interviewing students or staff and/or taking photos. DAL staff and students are pleased to help.

College Oriented Clubs

Future Business Leaders of America enjoy college tours with "job shadowing" events. Key Club Provides service events, social events and scholarship opportunities. AVID students go on local college tours, National Honor Society students takes honors and AP classes for scholarship considerations., and other club advisors partner with college program personnel for club visits.

List of college tours and programs

PERFORMANCE CLUBS

Be it band, with its different branches of jazz and percussion, color guard with synchronized moves, the thespians of drama,   the comedy of sports to voices of the choir, there are plenty   of opportunities for the actors and musicians to perform and entertain.

Programs and lists of casts

ATHLETICS

With over 15 sports represented, from golf, to football, students who have athletic talent can form the bond of a team. An athletic game is always a social event, with plenty of fans to support the games. Some of the students excel so greatly in sports that they have gone beyond CIF finals. The DAL dance team is second to none in the CVUSD as it has won numerous first place awards in competitions.

Chino Champion **coverage**

Team stats

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

Don Antonio Lugo students, parents, staff and community members take great esteem in fostering a community of pride. Our high school community involves all members of the DAL community in setting high expectations for our students and providing them with significant growth opportunities in order to insure their future successes.

A large percentage of students are involved in leadership, interacting directly with our community of Chino, be it feeding the hungry, or providing toys to needy children. Many join clubs with college tours or scholarship offerings, and achieve growth opportunities in disciplines such as engineering and journalism.

 Don Lugo has the motto "One school, one family" which means unification not only among students and staff, but families as well. DAL provides parents and students with impressive support, be it a designated parent resource room, which helps them maneuver computers and grade programs to workshops provided to apply for a FAFSA or fill in a college entrance application. Students learn in various ways. Don Lugo accommodates all students and has many levels of support to offer students be it special education accommodations, or the challenge requirement of an AP course.

Prioritize the strengths and areas of growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. DAL provides a culture of creating well-rounded students by way of focus on extracurricular activities balanced with high academic expectations.

2. A good variety of clubs on campus offer growth opportunities in multiple life and college readiness arenas.

3. There is an exceptional availability of support for parents and families in areas of need such as counseling, and intervention.

4. An array of philanthropic student clubs and leadership serves many facets of our community.

5. An active career center which offers students and parents free FAFSA and college application help, provides an accessible lists of scholarships, and manages work experience for students that results in college credits or certifications.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. **Need for more parent participation for back-to-school activity and parent resource room, with more and varied publicity.**

2. **Need to increase enrollment by publicizing programs earlier in the year to prospect prospective junior high students.**

3. **Lack of accessibility of facilities inhibit growth of performing arts i.e. stage.**

4. **With 56 percent of student population eligible for free or reduced lunch, many students cannot afford the cost of college tours or athletic fees. Though there are a few ways to assist, more funding assistance could be looked into.**

Chapter V:

Schoolwide Action Plans

Goal 1: Don Antonio Lugo High School will seek to increase student enrollment.

Rationale: Critical Need: The consistent decline in student enrollment is resulting in a decrease in teachers; thus, impacting the number of programs made available to students.

Supporting 2015 Data:
- Enrollment has declined in the last five years by approximately 504 students.
- The number of certificated staff has decreased in the last five years from 100 to 82.

Growth Targets:
2015-16 To retain the over 97% of students currently attending DALHS.
2016-17 To increase enrollment by 2.5%
2017-18 To increase enrollment by 5%

Student Learning Outcomes Addressed: Creativity
Impact on student learning of academic standards and SLOs: An increase in the number of programs made available to students will result in greater creativity and opportunities for students.

Monitor Progress Tools:	Report Progress:
Enrollment Data	District provides FTE data yearly
Number of certificated staff	Provide rosters to staff in fall
Master Schedule	Focus group leaders share at WASC meetings

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT /RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Survey junior high students and their parents on perceptions about the high school and their interests	Counselors, Administration, Instructional Team Leaders (ITL)	Articulation between high school and junior high school administrators Meetings to develop survey and plan for dissemination	Pre & post survey results	Fall 2016 & Spring 2017	Share survey results at staff & department meetings, with parents at SSC, ELAC and LCAP meetings and with district administration via principals' meetings
Early promotion of school/Hold Future Freshman night sooner	Administration, Counselors, Teachers, Program Coordinators, Athletic and Activities Directors, Students	Time for planning & coordinating, promoting event, create invitations, flyers, videos and school program brochures	Attendance numbers to Future Freshman night	December	Staff meetings
Rebrand school	District administration, site	Banners, posters, news articles, staff and student shirts,	Post survey on school perception	May-September	Website, Newspaper, social media,

	administration, all staff, Administration, Visual and Performing Arts (VAPA) ITL, VAPA Teachers	logos, mascot, etc.... Promote events, communicate with feeder schools via phone, flyers, and emails			parent and staff meetings
Showcase performing arts at feeder schools	administration, all staff, Administration, Visual and Performing Arts (VAPA) ITL, VAPA Teachers	logos, mascot, etc.... Promote events, communicate with feeder schools via phone, flyers, and emails	Student feedback on surveys, Staff observation, flyers	On-going	parent and staff meetings VAPA Teachers and ITL share out at staff and department meetings
Students meet w/ junior high students, present videos, live segments, promote programs	Administration, Counselors, Activities Director, ITLs, Leadership, AP, academy, and students athletes	Transportation of students, creation of videos, coordinate with feeder schools, develop agenda	Number of returned course selection forms	February-May	Counselors, counseling clerk and administration review course request data to develop master schedule
Jr. High Students shadow high school students in career pathways	Administration from high school and junior high, Pathway Lead teachers, Pathway counselors, Pathway teachers, and students	Transportation	Increased enrollment in pathways	Fall 2016-Spring 2017; annually	Website, social media, newspaper, parent/staff meetings
		Funding: Local Control Funding Formula; Perkins grants			

Goal 2: Don Antonio Lugo High School will decrease the number of students earning D & F grades.

Rationale: Critical Need: Students with D & F grades are struggling to meet graduation and A-G requirements for college.

Supporting 2015 Data:
- There is an average of 60% Ds and Fs for all grades
- The number of EL students with Ds and Fs is approximately 81%
- The greatest failure rates are in math

Growth Targets:
2015-16 To reduce the number of students earning D & F grades by 5%
2016-17 To reduce the number of students earning D & F grades by 10%
2017-18 To reduce the number of students earning D & F grades by 15%

Student Learning Outcomes Addressed: Communication, Collaboration and Critical Thinking
Impact on student learning of academic standards and SLOs: Students will improve in all areas of learning as they improve their grades in every class and master concepts.

Monitor Progress Tools: Report Progress:
Transcripts   Principal shares data with ITL
D & F rates   ITLs share data with teachers
Graduation rates   Focus groups review data for WASC
Percent of students meting A-G requirements   Data used for SPSA

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Teachers use data to guide instruction	Administration, Instructional Intervention Specialists, Teachers, Counselors, Counseling Clerk	PD on the use of Illuminate and analyzing data PD on effective Professional Learning Communities (PLCs)	Agendas, data analysis sheets Minutes from PLC meetings, lesson plans,	Fall/On-going	Discussions at department meetings & PLCs, staff development
Teachers calibrate scoring of student work and implement the use of rubrics	District Administration, Site Administration, All Teachers, Instructional specialists	PD on looking at student work, calibrating scoring and developing rubrics, release time for teachers	Current student work posted in classrooms with rubrics	September-December 2016/On-going	Students and parents receive frequent feedback on progress
Teachers implement pacing guides that include common assessments	District Administration, Site Administration, , Instructional Intervention Specialists,	PLC time and release time for backwards planning, development of common assessments and	Each department submits pacing guides with dates for common assessments, dates to review assessment data	2016-2017	Department Meetings, PLCs, Student feedback, grades

	ITLs, Teachers	common grading practices	and provide students with feedback.		
Teachers teaching same courses will develop common grading practices and grade weights	Instructional Specialists, ITLs, Course leads, and teachers	Release time, PLC time	Syllabi for courses	Fall 2016-Spring 2017; Ongoing	Syllabi, reports from ITLs
Intervention Opportunities	Administration, Counselors, Web Master	List of available intervention programs provided to all stakeholders via flyers, website or posted on campus	School maintains list of students participating in intervention programs	On-going	Information shared with stakeholders
Training for EL and SPED instructional Aides	District Administration, Site Administration, ITLs, Instructional Intervention Specialists	Agendas, Handouts	Class observations	Twice a year	Teachers provide feedback to administration
SSTs for at-risk students	Administration, Counselors, Intervention Counselor, School Psychologist, School Nurse	PD for Counselors on effective SSTs, determining who is at risk	SST forms, follow up reports, documentation on Aeries	First semester; ongoing	Parents attend meetings, teachers & counselors monitor student progress
Coordinate Parent Support Night	Administration, Counselors, Intervention Counselors, Counseling Clerk, Instructional Intervention Specialists, SRO	Planning time, agenda, Power point, Community Resources, Interpreter, Handouts, List of targeted students, invitations, postage, phone calls, website, assembly Funding: LCFF	Monitor progress of targeted students	December	Parents and students are informed of progress and intervention programs

Goal 3: To improve math achievement scores for all low performing students.

Rationale: Critical Need: State assessments and grades indicate a need to improve student understanding of math concepts.

Supporting 2015 Data:
- 50% of all 11th graders are not meeting the standards on the CAASP
- 26% are at nearly met
- Only 24% are at meeting or exceeding standards
- There is an average of 60% Ds and Fs for all grades, with the greatest fail rates in math

Growth Targets:

2015-16 To increase the percentage of students meeting or exceeding the CCSS
         in math by 5% as measured by the CAASP

2016-17 To increase the percentage of students meeting or exceeding the CCSS
         in math by 10% as measured by the CAASP

2017-18 To increase the percentage of students meeting or exceeding the CCSS
         in math by an additional 15% as measured by the CAASP

Student Learning Outcomes addressed: Critical Thinking

Impact on student learning of academic standards and SLOs: As students improve their understanding of math concepts, they will be better able to use critical thinking skills to find solutions to problems across disciplines.

Monitor Progress Tools: Report Progress:

Interim Assessment Blocks (IABs)   Analyzing data at PLCs

CAASP results   Focus group leaders report progress

Grades in math   Use data for SPSA

Formative assessments   Student grades

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Implement research based instructional strategies effective in math, including problem-based learning	District Administration, Site Administration, Math Teachers, Instructional Intervention Specialist, ITL	PD on instructional strategies, release time to visit other math classes, co-plan/co-teach, subs	Class observations, teacher feedback on trends in math classes, agendas, sign-in sheets	Spring 2016-Spring 2017, On-going	PLC, department & staff meetings, WASC focus groups, SPSA
Train Math teachers on CCSS.	District & Site Administration, Math Teachers, Instructional Intervention Specialist, ITL	PD on CCSS for Math, release time, subs, follow up training and support	Sign in sheets, class observations, record of co-plan/co-teach,	Spring 2016-Spring 2017; ongoing	WASC report, SPSA, Department Meetings
Increase the	Instructional	Math supplemental	Printed out student	On-going	Department

use of technology in math classes	Intervention Specialist, ITL, Math Teachers	programs/software, use of labs, implement in pacing guide	work, lab reservation sheets, teacher records, classroom observations		meetings
All students meet the 3-year math requirement	Administration, Counselors, Math Department	Master schedule, staffing, parent support, student buy-in,	Data on percentage of students meeting A-G requirements, graduation data, rosters	On-going	Principals' meeting, department meetings, counselor meetings SPSA, WASC, SSC, ELAC
Increase the number of students enrolled in advanced mathematics courses by one section per math subject	District & Site Administration, Counselors, Teachers, Students, Parents	Parent meetings, Student assemblies, master schedule planning, looking at math data (grades, test scores)	Review class rosters before the start of every semester	On-going	WASC, SPSA, Graduation rates for district and state accountability
Enroll students into math intervention (Math 180 program)	Administration, Counselors, Teachers	Ongoing professional development for teachers who teach Math 180; release time to assess students who are identified in need of Math intervention Funding: LCFF	Assessment scores at the beginning of math intervention and at the end of math intervention program, teacher records, grades in math courses, results of Interim Assessment Blocks	Spring 2016-Spring 2017, ongoing	Class schedules, master schedule, transcript

Goal 4: Don Antonio Lugo High School will increase the number of students meeting A-G Requirements.

Rationale: Critical Need: Students that meet A-G requirements are more apt to graduate and be prepared for college or career.

_____

Supporting 2015 Data: (List evidence in data form by significant groups, grade, etc..)
- Only 28% of students are meeting the UC/CSU requirements.
- Only approximately 20% of students are enrolled in AP/Honors courses.
- There is an average of 60% Ds and Fs for all grade levels
-

Growth Targets:

2015-16	To increase the number of students meeting A-G requirements to 30%.
2016-17	To increase the number of students meeting A-G requirements to 35%.
2017-18	To increase the number of students meeting A-G requirements to 40%.

Student Learning Outcomes Addressed: Communication, Collaboration, Critical Thinking, and Creativity.
Impact on student learning of academic standards and SLOs: Students that meet the A-G requirements are able mastery the 4 C's (Communication, Collaboration, Critical Thinking, and Creativity) in preparation for the 21st century whether they decide to enter college or career.

Monitor Progress Tools: Report Progress:
Transcripts   Focus groups will share data with
Graduation rates   stakeholders
A-G rates   Grad data reported to community
                                                Data used for district and state accountability

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Awareness of A-G requirements	Administration, Teachers, Counselors, Students	A-G posters in every classroom, pre-post test for students, Counselors review with students via class presentations	Results of pre & post tests	Twice Yearly	Discuss at PLCs & Department meetings
4 year plan reviewed annually	Administration, Counselors, Teachers, Parents, Students	Counselors to develop 4-year plans for all students, Students explain plans to parents	Students identify courses needed on individualized plan to complete A-G requirements via the 4-year plan; Parents sign plan	Annually	Counselors share data with parents and students
Implement frequent staff/student recognition via Renaissance	Administration, Counselors, Activities Director, Athletic Director, Renaissance Coordinator	Students are frequently recognized for perfect attendance, GPAs, improved grades and/or behavior, and other talents. Staff are	Assemblies, rallies, posted on website, newpapers, incentives	Frequently, On-going	Social Media, website, Newpaper, WASC, SPSA, ELAC, SSC

		also recognized for helping students achieve.			
Parents provided with training on Common Core & A-G requirements	Administration, Counselors, ITL, Instructional Intervention Specialists	Plan meeting, create Power point, sign in sheets, reserve room, send invitations, phone blast, Remind via text, website	Sign-in sheets, agenda, handouts, copy of Power Point, Parent feedback	Fall	WASC, SPSA, social media
Implement AVID strategies school-wide	Administration, AVID teachers	Staff Development, Agendas, Monitoring implementation	Class observations, student notes, grades, lesson plans	By December 2016	Staff meetings
Increase the number of students taking Advanced Placement (AP) classes by 5%	Administration, Counselors, AP Teachers, Custodians, AP students	Meetings with students and parents, registration forms, Use AP potential to identify students, promote program, invitations & postage, phone blast, Remind texts, website, Power Point, MPR, set-up tables	Class rosters, master schedule, AP registration forms	Spring-Fall/On-going	WASC, SPSA, Department & Staff meetings, AP Parent meetings, AP Teacher meetings
65% of AP students will pass AP exams with a score of 3 or better	Administration, AP Teachers, Instruction Intervention Specialists	AP Teacher collaboration time, test preps, AP Parent Meetings, Professional Development for AP course, Saturday Academies for AP review sessions Funding: LCFF	Teachers and administration review AP test scores annually	Fall/On-going	Department Meetings, WASC , SPSA, District & State Accountability

Appendices:

1. Glossary
2. Results of student/parent/staff questionnaire
3. Master Schedule
4. Campus Map
5. Approved AP Course List
6. Approved UC a-g Course List
7. District Action Plan for Area of Emphasis
8. School Quality Snapshot
9. School Accountability Report Card (SARC)
10. CALPADS
11. Graduation Requirements
12. Single Plan for Student Achievement
13. Local Control and Accountability Plan (LCAP)
    a. http://www.cde.ca.gov/fg/aa/lc/
14. Clubs and Organizations

GLOSSARY

504's: 504's are made up of Teachers, students, parents, administrators, counselors, school psychologists, and other school professionals assist students in the development and follow through of personal learning plans. Adaptations and modifications are made and implemented based on individual needs.

AAA: Athletic/Activity/Administrative meeting. Every Tuesday at 8:30 a.m., the athletic director, activities director, administrative team, and the head custodian meet to address any issue on the campus related to weekly activities.

ACT's Plan and Explore: Is a test that is offered to students interested in receiving feedback for planning their futures.

Advance Placement (AP): College Board approved classes that are at college level.

Advancement Via Individual Determination (AVID): AVID strategies are used throughout the disciplines and tutors are still provided as result of district funding.

Alternative Learning Center (ALC): An alternative classroom for students that have to be pulled out of regular classrooms for disciplinary reasons.

AP Potential: AP Potential is a free, Web-based tool provided by the College Board that allows schools to generate rosters of students who are likely to score a 3 or higher on a given AP Exam based on their performance on the PSAT/NMSQT.

API: Academic Performance Index is a state accountability program designed to measure the academic performance and growth of a school.

Aeries: Is a student information system provided by Eagle software to manage student data. Since opening in 1995, Eagle Software has successfully implemented the Aeries. Student Information System in over 530 California public school districts and education agencies becoming - See more at: http://www.aeries.com/about#sthash.oVpdurWL.dpuf

Aeries.net: A type of Student Information System. "A management information system for education establishments to manage student data"

ASVAB: Armed Forces Vocational Aptitude Battery is a test that is offered to students interested in receiving feedback for planning their futures.

AYP: Adequate Yearly Progress is also a statewide accountability system mandated by the *No Child Left Behind* Act of 2001 which requires each state to ensure that all districts and schools make adequate yearly progress in student achievement.

BTSA: Beginning Teacher Support Assessment. New teachers are enrolled in the Beginning Teacher Support Assessment for two years in order to provide a solid foundation for their teaching careers.

CAASP: California Assessment of Student Performance and Progress. A portfolio of computerized and pencil-based assessments used to determine student progress and performance.

CAPA/CAA: California Alternate Performance Assessment. The California Department of Education (CDE) is continuing to develop and implement an alternate assessment for children with disabilities who cannot take part in general statewide assessment programs. The California Alternate Performance Assessment (CAPA) is the alternate assessment for the California Standards Tests.

CAHSEE: High School Exit Exam is given to ensure that students who graduate from public high schools can demonstrate grade level competencies in reading, writing, and mathematics. Students are now required to pass this exam to earn a diploma.

CAHSEE Bootcamp: Don Lugo's intervention classes providing High School Exit Exam test preparation and skill remediation for those students who have not passed the California High School Exit Exam. Classes are offered after school and on Saturday.

CAREER ACADEMY: A school-within-a-school that focuses on a broad occupational area, such as engineering, natural resources, or the hospitality industry. Teachers and students are self-selected. The career academy curriculum directs students' attention to the application of school-based learning, including in its curriculum work-based learning experiences with businesses in the community (Duke and Trautvetter, 2001).

CELDT: California English Language Development Test, a required state test for English language proficiency that must be given to students whose primary language is other than English.

Collaborative Model: Don Lugo's Special Education program that places certain special education students in regular education classes with support either given directly (by having a special education teacher or aide in the class to assist the students) or indirectly through regular communication and *collaboration* between the regular education teacher and the special education case carrier.

College Board Day Program: The College Board's SAT School Day program enables states and districts to create a unique opportunity for all of their juniors or seniors to take the SAT in their home schools, thereby providing encouragement for all students to pursue a college education. It also offers improved access and convenience to meet college admission testing requirements.

Credit Recovery Program: Don Lugo's credit recovery program has two distinct tracks: the Credit Recovery Class and the Credit Recovery Lab. Both are open only to students who have failed the class they intend to make-up. After students have failed a 90-hour semester, a minimum of thirty hours of work is required before credits are earned.

CST: California Standards Test, developed by the state, is a test given yearly to measure progress toward California stated-adopted academic content standards, which describe what students should know and be able to do in each grade level and subject tested.

Easy Grade Pro: Educators can use Easy Grade Pro to create an electronic grade book which, like a paper grade book, can be used to store student information for all classes and subjects for a year. Better than a paper grade book, an Easy Grade Pro grade book provides an abundance of tools to save time, provides a wealth of information, and allows educators to generate professional internet and paper reports to communicate their student data with others.

EL: English Learners are students whose primary language is other than English. These students are identified upon entering the school district and provided instruction to meet their specific needs.

ELAC: The English Learner Advisory Committee was created by the State Board of Education to assess and monitor the performance of students falling within the EL subgroup. Committees, consisting of school administrators, teachers, parents, and community members, meet regularly to discuss areas of concern for EL students.

