

School Year: 2018-19



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Lloyde High School
Address	4951 Marine Ave. Lawndale, CA 90260
County-District-School (CDS) Code	1964352-1930239
Principal	Ben Wardrop
District Name	Centinela Valley Union High School District
SPSA Revision Date	April 17, 2018
Schoolsite Council (SSC) Approval Date	June 26, 2018
Local Board Approval Date	December 11, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

The mission of the CVUHSD is to ensure the academic success of all students by implementing school to career academies to address all learning needs and choices, reflecting the industry careers in the South Bay.

The CVUHSD Vision Statement

The Centinela Valley Union High School District believes that all students can learn, and expects each and every student to make continuous progress toward meeting and exceeding the California State Standards. Our success as educators can only be measured by the success of our students and that success must and will be the driving force behind everything we do.

To that end, the Centinela Valley Union High School District believes that the following tenets are necessary in order for all our students to be successful.

1. It is not enough for us to teach and assume that our students have learned. Learning will be continuously assessed in order to evaluate the success of our teaching.
2. We will never blame students. Their success is our responsibility. When our students fail, we fail. Policies and practices of the District and its' employees will foster and never be a hindrance to student success. These policies and practices include, but are not limited to Instruction, Grading, Placement, Curriculum and Discipline.
3. All students have the right to access the most rigorous curriculum, and when appropriate, will be given any necessary support to be successful in the most advanced courses.
4. Our responsibility goes beyond the earning of a high school diploma. We will advance a curriculum that provides both academic and career-technical skills so that students have the choice to enter and be successful in a four-year university and/or obtain an industry job from a variety of career pathways.

The CVUHSD Graduate Profile

The graduate profile was developed in collaboration with partners from industry, post-secondary, the community, as well as students, parents, school staff and administration, and district leadership. Each course and program works toward alignment with it, supporting each CVUHSD student in matching this profile upon graduation:

- College & Career Ready Individuals
 - o Graduates will develop and manage a clearly articulated post secondary plan that is aligned with their academic and/or career goals and personal passions.
- Effective Communicators
 - o Graduates will be able to express thoughts and articulate ideas through verbal, non-verbal, written, and technological means.
- Ethical Leaders
 - o Graduates will demonstrate ethical leadership through effective decision-making and self-management by understanding their personal strengths and weaknesses.
- Independent & Collaborative Critical Thinkers & Problem Solvers
 - o Graduates will exercise critical thinking skills to independently and collaboratively address the nature of a problem and propose creative solutions.
- Socially Aware & Responsive Community Members

o Graduates will act as productive citizens who serve in the community to improve the quality of life for their local, national, and global community.

Lloyde High School Mission Statement:

Lloyde High School provides quality alternative educational programs and individualized services for every student to earn a high school diploma. Lloyde High School supports both academic and personal student growth in becoming responsible citizens and self-motivated learners.

Lloyde High School Vision Statement:

The Lloyde High School community is a safe and nurturing environment where students expand their academic skills, confidence, and independence. Our students look beyond graduation and prepare for college, career, or vocational education. Graduates lead healthy lifestyles, communicate effectively, and respect diversity.

School Profile

Lloyde High School is an alternative school that is located in Lawndale, CA. In March 2016, the school was named as a Model Continuation High School by the California Department of Education. During the 2017-2018 school year, the student average population was 248.

Title I Schoolwide Program:

Lloyde High School operates a Title I School Wide Program. The School Site Council first completed the schoolwide needs assessment and submission of Schoolwide status in April of 2015 and has been annually approved since then.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This schoolwide reform strategy requires that a school--

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the school-wide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even when most students in the school are poor or disadvantaged. These schools share common characteristics, including:

- A clear focus;
- High expectations for students and staff;
- An environment focused on learning;
- Strong leadership;
- Curriculum, instruction, and assessments aligned with standards;
- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.

These characteristics are most likely to produce effective schools when they are integrated together into a schoolwide framework. The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to

make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality schoolwide program is a systemic, effective strategy for increasing the academic achievement of all students.

