School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Alamitos High School	30739243033917	January 20, 2022	March 22, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Los Alamitos High School believes first instruction by highly qualified and highly trained teachers provides all students the greatest opportunities for learning. Quality, first instruction, is emphasized. This plan will align with the LCAP and other programs. It identifies programs/services for staff and students in an effort to maximize student outcomes.

The Los Alamitos Unified School District (Los Al USD) serves three distinct communities: The City of Los Alamitos, the City of Seal Beach and the unincorporated community of Rossmoor. The students of Los Al USD are diverse, high-achieving and contribute greatly to the District's culture of excellence. Los Al USD prepares students for post-secondary opportunities through unparalleled professional development for teachers, by maintaining and prioritizing low class sizes TK-12, by providing enrichment and intervention programs for all students, and emphasizing school connectedness through the 4 A's: Academics, Athletics, Activities and The Arts. The community at-large supports Los Al USD by way of strong PTA, Booster, "Friends Of", and other

fundraising groups. A fourth of Los Al USD's population has attended District schools and over 90% of Los Al residents claim they live in Los Al as a result of the high-quality schools. Los Al USD continues to be at the forefront of achievement evidenced by its graduation rate, A-G completion rate, being on the College Board's Advanced Placement (AP) Honor Roll for seven consecutive years, and its overall performance on CAASPP.

Los Alamitos Unified School District prides itself on a best first instruction approach. This includes:

•   Rigorous 5-year professional development plan for all teachers within their first five years.

•   Ongoing training and coaching in District Signature Practices for all teachers.
•   Instructional networking model used for demonstration lessons and coaching provided by Teachers on Special Assignment.
•   Robust K-12 intervention programs and extended learning opportunities.
•   Focus on technology and transformational learning with Project Lead the Way, MakerSpaces, and Career Technical Education Pathways.
•   Implementation of a 3-year plan for Next Generation Science Standards.
•   Increased focus on inquiry-based instruction across all content areas.
•   One of four districts in the United States named to the College Board's Advanced Placement Honor Roll seven years in a row.
•   K-12 Summer School programs providing small group, targeted instruction for students who benefit from remediation or continued skill application.

Table of Contents

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).

DUE TO THE SCHOOL MOVING FROM A TRADITIONAL INSTRUCTIONAL PROGRAM MID-MARCH 2020 TO DISTANCE LEARNING THE BALANCE OF THE SCHOOL YEAR,
THE ANNUAL SURVEY WAS NOT COMPLETED IN SPRING 2020. THE MOST CURRENT SURVEY DATA IS LISTED BELOW.

Los Alamitos High School
Student Survey
Western Association of Schools and Colleges Accreditation
Spring, 2019
Sample Size: 2,560 Students

<u>General Information</u>
1. What grade are you in?   a) 9th (27.3%)   b) 10th (26.5%)   c) 11th (27.1%)   d) 12th (19.1%)
2. I am: a) male (46.8%)   b) female (50.7%)   c) prefer not to say (2.5%)
3. Select the group with which you most closely identify:
   a) African American (6.1%)   b) Asian/Pacific Islander (19.5%)
   c) Hispanic (19.1%)   d) White (53.2%)   e) Other (2.1%)

4. If you are employed, how many hours per week do you usually work?
   a) not employed (82.8%)   b) less than 10 hours (9.7%)
   c) 11-20 hours (5.5%)   d) over 20 hours (2.0%)

5. Which of the following communication resources do you use on a regular basis (twice per month or more) for school information and updates? Please check all that apply.
a. School Website (66.7%)
b. District Website (11.2%)
c. Naviance (7.4%)
d. Monday Morning Memo (10.2%)
e. Twitter (18.3%)
f. YouTube (31.6%)
g. Instagram (45.4%)
h. Facebook (6.3%)
i. Flickr (0.4%)

<u>The Culture of the School</u>
6. During the current school year, I have participated in at least one LAHS extra-curricular activity (clubs, leadership, performance groups, sports).
   a) yes (85.4%)   b) no (14.6%)
7. During the current school year, I have participated in at least one extra-curricular off-campus activity (NCL, Scouts, sports, volunteer program, youth groups.)
   a) yes (73.2%)   b) no (26.8%)