ERWC (Expository Reading and Writing Course): ERWC are workshops that are intended for teachers to prepare students for skills needed to be successful writers in college, or any course they may take.

ESEA: Elementary and Secondary Education Act: The federal Elementary and Secondary Education Act (ESEA) emphasizes equal access to education, sets high standards for academic performance, and demands a rigorous level of accountability from schools and districts. ESEA authorizes an important group of education programs administered by the states. These programs support eligible schools and districts eager to raise the academic achievement of struggling

learners, and address the complex challenges that arise among students who live with disability, mobility problems, learning difficulties, poverty, transience and the need to learn a second language.

High Point: District adopted English Learner Development curriculum textbook series specifically designed to develop beginning, intermediate, and advanced reading proficiency skills. This program also includes Inspiration graphic organizing software.

Illuminate: Illuminate is a web-based student assessment platform. The program helps school districts, teachers and parents track student performance across three kinds of tests: state exams, district benchmarks, and classroom tests.

Individualized Education Plans (IEP): IEP's are made up of Teachers, students, parents, administrators, counselors, school psychologists, and other school professionals assist students in the development and follow through of personal learning plans. Adaptations and modifications are made and implemented based on individual needs.

JROTC: The Junior Reserve Officer Training Corps provides students an opportunity to learn the discipline and skill required of army officers at the high school level. Students engage in activities that motivate them to be successful in both their academic and personal lives.

LEAD: The Lugo Engineering and Design academy at Don Antonio Lugo High School was conceived in the fall of 2009 as a means to begin addressing the declining pool of engineers, beginning at the middle and high school level. The four-year curriculum infuses engineering and designing concepts and skills into many core content classes including math, science, and the humanities.

LINK CREW: Don Lugo Link Crew, a peer-mentoring program, has evolved into an integral component of our freshmen transition process. It continues to train upper classmen (Juniors and Seniors) in becoming effective leaders and mentors to the incoming freshmen class and students who may be new to our campus.

Math 180: A computer based math intervention program for the common core that helps build student competence.

Math Academy: An enrichment program designed to accelerate students within the regular math program. Students who have successfully completed a math course are able to advance a full year in math through participation in this Academy, thus enabling them to enroll in higher math, e.g. Calculus (Advanced Placement, AB and BC) in their junior and senior years.

MAA: Medi-Cal Administrative Activities program provides students with access to health care and assists them in receiving medi-cal services through the state.

NORTHERN CALIFORNIA COLLEGE TOUR: The Northern California College Tour continues as a mainstay of our school culture. Since 2006 a group of juniors visit a wide array of colleges such as: UC Davis, UC Santa Cruz, UC Berkley, Stanford and a host of others depending on the year and/or student interest. The Northern California College Tour is open to all juniors that are interested, have passed the CAHSEE, and have a 2.5 GPA. Traditionally the trip happens during March, Sunday through Wednesday.

OutlookMicrosoft 365: A Microsoft subscription service of all Microsoft Office products, including up-to-date downloadable and web-based versions.

PFA: Parent Faculty Association organized to sponsor Don Lugo's Student of the Week program and give scholarships to those seniors who have been recognized as Students of the Week over a three-year period.

Phone Blast: An automated phone call to parents with information about their student or Don Lugo High School.

PIQE: Parent Institute for Quality Education is a program that consists of 9 sessions that are held to teach parents how to navigate the school system from k-college. Students whose parents participate in the program receive special consideration when applying to any California State University.

PLC: Professional Learning Communities are implemented in schools to provide an atmosphere that fosters team work in meeting grade level, subject, and school-wide goals.

PLTW: Project Lead the Way is a nationwide curriculum that specializes in Engineering and Biomedical Sciences. It is a hands-on, project and problem-based approach that adds rigor to traditional technical programs and relevance to traditional academics.

PSAT: (Preliminary SAT) A standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation (NMSC). It determines eligibility for the National Merit Scholarship Program.

READ 180: It's an online reading intervention program, based on the common core, that replaces the core.

REMIND 101: is a communication tool that helps teachers reach students and parents where they are via text messages or email.

Renaissance: Renaissance is a part of the leadership program designed to renew school climate and culture through a shared sense of pride and spirit. The focus is to create a culture of celebration of all achievements, to inspire success in the future. Through Renaissance we can empower ourselves to boost our school's culture with excitement, appreciation and awards/accolades to inspire all.

ROP: The Regional Occupational Program provides junior and senior students with the opportunity to learn occupational skills while earning high school credits.

SAT: (Scholastic Aptitude/Assessment Test) A standardized test used for college admissions. Owned and published by College Board and administered by the Educational Testing Service.

SARB: School Attendance Review Board is composed of San Bernardino district attorney, district administrators, parole officer (if required), a representative from the Department of Public Social Services, and other community members who meet with students and their parents who have failed to comply with school attendance mandates. This board sets a final contract with the student and parent and handles subsequent consequences if the contract is violated.

SART: School Attendance Review Team is the initial juncture of due process notification to parents and students regarding poor attendance. If the lack of attendance does not improve, parents are notified that they must attend a mandatory meeting with a support team dedicated to assisting parents and students remove any barriers to improved attendance and academic progress. The review team is composed of San Bernardino County District Attorney, school counselor, school nurse, SRO, school psychologist, and an administrator.

SBAC: "*Smarter Balanced is a public agency supported by 15 states, one territory, and the Bureau of Indian Affairs. Through the work of thousands of educators, Smarter Balanced created an on-line assessment system aligned to the Common Core State Standards (CCSS), as well as tools for educators to improve teaching and learning. Smarter Balanced is housed at UCLA's Graduate School of Education & Information Studies (GSE&IS)." (From their website)*

School Wires: School Wires is more than a website tool – it provides solutions to challenges schools face with communication, accountability, organization and community building. With School Wires, schools can have a website that has powerful features to provide communication and information regarding classroom, curriculum, homework, tests, etc.

SDC: Staff Development Coordinator position was created to assist in the implementation of targeted, site-specific staff development, function as a curriculum coordinator who assists teachers in aligning their courses of study to

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state standards and Don Lugo's ESLRs via the Curriculum Mapper program, and compiles and writes our Single School Plan.

SELPA: Special Education Local Plan Area office provides school districts located within the designated local plan area with information and services to assist special education students. The office can provide training related to disabilities, facilitate collaboration, consultation on legal issues, offer Braille materials, mental health counseling, and conduct due process hearings.

SMART Goals (Specific, Measurable, Attainable, Realist and Timely): The leadership staff is also influential in teachers planning SMART Goals for each school year that will best meet student needs. Teachers are given pivot tables detailing student progress by period to analyze student progress from the previous year as a method of developing classroom instruction for the current school year.

SPC - School Parent Compact for Achievement: A plan created to improve the partnership between school and parent. It outlines what schools are going to do to increase parent participation and what parents can do at home to help their children and the school.

SPSA: Single Plan Student Achievement: Developed by SSC, based on data. It's a document that represents a school's cycle of continuous improvement of student achievement. The plan also addresses funding.

SRO: School Resource Officer is a certified law enforcement officer who is permanently assigned to provide coverage to a school or a set of schools. The SRO is specifically trained to perform three roles: law enforcement officer, law-related counselor, and law-related education teacher.

SST: Student Success Teams are made up of Teachers, students, parents, administrators, counselors, school psychologists, and other school professionals assist students in the development and follow through of personal learning plans. Adaptations and modifications are made and implemented based on individual needs.

School Site Council (SSC): School Site Council is made up of staff members, school site administration and community (parents, students) members and students. SSC members are elected by their peers and serve a two-year term. SSC meets every month on a Monday.

STEM: Science, Technology, Engineering, and Mathematics Education program
This program looks to increase America's talent pool by improving K-12 science and mathematics education, strengthen the skills of teachers through additional

training in science, math and technology, and enlarge the pipeline of students prepared to enter college and graduate with stem degrees.

UPWARD BOUND: The Upward Bound program, through Cal Poly Pomona, is intended to prepare and assist our students in meeting university entrance requirements with the goal of being granted admission into college. These services are designed to challenge students and develop the skills necessary to be successful in college.

Woodcock-Johnson III: Woodcock-Johnson III Tests of Cognitive Abilities (given to special education students) provide a brief measure of intelligence and are useful for screenings and re-evaluations that do not require a comprehensive intellectual assessment, or research that needs a short but reliable measure of intelligence.

Workforce Investment Act: The WIA (Workforce Investment Act) Program is a Federal Grant provided by the County of San Bernardino Workforce Investment Board.

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Climate Survey - Parents Results Overview

Respondents: 130 displayed, 130 total

Status: Open

Launched Date: N/A

Closed Date: 07/31/2015

Display: Display all pages and questions

Active Report Filters: None Active.

Manage Filters: 0 filters

Share Results: Disabled

More

1.   This school is a supportive and inviting place for students to learn.

	Response Total
Strongly Agree	35
Agree	57
Neutral	25
Disagree	4
Strongly Disagree	9

Total Respondent

2.   This school sets high standards for academic performance for all students.

	Response Total
Strongly Agree	32
Agree	52
Neutral	26
Disagree	12
Strongly Disagree	8

Total Respondent

3.   This school promotes academic success for all students.

	Response Total
Strongly Agree	35
Agree	51
Neutral	29
Disagree	8
Strongly Disagree	7

Total Respondent

4.   This school clearly communicates the consequences of breaking school rules.

	Response Total

Strongly Agree	41
Agree	54
Neutral	20
Disagree	11
Strongly Disagree	4

Total Respondent

5. Teachers at this school handle discipline problems fairly.

Response Total

Strongly Agree	19
Agree	44
Neutral	42
Disagree	20
Strongly Disagree	5

Total Respondent

6. Administration at this school handles discipline problems fairly.

Response Total

Strongly Agree	23
Agree	49
Neutral	33
Disagree	15
Strongly Disagree	10

Total Respondent

7. The school provides adequate counseling and support services for students.

Response Total

Strongly Agree	27
Agree	37
Neutral	30
Disagree	18
Strongly Disagree	18

Total Respondent

8. This school promotes an appreciation of student diversity and respect for each other.

Response Total

Strongly Agree	33
Agree	52
Neutral	24
Disagree	12
Strongly Disagree	9

Total Respondent

9. This school is a safe place for students.

Response Total

Strongly Agree	28
Agree	71
Neutral	22
Disagree	3
Strongly Disagree	6

Total Respondent

10.   How many adults at this school acknowledge and pay attention to students?

	Response Total
Nearly All	30
Most	47
Some	28
Few	17
Almost None	3
Does not apply	5
	Total Respondent

11.   How many adults that you come in contact with at this school give you the impression that they want all students to do their best?

	Response Total
Nearly All	39
Most	43
Some	23
Few	18
Almost None	7
Does not apply	0
	Total Respondent

12.   How many adults that you come in contact with at this school listen to what students have to say?

	Response Total
Nearly All	23
Most	40
Some	38
Few	16
Almost None	10
Does not apply	3
	Total Respondent

13.   How many adults that you come in contact with at this school treat all students fairly?

	Response Total
Nearly All	23
Most	46
Some	31
Few	17
Almost None	6
Does not apply	7
	Total Respondent

14.   How many adults that you come in contact with at this school lead you to believe that it is their responsibility to improve this school

	Response Total
Nearly All	25
Most	34
Some	34
Few	14
Almost None	17
Does not apply	6
	Total Respondent

15.   How much of a problem is harassment or bullying among students at this school

Response

		Total
Very Significant		13
Significant		19
Neutral		68
Insignificant		24
Very Insignificant		6

Total Respondent

16.   How much of a problem is disruptive student behavior at this school?

		Response Total
Very Significant		7
Significant		28
Neutral		72
Insignificant		16
Very Insignificant		7

Total Respondent

17.   How much of a problem is cutting class or being truant at this school?

		Response Total
Very Significant		6
Significant		14
Neutral		82
Insignificant		19
Very Insignificant		9

Total Respondent

18.   This school is preparing my student to go to college and/or be career ready by the time I leave high school.

		Response Total
Strongly Agree		30
Agree		40
Neutral		32
Disagree		17
Strongly Disagree		11

Total Respondent

19.   The school informed me of my student's language proficiency level, instructional placement, reclassification criteria, and my parent

		Response Total
Strongly Agree		36
Agree		34
Neutral		33
Disagree		14
Strongly Disagree		13

Total Respondent

20.   This school provides translators and/or translated materials for parent meetings and workshops.

		Response Total
Strongly Agree		32
Agree		37
Neutral		57
Disagree		1
Strongly Disagree		3
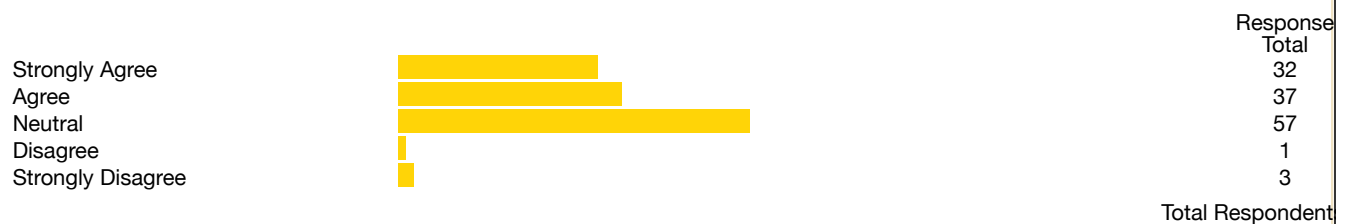
Total Respondent

21.   I was informed and invited to be a member of a decision-making committee such as School Site Council/School Advisory Committ
or other student advisory councils or team to provide input.

	Response Total
Yes	55
No	40
Does Not Apply	35
Total Respondent	

Back

Climate Survey - Staff Results Overview

Respondents:　39 displayed, 39 total

Status:　Open

Launched Date:　N/A

Closed Date:　06/11/2015

Display:　| Display all pages and questions　　　　　　　　　　|◆|

Active Report Filters:　None Active.

Manage Filters:　0 filters

Share Results:　Disabled

More

1.　This school is a supportive and inviting place for students to learn.

	Response Total
Strongly Agree	12
Agree	22
Neutral	4
Disagree	1
Strongly Disagree	0

Total Respondent

2.　This school sets high standards for academic performance for all students.

	Response Total
Strongly Agree	10
Agree	18
Neutral	9
Disagree	1
Strongly Disagree	1

Total Respondent

3.　This school promotes academic success for all students.

	Response Total
Strongly Agree	8
Agree	21
Neutral	8
Disagree	2
Strongly Disagree	0

Total Respondent

4.　This school clearly communicates the consequences of breaking school rules.

	Response Total

Strongly Agree		8
Agree		15
Neutral		8
Disagree		6
Strongly Disagree		2
	Total Respondent	

5.　Teachers at this school handle discipline problems fairly.

		Response Total
Strongly Agree		3
Agree		18
Neutral		13
Disagree		4
Strongly Disagree		1
	Total Respondent	

6.　Administration at this school handles discipline problems fairly.

		Response Total
Strongly Agree		9
Agree		19
Neutral		7
Disagree		3
Strongly Disagree		1
	Total Respondent	

7.　The school provides adequate counseling and support services for students.

		Response Total
Strongly Agree		10
Agree		21
Neutral		6
Disagree		2
Strongly Disagree		0
	Total Respondent	

8.　This school promotes an appreciation of student diversity and respect for each other.

		Response Total
Strongly Agree		12
Agree		22
Neutral		5
Disagree		0
Strongly Disagree		0
	Total Respondent	

9.　This school is a safe place for students.

		Response Total
Strongly Agree		12
Agree		22
Neutral		4
Disagree		1
Strongly Disagree		0
	Total Respondent	

10. How many adults at this school acknowledge and pay attention to students?

		Response Total
Nearly All		10
Most		22
Some		3
Few		4
Almost None		0
Does not apply		0
	Total Respondent	

11. How many adults that you come in contact with at this school give you the impression that they want all students to do their best?

		Response Total
Nearly All		13
Most		17
Some		7
Few		1
Almost None		1
Does not apply		0
	Total Respondent	

12. How many adults that you come in contact with at this school listen to what students have to say?

		Response Total
Nearly All		12
Most		18
Some		7
Few		2
Almost None		0
Does not apply		0
	Total Respondent	

13. How many adults that you come in contact with at this school treat all students fairly?

		Response Total
Nearly All		9
Most		22
Some		6
Few		2
Almost None		0
Does not apply		0
	Total Respondent	

14. How many adults that you come in contact with at this school lead you to believe that it is their responsibility to improve this school

		Response Total
Nearly All		6
Most		16
Some		13
Few		4
Almost None		0
Does not apply		0
	Total Respondent	

15. How much of a problem is harassment or bullying among students at this school

		Response

	Total
Very Significant	0
Significant	4
Neutral	21
Insignificant	11
Very Insignificant	3
Total Respondent	

16. How much of a problem is disruptive student behavior at this school?

	Response Total
Very Significant	3
Significant	17
Neutral	14
Insignificant	4
Very Insignificant	1
Total Respondent	

17. How much of a problem is cutting class or being truant at this school?

	Response Total
Very Significant	1
Significant	16
Neutral	12
Insignificant	9
Very Insignificant	1
Total Respondent	

18. This school is preparing students to go to college and/or be career ready by the time they leave high school.

	Response Total
Strongly Agree	7
Agree	23
Neutral	7
Disagree	1
Strongly Disagree	1
Total Respondent	

19. The school informs parents of their student's language proficiency level, instructional placement, reclassification criteria, and/or the rights.

	Response Total
Strongly Agree	7
Agree	22
Neutral	9
Disagree	1
Strongly Disagree	0
Total Respondent	

20. This school provides translators and/or translated materials for parent meetings and workshops.

	Response Total
Strongly Agree	10
Agree	23
Neutral	6
Disagree	0
Strongly Disagree	0
Total Respondent	

21.   I was informed and invited to be a member of a decision-making committee such as School Site Council/School Advisory Committee or other student advisory councils or team to provide input.

		Response Total
Yes		13
No		13
Does Not Apply		13

Total Respondent

Back

Climate Survey - Students Results Overview

Respondents: 473 displayed, 473 total

Status: Open

Launched Date: N/A

Closed Date: 06/11/2015

Display: [Display all pages and questions   ] ⬍

Active Report Filters: None Active.

Manage Filters: 0 filters

Share Results: Disabled

More

1.   This school is a supportive and inviting place for students to learn.

	Response Total
Strongly Agree	71
Agree	224
Neutral	139
Disagree	27
Strongly Disagree	12

Total Respondent

2.   This school sets high standards for academic performance for all students.

	Response Total
Strongly Agree	73
Agree	192
Neutral	149
Disagree	48
Strongly Disagree	11

Total Respondent

3.   This school promotes academic success for all students.

	Response Total
Strongly Agree	96
Agree	228
Neutral	107
Disagree	29
Strongly Disagree	13

Total Respondent

4.   This school clearly communicates the consequences of breaking school rules.

	Response Total

Strongly Agree		96
Agree		198
Neutral		117
Disagree		52
Strongly Disagree		10

Total Respondent

5.   Teachers at this school handle discipline problems fairly.

		Response Total
Strongly Agree		41
Agree		148
Neutral		171
Disagree		76
Strongly Disagree		37

Total Respondent

6.   Administration at this school handles discipline problems fairly.

		Response Total
Strongly Agree		39
Agree		183
Neutral		150
Disagree		60
Strongly Disagree		41

Total Respondent

7.   The school provides adequate counseling and support services for students.

		Response Total
Strongly Agree		116
Agree		183
Neutral		113
Disagree		37
Strongly Disagree		24

Total Respondent

8.   This school promotes an appreciation of student diversity and respect for each other.

		Response Total
Strongly Agree		78
Agree		202
Neutral		126
Disagree		40
Strongly Disagree		27

Total Respondent

9.   This school is a safe place for students.

		Response Total
Strongly Agree		69
Agree		201
Neutral		152
Disagree		27
Strongly Disagree		24

Total Respondent

10.   How many adults at this school acknowledge and pay attention to students?

	Response Total
Nearly All	51
Most	169
Some	175
Few	61
Almost None	17
	Total Respondent

11.   How many adults that you come in contact with at this school give you the impression that they want all students to do their best?