The schoolwide authority also reflects the following fundamental principles of Title I:

- **Accountability for results.** In a schoolwide program, accountability for results is shared throughout the school. All students are expected to meet the State's challenging standards, and students who experience difficulty mastering those standards are provided timely, effective, additional assistance. Teachers use information about student performance and share ways that instruction can be improved to meet a wide range of student needs. The school keeps parents informed of the achievement of individual students, and of the progress of the school in meeting its goals.
- **Research-based practices.** Schoolwide programs operate according to a plan that contains proven, research-based strategies designed to facilitate schoolwide reform and improvement. Professional development activities are based on practices proven to be successful in helping teachers improve the quality of their instruction.
- **School and community engagement.** Staff in schoolwide programs engage parents and the community in their work as planners, participants, and decision makers in the operation of the school. This collaboration is based on a shared vision of the school's values and overall mission. These partnerships strengthen the school's ability to meet the needs of all students and improve the school.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) analyzes data and monitors the site's progress towards meeting each goal in the Single Plan for Student Achievement (SPSA) for the current year while simultaneously utilizing the data and analysis to inform the development of the goals and actions for the following year's SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.5%	0.0%	0%	1	0	0
African American	15.3%	21.8%	17.74%	30	45	44
Asian	0.0%	1.0%	1.21%	0	2	3
Filipino	0.0%	1.0%	0.81%	0	2	2
Hispanic/Latino	77.6%	68.9%	72.58%	152	142	180
Pacific Islander	0.5%	1.0%	1.21%	1	2	3
White	4.1%	1.5%	1.61%	8	3	4
Multiple/No Response	2.0%	0.0%	0.40%	4	0	1
Total Enrollment				196	206	248

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			1
Grade 10	2	4	1
Grade 11	43	50	51
Grade 12	137	144	158
Total Enrollment	196	206	248

Conclusions based on this data:

1. Enrollment numbers have grown dramatically due to the addition of the Adult Transition program on our campus. All 14 graders in the district are now housed at Loyde High School.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	28	27	48	14.3%	13.1%	19.4%
Fluent English Proficient	88	72	94	44.9%	35.0%	37.9%
Reclassified Fluent English Proficient	6	1	8	19.4%	3.6%	29.6%

Conclusions based on this data:

1. Loyde High School made great advancement in EL reclassification during the 17-18 school year.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	4.8% ()	14.3% ()

Conclusions based on this data:

1. There was an increase in disciplinary actions leading to students of campus from 2016 to 2017

School and Student Performance Data

Detailed Report Academic Engagement

Graduation			
Indicator	2015	2016	2017
Graduation	37.6	45.5	54.3

Conclusions based on this data:

1. Graduation rate has dramatically increased over the past three years

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Pacific Islander

Two or More Races

White

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. No data is available for this page due to continuation schools not using the California Dashboard

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement

Goal Statement

Increase student achievement by 5% in the following areas:
CAASPP Pass Rates,
EL Proficient and Reclassification Rate
Increase College and Career Readiness Presentations by 1 next year.

LCAP Goal

LCAP Goal #1: Close the achievement gaps between all students and the District's five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life.

Basis for this Goal

CAASPP results
College and Career Readiness Indicator
EL Proficient Rates
EL Reclassification Rates

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate	54.3% (2017)	Goal of 58%

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration - Teaching Strategies

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	Staff extra duty
Budget Reference	3000-3999: Employee Benefits
Description	Staff extra duty benefits
Budget Reference	4000-4999: Books And Supplies
Description	Materials

Strategy/Activity 2

College & Career seminars

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Microsoft Office Academy

Students to be Served by this Strategy/Activity

All students enrolled in Microsoft Office Academy classes

Timeline

August-June

Person(s) Responsible

Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

College Placement Test/College Enrollment Mtg./FAFSA Seminars

Students to be Served by this Strategy/Activity

All Seniors

Timeline

September – June

Person(s) Responsible

Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Students attending Academic Enrichment Field Trips (curriculum enhancing experiences)

Students to be Served by this Strategy/Activity

All Students

Timeline

September – June

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	8903.27
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Buses
Amount	2700.05
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes
Amount	501.92
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Substitute benefits

Strategy/Activity 6

Support to Improve English Language Reclassification of EL Students

Students to be Served by this Strategy/Activity

Timeline

September- June

Person(s) Responsible

EL Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Senior Projects focused on Planning for life after high school