	Response Total
Nearly All	75
Most	193
Some	136
Few	56
Almost None	13
	Total Respondent

12.   How many adults that you come in contact with at this school listen to what students have to say?

	Response Total
Nearly All	47
Most	144
Some	177
Few	71
Almost None	34
	Total Respondent

13.   How many adults that you come in contact with at this school treat all students fairly?

	Response Total
Nearly All	55
Most	174
Some	168
Few	52
Almost None	24
	Total Respondent

14.   How many adults that you come in contact with at this school lead you to believe that it is their responsibility to improve this school

	Response Total
Nearly All	55
Most	147
Some	172
Few	60
Almost None	39
	Total Respondent

15.   How much of a problem is harassment or bullying among students at this school

	Response Total
Very Significant	62
Significant	88
Neutral	164
Insignificant	100

Very Insignificant   59

                                          Total Respondent

16.   How much of a problem is disruptive student behavior at this school?

		Response Total
Very Significant		86
Significant		139
Neutral		175
Insignificant		57
Very Insignificant		16

                                          Total Respondent

17.   How much of a problem is cutting class or being truant at this school?

		Response Total
Very Significant		71
Significant		124
Neutral		177
Insignificant		70
Very Insignificant		31

                                          Total Respondent

18.   This school is preparing me to go to college and/or be career ready by the time I leave high school.

		Response Total
Strongly Agree		84
Agree		176
Neutral		144
Disagree		38
Strongly Disagree		31

                                          Total Respondent

19.   The school informed my parent's language proficiency level, instructional placement, reclassification criteria, and/or their parental r

		Response Total
Strongly Agree		75
Agree		180
Neutral		175
Disagree		17
Strongly Disagree		26

                                          Total Respondent

20.   This school provides translators and/or translated materials for parent meetings and workshops.

		Response Total
Strongly Agree		89
Agree		185
Neutral		163
Disagree		16
Strongly Disagree		20

                                          Total Respondent

21.   I was informed and invited to be a member of a decision-making committee such as School Site Council/School Advisory Committ
or other student advisory councils or team to provide input.

                                          Response Total

Yes		112
No		188
Does Not Apply		173
		Total Respondent

Back

Climate Survey - Teachers Results Overview

Respondents: 72 displayed, 72 total

Status: Open

Launched Date: N/A

Closed Date: 06/11/2015

Display: [Display all pages and questions   ◊]

Active Report Filters: None Active.

Manage Filters: 0 filters

Share Results: Disabled

More

1.   This school is a supportive and inviting place for students to learn.

	Response Total
Strongly Agree	25
Agree	41
Neutral	4
Disagree	2
Strongly Disagree	0
	Total Respondent

2.   This school sets high standards for academic performance for all students.

	Response Total
Strongly Agree	15
Agree	40
Neutral	10
Disagree	7
Strongly Disagree	0
	Total Respondent

3.   This school promotes academic success for all students.

	Response Total
Strongly Agree	27
Agree	35
Neutral	6
Disagree	4
Strongly Disagree	0
	Total Respondent

4.   This school clearly communicates the consequences of breaking school rules.

	Response Total

Strongly Agree	16
Agree	28
Neutral	13
Disagree	10
Strongly Disagree	5
	Total Respondent

5. Teachers at this school handle discipline problems fairly.

	Response Total
Strongly Agree	11
Agree	32
Neutral	25
Disagree	4
Strongly Disagree	0
	Total Respondent

6. Administration at this school handles discipline problems fairly.

	Response Total
Strongly Agree	18
Agree	38
Neutral	10
Disagree	5
Strongly Disagree	1
	Total Respondent

7. The school provides adequate counseling and support services for students.

	Response Total
Strongly Agree	19
Agree	39
Neutral	8
Disagree	5
Strongly Disagree	1
	Total Respondent

8. This school promotes an appreciation of student diversity and respect for each other.

	Response Total
Strongly Agree	31
Agree	32
Neutral	7
Disagree	1
Strongly Disagree	1
	Total Respondent

9. This school is a safe place for students.

	Response Total
Strongly Agree	24
Agree	40
Neutral	5
Disagree	3
Strongly Disagree	0
	Total Respondent

10.   How many adults at this school acknowledge and pay attention to students?

		Response Total
Nearly All		26
Most		38
Some		8
Few		0
Almost None		0
Does not apply		0
		Total Respondent

11.   How many adults that you come in contact with at this school give you the impression that they want all students to do their best?

		Response Total
Nearly All		30
Most		35
Some		6
Few		0
Almost None		0
Does not apply		1
		Total Respondent

12.   How many adults that you come in contact with at this school listen to what students have to say?

		Response Total
Nearly All		14
Most		40
Some		17
Few		1
Almost None		0
Does not apply		0
		Total Respondent

13.   How many adults that you come in contact with at this school treat all students fairly?

		Response Total
Nearly All		20
Most		45
Some		7
Few		0
Almost None		0
Does not apply		0
		Total Respondent

14.   How many adults that you come in contact with at this school lead you to believe that it is their responsibility to improve this school

		Response Total
Nearly All		14
Most		27
Some		26
Few		4
Almost None		1
Does not apply		0
		Total Respondent

15.   How much of a problem is harassment or bullying among students at this school

Response

		Total
Very Significant		2
Significant		9
Neutral		32
Insignificant		21
Very Insignificant		8
		Total Respondent

16.   How much of a problem is disruptive student behavior at this school?

		Response Total
Very Significant		9
Significant		20
Neutral		28
Insignificant		14
Very Insignificant		1
		Total Respondent

17.   How much of a problem is cutting class or being truant at this school?

		Response Total
Very Significant		6
Significant		22
Neutral		23
Insignificant		19
Very Insignificant		2
		Total Respondent

18.   This school is preparing students to go to college and/or be career ready by the time they leave high school.

		Response Total
Strongly Agree		15
Agree		42
Neutral		8
Disagree		7
Strongly Disagree		0
		Total Respondent

19.   The school informs parents of their student's language proficiency level, instructional placement, reclassification criteria, and/or the rights.

		Response Total
Strongly Agree		30
Agree		27
Neutral		14
Disagree		1
Strongly Disagree		0
		Total Respondent

20.   This school provides translators and/or translated materials for parent meetings and workshops.

		Response Total
Strongly Agree		37
Agree		27
Neutral		8
Disagree		0
Strongly Disagree		0
		Total Respondent

21. I was informed and invited to be a member of a decision-making committee such as School Site Council/School Advisory Committ
or other student advisory councils or team to provide input.

		Response Total
Yes		56
No		8
Does Not Apply		8
		Total Respondent

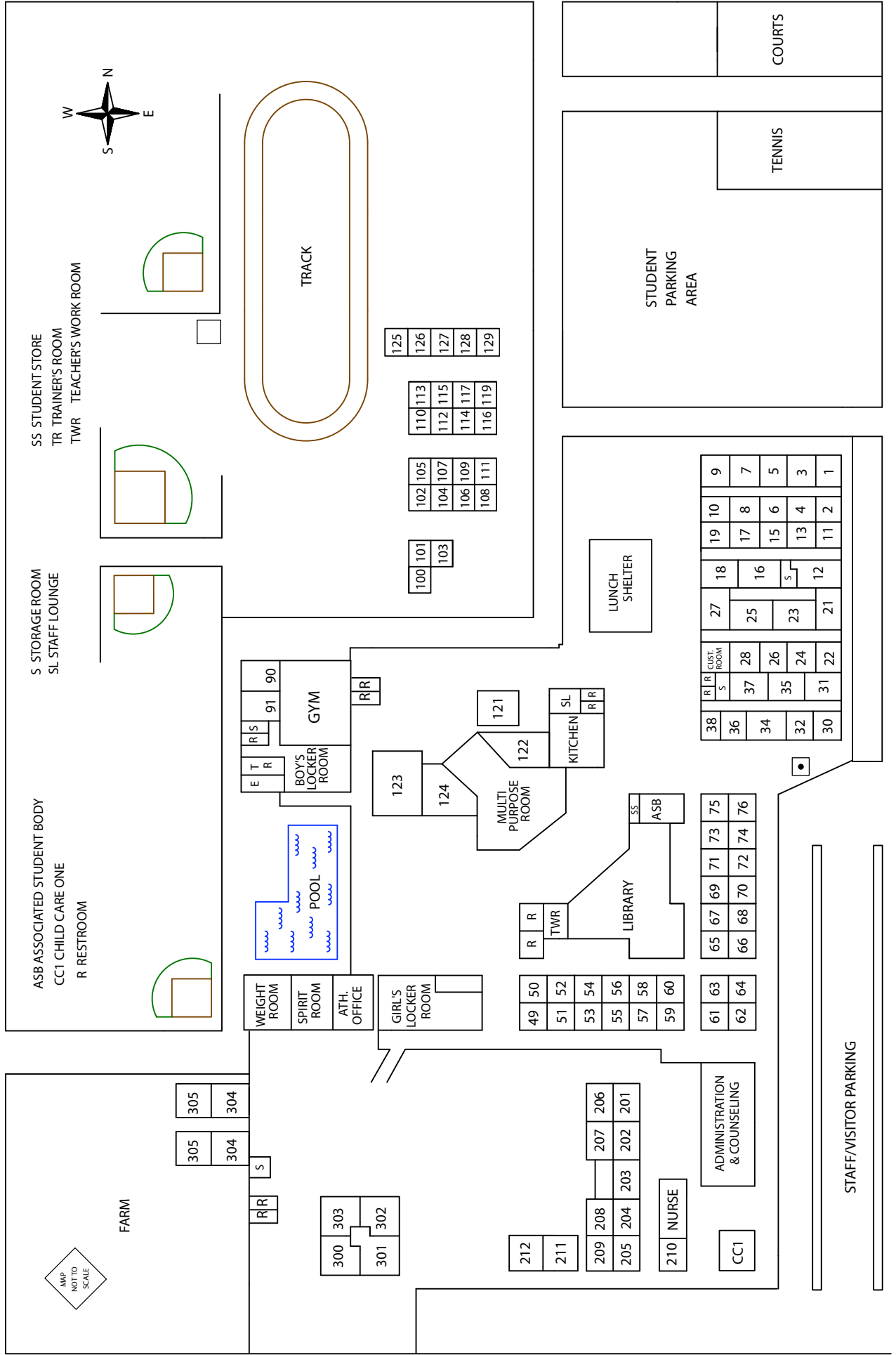| Last Name	First Name	Room	0 Period	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
ALC	ALC	59		Lopez	Grzeskiewicz	Woods	Ragland	Sedey	Sedey
Abdelmalek	Sameh	26/28			ROP Culinary	ROP Culinary	ROP Adv Culinar	ROP Culinary	ROP Culinary
Abel	Jeff	112		Integ. Math 1	Integ. Math 2	Integ. Math 1	Integ. Math 1	Integ. Math1	PREP
Altenburg	Fred	302	x4572	Digital Video 1	PREP	Digital Video 1	Video Yearbook	Digital Video 1	Digital Video 2
Andrade	Cynthia	111		Work Study	Biology	Biology	Tutorial	Biology	PREP
Avery	Casandra	121		Dance 5	Dance 3	Dance 2	Dance 1	Dance 4	Dance 1
Briseno	Blanca	35	JROTC	Health	Health	Health	Prep	JROTC	Off Campus
Bristow	Camryn	114		US History	AP US Gov	US History	US History	PREP	US Govt
Brown	Jamie	106		English 10 H	English 10 H	ERWC	English 10 H	AP English	PREP
Busch	Nikki	PE		PE 9	PE 9	PE 10-12	PE 10-12	Modified PE	PREP
Cantos	OJ	203	x4543	AP Chemistry	Chemistry H	Chemistry H	Chemistry H	PREP	Chemistry H
Cardenas	Diana	51		English 10	English 10	English 9	English 9CP	Tutorial	PREP
Carpentier	Mary	116		Psychology 1	Psychology 1	PREP	US Govt	AP Psychology	AP Psychology
Chavez	Ray	70		Spanish 1	Prep	Spanish 3 H	Spanish 3 H	Spanish 3 H	Span/Span 1
Ciccone	Tom	201	x4541	PREP	Biology CP	Biology CP	Biology CP	Biology CP	Athletic PE
Conacher	Ian	105		World History	World History	AP Euro Hist	AP Euro Hist	PREP	World History
Cortes	Jackie	50		PREP	Alg Inter	Integ. Math 2	Tutorial	Algebra Inter	Int Math 1
Crisafi	William	103		English 11CP	English 11 CP	English 11 CP	English 10 CP	PREP	English 10 H
Cuadras	Cori	CC1	x4994	Functional Voc	Functional Math	Functional Comm	Functional Voc	PREP	Functional Self
Daly	Jennifer	27		Functional Comm	Functional Math	Functional Voc	Functional Self	Tutorial	PREP
Daniels	Gregory	52		Tutorial	PREP	Int Math 1	Int Math 2	Int Math 1	Int Math 1
Deming	Annette	69		Media Studies	English 12 CP	English 12CP	English 12CP	Media Studies	PREP
Dominguez	Christine	57		AVID	English 9CP	PREP	ELD Coor	AVID	AVID
Dominguez-flor	Christine	304	x4575	PREP	Adv Floral	Floriculture	Floriculture	Floriculture	Floriculture
Donoho	Derek	126		World Geo	World Geo	World Geo	World Geo	World Hist	Athletic PE
Doyle	Ashley	306	x4579	PE Ag Horseman	PE Ag Horseman	PE Ag Horseman	Intro to Ag	Vet Sci A & P	Intro to Ag
Eckols	Steven	38		Work Exp	PREP	Health	Health	JROTC	Health
Elattar	Rania	207	x4547	Chemistry	Chemistry	PREP	Chemistry	Chemistry	Chemistry
Encarnacion	Shannette	18		Functional Comm	Functional Math	Functional Voc	Functional Self	PREP	Tutorial
Engstrom	Brian	303	x4573	Intro to Design	Intro to Design	Civil Eng Arch	Eng Design Dev	PREP	LEAD Coor.
Garcia	Luis	PE							
Grebel	Robert	6	Acad Comp	Algebra 2 H	Inst. Coach	Int Math 2 H	Inst. Coach	Inst. Coach	Free
Grzeskiewicz	Yvonne	31		Tech Core	Alt Study	Tech Core	PREP	Digital Video 1	Digital Video 1
Gutierrez	Michael	1	Alg 2	Algebra 2	PREP	Algebra 2	Algebra Inter	Algebra Inter	Free
Guzman	Alexis	115		AP U.S. History	PREP	AP U.S. History	World History H	World History H	World History
Hansen-ROP	Kim	17					ROP Sports Med.	ROP Sports Med.	
Heisey	April	4		PREP	Algebra 2	Algebra 2	Algebra 2	Algebra H	Int Math1
Highstreet	Eric	109		PREP	Economics	Economics	Economics	AP Economics	Economics H
Hill	Tracy	102		English 9 H	ERWC	English 9 CP	English 9 H	PREP	ERWC
Horsley	Chris	209	x4549	Sports Health	Earth Science	AVID	PREP	AVID	Sports Coor.
Houska	Michele	5		Int Math 2	Int Math 2	Int Math 2	PREP	Int Math 1	Int Math 1
Kammer	Sandra	65		ELD 3/1	ELD 4/2	PREP	English 9 Inten	English 9 Int	English 11 CP
Kuttikattuparambil	Deepa	13		Trig/Pre-Cal	Trig/Pre-Cal	Trig/Pre-Cal H	Trig/Pre-Cal	PREP	Trig/Pre-Cal H

For Rooms 1-99 dial 48 + last two digits of room, for 100s dial 45 + last two digits of room.

1/12/2016

Last Name	First Name	Room	0 Period	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Lackey	Teresa	34		World History	World History	Tutorial	English 9 Inten	English 9 Int	PREP
Lee	Pamela	21		Draw/Paint 1, 2	PREP	Art Fundamental	Draw/Paint1/2	Art Fundamental	Art Fundamental
Lin	Jim	37		WASC Coor.	Digital Imaging	PREP	Publ Design	Publ Design	Publ Design
Lizer	Toby	110		English 11CP	English 10CP	English 10CP	English 10 CP	English 11 CP	Athletic PE
Lopez	David	208	x4548	Alt Study	PREP	Earth Science	Earth Science	Earth Science	Earth Science
Lord	Heather	107		Instr Coaching	AP English 11	Instr Coaching	AP English 11	English 9 H	PREP
Marchand	Colette	56		Int Math 2	Int Math 2	Int Math 2	PREP	Tutorial	Int Math 2
Marcos	Joe	WR	x4886	Athletic Dir	Athletic Dir	Weights	Weights	PREP	Athletic PE
Miller	Angelin	12/23		Art Fundamental	Graphic Design	Graphic Design	Art Fundamental	PREP	Intro Art
Myers	Maurice	67		English 9CP	English 9CP	PREP	English 10CP	English 9 CP	English 9 CP
Nelson	Kenya	202	x4542	Biology H	Biology CP	Biology CP/H	PREP	Biology CP	Biology CP
Ocalir	Beliz	7		AP Calculus	Prob & Stats	PREP	AP Statistics	Algebra 2	Algebra 2
Ogiamien	Arlette	72		French 1	French 2	French 3H /AP4	French 2	PREP	French 1
Olsen	Robin	307/301	x4578	Ag Biology	Ag Biology	Ag Chemistry	Ag Econ	Ag Mech 1/2	AG Mech1,2
Oppliger	Nancy	54		English 11CP	English 12	Tutorial	English 9	English 10	PREP
Ortiz-Guerini	Blanca	53		Study Skills	Study Skills	Tutorial	U.S. History	PREP	U.S. Gov
Polite	Coby	205	x4545	Biology CP	AVID	AP Biology	PREP	Human A & PH	Human A & PH
Pope	Chuck	117		US History	US History	World History	US History	US History	US History
Poteet	Ron	60		US Govt	Tutorial	Study Skills	US Govt	US History	PREP
Ragland	Mary	PE	PE 10-12	PE 10-12	PE 10-12	PREP	Alt Study	PE 9	Free
Ragsdale	Tara	119		Economics	US History	US History	World History	US History	PREP
Reuter	Alex	68		Spanish 1	Spanish 2	Spanish 1	PREP	Spanish 2	Spanish 2
Rigo-Witt	Farrah	25		Free	Activities Dir	Activities Dir	Leadership	Leadership	PREP
Rivas	Omar	74		PREP	AP Spanish 4	Spanish 1	Spanish 1	Spanish 1	Span/Span 2H
Robinson	David	9		AP Calculus AB	AP Calculus AB	Alg 2 H	AP Calculus AB	PREP	Digital Elect
Robles	Daniel	PE		PE 10-12	Weights	PE 9	PE 9	PE 9	PREP
Rohrer	Audrey	204 x4544	Leadership	PREP	Biology H	Biology CP	Biology CP	LEAD Prep	Biology H
Sales	Diana	76		PREP	Spanish 2	Spanish 2	Spanish 1	Spanish 2	Spanish 1
Sedey	Chuck	108		US Govt	US Govt	US Govt	PREP	Alt Study	Alt Study
Sevold	Amanda	124/104		PREP	Intro Theatre	Adv Theatre	Choir	English 10 CP	English 10 CP
Sheffield	Ray	PE		PREP	PE 9	PE 10-12	PE 9	PE 10-12	Athletic PE
Spadaccini	Rick	11		Int Math 1	Int Math 1	PREP	In Math 1(1)	In Math 1(1)	In Math 1(1)
Thigpen	William	100		English 9CP	ELD 6	ELD 5 - Lit	English 9 CP	English 9 CP	PREP
Tillett	Renee	15		English 12	English 12	English 11	English 11	PREP	Tutorial
Vargas	Jeffery	3		Trig/Pre-Cal H	Int Math 1	Int Math 1	Int Math 2	PREP	Int Math 1
White	Guy	71		English 12 CP	English 11 CP	PREP	English 11 CP	English 12 CP	English 12CP
Williams	Mark	127		Earth Science	Earth Science	Tutorial	PREP	Study Skills	Earth Science
Woods	Patrick	206	x4546	Prin Engineer	Physics H	Alt Study	Physics	PREP	AP Physics
Yanik	Stephen	123			Jazz Ensemble	Band wind	PREP	Orchestra	Dance prop/perc
Yu	Sophie	101		AP English 12	PREP	AP English 12	AVID Seminar	AP English 12	AVID Coor

Leadership & Band have a 7th Period

DON ANTONIO LUGO HIGH SCHOOL

13400 PIPELINE AVENUE CHINO, CALIFORNIA 91710 (909) 591-3902

ASB ASSOCIATED STUDENT BODY
CC1 CHILD CARE ONE
R RESTROOM

S STORAGE ROOM
SL STAFF LOUNGE

SS STUDENT STORE
TR TRAINER'S ROOM
TWR TEACHER'S WORK ROOM

N W E S

CHINO AVENUE

PIPELINE AVENUE

STAFF/VISITOR PARKING

STUDENT PARKING AREA

COURTS

TENNIS

TRACK

MAP NOT TO SCALE

FARM

300 303
301 302

305 304
305 304

S

R R

GYM

90
91 90

R S

E T R

BOY'S LOCKER ROOM

R R

POOL

WEIGHT ROOM

SPIRIT ROOM

ATH. OFFICE

GIRL'S LOCKER ROOM

123 124

121

122

MULTI PURPOSE ROOM

SL

KITCHEN

R R

R R TWR

LIBRARY

SS ASB

LUNCH SHELTER

100 101
103

102 105
104 107
106 109
108 111

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112 115
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9 7 5 3 1
19 10 8 6 4 2
17 15 13 11
18 16 12
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27 25 23 21
R R
CUST. ROOM
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28 26 24 22
37 35 31
38 36 34 32 30

65 67 69 71 73 75
66 68 70 72 74 76

49 50 52 54 56 58 60
51 53 55 57 59
61 63
62 64

212 211
209 208
205 204
207 206
203 202
210 NURSE
201
CC1
ADMINISTRATION & COUNSELING

REV. 5/07

KEH

AP Course Ledger
Authorized Courses

Don Antonio Lugo High School
13400 Pipeline Avenue
Chino, CA 917104999
(visit website)

	2012-13	2013-14	2014-15	2015-16
Biology	1	--	1	1
Calculus AB	2	2	1	2
Calculus BC	2	2	1	1
Chemistry	--	1	1	1
English Language and Composition	4	3	2	3
English Literature and Composition	2	2	1	2
European History	1	1	1	1
French Language and Culture *	1	1	1	1
Macroeconomics	1	2	--	2
Microeconomics	--	--	--	2
Physics 1	--	--	1	1
Psychology	1	1	--	2
Spanish Language and Culture *	1	1	1	1
Spanish Literature and Culture *	--	--	--	--
Statistics	2	2	--	1
Studio Art: 2-D Design	--	--	--	1
U.S. Government and Politics	2	2	1	2
United States History	2	2	1	2

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- Approved Course List

Don Antonio Lugo High School

College Board Code: 050566

Chino Valley Unified School District

Location: Chino, CA

Website: www.chino.k12.ca.us (http://www.chino.k12.ca.us)

Course List Manager: Darcy Jensen-Ward
Course List Manager Phone: (909) 591-3902 ext. 4763

School Governance: Public
School Type: Comprehensive High School
School Subtype(s): Site-Based/Traditional

School accredited through 2016

Course list for 2015-16

Updated as of Sep 10th,

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Agriculture Government	Ag Govt Ag US Gov	Civics / American Government		Semester
American History A/B (AdvAcad)	US History	U.S. History		
AP European History	AP Euro Hist	World History / Cultures / Historical Geography	AP	
AP Government and Politics United States (AP)	AP US Gov and Politics	Civics / American Government	AP	
AP Government and Politics United States (FVS) (Gr	AP US Gov	Civics / American Government	AP	Semester
AP United States History (AP)	AP US History	U.S. History	AP	
AP United States History (FVS) (GradP)	AP US History	U.S. History	AP	
CA US History and Geography (Edgenuity)	US History/US His	U.S. History		
PRINCIPLES OF AMERICAN DEMOCRACY	US GOV	Civics / American Government		Semester
U.S. Government (FVS) (GradP)	US Gov	Civics / American Government		Semester
U.S. History and Geography	US History	U.S. History		
World Geography	World Geo	World History / Cultures / Historical Geography		Semester
World History	World History	World History / Cultures / Historical Geography		
World History (FVS) (GradP)	World History	World History / Cultures / Historical Geography		
World History Honors	World History H	World History / Cultures / Historical Geography		

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP English Language and Composition (AP)	AP English 11 English 11 AP ENGLISH 11AP	English	AP	

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP English Language and Composition (FVS) (GradP)	AP English 11	English	AP	
AP English Literature and Composition (AP)	AP Eng 12 English 12 AP	English	AP	
AP English Literature and Composition (FVS) (GradP	AP English 12	English	AP	
Common Core ELA 10 (Edgenuity)	English 10	English		
Common Core ELA 11 (Edgenuity)	English 11	English		
Common Core ELA 12 (Edgenuity)	English 12	English		
Common Core ELA 9 (Edgenuity)	English 9/Eng 9	English		
CSU Expository Reading and Writing	ERWC Expository Reading and Writing Course	English		
ELD 5 - Literacy	ELD 5	English as a Second Language (ESL) / English Language Development (ELD)		Allow max. of 1 unit for ESL/ELD courses
ELD 6 - Advanced Literacy	ELD 6	English as a Second Language (ESL) / English Language Development (ELD)		Allow max. of 1 unit for ESL/ELD courses
English 10	English 10	English		
English 10 (H)	English 10 H	English		
English 11	English 11 English 11 CP	English		
English 12 CP	English 12 CP	English		
English 9 (H)	English 9 H ENGLISH 9H	English		
English 9 CP (2)	English 9 CP English 9 CP 1st English 9 CP 2nd	English		
English 9 Intensive	Eng 9 Int	English		
Expository Reading and Writing (Edgenuity)	ERWC/ERWC	English		

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Algebra I	Algebra 1 Algebra I	Algebra I		
Algebra II	Algebra 2 ALGEBRA II	Algebra II		
Algebra II (H)	Algebra 2 H	Algebra II		
AP Calculus AB (AP)	AP Calculus AB Calculus AB AP	Calculus	AP	
AP Calculus BC (AP)	AP Calculus BC Calc BC-AP	Calculus	AP	
AP Calculus BC (FVS) (GradP)	AP Calculus BC/AP Calculus BC	Calculus	AP	

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Statistics (AP)	AP Stats Stats AP	Statistics	AP	
Beginning Algebra A	Algebra A Beg Algebra A	Algebra I		
Beginning Algebra B	Algebra B Beg Algebra B	Algebra I		
Common Core Algebra I (Edgenuity)	Algebra I	Algebra I		
Common Core Algebra II (Edgenuity)	Algebra II	Algebra II		
Common Core Geometry (Edgenuity)	Geometry	Geometry		
Common Core Math I (Edgenuity)	Integrated Math 1	Mathematics I		Online
Common Core Math II (Edgenuity)	Integrated Math II	Mathematics II		Online
Common Core Precalculus (Edgenuity)	Trig/Pre-Cal	Advanced Mathematics		
Constructing Algebra 2 (UCCI) (UCCI)	Const Alg 2	Algebra II		
Engineering Geometry with Physics - Math (UCCI) (UCCI)	Eng Geometry	Geometry		
Geometry	Geometry Geometry 1st Geometry 2nd	Geometry		
Geometry A	Geometry A	Geometry		
Geometry A 1	Geometry A	Geometry		
Geometry B 1	Geometry B	Geometry		
Integrated Math 2 Honors	Int Math 2 H	Mathematics II		
Integrated Math I	Integrated Math I	Mathematics I		
Integrated Mathematics 2	Int Math 2	Mathematics II		
Integrated Mathematics 3	Int Math 3	Mathematics III		
Probability & Statistics	Prob & Stats	Statistics		
Trigonometry / Pre-Calculus	Trig/Pre-Calc	Advanced Mathematics		
Trigonometry/Pre-Calculus (H)	Trig/Pre-Cal H	Advanced Mathematics	Honors	

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. Interdisciplinary science courses can also fulfill all or part of this requirement.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Agricultural Biology	Ag Biology	Biology / Life Sciences		
Agriculture and Soil Chemistry (UCCI) (UCCI)	AG Chemistry	Chemistry		
AP Biology (AP)	AP Biology Bio AP	Biology / Life Sciences	AP	
AP Chemistry (AP)	AP Chemistry	Chemistry	AP	This course provisionally approved pending final College Board audit authorization.
AP Physics 1 (AP)	AP Phys 1	Physics	AP	This course provisionally approved pending final College Board audit authorization.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Biology (Edgenuity)	Biology/Bio	Biology / Life Sciences		
Biology (H)	Biology H	Biology / Life Sciences		
Biology Science	Biology Biology CP	Biology / Life Sciences		
Chemistry	Chemistry	Chemistry		
Chemistry (Edgenuity)	Chemistry/Chem	Chemistry		
Chemistry (H)	Chemistry H	Chemistry	Honors	
Green Up and Go! Clean Energy-neering (UCCI) (UCCI)	Green Up	Physics		
Human Anatomy and Physiology Honors I	Human Anatomy & Phys H	Biology / Life Sciences		
Physics	Physics	Physics		
Physics Honors	Physics H	Physics	Honors	
Veterinary Science Anatomy and Physiology	Vet Science A&P Vet Science Anatomy and Physiology	Biology / Life Sciences		

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP French Language and Culture (AP)	AP French AP French 4 AP French IV AP French Language and Culture French 4 AP	LOTE Level 4+	AP	
AP Spanish Language and Culture (AP)	AP Span Lang	LOTE Level 4+	AP	
AP Spanish Literature and Culture (AP)	AP Span Lit Spanish 5 AP	LOTE Level 4+	AP	
French I	French 1	LOTE Level 1		
French I Competency (Middlebury) (Middlebury)	French 1/French	LOTE Level 1		
French II	French 2	LOTE Level 2		
French III (H)	French 3 H	LOTE Level 3		
German II	German 2	LOTE Level 2		
German III (H)	Ferman 3 H	LOTE Level 3		
Spanish 3	Spanish 3	LOTE Level 3		
Spanish for Spanish Speakers 2	Span/Span 2H	LOTE Level 3		
Spanish for Spanish Speakers I	Span/Span 1	LOTE Level 2		
Spanish I	SPAN/SPAN 1 Spanish 1	LOTE Level 1		
Spanish I Competency (Middlebury) (Middlebury)	Spanish 1/Spanish 1	LOTE Level 1		
Spanish II	Spanish 2	LOTE Level 2		
Spanish II Competency (Middlebury) (Middlebury)	Spanish 2/Spanish 2	LOTE Level 2		
Spanish III (H)	Spanish 3 H	LOTE Level 3		

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Spanish III Fluency (Middlebury) (AdvAcad)	Spanish 3 H	LOTE Level 3		

Visual & Performing Arts ("f")   1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Advanced Theatre	Adv Theatre	Theater		
Art Fundamentals	Art Fundamental	Visual Arts		
Band-Percussion	Band Perc	Music		
Band-Wind Ensemble	Band Wind	Music		
Choir	Choir	Music		
Dance 1	Dance 1	Dance		
Dance 2	Dance 2	Dance		
Dance 3	DANCE 3	Dance		
Dance 4	Dance 4	Dance		
Dance 5	Dance 5	Dance		
Dance Prop Production	Dance Prop	Dance		
Digital Imaging 1	Digital Imaging	Visual Arts		
Digital Video Production	Digital Video 1	Visual Arts		
Drawing & Painting II	Draw/Paint 2	Visual Arts		
Drawing and Painting I	Draw/Paint 1 Draw/Painting 1	Visual Arts		
Graphic Design	Graphis Design	Visual Arts		
Introduction to Design 1, 2 (PLTW) (PLTW)	Intro to Design	Visual Arts		
Introduction to Theatre Arts	Intro Theatre	Theater		
The Art and History of Floral Desig	The Art of Floral Design	Visual Arts		

College-Preparatory Elective ("g")   1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely i the elective area.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Agricultural Economics	Ag Econ	History / Social Science		
AP Macroeconomics (FVS) (GradP)	AP Economics	History / Social Science	AP	Semester
AP Microeconomics (FVS) (GradP)	AP Economics	History / Social Science	AP	Semester
AP Psychology (Edgenuity)	AP Psychology/AP Psyc	History / Social Science	AP	
AVID Senior Seminar (AVID)	AVID Senior Seminar	English		
Civil Engineering and Architecture (PLTW) (PLTW)	Civil Eng and Architecture (PLTW)	Interdisciplinary		

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Computer Technology II	Comp Tech2	Mathematics - Computer Science		
Computer Technology III	Comp Tech3	Mathematics - Computer Science		
Digital Electronics (PLTW) (PLTW)	Digital Elect Digital Electronics Digital Electronics / Digital Elect	Interdisciplinary		
Earth Science	Earth Science	Laboratory Science – Physical Sciences		
Earth Science Honors	Earth Science H	Laboratory Science – Physical Sciences		
Economics	Econ M/M Economics	History / Social Science		Semester
Economics (FVS) (GradP)	Economics	History / Social Science		Semester
Economics (H)	Economics H	History / Social Science		Semester
Engineering Design and Development (PLTW) (PLTW)	Eng Design and Dev Engr Desgn & Dev (PLTW)	Interdisciplinary		
Introduction to Engineering Design (PLTW) (PLTW)	Intro to Engr Desgn (PLTW)	Interdisciplinary		
Journalism I	Journalism 1	English		
Journalism II	Journalism 2	English		
Journalism III	Journalism 3	English		
Principles of Engineering (PLTW) (PLTW)	Principles of Engineering / Prin Engineer	Interdisciplinary		
Psychology	Psychology Psychology 1	History / Social Science		
Psychology (Edgenuity)	Psychology/Psyc	History / Social Science		
Psychology 2	Psych 2	History / Social Science		Semester
Sociology (Edgenuity)	Socilogy/Socilogy	History / Social Science		
Sports Medicine (ROP) (ROP)	ROP Sports Med	Laboratory Science – Biology / Life Sciences		
The Bible As/In History and Literature	Bible	Interdisciplinary		

A-G Guide (http://www.ucop.edu/agguide/) | Contact Us (/agcourselist#/con

Chino Valley Unified School District
Area of Emphasis
Secondary Action Plan Template for 2015-16

Student Area of Emphasis	Teacher Area of Emphasis	Site Administrators Area of Emphasis	District Office Area of Emphasis	District PD Site Admin	District PD Teachers	Site Based-PD Teachers
	Build collaboration through relationships			Principal PD 2014-15		
Students will demonstrate understanding of the **4C's** - **Critical Thinking** - **Communication** - **Collaboration** - **Creativity**	Teachers will emphasize all 4C's with a focus on Critical Thinking	Provide site-based PD on Critical Thinking -Determine common definition -What does it look like in practice (provide opportunities for teachers to see other teachers implementing in practice)	Provide PD to schools teams on Critical Thinking -Determine common definition and rubrics on 4C's -Provide for differentiation for schools	Aug 5 Jan 11 (P) Jan 12 (AP)	*Integrated in PDs*	
Students will contribute to positive school culture by **self-monitoring healthy behavioral strategies**	Teachers will emphasize positive school culture by modeling, teaching and reinforcing healthy behavioral strategies (structured classroom environment)	Site Admin will emphasize positive school culture by supporting and being consistent in reinforcing healthy behavioral strategies (ie. clarify site and classroom behavior policies for consistency) Provide opportunities for Site Admin and Teachers to communicate and collaborate to create proactive behavior	Research a district-wide Secondary Behavior Support System program Research and identify behavior documenting processes and procedures for consistency and communication	May 15 Aug 17 September *MTSS-B Schools	May 15 Aug 17 September *MTSS-B Schools	

Version_August 5, 2015

Chino Valley Unified School District
Area of Emphasis
Secondary Action Plan Template for 2015-16

Student Area of Emphasis	Teacher Area of Emphasis	Site Administrators Area of Emphasis	District Office Area of Emphasis	District PD Site Admin	District PD Teachers	Site Based-PD Teachers
Students will demonstrate understanding of the **3 CCSS Literacy Shifts with an emphasis on Shift 1** Reading and Writing Grounded in Evidence **and Shift 2-**Regular Practice with Complex Text and its Academic Vocabulary in ELA, Math, Science, History, and other Technical Subject	Teachers emphasize 3 CCSS Literacy Shifts with an emphasis on Shift 1-Reading and Writing Grounded in Evidence and Shift 2-Regular Practice with Complex Text and its Academic Vocabulary	strategies Provide PLCs, training and release time for teachers to implement instructional strategies in CCSS Literacy Shifts 1&2 by grade and by departments	Provide PD in CCSS Literacy Shifts 1&2 in all content areas Provide resources needed to implement CCSS Literacy Shifts	Aug 6 Oct 5 (P) Oct 6 (AP) Mar 7 (P) Mar 8 (AP)	**Secondary ELA (7-12)** November 4,5,6 **Secondary ELA (7-12)** March 14, 15 **Secondary History** October 8,9,15 January 7,8 April 14, 15 **Secondary Science-JHS** October 13, 16 January 26, 29 **Secondary Science-HS** November 16 January 28, 29	
Students will demonstrate understanding of the **8 Math SMPs-with a focus on 1,3,6**	Math teachers emphasize the 8 SMPs with a focus on SMP 1,3,6	Determine and communicate site needs for resources Provide PLCS, training and release time for teachers to observe SMPs in practice Provide PD on SMPs	Provide Math Textbooks including necessary resources including links to online Math resources Provide Math Textbook Training Provide grade level appropriate PD on SMPs 1,3,6	Nov 2 (P) Nov 3 (AP)	**Math Textbook Training (Makeups)** Grade 6-Sept 1 Integrated I-Sept 2 Integrated II-Sept 2 Grade 7/8-Sept 3 **6th-8th Grade & HS Math**	

Chino Valley Unified School District
Area of Emphasis
Secondary Action Plan Template for 2015-16

Student Area of Emphasis	Teacher Area of Emphasis	Site Administrators Area of Emphasis	District Office Area of Emphasis	District PD Site Admin	District PD Teachers	Site Based-PD Teachers
		1,3,6			October 20,22,27,29 **6th-8th Grade & HS Math** February 11,12,18,19	
Students will use Office 365	Teachers learn, use and incorporate into instruction Office 365 including Email, Word, Excel and PowerPoint				**Secondary ELA (7-12)** November 4,5,6 **Secondary ELA (7-12)** March 14, 15	*Technology Specialists follow up at Sites
	Science teachers emphasize deepening their understanding of NGSS progression and begin to implement practices around NGSS	Inventory resources and materials needed for NGSS implementation	Provide PD on NGSS Develop NGSS Implementation Plan (ie. Integrated v. Traditional Pathway), etc... Start a process to inventory resource and materials needed for NGSS implementation		**Secondary Science-JHS** October 13, 16 January 26, 29 **Secondary Science-HS** November 16 January 28, 29	

LCFF Funding Snapshot

Fiscal Year: 2014–15
(As of June 2015, P-2)

LEA Name:	Chino Valley Unified
County:	San Bernardino County
CDS Code:	36-67678-0000000 **Charter Number:** N/A

Local Control Funding Formula (LCFF) Funding Snapshot summarizes the main LCFF funding components but does not contain all funding details. Complete funding data should be obtained from the certified funding exhibits on the Principal Apportionment Web page.

LOCAL EDUCATIONAL AGENCY (LEA) DATA

Grade Span	K–3	4–6	7–8	9–12	Total
Funded Average Daily Attendance (ADA)	7,828.16	6,209.44	4,470.13	9,932.70	28,440.43
Unduplicated Pupil Percentage (UPP)		50.13 %			

LCFF TARGET ENTITLEMENT

Funding calculation based on the LCFF funding model. During transition most LEAs will not receive this level of funding. The LCFF will be phased in over an estimated eight years.

Components	Amount
Base Grant Funding	$ 224,067,128
Supplemental Grant Funding	22,464,970
Concentration Grant Funding	0
Necessary Small Schools (NSS) Allowance	0
Add-On Funding	2,500,279
Total LCFF Target Entitlement	**$ 249,032,377**

LCFF TRANSITION ENTITLEMENT

Calculation of the LEA's funding entitlement during the transition period until full implementation of LCFF. This table will either have an amount shown under the Target or the Floor, whichever is lower.

Components	Amount
LCFF Target Entitlement	$ 0
Floor Entitlement, Including Prior Year (PY) Gap	181,396,198
Current Year (CY) Gap Funding	20,399,181
Economic Recovery Target	0
Additional LCFF State Aid to Meet the Minimum Guarantee (Additional SA for MSA)	0
Total Transition Entitlement Adjusted for Additional SA for MSA*	**$ 201,795,379**

LCFF TARGET vs. LCFF FLOOR

A comparison of the LEA's Target and Floor Entitlements to determine current year Remaining LCFF Need. Some LEAs are funded at the Target and do not have a Remaining LCFF Need.

Components	Amount
LCFF Target Entitlement	$ 249,032,377
Less Floor Entitlement, Including PY Gap	(181,396,198)
Less CY Gap Funding	(20,399,181)
Remaining LCFF Need	$ 47,236,998

LCFF Target vs. LCFF Floor

Floor   CY Gap   Remaining Need
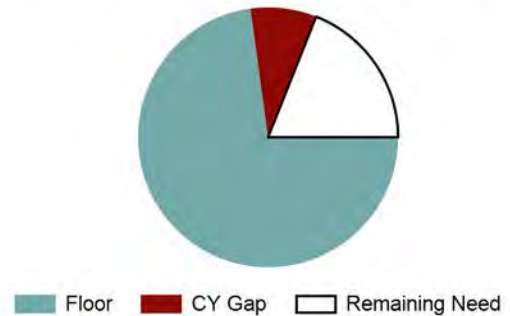
LCFF FUNDING SOURCES (ACTUAL FUNDING)

The actual amount of current year LCFF funding by source.