Students to be Served by this Strategy/Activity

Timeline

September – June

Person(s) Responsible

English Dept. Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Incentives/Rewards for Improved Academic Achievement

Students to be Served by this Strategy/Activity

Timeline

September-June

Person(s) Responsible

Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Learning Walks

Students to be Served by this Strategy/Activity

All Students

Timeline

September-June (quarterly)

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

Intervention Classes

Students to be Served by this Strategy/Activity

All Students

Timeline

September-June

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

Teacher Training/Conferences

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2320.0
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute salary
Amount	431.21
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Substitute benefits
Amount	10571.87
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference/Training

Strategy/Activity 12

Title I (AVID trained) Tutors (4 tutors at x \$11/hr x 2.5 hours/day x 5 days x 38 weeks)

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	20377.24
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Attendance Rates

Goal Statement

To improve attendance rates by 5%, in turn, increasing graduation rates by 2%

LCAP Goal

LCAP Goal #2: Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health.

Basis for this Goal

School Attendance Rates
Chronic Absenteeism
Dropout Rate
Graduation Rate

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Positive Behavior Intervention & Support (PBIS)

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Attendance, tardy checks

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

Security Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Student Intervention Checks

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

Counselor and Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Staff Collaboration Meetings-Teaching Strategies

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Description

Course Completion Rates

Strategy/Activity 5

RTI/PBIS Student Check In-Check Out

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

PBIS/RTI Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Incentives/Rewards for Improved Student Engagement

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Student Behavior Interventions

Goal Statement

To reduce Student Behavioral Referrals/suspensions/expulsions by 5% through increased school engagement

LCAP Goal

LCAP Goal #2: Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health.

Basis for this Goal

Suspensions
Expulsions

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Positive Behavior Intervention & Support (PBIS)

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Quarterly Activity Weeks focused on planning for life after High School

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarterly

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Incentives/Rewards for Improved Areas of Other Student Outcomes

Students to be Served by this Strategy/Activity

All Students

Timeline

August-June

Person(s) Responsible

Counselors and Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

School Messenger

Students to be Served by this Strategy/Activity

Timeline

August-June

Person(s) Responsible

Counselors and Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Life After Loyde Activities - planning for life after High School

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Presentations from outside agencies

Strategy/Activity 6

Extra-curricular activities for students

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials for lunchtime and after-school activities

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

To improve parent involvement and attendance at parent activities by 10%.

LCAP Goal

LCAP Goal #1: Close the achievement gaps between all students and the District's five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life.

Basis for this Goal

Parent Meeting attendance
Quarterly parent night attendance
Honor Roll Celebration Attendance
Other Measurements set forth by the Community Liaison

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Parent Involvement Plan

Students to be Served by this Strategy/Activity

All Students

Timeline

September-June

Person(s) Responsible

Parents
Staff

Proposed Expenditures for this Strategy/Activity

Description

Lloyde HS Parent Involvement Plan creation

Strategy/Activity 2

Richstone Parenting Classes

Students to be Served by this Strategy/Activity

All Students

Timeline

September-June

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Description

Parents attending classes

Strategy/Activity 3

Monthly Parent Information

Students to be Served by this Strategy/Activity

All Students

Timeline

September-June

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Description

Parent letters, phone calls, and information on the website

Strategy/Activity 4

Involvement of parents in SSC/ELAC-materials, supplies and training

Students to be Served by this Strategy/Activity

All Students

Timeline

September-June

Person(s) Responsible

SSC Members

Proposed Expenditures for this Strategy/Activity

Amount

750.58

Source

Title I

Budget Reference	4000-4999: Books And Supplies
Description	Meeting Supplies
Amount	749.42
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Copier Charges

Strategy/Activity 5

Snacks for Parent Meetings

Students to be Served by this Strategy/Activity

All Students

Timeline

September-June

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1400
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Increased parent participation in parent involvement activities
Amount	3600
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Increased parent participation in parent involvement activities

Strategy/Activity 6

Title I Community Liaison

Students to be Served by this Strategy/Activity

All Students

Timeline

September-June

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	20160.39
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Involvement
Amount	5273.05
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 7