Components	Amount
Local Revenue	$ 38,265,427
Education Protection Account (EPA) State Aid	39,884,954
LCFF State Aid Before MSA	123,644,998
Additional SA for MSA	0
Total Funding**	**$ 201,795,379**

LCFF Funding Sources

Local Revenue   EPA   State Aid

* LCFF Transition Entitlement components may not sum to Total Transition Entitlement Adjusted for MSA due to miscellaneous adjustments.
** Total LCFF Funding sources (Actual Funding) may be greater than Total Transition Entitlement Adjusted for MSA due to an LEA's EPA State Aid and/or because local revenue exceeds the LEA's Transition Entitlement.

Note: Some amounts may not display on the pie charts due to their relative size compared to other components.

California Department of Education
School Fiscal Services Division

Tom Torlakson
Superintendent of Public Instruction

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LCFF Funding Snapshot

Fiscal Year: 2014–15
(As of June 2015, P-2)

LEA Name: Chino Valley Unified
County: San Bernardino County
CDS Code: 36-67678-0000000 **Charter Number:** N/A

LOCAL EDUCATIONAL AGENCY (LEA) DATA

Funded Average Daily Attendance (ADA)	Funded ADA for school districts is the greater of prior year or current year ADA, and includes any ADA funded through the Necessary Small School formula. Charter schools are funded on current year ADA.
Unduplicated Pupil Percentage (UPP)	An LEA's unduplicated pupil count refers to its count of disadvantaged students, i.e., those classified as English learners, those meeting income or categorical eligibility criteria for participation in the National School Lunch Program, foster youth, or any combination of these factors. The unduplicated pupil count for the current and prior year is divided by the number of students enrolled in the LEA for the current and prior year to determine the UPP.

LCFF TARGET ENTITLEMENT

Base Grant Funding	An amount of funding provided for each unit of ADA by grade span. The K-3 grade span includes an additional adjustment of 10.4 percent and the 9-12 grade span includes an additional adjustment of 2.6 percent of the base grant. Base grant amounts are available in the Apportionment Letter Attachment for the latest processing period in the applicable fiscal year.
Supplemental Grant Funding	Additional grant equal to 20 percent of the adjusted base grant, multiplied by an LEA's UPP and ADA.
Concentration Grant Funding	Additional grant equal to 50 percent of the adjusted base grant (for each LEA with UPP in excess of 55 percent) multiplied by the LEA's UPP points above 55 percent and ADA. For charter schools, the UPP for concentration grant funding is capped at the lesser of the charter school's own UPP or the determinative district's UPP.
Necessary Small Schools (NSS) Allowance	Funding for school districts with qualifying schools that serve a small population of students and are geographically isolated. NSS funding is provided in lieu of LCFF Base Grant funding.
Add-On Funding	Funding for school districts equal to the LEA's 2012-13 entitlements for the Targeted Instructional Improvement Block Grant, Home-to-School Transportation, and Small School District Bus Replacement Program. These programs were eliminated with the passage of LCFF.

LCFF TRANSITION ENTITLEMENT

Floor Entitlement, Including Prior Year (PY) Gap	For LEAs not yet funded at the LCFF Target, a Floor Entitlement is calculated based on current year funded ADA, 2012-13 deficited funding rates, 2012-13 categorical program funding, and PY Gap funding adjusted for changes in ADA.
Current Year (CY) Gap Funding	LCFF Need is the amount of funding required beyond the Floor to fully fund the Target , i.e., the difference between the Floor and the Target. Gap funding is the amount of LCFF Need that is funded in any given year based on the amount of funds included for LCFF Transition in the annual Budget Act. Each LEA's Gap Funding is based on the LEA's proportion of statewide need; the statewide percentage and funding amount are available in the Apportionment Letter Attachment for the latest processing period of the specific fiscal year.
Economic Recovery Target	Additional funding for those LEAs that would have received a higher level of funding under revenue limits and various categorical programs, based on certain assumptions.
Additional LCFF State Aid to Meet the Minimum Guarantee (Additional SA for MSA)	The Minimum State Aid (MSA) Guarantee is the level of funding to ensure that LEAs receive at least the same amount in state aid as they received in 2012-13, adjusted for changes in ADA and property taxes. The Additional SA for MSA, available for some LEAs, is the difference between the MSA guarantee and the LCFF State Aid Before MSA (see description below).

LCFF TARGET vs. LCFF FLOOR

Remaining LCFF Need	The difference between the LCFF Target Entitlement and the sum of Floor Entitlement and CY Gap funding for those LEAs not funded at the LCFF Target. This amount is unfunded.

LCFF FUNDING SOURCE (ACTUAL FUNDING)

Local Revenue	The amount of local property taxes (in-lieu of property taxes for charter schools) that funds the LCFF Transition Entitlement prior to determining state aid.
Education Protection Account (EPA) State Aid	Funding made available through 2018-19, in accordance with Proposition 30, the Schools and Local Public Safety Protection Act of 2012, as enacted by Section 36 of Article XIII, of the Constitution of the State of California. Each LEA is guaranteed to receive at least $200 per ADA in EPA funding. The amount an LEA receives in EPA counts towards the LEA's LCFF funds.
LCFF State Aid Before MSA	Amount of State Aid calculated after subtracting property taxes and EPA State Aid from the Transition Entitlement before MSA.
Additional SA for MSA	See the LCFF Transition Entitlement section above for a description of this component.

California Department of Education
School Fiscal Services Division

Tom Torlakson
Superintendent of Public Instruction

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Don Antonio Lugo High School

13400 Pipeline Avenue • Chino, CA 91710 • 909-591-3902 • Grades 9-12
Kimberly Cabrera, Ed.D., Principal
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http://donlugo.chino.k12.ca.us

2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Chino Valley Unified School District

5130 Riverside Drive
Chino, CA 91710-4130
(909) 628-1200 X1100
www.chino.k12.ca.us

District Governing Board

Irene Hernandez-Blair, President

Andrew Cruz, Vice President

Sylvia Orozco, Clerk

Pamela Feix, Member

James Na, Member

District Administration

Wayne M. Joseph
Superintendent

Norm Enfield, Ed.D.
Deputy Superintendent

Sandra Chen
Assistant Superintendent of Business Services Division

Patricia M. Miller
Assistant Superintendent of Student Services

Grace Park, Ed.D.
Assistant Superintendent of Human Resources

Greg Stachura
Assistant Superintendent of Facilities, Planning & Operations

Grace Park, Ed.D.
Assistant Superintendent, Human Resources

School Description

Don Lugo High School was founded in 1972 as a ninth grade school to accommodate the impacted enrollment at Chino High School. Each year subsequent to 1972, a new class was added until Don Lugo High School became a comprehensive 9th – 12th grade high school. It is steeped in a tradition of excellence in the areas of academics, activities, arts, and athletics.

Don Lugo High School exemplifies the definition of a comprehensive high school. Located in the City of Chino in the growing Chino Valley. Our population is diverse and reflective of the community we serve. Don Lugo High School has a strong tie to the surrounding community and many longstanding traditions. Many of the present student body have parents who were graduates of Don Lugo High School. And, currently several staff members are alumni of Don Lugo High School.

The mission of Don Lugo High School is to develop every student to his or her full capacity to live healthfully, to learn continually, and to contribute positively in a changing and diverse society. We offer all students the opportunity to participate in quality educational programs and experiences. In addition, our school community has identified six core skills/values (fondly referred to as our Expected School Wide Learning Results - ESLR's) that we want each student to develop during his/her four years at Don Lugo High School.

SIX CORE VALUES - EXPECTATIONS FOR LEARNING
- Possess a Mastery of Fundamental Skills and echnological Expertise;
- Be Prepared for Lifelong Learning and have Appropriate Physical and Mental Attitudes;
- Self-esteem and Well-being;
- Develop Social and Collaborative Skills;
- Develop an Ethical Standard Applicable to Self and Others;
- Possess Critical Thinking Skills

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at 909-591-3902.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	444
Gr. 10	481
Gr. 11	486
Gr. 12	504
Total	1,915

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	2.1
Filipino	1.2
Hispanic or Latino	76.8
Native Hawaiian/Pacific Islander	0.1
White	15.7
Two or More Races	1.2
Socioeconomically Disadvantaged	65.6
English Learners	10.5
Students with Disabilities	14.2

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Don Antonio Lugo High School	**12-13**	**13-14**	**14-15**
Fully Credentialed	82	87.7	86.85
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	5	5	6
Chino Valley Unified School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	1259.2
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Don Antonio Lugo High School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	99.02	0.98
Districtwide		
All Schools	97.02	2.98
High-Poverty Schools	95.38	4.62
Low-Poverty Schools	98.75	1.25

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials Year and month in which data were collected: October 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	9-12 Prentice Hall; Timeless Voices; Timeless Themes, 2002
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	9-12 Carnegie Learning; Integrated Math 1, A Common Core Math Program, 2012 9-12 Carnegie Learning; Geometry, A Common Core Math Program, 2011 9-12 Glencoe; Elementary Statistics, 2006 9-12 Holt McDougal; Mathematics Explorations in Core Math for Common Core Algebra 2, 2010
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	9-12 Pearson Prentice Hall; Earth Science, 2006 9-12 Pearson Prentice Hall; Biology, 2007 9-12 Pearson Prentice Hall; Physical Science: Concepts in Action with Earth and Space Science, 2009 10-12 Pearson Prentice Hall; Chemistry, 2007 11-12 Glencoe; Physics: Principles and Problems, 2008 11-12 Wiley; Environmental Science: Earth as a Living Planet, 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	10 Prentice Hall; World History: The Modern World, 2007 11 Holt, Reinhart and Winston; American Anthem: Modern American History, 2007 11 Bedford; American's History, 2007 12 Glencoe/McGraw-Hill; United States Government: Democracy in Action, 2006 12 McDougal Littell; American Government: Institutions & Policies, 2006 12 Prentice Hall; Economics, Principles in Actions, 2007 12 Prentice Hall; Foundations of Economics, 2007
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	9-12 Prentice Hall; Realidades, Book 1 and 2, 2004 9-12 McDougal Littell; Abriendo Puertas, Tomo, Gramatica, and Lectura 2007 9-12 Wayside Publishing; Azulejo, 2002 9-12 Harcourt School Publishers; Nuevas Vista, Book 1 and 2, 2003 9-12 EMC/Paradigm Publishing; C'est a Toi Book 1, 2, and 3, 2002 9-12 Holt, Reinhart and Winston; Komm Mit! Book 1, 2, and 3, 2003 9-12 Spinner Publications; Bom Dia! Book 1 and 2, 2004 and 2007 9-12 Joint Publishing; Chinese Made Easy, 2006 9-12 Cheng and Tsui; Adventures in Japanese 1 and 2, 1998
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	9-12 Glencoe; Glencoe Health, 2009
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive.

School Facility Conditions and Planned Improvements (Most Recent Year)

The Chino Valley Unified School District provides a safe, clean environment for students, staff, and parents. Custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is in place to keep all classrooms and facilities well-maintained and provide an environment that is conducive to learning. Funds from the school district's bond measure are utilized to improve educational opportunities, raise student achievement, improve health and safety conditions, replace aging classrooms, provide permanent classrooms, enhance laboratories, improve libraries, provide new schools, provide for structural integrity, acquire furniture and equipment for instruction, conduct athletic/physical education facilities, provide program enhancements, improve energy conservation, and reduce overcrowding.

The school site complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Our school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are held monthly and disaster drills are held twice a year.

Safety concerns are the number one priority of Chino Valley Maintenance and Operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The Chino Valley Unified School District conducted a Facility Inspection Tool (FIT) inspection at Don Lugo in October 2014. The findings of this inspection rated the school in GOOD working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 25, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	ROOM 31: 1. Replace damaged thermostat 2. Replace lamps Principal has addressed these deficiencies.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 25, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Interior: Interior Surfaces	[ ]	[ ]	[X]	ASB: 1. Stained ceiling tiles 2. Cluttered room BOYS LOCKER ROOM: 1. Dirty air vents 2. Tiles missing and broken on short walls 3. Door handle loose 4. Replace lamps DANCE ROOM: 1..Stained ceiling tiles EQUIPMENT ROOM: 1. Stained ceiling tiles 2. Fire extinguisher missing/out of date GIRLS LOCKER ROOM: 1. Stained ceiling tiles in P.E. Office 2. Dirty walls/baseboards 3. Replace lamps 4. Missing lense 5. Fixture not working 6. Hairdryer is broken KITCHEN: 1. Stained ceiling tiles 2. Repair wall surface/paint LIBRARY: 1. Stained ceiling tiles (media) MPR: 1. Stained ceiling tiles 2. Lenses have water stains 3. Emergency exit unmarked/blocked NURSE OFFICE: 1. Stained ceiling tiles ROOM 10: 1. Stained ceiling tiles 2. Light fixture not working ROOM 100: 1. Stained ceiling tiles ROOM 103: 1. Stained ceiling tiles ROOM 105: 1. Stained ceiling tiles 2. Stained carpet ROOM 106: 1. Stained ceiling tiles ROOM 108: 1. Stained ceiling tiles ROOM 109: 1. Stained ceiling tiles ROOM 110: 1. Stained ceiling tiles ROOM 111: 1. Stained ceiling tiles ROOM 113: 1. Stained ceiling tiles 2. Cluttered room 3. Replace lamps ROOM 115: 1. Stained ceiling tiles ROOM 117: 1. Stained ceiling tiles ROOM 123: 1. Ceiling damage /needs paint 2. Missing lense 3. Light fixture not working 4. fixture loose on drinking fountain 5. Wheelchair lift door is blocked ROOM 17: 1. Stained ceiling tiles ROOM 18: 1. Stained ceiling tiles ROOM 203: 1. Stained ceiling tiles 2. Water pressure inadequate ROOM 205: 1. Stained ceiling tiles 2. Leaking faucet ROOM 208: 1. Stained ceiling tiles 2. Water pressure inadequate ROOM 211: 1. Stained ceiling tiles 2. Missing lense ROOM 22: 1. Stained ceiling lamps ROOM 25: 1. Stained ceiling tiles ROOM 27: 1. Stained ceiling tiles ROOM 304: 1. Repair unsafe carpet 2. Cluttered classroom ROOM 306: 1. Stained ceiling tiles ROOM 307: 1. Stained ceiling tiles 2. Faucet loose ROOM 4: 1. Stained ceiling tiles ROOM 54: 1. Stained ceiling tiles 2. Replace lamps ROOM 55: 1. Stained ceiling tiles ROOM 63: 1. Stained ceiling tiles 2. Fire extinguisher missing/out of date ROOM 64: 1. Stained ceiling tiles

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 25, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	ASB: 1. Stained ceiling tiles 2. Cluttered room BOYS LOCKER ROOM: 1. Dirty air vents 2. Tiles missing and broken on short walls 3. Door handle loose 4. Replace lamps CC1: 1. Cluttered classroom GIRLS LOCKER ROOM: 1. Stained ceiling tiles in P.E. Office 2. Dirty walls/baseboards 3. Replace lamps 4. Missing lense 5. Fixture not working 6. Hairdryer is broken ROOM 105: 1. Stained ceiling tiles 2. Stained carpet ROOM 11: 1. Cluttered classrooms ROOM 113: 1. Stained ceiling tiles 2. Cluttered room 3. Replace lamps ROOM 26: 1. Cluttered classroom 2. Dirty walls/baseboards 3. Light fixture not working ROOM 28: 1. Cluttered classroom ROOM 3: 1. Cluttered classroom ROOM 300: 1. Cluttered classroom 2. Loose drinking fountain ROOM 301: 1. Cluttered classroom 2. Faucet loose ROOM 304: 1. Repair unsafe carpet 2. Cluttered classroom ROOM 305: 1. Cluttered classroom ROOM K18: 1. Cluttered classroom SCIENCE WORK ROOM: 1. Stained ceiling tiles 2. Cluttered classroom Principal is addressing these deficiencies on an ongoing basis.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 25, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	[ ]	[X]	[ ]	ADMIN OFFICE: 1. Replace lamps in Asst. Principal Office and lounge BOYS LOCKER ROOM: 1. Dirty air vents 2. Tiles missing and broken on short walls 3. Door handle loose 4. Replace lamps BOYS RESTROOM: 1. Replace lamps GIRLS LOCKER ROOM: 1. Stained ceiling tiles in P.E. Office 2. Dirty walls/baseboards 3. Replace lamps 4. Missing lense 5. Fixture not working 6. Hairdryer is broken GIRLS RESTROOM: 1. Replace lamps HALLWAY 1: 1. Replace lamps HALLWAY 2: 1. Replace lamps HALLWAY 3: 1. Replace lamps HALLWAY 4 RESTROOM MENS STAFF: 1. Replace lamps MPR: 1. Stained ceiling tiles 2. Lenses have water stains 3. Emergency exit unmarked/blocked ROOM 10: 1. Stained ceiling tiles 2. Light fixture not working ROOM 113: 1. Stained ceiling tiles 2. Cluttered room 3. Replace lamps ROOM 122: 1. Replace lamps 2. Missing lense ROOM 123: 1. Ceiling damage /needs paint 2. Missing lense 3. Light fixture not working 4. fixture loose on drinking fountain 5. Wheelchair lift door is blocked ROOM 211: 1. Stained ceiling tiles 2. Missing lense ROOM 212: 1. Missing lense ROOM 26: 1. Cluttered classroom 2. Dirty walls/baseboards 3. Light fixture not working ROOM 31: 1. Replace damaged thermostat 2. Replace lamps ROOM 34: 1. Replace lamps ROOM 37: 1. Light fixture not working ROOM 54: 1. Stained ceiling tiles 2. Replace lamps ROOM 7: 1. Replace lamps ROOM 90: 1. Holes in walls 2. Replace lamps STUDENT STORE: 1. Replace lamps TEACHER'S WORKROOM: 1. Stained ceiling tiles 2. Replace lamps Principal has addressed these deficiencies.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 25, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	GIRLS RESTROOM: 1. Dirty walls/baseboards 2. Paper dispenser empty ROOM 12: 1. Water pressure inadequate ROOM 123: 1. Ceiling damage /needs paint 2. Missing lense 3. Light fixture not working 4. fixture loose on drinking fountain 5. Wheelchair lift door is blocked ROOM 201: 1. Water pressure inadequate ROOM 202: 1. Water pressure inadequate ROOM 203: 1. Stained ceiling tiles 2. Water pressure inadequate ROOM 204: ROOM 205: 1. Stained ceiling tiles 2. Leaking faucet ROOM 206: 1. Water pressure inadequate ROOM 208: 1. Stained ceiling tiles 2. Water pressure inadequate ROOM 21: 1. Water pressure to high ROOM 300: 1. Cluttered classroom 2. Loose drinking fountain ROOM 301: 1. Cluttered classroom 2. Faucet loose ROOM 307: 1. Stained ceiling tiles 2. Faucet loose Principal has addressed these deficiencies.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	EQUIPMENT ROOM: 1. Stained ceiling tiles 2. Fire extinguisher missing/out of date MPR: 1. Stained ceiling tiles 2. Lenses have water stains 3. Emergency exit unmarked/blocked ROOM 112: 1. Fire extinguisher blocked ROOM 116: 1. Fire extinguisher missing/out of date ROOM 302: 1. Emergency exit unmarked/blocked ROOM 63: 1. Stained ceiling tiles 2. Fire extinguisher missing/out of date Principal has addressed these deficiencies.
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	BOYS LOCKER ROOM: 1. Dirty air vents 2. Tiles missing and broken on short walls 3. Door handle loose 4. Replace lamps GYM: 1. Door sweep missing ROOM 123: 1. Ceiling damage /needs paint 2. Missing lense 3. Light fixture not working 4. fixture loose on drinking fountain 5. Wheelchair lift door is blocked ROOM 68: 1. Stained ceiling tiles 2. Broken window Principal has addressed these deficiencies.
Overall Rating	**Exemplary** [ ]	**Good** [X]	**Fair** [ ]	**Poor** [ ]

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	43	44	46	66	65	68	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	44	45	43	62	65	63	54	56	55
Math	17	19	18	56	56	57	49	50	50
HSS	39	43	44	53	56	57	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	4	3
Similar Schools	2	3	2

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	23.0	28.6	16.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	68
All Student at the School	46
Male	48
Female	43
Black or African American	41
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	38
Native Hawaiian/Pacific Islander	
White	75
Two or More Races	
Socioeconomically Disadvantaged	38
English Learners	11
Students with Disabilities	17
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	9	15	-20
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	15	18	-18
Native Hawaiian/Pacific Islander			
White	10	12	-25
Two or More Races			
Socioeconomically Disadvantaged	16	26	-11
English Learners	14	-3	-12
Students with Disabilities	-23	-19	32

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Don Lugo High School encourages and supports parents. Parents are active in decision-making on campus through-out School Site Council, and through support organizations like the All- Sports Booster, Performing Arts Boosters, Spirit-Cheer, Band and Color Guard Parent Boosters, and the English Learners Advisory Committee. Our monthly "Coffee with Administration, Back to School Night, Parent Resource Night, and Open House provide opportunities for parents to be part of the campus. Our "Safe and Sober Graduation" extravaganza is organized and staffed by parents. The principal, as well as all administrators, espouses an open door policy which facilitates exchange of information and ideas.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
Each school has a detailed School Site Safety Plan for emergencies. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

Assigned staff monitors school grounds daily before, during, and after school. The District policy regarding campus visitors is enforced by requiring everyone to check in at the school office and obtain a visitor's badge. A visitor sign-in log is located in the school office and all visitors must sign in before going onto the campus. In addition, all visitors must wear an identifying badge while on campus. To increase security, all gates remain locked during the school day, so visitors must enter campus through the school office.

The Chino Valley Unified School District is committed to providing an environment that fosters health and safety, in both form and function. This commitment extends to the process of developing and maintaining a comprehensive Emergency and Disaster Preparedness Plan as a part of the District's Safe Schools Plan and is evident from the individual site to the overall District. These plans delineate actions to protect all students while they are at school. The plans are designed with the help of security staff members, local law enforcement, local fire, and emergency management, and public health officials as required by Education Code 32280-32282.

Plans are reviewed and updated yearly in accordance with Education Code 32286. These plans include procedures to respond to critical incidents, such as fire, earthquake, or intruders. School personnel practice these drills regularly.

The primary purpose of the Chino Valley Unified School District Emergency and Disaster Preparedness Plan is to define roles and responsibilities at the site and between the site and district office management. The Emergency and Disaster Preparedness Plan establishes the minimum requirements for school and site plans throughout the District. This Plan meets the requirements of the Standardized Emergency Management System (SEMS) as mandated by California Code of Regulations, Sections 2400-2450, and the National Incident Management System (NIMS) as mandated by Government Code 8607. It also meets the requirements for earthquake preparedness found in Title 5 (California State Education Code, Sections 35295-35297).

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	10.9	7.2	10.0
Expulsions Rate	0.3	0.1	0.1
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.5	4.0	3.8
Expulsions Rate	0.1	0.1	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		93.3

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	27.8	26	24	21	24	32	18	20	21	37	34	29
Math	28.9	26	24	15	21	25	14	22	24	35	27	21
Science	30	28	26	10	9	16	14	20	11	27	21	22
SS	28.9	26	25	15	17	21	19	26	18	30	24	27

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.8
Resource Specialist	0
Other	0

Average Number of Students per Staff Member

Academic Counselor	350

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,844	$41,761
Mid-Range Teacher Salary	$71,194	$66,895
Highest Teacher Salary	$89,709	$86,565
Average Principal Salary (ES)	$107,531	$108,011
Average Principal Salary (MS)	$113,257	$113,058
Average Principal Salary (HS)	$124,086	$123,217
Superintendent Salary	$200,000	$227,183
Percent of District Budget		
Teacher Salaries	44	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$8,211	$2,337	$5,873	$68,013
District	♦	♦	$7,696	$76,599
State	♦	♦	$4,690	$70,720
Percent Difference: School Site/District			-23.7	-11.2
Percent Difference: School Site/ State			25.2	-3.8

Types of Services Funded at Don Antonio Lugo High School

The 2013-2014 budget package replaces the previous K-12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs.

The 2013-2014 Budget Act provides $2.1 billion for school districts and charter schools to support the first-year implementation of the LCFF. Until full implementation, however, local educational agencies (LEAs) will receive roughly the same amount of funding they received in 2012-2013 plus an additional amount each year to bridge the gap between current funding levels and the new LCFF target levels. The budget projects the time frame for full implementation of the LCFF to be eight years.

The LCFF includes the following components for school districts and charter schools:

- Provides a base grant for each LEA equivalent to $7,643 per average daily attendance (ADA). The actual base grants would vary based on grade span.
- Provides an adjustment of 10.4 percent on the base grant amount for kindergarten through grade three (K–3). As a condition of receiving these funds, the LEA shall progress toward an average class enrollment of no more than 24 pupils in kindergarten through grade three, unless the LEA has collectively bargained an annual alternative average class enrollment in those grades for each school site.
- Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
- Provides a supplemental grant equal to 20 percent of the adjusted base grant for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).
- Provides a concentration grant equal to 50 percent of the adjusted base grant for targeted students exceeding 55 percent of an LEA's enrollment.
- Provides for additional funding based on an "economic recovery target" to ensure that virtually all districts are at least restored to their 2007–08 state funding levels (adjusted for inflation) and also guarantees a minimum amount of state aid to LEAs.

The budget maintains Home-to-School Transportation and Targeted Instructional Improvement Block Grant funding as add-ons to the LCFF. The budget requires LEAs to maintain 2012-2013 expenditure levels on transportation out of funds received for this purpose.

As part of the LCFF, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The Chino Valley Unified School District's LCAP can be accessed on the district webpage at www.chino.k12.ca.us

Professional Development provided for Teachers at Don Antonio Lugo High School

The Chino Valley Unified School District is committed to increasing the instructional capacity of teachers and leaders. Staff development programs are aligned with the District's commitment to increase student achievement, provide safe schools, and promote a positive learning environment.

The principal and assistant principal attend monthly staff development sessions and monthly feeder group meetings to develop skills in instructional supervision, data analysis, budget and finance, technology, and school culture and have for several years. Teachers have many opportunities for professional development and growth provided through the site and District.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	36	26	38	33	38	29
All Students at the School	48	26	26	52	35	13
Male	50	26	24	46	36	17
Female	45	26	29	58	34	8
Black or African American	38	25	38	59	18	24
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	54	25	21	58	35	8
Native Hawaiian/Pacific Islander						
White	28	28	44	30	40	30
Two or More Races						
Socioeconomically Disadvantaged	57	23	19	61	31	8
English Learners	94	6		83	17	
Students with Disabilities	86	6	8	86	13	2
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Don Antonio Lugo High School	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	50	44	52
Mathematics	51	44	48
Chino Valley Unified School District	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	63	63	51
Mathematics	61	64	53
California	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students	83.07	88.73	84.56
Black or African American	61.54	83.33	75.90
American Indian or Alaska Native	0.00	100.00	77.82
Asian	84.62	98.50	92.94
Filipino	58.33	90.68	92.20
Hispanic or Latino	84.66	84.64	80.83
Native Hawaiian/Pacific Islander	100.00	85.71	84.06
White	81.31	90.77	90.15
Two or More Races	125.00	160.61	89.03
Socioeconomically Disadvantaged	85.81	83.38	82.58
English Learners	25.00	40.85	53.68
Students with Disabilities	54.02	75.26	60.31

Dropout Rate and Graduation Rate			
Don Antonio Lugo High School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	9.0	6.3	6.2
Graduation Rate	84.87	88.07	88.64
Chino Valley Unified School District	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	5.9	6.6	5.8
Graduation Rate	87.26	86.51	89.03
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	5	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	6	♦
Science	1	♦
Social Science	7	♦
All courses	21	0.5

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	70.76
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	33.33

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	903
% of pupils completing a CTE program and earning a high school diploma	8.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Career Technical Education Programs

Our vision includes a relevant and rigorous academic program that integrates w ith career technical education. Chino Valley Unified School District (CVUSD) w ill provide the opportunity for all students to master the academic standards, develop physical and social skills, and apply them w ith the vocational and technical skills of Career T echnical Education (CT E). T he purpose is to prepare our students to successfully interact, communicate, and w ork in key industry sectors that are vital to our local, state, and global economies. T hrough proper preparation, our students w ill acquire the necessary education and skills to enhance, support, and grow our global economy.

T he goal of CVUSD includes changing, improving, and enhancing the philosophy of career technical education from past practices to a paradigm shift that includes rigorous, relevant, and quality programs that prepare students w ith a seamless transition to the w orkforce, technical training programs, and postsecondary education. Students w ill have universal access to all CT E programs.

Don A. Lugo 2105 SARC

School Description
Don Antonio Lugo High School was founded in 1972 as a ninth grade school to accommodate the impacted enrollment at Chino High School. Each year subsequent to 1972, a new class was added until Don Lugo High School became a comprehensive 9th – 12th grade high school. It is steeped in a tradition of excellence in the areas of academics, activities, arts, and athletics.

Don Antonio Lugo High School exemplifies the definition of a comprehensive high school. Located in the City of Chino in the growing Chino Valley, our population is diverse and reflective of the community we serve. Don Antonio Lugo High School has a strong tie to the surrounding community and many longstanding traditions. Many of the present student body have parents who were graduates of Don Antonio Lugo High School. And, currently several staff members are alumni of Don Antonio Lugo High School.

The Vision of Don Antonio Lugo High School is to prepare *every* student to meet the "A-G" four-year college requirements, and to develop the 21st century skills necessary for post-secondary career opportunities. The Mission of Don Antonio Lugo High School it to provide students with a quality 21st century education that offers programs, experiences, and opportunities for college, career and life readiness. Our motto is "**One School, One Family.**" The staff of Don Antonio Lugo High School dedicates its efforts to encompass its commitment to the intellectual, emotional, social, athletic, academic, and aesthetic development of each student promoting 21st century skills that lead to overall success in life.

The new student learning outcomes embrace the 4 C's of 21st century learning. The following are the new student learning outcomes for Don Antonio Lugo High School:
- Communication: Sharing thoughts, questions, ideas, and solutions
- Collaboration: Working together to reach a common goal by putting our talent, expertise, and intelligence to work
- Critical Thinking: Looking at problems in a new way, linking learning across subjects and disciplines
- Creativity: Trying new approaches to get things done equals innovation and invention.

Opportunities for Parental Involvement
Don Lugo High School encourages and supports parents. Parents are active in decision-making on campus through-out School Site Council, and through support organizations like the All-Sports Booster, Performing Arts Boosters, Spirit-Cheer, Band and Color Guard Parent Boosters, Parent Institute for Quality Education, and the English Learners Advisory Committee. Our Back to School Night, Parent Resource Night, and Freshman Fair Night provide opportunities for parents to be part of the campus. Our "Safe and Sober Graduation" extravaganza is organized and staffed by parents. The principal, as well as all administrators, espouses an open door policy which facilitates exchange of information and ideas.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Prior Year SIF Completed (2014-15)

District: Chino Valley Unified

School: Don Antonio Lugo High

CDS Code: 36676783630035

Section A. Full-Time Equivalent of Classified Staff

Description	American Indian or Alaska Native not Hispanic Male	Asian not Hispanic Male	Pacific Islander not Hispanic Male	Filipino not Hispanic Male	Hispanic or Latino of Any Race Male	African American not Hispanic Male	White not Hispanic Male	Two or More Races not Hispanic Male	American Indian or Alaska Native not Hispanic Female	Asian not Hispanic Female	Pacific Islander not Hispanic Female	Filipino not Hispanic Female	Hispanic or Latina of Any Race Female	African American not Hispanic Female	White not Hispanic Female	Two or More Races not Hispanic Female	Totals
FTE Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.75	0.00	0.00	0.00	0.00	0.00	0.75	4.69	0.00	5.44	0.00	11.63
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.63	0.00	11.25	0.00	16.88
FTE Other Classified Staff	0.00	0.00	0.00	0.00	0.00	3.00	1.00	1.00	0.00	0.00	0.00	0.00	4.22	0.00	5.50	0.00	14.72

Section B. Educational Options/Independent Study/Online Education

		Number of Participating Students	
Row	**Types of Educational Options**	**K-8**	**9-12**
1	Alternative Schools and Programs of Choice	0	19
2	Magnet Schools or Programs	0	0
3	Unduplicated Total of Lines 1 & 2	0	19

		Number of Participating Students	
Row	**Independent Study/Online Education**	**K-8**	**9-12**
4	Independent Study: Taking one or more classes	0	4
5	Independent Study: Taking 50% or more of their classes	0	0
6	Online Education: Taking one or more classes	0	19
7	Online Education: Taking 50% or more of their classes	0	10
8	Unduplicated Total of Lines 4 & 6	0	23

Independent Study	Number of Participating Students
Number of students who took one or more high school classes through independent study and graduated from high school during the 2013-14 school year.	4

Section D. Educational Calendar

Traditional	True
Year-round	Single-track
	Multitrack
Single-track or multitrack only, the year-round calendar type	60/20
	90/30
	Concept 6
	Custom
	60/15
	45/15
	Modified Concept
School start date	08/26/2014
School end date	06/10/2015

Section E. Parental Exception Waiver from English-Language Classrooms

Number of waivers requested	9
Number of waivers granted	9

Section M. Truancy (2013-14)

Number of truant students	939
Explanation of zero truants	

Board Policy 6146.1
HIGH SCHOOL GRADUATION REQUIREMENTS

Students shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency established by the district.

Effective with the Graduating Class of 2010 and each class thereafter

All students receiving a high school diploma from the District shall:

1. Achieve a cumulative G.P.A. of 2.0
2. Pass both sections of the California High School Exit Examination (CAHSEE)
3. Complete the course requirements as follows:

Subjects		Units of Credit
English/Reading		40 units
Mathematics		30 units
Algebra I (if taken at the high school level)	10 units	
other level math	20 units	
Physical Education		20 units
Visual and Performing Arts/Foreign Language		20 units
Science		20 units
Biological Science	10 units	
Earth/Physical Science	10 units	
Social Science		30 units
World History, Culture and Geography	10 units	
U.S. History and Geography	10 units	
Principles of American Democracy	5 units	
Economics or Consumer Economics	5 units	
Health Education		5 units
Electives (no more than 20 units combined in Office Practice, Teacher's Aide, Library Aide)		60 units
Total Units of Credit:		225 units

Students who complete Algebra 1, or Algebra 1 and Geometry with a grade of "C" or better in junior high school shall be required to successfully complete only two years of mathematics (20 units) at the high school level in order to qualify for a diploma. Students who take Algebra 1, or Algebra 1 and Geometry in junior high school will not receive high school graduation credit and shall be required to complete 225 total units of credit in grades 9-12.

Students who complete the course requirements, but who have failed to meet one of the additional requirements for a diploma shall received a Certificate of Credit instead of a diploma and shall be allowed to participate in graduation ceremonies pursuant to Board Policy 5127 Graduation Ceremonies and Activities.

The Single Plan for Student Achievement

School: Don (Antonio) Lugo High School

CDS Code: 36676783630035

District: Chino Valley Unified School District

Principal: Kimberly Cabrera, Ed.D.

Revision Date: 09/29/14

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: KImberly Cabrera

Position: Principal

Phone Number: (909) 591-3902

Address: 13400 Pipeline Avenue
Chino, CA 91710

E-mail Address: kimberly_cabrera@chino.k12.ca.us

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

Table of Contents

School Vision and Mission

Don (Antonio) Lugo High School's Vision and Mission Statements
Don Lugo High School was founded in 1972 as a ninth grade school to accommodate the impacted enrollment at Chino High School. Each year subsequent to 1972, a new class was added until Don Lugo High School became a comprehensive 9th – 12th grade high school. It is steeped in a tradition of excellence in the areas of academics, activities, arts, and athletics.

Don Lugo High School exemplifies the definition of a comprehensive high school. Located in the City of Chino in the growing Chino Valley. Our population is diverse and reflective of the community we serve. Don Lugo High School has a strong tie to the surrounding community and many longstanding traditions. Many of the present student body have parents who were graduates of Don Lugo High School. And, currently several staff members are alumni of Don Lugo High School.

The mission of Don Lugo High School is to develop every student to his or her full capacity to live healthfully, to learn continually, and to contribute positively in a changing and diverse society. We offer all students the opportunity to participate in quality educational programs and experiences. In addition, our school community has identified six core skills/values (fondly referred to as our Expected School Wide Learning Results - ESLR's) that we want each student to develop during his/her four years at Don Lugo High School.

SIX CORE VALUES - EXPECTATIONS FOR LEARNING
Possess a Mastery of Fundamental Skills and echnological Expertise; Be Prepared for Lifelong Learning and have Appropriate Physical and Mental Attitudes; Self-esteem and Well-being; Develop Social and Collaborative Skills; Develop an Ethical Standard Applicable to Self and Others; and Possess Critical Thinking Skills

School Profile

Don Antonio Lugo High School is located in the western part of Chino, CA. The current population is 1711 total students, and includes 2 adult transition classes. The population demographics are as follows: 78.4% Hispanic/Latino, 14.6% White not Hispanic, 2.6% African-American, 1.3% Filipino, 1.6% Asian, 2.3% American Indian, 0.% Pacific Islander. Approximately 73% of our students are eligible for free and reduced lunch.; 0.2% of the population is identified as foster students; 6.6% of the student population is identified as homeless. Approximately 16.7% of the school population are classified as English Language Learners. The special education population comprises 18.8% of the school population.

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).

2014-2015 SCHOOL SURVEY

1. This school is a supportive and inviting place for students to learn.
A) Strongly Agree   24.5% (25)
B) Agree   51% (52)
C) Neutral   15.7% (16)
D) Disagree   2% (2)
E) Strongly Disagree 6.9% (7)

2. This school sets high standards for academic performance for all students.
A) Strongly Agree   21.5% (22)
B) Agree   44% (44)
C) Neutral   21.5% (22)
D) Disagree   6.8% (7)
E) Strongly Disagree   5.9%(6)

3. This school promotes academic success for all students.
A) Strongly Agree   32.4% (32)
B) Agree   38.2% (39)
C) Neutral   22.5% (23)
D) Disagree   3.9% (4)
E) Strongly Disagree   3.9% (4)

4. This school clearly communicates the consequences of breaking school rules.
A) Strongly Agree   26.4% (27)
B) Agree   49%   (50)
C) Neutral   15.7% (16)
D) Disagree   6.9% (7)
E0 Strongly Disagree   2% (2)

5. Teachers at this school handle discipline problems fairly.
A) Strongly Agree   9.8% (6)
B) Agree   39.2% (40)
C) Netural   29.4% (30)
D) Disagree   16.9% (17)
E) Strongly Disagree   4.9% (5)

6. Administration at this school handles discipline problems fairly.
A) Strongly Agree   19.6% (20)
B) Agree   37.3% (38)
C) Neutral   24.5% (25)
D) Disagree   10.8% (11)

E) Strongly Disagree   7.8% (8)

7. The school provides adequate counseling and support services for students.
A) Strongly Agree   28.4% (29)
B) Agree   24.5% (25)
C) Neutral   19.6% (20)
D) Disagree   13.7% (14)
E) Strongly Disagree   13.7% (14)

8. This school promotes an appreciation of student diversity and respect for each other.
A) Strongly Agree   20.5% (21)
B) Agree   44.1% (45)
C) Neutral   18.6% (19)
D) Disagree   10.8% (11)
E) Strongly Disagree   4.9% (5)

9. This school is a safe place for students.
A) Strongly Agree   18.6% (19)
B) Agree   56.9% (58)
C) Neutral   15.6% (16)
D) Disagree   3.9% (4)
E) Strongly Disagree   4.9% (5)

10. How many adults at this school acknowledge and pay attention to students?
A) Nearly All   19.6% (20)
B) Most   39.2% (40)
C) Some   20.6% (21)
D) Few   13.7% (14)
E) Almost None   2.0%   (2)
F) Does not apply   4.9% (5)

11. How many adults that you come in contact with at this school give you the impression that they want all students to do their best?
A) Nearly All   29.4% (30)
B) Most   35.2% (36)
C) Some   14.7% (15)
D) Few   14.7% (15)
E) Almost None   4.9% (5)
F) Does not apply   1.0% (1)

12. How many adults that you come in contact with at this school listen to what students have to say?
A) Nearly All   17.6% (18)
B) Most   25.5% (26)
C) Some   34.3% (35)
D) Few   10.7% (11)
E) Almost None   7.8% (8)
F) Does not apply   3.9% (4)

13. How many adults that you come in contact with at this school treat all students fairly?

A) Nearly All   26.5% (26)
B) Most   28.4% (29)
C) Some   20.6% (21)
D) Few   11.7% (12)
E) Almost None   7.8% (8)
F) Does not apply   3.9% (4)

14. How many adults that you come in contact with at this school lead you to believe that it is their responsibility to improve this school?
A) Nearly All   27.4% (28)
B) Most   21.6% (22)
C) Some   24.5% (25)
D) Few   7.8% (8)
E) Almost None   10.8% (11)
F) Does not apply   7.8% (8)

15) How much of a problem is harassment or bullying among students at this school?
A) Very Significant   8.9% (9)
B) Significant   11.8% (12)
C) Neutral   56.8% (58)
D) Insignificant   19.6% (20)
E) Very Insignificant   2.9% (3)

16. How much of a problem is disruptive student behavior at this school?
A) Very Significant   8.8% (9)
B) Significant   11.7% (12)
C) Neutral   56.9% (58)
D) Insignificant   19.6% (20)
E) Very Insignificant   58.8% (9)

17. How much of a problem is cutting class or being truant at this school?
A) Very Significant   3.9% (4)
B) Significant   12.7% (13)
C) Neutral   51.0% (52)
D) Insignificant   23.5% (24)
E) Very Insignificant   8.8% (9)

18. This school is preparing my child to go to college and/or be career ready by the time they leave high school.
A) Strongly Agree   27.4% (28)
B) Agree   29.4% (30)
C) Neutral   22.5% (23)
D) Disagree   11.8% (12)
E) Strongly Disagree   8.8% (9)

19. The school informed me of my child's language proficiency level, instructional placement, reclassification criteria, and/or my parental rights.
A) Strongly Agree   32.4% (33)
B) Agree   23.5% (25)
C) Does Not Apply   21.6% (22)
D) Disagree   12.7% (13)

E) Strongly Disagree   9.8% (10)

20. This school provides translators and/or translated materials for parent meetings and workshops.
A) Strongly Agree   33.3% (34)
B) Agree   24.5% (25)
C) Neutral   38.2% (39)
D) Disagree   1.0% (1)
E) Strongly Disagree   2.9% (3)

21. I was informed and invited to be a member of a decision-making committee such as School Site Council/School Advisory Committee (SSC/SAC) or other parent advisory councils or team to provide input, PTA, etc.
A) Agree   43.1% (44)
B) Disagree   31.4% (32)
C) Does Not Apply   25.5% (26)

2014-2015 Parent Survey Results	
Number of Parent Surveys sent home:	
Number of Parent Surveys received:	102

Classroom Observations

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

Administration of Don Lugo High School visited classrooms 2 to 3 times per week on average. Classroom visitations and observations were conducted individually and in pairs. Findings indicated that the majority of teachers at Don Lugo utilize research based strategies in their classrooms. Student engagement is high; however, students do struggle to access the curriculum in core areas, specifically reading in the core curriculum and accessing prior mathematics skills to apply to current mathematics coursework. In the mathematics classrooms, specifically, there is a mixture of students with varied levels of mathematics readiness for current coursework. There is a lack of differentiated instruction for students with varied levels of mathematics knowledge. In much the same manner, there is a lack of differentiated instruction for students who are beginning English learners in core classrooms.