Parent event supplies

Students to be Served by this Strategy/Activity

All Students

Timeline

September-June

Person(s) Responsible

Staff
SSC Members
All parents

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Parent night and other parent events are in need supplies

Strategy/Activity 8

Parent Field Trips to Life After High School Planning Events

Students to be Served by this Strategy/Activity

All Students

Timeline

August - June

Person(s) Responsible

Principal, Community Liaison, Academic Counselor

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Parent Field Trips to El Camino College and other institutions supporting plans for life after high school

CVUHSD Annual Evaluation of Previous Year's SPSA

SCHOOL: Lloyd High School

YEAR: 2017-2018

Budgeted Amount \$: 20,160.39	Current Year Use of Funds	How did data support the Current Year's use of funds?	X Maintain Modify Eliminate
Actual \$ Expended: 20,130.69	(ie. Instructional Coach, extra hours, professional development)	(ie. District benchmark, percentage of growth, etc.)	What data determines the use of Next Year's funds?
Source: (ie. Title I) Title I	Community Liaison (part-time)	The school is now offering multiple parent meetings and events throughout the school year. This has dramatically increased the amount of parents on campus and involved in school events.	The increase in parent involvement and attendance at school events validates this expenditure.

Budgeted Amount \$: 4571.87	Current Year Use of Funds	How did data support the Current Year's use of funds?	Maintain Eliminate
Actual \$ Expended: 4571.87	(ie. Instructional Coach, extra hours, professional development)	(ie. District benchmark, percentage of growth, etc.)	What data determines the use of Next Year's funds?
Source: (ie. Title I) Title I	Trainings and Conferences for Teachers	Percentage of teachers trained to deliver curriculum for Blueprints II and Blueprints I class has increased from 0% to now every teacher assigned to these courses has been trained. Teachers also attend Learning Walks on a quarterly basis. Teachers also attended summer training on the implementation of our Digital Learning Initiative, use of Chromebooks in the classroom and development of their Canvas page as a extra resource for their students.	There may be an increased need for more money to be allocated to teacher trainings.

To complete the analysis of the SPSA activities, provide detailed narrative descriptions of the following:

1. *Describe professional development activities for meeting the goals of you SPSA.*

All teachers were provided the opportunity in August 2018 to be trained on two of our benchmark classes, Blueprints I and Blueprints II. The training was provided by our community partner, The South Bay Workforce Investment Board. On a separate day, teachers participated in training on the Digital Learning Initiative taking place district-wide. All students now have Chromebooks and teachers were trained on the use of Canvas for their support in course content and how to best implement the use of technology in the classroom. Teachers attend Learning Walks on a quarterly basis for half a day and visit classes at Lawndale HS and on our own campus of Lloyd HS. Teachers receive lunchtime Professional Learning presentations from ProTalk teacher leaders and also have after school workshops on the continued development of DLI initiatives and development of their Canvas coursework.

2. *Describe all parent education and involvement activities.*

There are many opportunities for parents to receive education on how to support their child as a student and opportunities to be involved on campus. Parents now have a monthly opportunity to attend informational and feedback sessions at the Cafe with the Principal. There are also parenting classes run by our community partner Richstone. Parents are invited to attend Quarterly Parent nights to meet teachers, celebrate Honor Roll winners, meet with El Camino College representatives and learn about student support opportunities.

3. *Describe parent input/feedback about categorical programs:*

Parents are invited to attend Meetings at the district level including DPAC. Parents also attend EL General Meetings and have access to School Site Council Meetings to give feedback on school issues, actions and the spending of federal monies to support student success.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	87739
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	87739

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	60156.14	0.00
Title I Part A: Parent Involvement	27582.86	0.00
	\$	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	60,156.14
Title I Part A: Parent Involvement	27,582.86

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,020.05
2000-2999: Classified Personnel Salaries	20,160.39
3000-3999: Employee Benefits	6,206.18
4000-4999: Books And Supplies	15,750.58
5000-5999: Services And Other Operating Expenditures	40,601.80

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	5,020.05
3000-3999: Employee Benefits	Title I	933.13
4000-4999: Books And Supplies	Title I	14,350.58
5000-5999: Services And Other Operating Expenditures	Title I	39,852.38
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	20,160.39
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	5,273.05
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,400.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	749.42

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:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Ben Wardrop	Principal
Carly Strauss	Classroom Teacher
Stephanye Bolton	Classroom Teacher
Karen Smith	Classroom Teacher
Anthony Otegbulu	Classroom Teacher
Reyna Franco	Parent or Community Member
Shontae Crawford	Parent or Community Member
Patricia Aterberry	Parent or Community Member
Prescilla Perez	Secondary Student
Jesus Franco	Secondary Student
Jacobo Castillo	Secondary Student
Victoria Menke	Other School Staff

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on June 26, 2018.

Attested:



Principal, Ben Wardrop on 12/3/18



SSC Chairperson, Prescilla Perez on 12/3/18

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



Lloyde High School Centinela Valley Union HS District

4951 Marine Ave., Lawndale, CA 90260

(310) 263-3265

www.centinela.k12.ca.us

Ben Wardrop, Principal

PARENT – STUDENT – SCHOOL COMPACT

Student's Responsibilities

- Attend all classes every day, on time with necessary supplies.
- Complete all classroom and homework assignments.
- Respect yourself and others.
- Obey all school and classroom rules.
- Take responsibility for my own learning, and tell my teachers and family if I need help.
- Contact an adult on campus for help.
- Come to Saturday School when directed to do so.
- Participate in extended learning activities and extracurricular activities before school, during lunch and after school.
- Attend a 6th period enrichment class when directed to do so.

School's Responsibility

- Provide a high quality curriculum and quality instruction.
- Participate in professional development and training.
- Evaluate and notify parents and guardians of student's progress every five weeks.
- Maintain ongoing communication between teachers, parents and guardians.
- Provide a safe and positive learning environment for all students and staff.
- Ensure that students receive help as soon as it is needed.

Parent's and Guardian's Responsibility

- Support my student's learning by ensuring that my student attends school on time every day.
- Send my student to school well rested, well nourished in appropriate clothing and clean.
- Support school policies regarding academics, attendance and discipline.
- Contact the school regarding absences, school work, behavior and discipline.
- Return all calls to the school immediately.
- Notify the school of any changes regarding changes to my telephone number, address or email.
- Support school activities by participating in parent organizations and meetings.

Student Name

Student ID#

Student Signature

Parent Signature

School Representative



**Lloyde High School
Centinela Valley Union High School
District**

4951 Marine Ave., Lawndale, CA 90260

(310) 263-3265

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Mr. Benjamin Wardrop, Principal

PADRES - ESTUDIANTES - COMPACTO ESCUELA

Responsabilidades del Estudiante

1. Asistir a todas las clases todos los días, en el tiempo con los suministros necesarios.
2. Complete todas las tareas de clase y las tareas.
3. Respetar a sí mismo ya los demás.
4. Obedecer todas las reglas de la escuela y del aula.
5. Asumir la responsabilidad de mi propio aprendizaje, y decirle a mis maestros y familiares si necesito ayuda.
6. Contacte a un adulto en la escuela en busca de ayuda.
7. Vamos a la Escuela del Sábado, cuando que lo indique.
8. Participar en actividades de aprendizaje extendido y actividades extracurriculares antes de clases, durante el almuerzo y después de clases.
9. Asistir a una clase de sexto periodo de enriquecimiento al que lo indique.

La responsabilidad de la escuela

1. Proveer un currículo de alta calidad y una enseñanza de calidad.
2. Participar en el desarrollo profesional y la formación.
3. Evaluar y notificar a los padres y tutores de progreso del estudiante cada cinco semanas.
4. Mantener una comunicación permanente entre los profesores, los padres y tutores.
5. Proporcionar un ambiente de aprendizaje seguro y positivo para todos los estudiantes y el personal.
6. Asegúrese de que los estudiantes reciban ayuda tan pronto como sea necesario.

De Responsabilidad de los Padres y Guardianes

1. Apoyar el aprendizaje de mi estudiante al asegurar que mi hijo asista a la escuela a tiempo todos los días.
2. Envío del estudiante a la escuela bien descansado, bien alimentado con ropa adecuada y limpia.
3. Las políticas escolares de apoyo con respecto a los académicos, asistencia y disciplina.
4. Contactar la escuela respecto a las ausencias, el trabajo escolar, la conducta y la disciplina.
5. Vuelva a todas las llamadas a la escuela inmediatamente.
6. Notificar a la escuela de cualquier cambio con respecto a los cambios en mi número de teléfono, dirección o correo electrónico.
7. Apoyo a las actividades escolares por participar en organizaciones de padres y reuniones.