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)

   SBAC data is utilized along with formative and summative, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during PLC to review data and plan interventions based on student needs.

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

   Currently, teachers at DAL use a web-based data system called Illuminate. Teachers are able to retrieve data for classroom and district assessments, as well as state assessments.

Staffing and Professional Development

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

   DAL currently has 74 of 74 teachers on staff that are highly-qualified teachers.

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

   Teachers at DAL are being provided training for Common Core State Standards and new developments in textbook adoption. Professional development is also offered in new technology programs that are being utilized by the district.

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

   100% of staff development is aligned to content standards, assessed students performance, student needs and professional needs.

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

   DAL has two intervention specialists (IS) as members of its staff. One IS is credentialed in ELA, and the other in Mathematics.

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

   Staff at DAL meet in professional learning communities by grade level three times per month, and as a department once per month. PLC leaders develop an agenda and provide minutes of their meetings to administration on a weekly basis.

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

   Currently, ELA teachers are working in district-wide professional learning communities to develop units through Rigorous Curriculum Design professional development days. In mathematics, teachers are meeting in district-wide PLCs to further develop pacing and sequencing for Integrated Mathematics I and II. There are plans this year by the district to develop the pacing and sequencing for Integrated Mathematics III. Mathematics teachers are being provided professional development days to work together in developing units for Integrated Mathematics I and Integrated Mathematics II.

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

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

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

    Currently, English Language Arts teachers are developing Units of study via the Rigorous Curriculum Design planning days. Teachers are researching text that is appropriate to the Common Core State Standards in addition to core text and literature from the current adoption cycle. Mathematics teachers are currently piloting materials based on the Carnegie math curriculum which are aligned to the Common Core State Standards.

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)

    ELA is currently using the adoption from the 2000 ELA adoption cycle. Additionally, teachers are collaborating within district professional learning communities to develop ELA Units of Study using the Rigorous Curriculum design model. ELA Intervention materials include Read 180 in addition to System 44; teachers have been trained by system trainers from Scholastic who have developed these materials. Mathematics is currently piloting materials through Carnegie Mathematics in the areas of Integrated Mathematics I, Geometry, and Algebra 2. Mathematics intervention includes the use of Math 180, a similar program to Read 180 which is designed to close the gaps that begin to occur with mathematics standards in the third grade.

Opportunity and Equal Educational Access

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

    Students at DAL are provided free after school tutoring by credentialed teachers and college tutors. Students may also take advantage of credit recovery opportunities through our virtual education program and Adult School.

14. Research-based educational practices to raise student achievement

    Teachers meet weekly in PLCs to discuss assessment and classroom data, formulate assessments, and plan units of study.

Parental Involvement

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

    DAL currently offers PIQE to parents in the school community who desire to learn more about the academic and secondary school processes; tutoring is available to all students for no charge after school in ELA and mathematics; Cal Poly Pomona also provides tutors for students in a free after school tutoring program; the district provides Behavioral Mental Health Services to students and families who are covered by Medi-Cal; the district provides the CARE program for all students who fall under the McKinney-Vento act.

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)

DAL holds School Site Committee meetings 6 times per year; SSC is composed of teachers, students, and administrators. SSC discusses the goals of the school and the use of funding to support student success. DAL also has advisory committee for its academies which are composed of teachers, administrators, and community members. These committees meet to discuss the direction of our academies and provide opportunities for our students to be academically successful within the school community and the community at large. ELAC is yet another group composed of parents, teachers, and administrators who give direction in how to fund programs on campus for student academic success.

Funding

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

CAHSEE and CELDT bootcamps, Saturday academies, after school tutoring

18. Fiscal support (EPC)

Supports for Don Lugo High School are as follows: LCFF Supplemental and Title III funding

Description of Barriers and Related School Goals

Barrier #1 is the implementation of Common Core State Standards by teachers who are in the early stages of lesson development using the new standards. Teachers will be in need of continuous professional development on how to implement the new standards in the classroom; develop cross-curricular connections based on real-world applications.

Barrier #2 is the lack of curriculum and instructional materials available at this time for teachers in the area of ELA and mathematics. Teachers are currently in the development phase of Rigorous Curriculum Design in English Language Arts, and will need professional development time out of the classroom to be able to continue to develop and adjust lessons based on the Common Core State Standards. Teachers are currently in their first year of a new mathematics adoption for Integrated mathematics. In addition, there is a movement district-wide to change from traditional mathematics courses to Integrated Mathematics courses. This has created difficulty for students and teachers in relation to the subject matter and instructional approach. CCSS mathematics movement at this time has also created severe learning gaps for students who are assumed to have received this type of mathematics instruction and curriculum since Kindergarten. The approach to teaching mathematics in the Common Core is different from what has been done in the past, and will require further professional development and instructional coaching on creating an environment for students to work collaboratively; creating environments rich in challenging tasks, engaging questioning and conversations, and relevant investigations. There will need to be a school-wide focus on increasing the emphasis on reading and writing of nonfiction text across all curricular areas; there will also be a focus on using academic vocabulary throughout the curriculum areas.

Barrier #3 is the need for training of teachers to support the need and commitment to advanced placement courses; increased rigor in all classrooms; and the shift in culture from teaching out of a primary source textbook to utilizing project based learning to deliver the new common core standards.

Barrier #4 Conflicts in master scheduling; declining enrollment that has caused a lower full teaching equivalency number in staff; and the ability to maintain pure academy classes.

1. Increase ELD, Special Education, and socioeconomically disadvantaged students' performance in English and mathematics using data from SBAC, CELDT and EAP as a guide to the needs of all students.
2. Continue to increase the number of students completing A to G requirements.
3. Continue to increase the number of students who enroll in Advanced Placement courses and achieve a 3 or higher on the Advanced Placement exam.
4. Creating and maintaining collaborative classrooms that would enable the mainstreaming of special education students.

5. Transition to a culture of career theme-based academies in an effort to provide academic support and promote an increase in student achievement toward 21st century skills; increase the number of students who complete 1 year of CTE.

6. Continue to increase the number of EL students who are proficient based on CELDT.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

				Overall Achievement					
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	415	402	96.9	402	**2606.6**	27	34	22	16
All Grades	415	402	96.9	402		27	34	22	16

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	33	50	16	37	45	17	21	63	15	32	53	13
All Grades	33	50	16	37	45	17	21	63	15	32	53	13

Conclusions based on this data:

1. This is the first year of scores from the CAASP, and therefore we have established a baseline of approximately 61% of students meeting or exceeding standard in ELA/literacy.

2. The area of emphasis continues to be writing across the curriculum utilizing non-fiction text. Currently, the science department requires students to write comprehensive laboratory reports based on research and inquiry. In addition to the writing assigned in ELA and social science, this his strengthened the writing component for students at DAL.

3. Areas of improvement are almost equivalent in all four target areas, reading, writing, listening, and research/inquiry; producing clear and purposeful writing is an area with the most apparent number of students below standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
Grade 11	415	397	95.7	397	**2549.0**	7	17	26	50
All Grades	415	397	95.7	397		7	17	26	50

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	**Applying mathematical concepts and procedures**			**Using appropriate tools and strategies to solve real world and mathematical problems**			**Demonstrating ability to support mathematical conclusions**		
	Above Standard	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**
Grade 11	13	33	54	10	51	38	9	59	32
All Grades	13	33	54	10	51	38	9	59	32

Conclusions based on this data:

1. Mathematics data has established a baseline of scores from which to exhibit growth.

2. At this time, approximately 24% of all students are meeting or exceeding standard in mathematics.

3. It is evident, with 54% of students below standard, that applying mathematical concepts and procedures is an area of concern.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
9	23	46	17	34	10	20					50
10	18	35	24	46	6	12	3	6	1	2	52
11	21	49	18	42	2	5	2	5			43
12	3	23	7	54	3	23					13
Total	65	41	66	42	21	13	5	3	1	1	158

Conclusions based on this data:

1. Eighty-three percent of all EL students scored in the advanced and early advanced range.

2. Less than 5% of students are in the early intermediate and beginning range.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	254	196	158
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	254	196	158
Number Met	175	155	141
Percent Met	68.9%	79.1%	89.2%
NCLB Target	57.5	59.0	59.0
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	35	229	25	178	21	145
Number Met	9	145	--	136	--	119
Percent Met	25.7%	63.3%	--	76.4%	--	82.1%
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	**Yes**	**Yes**	**--**	**Yes**	**--**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	3,681	3545	
Percent with Prior Year Data	99.7	99.9	
Number in Cohort	3,669	3543	
Number Met	2,390	2402	
Percent Met	65.1	67.8	
NCLB Target	57.5	59.0	59.0
Met Target	**Yes**	**Yes**	

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	2,702	1,582	2596	1461		
Number Met	876	993	938	967		
Percent Met	32.4	62.8	36.1	66.2		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	**Yes**	**Yes**	**Yes**	**Yes**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. AMAO 1 results indicate the percentage of English Learners that are making progress towards learning English grew from 67.8% in 2013 to 69.2% in 2014, which meets and exceeds the target of 60.5%.

2. • AMAO 2a results indicate the percentage of English Learners that have lived in the United States less than five years, and that are attaining English Proficiency Level on the CELDT dropped slightly from 36.1% in 2013 to 34.2% in 2014, but still meets and exceeds the target of 24.2%.

3. • AMAO 2b results indicate the percentage of English Learners that have lived in the United States more than five years and that are attaining English Proficiency Level on the CELDT grew from 66.2% in 2013 to 68.2% in 2014, which meets and exceeds the target of 50.9%.

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:

LCAP Goal 1: All students are provided appropriately assigned/credentialed teachers, teachers and students will have access to standards aligned materials, 21st century learning, and school facilities will be in good repair.

LCAP Goal 2: Students will demonstrate proficiency in ELA and math.

Strategic Plan Goal 1: Each student will gain at least one proficiency level each year as a result of highly skilled instruction and the use of instructional technology.

Strategic Plan Goal 2: All students receive skilled instruction based on common core standards, which will lead to graduation and success in college and career.

LEAP Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics

LEAP Goal 2: All students will be taught by highly qualified teachers

LEAP Goal 5: All students will graduate from high school.

SCHOOL GOAL #1:

1. 100% of ELA teachers will implement the new CVUSD units of study for English Language Arts which are based on the Common Core State Standards; 100% of students will receive instruction in the new CVUSD units of study for English Language Arts based on the Common Core State Standards.

2. 65% of all students will meet or exceed standard in English Language Arts/Literacy as measured by the CAASP.

3. Increase the number of students enrolling in Advanced Placement courses by 5%, and receiving a score of 3 or higher on the AP exam.

4. 97% of students will take the EAP in ELA.

5. 100% of students will have access to updated technology to prepare for new CAASP, and engage in 21st century learning.

Data Used to Form this Goal:

Classroom observations, classroom walk-throughs, teacher interviews, student interviews, CAASP data; attendance rosters from CVUSD professional development for new ELA units of study; master schedule; enrollment data; Advanced Placement Exam data; EAP data.

Findings from the Analysis of this Data:

Nearly 100% of teachers are fully implementing the new CVUSD units of study for English Language Arts; less than 100% of students are receiving instruction in the CVUSD new units of study for English Language Arts based on the Common Core State Standards. The greatest area of student need for English Langage Arts/Literacy is in the target area of listening, the second target area which has the most growth potential is research/inquiry. Nearly 19% of students enrolled at DAL are currently enrolled in at least 1 Advanced Placement course.

How the School will Evaluate the Progress of this Goal:

CAASP data; Interim Assessment Data; PLC agendas; common formative and summative assessments; writing assignments across the curriculum, especially in technical fields such as science, social science, and mathematics; CELDT data; administrative walkthroughs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities for the development and implementation of CVUSD units of study for English Language Arts.	August 2015-June 2016	Admin.	Provide release time for teachers to attend district sponsored professional development. District is providing school business substitutes and professional development opportunities.	1000-1999: Certificated Personnel Salaries	District Funded	0
Collaboration opportunities for teachers via PLC model	August 2015-June 2016	Admin, Instructional Course Leads, Dept. Chairpersons	Increase the amount of opportunities teachers have within the school day to review new units of study, pacing, develop common assessments based on the common core, review student work, and use student data to guide instruction and share best instructional practices. Increase the number of opportunities for science and social science teachers to develop writing assignments that will be based on the target standards within the common core; create lessons and units of study that emphasize the two instructional shifts of the district, specifically academic vocabulary and	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended learning opportunities	November 2015-June 2016	Admin Department Chairs ELA teachers	Increase extended learning opportunities for students not meeting standards by developing a school-wide intervention/prevention program, which includes but is not limited to afterschool tutoring, Saturday Academy, Summer Bridge program, etc. to assist students requiring remediation of their academic learning.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6000
Hire an Intervention specialist who will guide teachers in implementing the Common Core units of study for ELA	August 2015-June 2016	Admin. Human Resources	An intervention specialist will be responsible for guiding teachers in the implementation and understanding of the new Common Core State Standards. District provides funding for FTE.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	79000
Purchase materials and supplies for the visual and performing arts to enhance literacy through the Common Core State Standards.	August 2015-June 2016	Admin, teachers	Purchase of materials and supplies for the visual and performing arts.	4000-4999: Books And Supplies	LCFF - Supplemental	500
Purchase materials and supplies for instructors teaching electives and Physical Education so that they can enhance literacy through the Common Core State Standards.	August 2015-June 2016	Admin, Teachers	Purchase of materials and supplies for elective and Physical Education teachers.	4000-4999: Books And Supplies	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development opportunities for teachers in the areas of social science, science, and technical areas in ELA/literacy instruction.	August 2015-June 2016	Admin, teachers	Provide funding for professional development	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3000
			Provide substitutes for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3000
Update computer lab with new server and wiring compatible to previously purchased Mac Computers	August 2015	Administration	Contract for new wiring and server to be able to complete the new computer lab with previously purchase Mac computers	6000-6999: Capital Outlay	LCFF - Supplemental	14965
Provide professional development opportunities for administration to remain current on new Common Core Standards in literacy	August 2015-Jun 2016	Administration	Provide funding for professional development, travel and conference costs	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3000

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
LCAP Goal 1: All students are provided appropriately assigned/credentialed teachers, teachers and students will have access to standards aligned materials, 21st century learning, and school facilities will be in good repair.
LCAP Goal 2: Students will demonstrate proficiency in ELA and math.
Strategic Plan Goal 1: Each student will gain at least one proficiency level each year as a result of highly skilled instruction and the use of instructional technology.
Strategic Plan Goal 2: All students receive skilled instruction based on common core standards, which will lead to graduation and success in college and career.
LEAP Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics
LEAP Goal 2: All students will be taught by highly qualified teachers
LEAP Goal 5: All students will graduate from high school.
SCHOOL GOAL #2:
100% of mathematics teachers will implement the new Common Core State Standards in mathematics; 100% of all students will receive instruction in the new common Core State Standards in mathematics.
100% of all mathematics teachers will participate in professional development for the common Core State Standards.
100% of students will meet the district's 3-year mathematics requirement for graduation.
80% of students will meet a-g requirements for UC/CSU.
65% of students will pass AP exams with a score of 3 or better.
Increase the number of students enrolled in advanced mathematics courses by 1 section per math subject.
Data Used to Form this Goal:
Classroom walkthroughs; curriculum development; attendance data from CVUSD mathematics curriculum training; site expenditures for mathematics professional development; AP exam data; master schedule data
Findings from the Analysis of this Data:
Less than 100% of all teachers are fully implementing the Common Core State Standards. 3 of 10 members of the mathematics department have attended CVUSD mathematics training for the new curriculum pathways. Currently, 58.3% of students who took AP exams in mathematics received a 3 or higher on the exam.
How the School will Evaluate the Progress of this Goal:
AP data; classroom walkthroughs; attendance at district professional development; conference requests for mathematics and AP mathematics conferences; a-g completion rate in mathematics; number of students enrolled in higher mathematics courses

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration opportunities for teachers via PLC model	August 2014-June 2015	Admin, Instructional Course Leads, Dept. Chairpersons	Increase the amount of opportunities teachers have within the school day to review units of study, pacing guides, development of Common Cores Assessments, review of student work and common assessments to share best instructional practices.	None Specified	None Specified	0
Identify alternative supplemental materials to support the core curriculum	August 2014-June 2015	Admin, Department chair, math teacher, secondary curriculum and instruction director	Implement Math 180 and provide training and support for teachers. District has provided Math 180 curriculum and support services, in addition to school business substitutes for teachers who are teaching the Math 180 curriculum.	4000-4999: Books And Supplies	District Funded	
Extended learning opportunities	November 2014-June 2015	Admin, mathematics teachers	Develop a comprehensive school-wide Intervention/Prevention program, that includes but is not limited to after-school tutoring, Saturday Academy, summer bridge program etc., to assist students requiring remediation of their academic learning.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5000
Teacher preparation for CAASP	March 2015	Admin, teachers, CAASP coordinator	Professional development for teachers to prepare for CAASP testing	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire an intervention specialist for mathematics	August 2015-June 2016	Admininstration	An intervention specialist will be responsible for guiding teachers in the implementation and understanding of the new Common Core State Standards. District provides funding for FTE.	1000-1999: Certificated Personnel Salaries	District Funded	
Provide opportunity to mathematics staff to attend the California Mathematics Conference	November 2015	Mathematics teachers	Mathematics teachers will attend 2-day mathematics conference to receive professional development in mathematics.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6000