Student's signature

Parent's or Guardian's signature

Student's cell phone number

Parent's or Guardian's cell phone number

Lloyde High School Parent Involvement Policy

PART I. GENERAL EXPECTATIONS

Lloyde High School agrees to implement the following statutory requirements:

- The school and parents will jointly develop a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community through the Lloyde High School website.
- The school will update the School Parental Involvement Policy every 2-3 years (or sooner if appropriate) to meet the changing needs of parents and the school.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - a) That parents play an integral role in assisting their child's learning;
 - b) That parents are encouraged to be actively involved in their child's education at school;
 - c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - d) That parents are involved in carrying out any activities described in section 1118 of the Elementary and Secondary Education Act.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Lloyde High School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the Elementary and Secondary Education Act. Whether in an online form or on paper, all parents will receive or have access to the school-parent-student compact. The compact will be completed online or collected during registration and is required to be turned in to complete the registration of any student. The Parent Involvement Plan will be presented to the School Site Council for revisions, feedback, comments and suggestions.

2. Lloyde High School will take the following actions to distribute the School Parental Involvement Policy to parents of participating children and the local community. A summary of the policy will be provided to the parents at the start of each school year via the school website. In addition, the policy will be listed as an agenda item for parent meetings such as general parent meetings and will be made available at Parent Nights in hard copy format.

3. Loyde High School will provide to parents (upon request) of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Course outlines, class syllabi, parent/teacher conferences and the Loyde website will be used in order to communicate the expectations and curriculum being taught. In addition to helping parents understand what a standard is and how it appears in a classroom situation, it will also provide them with information regarding the various proficiency levels and what they mean as it relates to their student. If requested by parents or staff, Loyde High School will provide opportunities for regular individual parent meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

4. School Site Council Meetings will be held monthly. Parents will also be asked to participate in the committees formed to address the WASC Action Plan. Loyde High School will submit to the district any parent's comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children. Any parent comments and concerns that cannot be addressed at the site level will be forwarded to the District Office by the Principal in a timely manner.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Loyde High School will continue to build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

2. The school will continue to incorporate the school-parent-student compact as a component of its School Parental Involvement Policy. The school-parent compact will be available on the school web site and also presented to all parents of incoming students. It will also be a topic of discussion at parent meetings.

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following:

- California's academic content standards
- California's student academic achievement standards
- California's and local academic assessments including alternate assessments
- Requirements of Title I and other categorical programs
- How to monitor their child's progress, and how to work with educators
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Encouraging use of email and phone calls to inform parents
 - Discussing the importance of parental involvement during staff development
 - Continuing to use the Connect Ed computer based telephone notice program (or a similar program) at district level

5. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Ensure all written communications to parents be in Spanish and English.
- Electronic means of communication will also be used when possible (e-mail, etc)
- Phone calls will be made to parents using Connect Ed, and personally by teachers

PART V. ADOPTION

This policy was adopted by Lloyd High School on October 10th, 2017, and will be in effect for the period of 3 years. Lloyd High School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand. The school will distribute this policy to all its parents via the school website. It will be made available to the local community on the same date.

Lloyde High School Site Council Bylaws

Article I Duties of the SSC

The School Site Council of Lloyde High School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II ***Members***

Section A: Composition

The SSC shall be composed of 12 members, selected by their peers, as follows:

- 4 Classified teachers
- 3 current students at the school site
- 1 Other school staff members
- 3 Parents or community members
- The school principal shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.

The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to other persons deemed necessary by the chairperson and/or SSC
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the 1st meeting of the SSC and shall serve for one year, or until each successor has been elected

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V **Meetings of the SSC**

Section A: Meetings

The SSC shall meet regularly on the second Tuesday of each month (except when the school schedule does not allow). Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: posted on the school website (lloydehs.org) and posted at the front of school.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 28 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI
Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 24 hours prior to the meeting at which the amendment is to be considered for adoption.