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL:
LCAP Goal 4: English learners, low income students, and foster youth receive services to ensure their readiness for college and career. LEAP Goal 2: All English Learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
SCHOOL GOAL #3:
All students will have access to completing A to G requirements through enrollment of Advanced Placement courses and college/career pathways. All students will have access to completing A to G requirements through services that will increase pass rates in required courses. English Learners will increase reclassification rates by 5%. Increase the number of students accessing career technical pathways by 10% Increase the number of English Learners, low income students, and foster youth in the AVID programs by 10%.
Data Used to Form this Goal:
CELDT data, number of students enrolled in Advanced Placement courses, number of students who are enrolled in college/career pathways, number of advanced placement courses offered on the master schedule: number of students who complete the UC/CSU a to g requirements, number of students enrolled in AVID courses, master schedule, Read 180 scores
Findings from the Analysis of this Data:
69% of EL students were reclassified in the prior school year. 100% of students have access to completing A to G requirements 320 students are currently enrolled in at least 1 Advanced Placement course 21 sections of Advanced Placement classes currently on the master schedule
How the School will Evaluate the Progress of this Goal:
CELDT data, number of students enrolled in Advanced Placement courses, number of students who are enrolled in college/career pathways, number of advanced placement courses offered on the master schedule: number of students who complete the UC/CSU a to g requirements, number of students enrolled in AVID courses, master schedule, REad 180 scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students enrolled in ELD 1-4, ELD 5, and ELD 6 will receive the supplemented Read 180 curriculum.	August 2014-June 2015	Principal Assistant Principal, ELD coordinator, ELD teachers	Read 180 training and support materials required for the course.	None Specified	District Funded	
Provide training for Advanced Placement teachers	January 2014-June 2016	Principal Assistant Principal, Advanced Placement coordinator, Advanced Placement teachers	Cover the cost of Advanced Placement conference, travel costs, and substitutes as necessary.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	20000
A) To increase parental involvement, staff such as teachers, secretaries, aides, tutors and the bilingual community liaison will assist in reaching out to parents via phone, website, mail, personal contacts, email and other methods to inform them about school programs and meetings. B) Meetings, letters, forms, flyers and phone calls will be translated in Spanish C) Programs such as Piqe will be offered. D) Refreshments, translators, and child care will be made available for meetings.	September 2014-June 2015	All Admin, Counselors, Teachers, and other staff	Contract with Piqe, cover costs, such as: snacks, refreshments, child-care, other staff, translating services, duplicating, postage, and other materials and resources; bilingual community liaison	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A) To assist LEP students in achieving Early Advance (EA) or Advance (A) on the CELDT, intervention programs will be offered, such as: CELDT Boot Camps, the Champion Reader, Rosetta Stone and other programs. B) Supplemental materials for the classroom. C) Students and parents will be notified and signed up for the programs.	January 2014-June 2015	Assistant Principal, ELD Coordinator, Teachers, Support Personnel	Cover costs of training and substitutes for supplemental curriculum such as Rosetta Stone, EDGE curriuclum, materials, parent permission slips, letters, postage, and staff to administer intervention.	4000-4999: Books And Supplies	Title III Immigrant Education Program	1882.31
A) Incentive programs will be developed and implemented to encourage student participation and progress in intervention and ELD programs. B) Incentives include donations, certificates, awards, medals, trophies, prizes, sashes, banquets, and other celebrations.	9/2014-6/2015	All Admin, ELD Coordinator, Teachers, Counselors	Cover costs of certificates, trophies, snacks, refreshments, prizes, program booklets, invitations and ceremonies for incentive programs.	0000: Unrestricted	LCFF - Supplemental	600
A) To assist English Learners with more than 5 years of English language program instruction in attaining Early Advance (EA) or Advanced (A) on the CELDT, SSTs or IEPs will be held to determine what supports need to be in place. B) Provide bilingual instructional aides to assist LEP students in core curricular classrooms.	9/2014-4/2015	Assistant Principal, ELD Coordinator, Teachers and ELD Counselors	Provide translating services for parents at SSTs and IEPs by support staff	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	11000
			Cost of bilingual aides in classrooms to help serve students in core instruction.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	33100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The progress of students in EL program for more than 5 years will be closely monitored.	09/2014-5/2015	Assistant Principals, counselors, ELD Coordinator, Teachers, Support personnel	Cover costs of students that are being closely monitored and referred to intervention and pay for translators at parent meetings.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	596
Core teachers will participate in professional staff development on curriculum writing and the new units of study in ELA and mathematics.	August 2015-June 2016	District Admin. Principal Assistant Principal	District covers costs for substitute teachers while teachers participate in training.	None Specified	District Funded	
Hire an Intervention counselor to identify students to enroll in more advanced coursework, complete a to g requirements; guide students toward career pathways	August 2015 • June 2016	Administrative team	Salary of intervention counselor who will identify students to enroll in more advanced coursework, complete a to g requirements, and guide students toward career pathways.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	79000
Provide Professional Development opportunities for teachers, administrators that will continue to enhance AVID	August 2015-June 2016	Admin, Teachers	Cost of conference, lodging, meals, parking, and mileage to attend conference.	5000-5999: Services And Other Operating Expenditures	District Funded	3000
				1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded	1916
Provide opportunities for students to engage in AVID activities such as college visits and field trips	August 2015-Jun 2016	Admin, teachers	substitutes for teachers and/or mileage for staff	5000-5999: Services And Other Operating Expenditures	District Funded	5000
				3000-3999: Employee Benefits	District Funded	284
			Cost of transportation	5700-5799: Transfers Of Direct Costs	District Funded	1000

11/16/15

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide tutors for AVID students to promote achievement and success in higher level college preparatory courses	August 2015-June 2016	Admin, Teachers, tutors	Cost of hourly wages for tutors	2000-2999: Classified Personnel Salaries	District Funded	16414
				3000-3999: Employee Benefits	District Funded	3626
Continue to maintain active membership for AVID with national organization	August 2015-June 2016	Administration	Cost of dues/membership	5000-5999: Services And Other Operating Expenditures	District Funded	871
Update books in the library to allow students greater choices in fictional and non-fictional text to support transition to the CCSS	August 2015-June 2016	Librarian	Cost of books and materials	4000-4999: Books And Supplies	LCFF - Supplemental	250

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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Special Education
LEA GOAL:
LCAP Goal 2: Students will demonstrate proficiency in ELA and math.
SCHOOL GOAL #4:
100% of special education teachers teaching ELA will implement the new CVUSD units of study for English Language Arts; 100% of special education teachers teaching mathematics will implement the new Common Core State Standards curriculum; 100% of special education teachers who teach ELA or mathematics will attend professional development for the new units of study; 100% of students in special education will receive instruction in the new Common Core State Standards for ELA and mathematics; 100% of all students in special education will gain one proficiency level in ELA and mathematics as reported by the CAASP.
Data Used to Form this Goal:
CAASP data; classroom walk-throughs; PLC notes and agendas: common assessments; attendance rosters from CVUSD professional development for new ELA units of study; attendance rosters from CVUSD mathematics curriculum development
Findings from the Analysis of this Data:
100% of special education teachers who are teaching ELA and mathematics are implementing the Common Core State Standards; 100% of special education teachers who are teaching ELA are implementing the new CVUSD ELA units of study; 100% of special education teachers who are teaching mathematics are using the new Common Core mathematics curriculum
How the School will Evaluate the Progress of this Goal:
CAASP data; classroom walk-throughs; PLC notes and agendas: common assessments; attendance rosters from CVUSD professional development for new ELA units of study; attendance rosters from CVUSD mathematics curriculum development

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s) Description	Type	Funding Source	Amount
Provide professional development opportunities for the development and implementation of CVUSD units of study for English Language Arts and mathematics	August 2015-June 2016	District and site administration; special education teachers	District will provide training opportunities to ELA teachers and mathematics teachers. District will provide release time for training opportunities.	None Specified	District Funded	
All students, including students in Special Education, can participate in interventions to assist students in specific academic areas when offered by school staff before school, after school, or during other designated periods.	August 2015-June 2016	Site admin. Special education instructors General education instructors	Increase extended learning opportunities for students not meeting standards by developing a school-wide intervention/prevention program, which includes but is not limited to afterschool tutoring, Saturday Academy, etc. to assist students requiring remediation of their academic learning.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
Disseminate and explain current student assessment data to identify specific areas of strength or deficiency.	August 2015-June 2016	Site Admin Special education teachers General education teachers Guidance counselors	Teachers will receive current assessment data via Illuminate to have data chats regarding student progress	None Specified	None Specified	0
Transition plan training for case carriers.	August 2015-June 2016	District Special Education Director, Administration, Training provider, Case Carriers	Special Education case carriers will be trained on how to use ongoing data with their students and parents to develop accurate and meaningful transition plans	5000-5999: Services And Other Operating Expenditures	District Funded	0

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Safe Learning Environments
LEA GOAL:
LCAP Goal 7: Provide safe and secure school environments
LEAP Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
SCHOOL GOAL #5:
Students will be educated in a safe, trusting, and self-managing environment in which there will be a decrease in delinquent behaviors, emotional outbursts, and violent acts. Attendance will increase by 1% as a result of decreased student referrals and suspension for behavioral misconduct.
Data Used to Form this Goal:
Attendance rates; student suspension rates; student referral rates.
Findings from the Analysis of this Data:
Attendance date from 2014-2015 shows that student attendance for Don Antonio Lugo High School is 95.5%, which is 2% below the district target of 97.5%.
How the School will Evaluate the Progress of this Goal:
Don Antonio Lugo High School will monitor attendance rates, referral rates, and suspension/expulsion rates.

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

Implement EXCEL model within the classroom and the school at large.	established to: • Develop safe, trusting, self-managing classrooms • Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance • Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior • Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching • Develop students' empathy for diverse cultures and backgrounds	ng Services And Operating Expenditures		
	Buy-back salaries for teachers to attend professional development while off contract	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	73000
	Breakfast items and water for attendees as	5000-5999: Services And Other Operating	LCFF - Supplemental	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Further advancement of academies and pathways in which teachers will be able to closely monitor student progress; students will develop a sense of purpose and interest in the school and its learning environment; students will have mentors within their pathway to be use as support for their academic and emotional progress.	August 2015-June 2016	Administration Teachers	Teachers will have common prep periods within the master schedule; provide extra-curricular experiences for students to enhance their academic experience; provide release time for teachers during the school day to further develop their academies and monitor student progress	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2500
Motivation speaker, Keith Hawkins, for at-risk students and parents; grades 9 and 10.	August 2015	Administration, Activities Director, teachers	Presentation to students regarding bullying and choices involving peer pressure and a commitment to school/graduation. Parents will follow up with presentation in the evening in which presenter will talk to about how to communicate with their teens at home, and focus on the major issues of raising teenage children.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attendance scanners that will interface with Aeries.	October 2015-June 2016	Administration, Attendance clerks	Attendance scanners will monitor student attendance via an individual basis and allow attendance personnel to move students into class more efficiently while recording attendance. Students will be able to self-monitor attendance with printouts from the attendance office; teachers will also be able to monitor student attendance more accurately.	4000-4999: Books And Supplies	LCFF - Supplemental	2000
SSCI 2.1 course leads will review data using Illuminate. Teachers will use the Illuminate data to drive instruction. EPC # - 4.2						

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #6:	
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

Planned Improvements in Student Performance

School Goal #7

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

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #7:	
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

Planned Improvements in Student Performance

School Goal #8

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

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #8:	
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

Planned Improvements in Student Performance

School Goal #9

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

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #9:	
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

Planned Improvements in Student Performance

School Goal #10

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

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #10:	
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

Planned Improvements in Student Performance

School Goal #11

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

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #11:	
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

11/16/15

Planned Improvements in Student Performance

School Goal #12

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

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #12:	
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

Planned Improvements in Student Performance

School Goal #13

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

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #13:	
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

Planned Improvements in Student Performance

School Goal #14

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

SUBJECT:	
LEA GOAL:	
SCHOOL GOAL #14:	
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 for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts & Mathematics

SCHOOL GOAL #1:

LCAP Goal 1: All students are provided appropriately assigned/credentialed teachers, teachers and students will have access to standards aligned materials, 21st century learning, and school facilities will be in good repair.

LCAP Goal 2: Students will demonstrate proficiency in ELA and math.

Strategic Plan Goal 1: Each student will gain at least one proficiency level each year as a result of highly skilled instruction and the use of instructional technology.

Strategic Plan Goal 2: All students receive skilled instruction based on common core standards, which will lead to graduation and success in college and career.

LEAP Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics

LEAP Goal 2: All students will be taught by highly qualified teachers

LEAP Goal 5: All students will graduate from high school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with CCSS	August 2015-June 2016	CIIS Department Site Admin	CCSS aligned instructional materials/textbook adoptions	4000-4999: Books And Supplies	LCFF - Base	2,000,000
			CCSS aligned supplemental materials	4000-4999: Books And Supplies	LCFF - Base	130,000
			Duplication of CCSS materials	5000-5999: Services And Other Operating Expenditures	LCFF - Base	210,000
			Upgade technology infrastructure and acquisition of computers and equipment	6000-6999: Capital Outlay	LCFF - Base	2,000,000
			Pilot 21st century technology	5000-5999: Services And Other Operating Expenditures	LCFF - Base	200,000
			Additional technology personnel	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	550,000

11/16/15

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development in CCSS and 21st Century Skills	August 2015-June 2016	CIIS Department	Refinement of CCSS Units of study	5000-5999: Services And Other Operating Expenditures	LCFF - Base	500,000
			In-house/Contracted professional development trainings	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	800,000
				1000-1999: Certificated Personnel Salaries	LCFF - Base	200,000
Increase and improve elective course offerings	August 2015-June 2016	CIIS Department Site Admin HR Department	Additional certificated FTE for elective course offerings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	160,000
			Explore signature practices for our schools	4000-4999: Books And Supplies	LCFF - Base	5,000
Professional Development	August 2015-June 2016	Assessment & Instructional Technology Department	Technology Training Specialists	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	671,346

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA & Mathematics for all English Learners.

SCHOOL GOAL #2:

LCAP Goal 4: English Learners, low income students, and foster youth receive services to ensure their readiness for college and career. LEAP Goal 2: All limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 6: English Learners receive increased opportunities to enroll in more advanced courses leading to college and career.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source / Amount
Increase the reclassification rates so that English Learners have increased opportunity to take advanced courses	August 2015-June 2016				
English Learner Summer Academy	August 2015-June 2016		Intervention support to staff summer Jumpstart Program	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental 180,000
Designated ELD will occur daily for 30-45 minutes. ELD Instructional Coaches will provide Professional development for teachers in the areas of designated and integrated ELD; and will develop refinement of ELD Units of Study.	August 2015-June 2016		Professional development and curriculum design	1000-1999: Certificated Personnel Salaries	Title III 496,000
High Schools will create and implement college nights with an emphasis on underserved student population	August 2015-June 2016			4000-4999: Books And Supplies	LCFF - Supplemental 10,000

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #3**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in All General Content Areas

SCHOOL GOAL #3:

LCAP Goal 1: All students are provided appropriately assigned/credentialed teachers, teachers and students will have access to standards aligned materials, 21st century learning, and school facilities will be in good repair.

LCAP Goal 2: Students will demonstrate proficiency in ELA and math.

Strategic Plan Goal 1: Each student will gain at least one proficiency level each year as a result of highly skilled instruction and the use of instructional technology.

Strategic Plan Goal 2: All students receive skilled instruction based on common core standards, which will lead to graduation and success in college and career.

LEAP Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics

LEAP Goal 2: All students will be taught by highly qualified teachers

LEAP Goal 5: All students will graduate from high school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
Attend recruitment fairs	January 2016-June 2016		Recruitment Fair	5000-5999: Services And Other Operating Expenditures	LCFF - Base	15,000
Reduce class size K-3 district-wide	August 2015-June 2016		Hire additional certificated FTE	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Parent and Community Involvement

SCHOOL GOAL #4:

LCAP Goal 5: Students, parents, staff, and community will receive ongoing and timely communication.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote and expand parent/family participation in parent programs	August 2015-June 2016		Provide 21st Century Education/NGSS Information Nights	5000-5999: Services And Other Operating Expenditures	LCFF - Base	4,000
			Increase parent academies	5000-5999: Services And Other Operating Expenditures	LCFF - Base	15,000
			Utilize facilitator services	5000-5999: Services And Other Operating Expenditures	LCFF - Base	12,000
			Distribute district wide and site based surveys	4000-4999: Books And Supplies	LCFF - Base	1000
			Host district wide and site based community forums related to LCAP	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1000
Improve parent engagement through the use of community outreach	August 2015-June 2016		Enhance CVUSD's web hosting service	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	40,000
			Research/development of CVUSD app	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Graduation from High School

SCHOOL GOAL #5:

LCAP Goal 2: Students will demonstrate proficiency in ELA and math.

LCAP Goal 3: Students will have access to a broad course of subject areas which lead to graduation and success in college and career.

LCAP Goal 6: Increase student attendance rates and graduation rates to reduce the number of student drop outs.

Strategic Plan Goal 3: High school students will have the opportunity to participate in one of two well developed pathways.

LEAP Goal 5: All students will graduate from high school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
Expand the Multi-Tiered System of Support (MTSS) model to provide intervention services to all students needing additional support (academic and behavior).	August 2015-June 2016		Expand behavioral intervention materials/measurement tools	4000-4999: Books And Supplies	Other	500,000
			Instructional intervention materials (intensive)	4000-4999: Books And Supplies	LCFF - Supplemental	250,000
			Instructional Intervention materials (strategic)	4000-4999: Books And Supplies	LCFF - Supplemental	250,000
			Maintain Intervention Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000,000
Expand career pathways through Linked Learning (CTE) including hands-on experiences from HS to JHS and Elementary	August 2015-June 2016		Linked Learning (CTE) Coordinator	1000-1999: Certificated Personnel Salaries	Other	130,000
			Additional Certificated FTE for pathways courses	1000-1999: Certificated Personnel Salaries	Other	320,000
			Professional Development for Linked Learning (CTE)	1000-1999: Certificated Personnel Salaries	Other	25,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote "Attendance Counts"	August 2015-June 2016		Saturday School	1000-1999: Certificated Personnel Salaries	LCFF - Base	20,000
			Attendance incentives Back to School Night Site budgets	4000-4999: Books And Supplies	LCFF - Base	20,000
			Banners and flyers for "Attendance Counts"	4000-4999: Books And Supplies	LCFF - Base	15,000
Provide support to families of at risk students	August 2015-June 2016		Child and Welfare Attendance Coordinator	1000-1999: Certificated Personnel Salaries	LCFF - Base	123,000
			Community Outreach Advisor	2000-2999: Classified Personnel Salaries	LCFF - Base	55,000
			Probation Officers	5000-5999: Services And Other Operating Expenditures	LCFF - Base	165,000
Expand the Multi-Tiered System of Support (MTSS) to provide intervention services (academic and behavioral)	August 2015-June 2016		Instructional intervention materials for intensive students	4000-4999: Books And Supplies	LCFF - Supplemental	500,000
			Instructional intervention materials for strategic students	4000-4999: Books And Supplies	LCFF - Supplemental	500,000
			Intervention teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,600,000
			Counselor - Alternative Ed.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	118,000
			Additional Intervention Specialists	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,800,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF - Supplemental	$390,111	0.00
Title III Immigrant Education Program	$1882.31	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	32,111.00
LCFF - Supplemental	390,111.00
None Specified	0.00
Title III Immigrant Education Program	1,882.31

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	600.00
1000-1999: Certificated Personnel Salaries	249,416.00
2000-2999: Classified Personnel Salaries	61,110.00
3000-3999: Employee Benefits	3,910.00
4000-4999: Books And Supplies	5,632.31
5000-5999: Services And Other Operating Expenditures	21,871.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating	65,600.00
6000-6999: Capital Outlay	14,965.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	1,916.00
2000-2999: Classified Personnel Salaries	District Funded	16,414.00
3000-3999: Employee Benefits	District Funded	3,910.00
5000-5999: Services And Other Operating	District Funded	8,871.00
5700-5799: Transfers Of Direct Costs	District Funded	1,000.00
0000: Unrestricted	LCFF - Supplemental	600.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	247,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	44,696.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,750.00
5000-5999: Services And Other Operating	LCFF - Supplemental	13,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	65,600.00
6000-6999: Capital Outlay	LCFF - Supplemental	14,965.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	1,882.31

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	111,465.00
Goal 2	12,500.00
Goal 3	186,539.31
Goal 4	0.00
Goal 5	113,600.00

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
Kimberly Cabrera	X				
Imelda Carrizosa			X		
Alexis Guzman		X			
Chris Horsley		X			
Sandra Kammer		X			
Blanca Ortiz Guerrini		X			
Kristy Hayhurst				X	
Eddie King				X	
Mr. Roach				X	
Sandra Johnson			X		
Mari Fierro					X
Ronaldo Lizarraga					X
Rashonda Taylor					X
Numbers of members of each category:	**1**	**4**	**2**	**3**	**3**

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)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 Monday, November 9, 2015.

Attested:

Kimberly Cabrera, Ed.D.
_____ | _____ | _____
Typed Name of School Principal | Signature of School Principal | Date

Alexis Guzman
_____ | _____ | _____
Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date

Don Lugo Clubs & Organizations

1. Folklorico/Tesoros de Mexico

2. Portuguese Club

3. Hearts and Heroes Friendship Club

4. AVID

5. Robotics

6. KDAL

7. Gay Straight Alliance

8. Floralculture Club

9. Philosophy

10. Guide Dogs

11. Future Farmers of America

12. JROTC

13. Senior Class

14. Junior Class

15. Sophomore Class

16. Freshman Class

17. Interact

18. Key Club

19. Comedy Sportz

21. French

22. Teens for Christ

23. We Remember

24. CSF

25. AP Club

26. Anime

Our Vision

Prepare every student to meet the "A-G" four-year college requirements, and to develop the skills necessary for post-secondary career opportunities.

Our Mission

Provide students with a quality 21st century education that offers programs, experiences and opportunities for college, career and life readiness.

Our Motto

One School – One Family

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Student Achievement ❖ Safe Schools
Positive School Climate