8. During an average week of school, I spend the following amount of time in extra curricular activities:
   a) more than 15 hours (16.2%)   b) 10 – 15 hours (21.1%)
   c) 5 – 10 hours (25.3%)   d) 0 – 5 hours (37.4%)

9. Los Alamitos High School operates on the basic belief that all students can learn.
   a) always (45.9%)   b) most of the time (41.0%)
   c) some of the time (10.0%)   d) never (0.9%)   e) don't know (2.2%)

10. Our school provides an environment where all students can succeed.
   a) always (29.2%)   b) most of the time (46.6%)
   c) some of the time (10.0%)   d) never (0.9%)   e) don't know (2.2%)
11. Los Alamitos High School is a friendly place in which students generally seem to respect one another.
   a) always (8.1%)   b) most of the time (45.1%)
   c) some of the time (34.5%)   d) never (6.9%)   e) don't know (1.9%)
12. I know where to go on campus for information when I don't have the answer.
   a) always (33%)   b) most of the time (40.3%)
   c) some of the time (20.5%)   d) never (3.0%)   e) don't know (3.2%)
13. Discipline policies are consistently applied to all students at Los Alamitos High School.
   a) always (22.0%)   b) most of the time (34.6%)
   c) some of the time (30.9%)   d) never (6.9%)   e) don't know (5.5%)
14. I am aware of Los Alamitos High School's rules and regulations.
   a) always (51.6%)   b) most of the time (35.3%)
   c) sometimes (10.4%)   d) never (1.1%)   e) don't know (1.6%)

15. Our school provides a safe, clean and orderly place.
   a) always (26.9%)   b) most of the time (47.9%)
   c) some of the time (21.5%)   d) never (3.1%)   e) don't know (0.6%)
16. I am well informed about school functions and activities.
   a) always (28.1%)   b) most of the time (42.3%)
   c) some of the time (24.6%)   d) never (3.9%)   e) don't know (1.1%)
17. I have experienced harassment, bullying and/or prejudice at school.
   a) always (3.3%)   b) most of the time (5.0%)
   c) some of the time (31.3%)   d) never (53.6%)   e) don't know (6.8%)
18. The school adequately responds to reports of harassment, bullying or prejudice.
   a) always (14.3%)   b) most of the time (23.4%)
   c) some of the time (28.8%)   d) never (9.0%)   e) don't know (24.5%)
19. I have participated in a community service project during the past school year.
   a) yes (67.7%)   b) no (32.2%)
20. I feel that there are adults (counselors, teachers, etc.) at the school I can talk to about my problems and concerns.
   a) always (15.2%)   b) most of the time (21.0%)
   c) some of the time (34.9%)   d) never (20.7%)   e) don't know (8.2%)
21. The administrators are approachable, supportive and accessible.
   a) always (23.1%)   b) most of the time (34.3%)
   c) some of the time (30.6%)   d) never (6.1%)   e) don't know (5.9%)
22. The teachers are approachable, supportive and accessible.
   a) always (26.7%)   b) most of the time (44.5%)
   c) some of the time (25.3%)   d) never (1.6%)   e) don't know (1.9%)

23. The support staff (Media Center staff, Attendance staff, secretaries, Health clerk, etc.) is approachable, supportive and accessible.
   a) always (26.6%)   b) most of the time (33.1%)
   c) some of the time (26.3%)   d) never (5.3%)   e) don't know (8.7%)
24. Most teachers and staff treat students with respect and dignity.
   a) always (24.5%)   b) most of the time (48.2%)
   c) some of the time (24.2%)   d) never (5.3%)   e) don't know (8.7%)
Student Plans
25. After graduation from high school, my immediate plans are to begin
   a) 4-year college or university (71.8%)   b) community college (15.0%)
   c) military (3.1%)   d) technical or trade school (1.2%)
   e) part or full-time employment (1.3%)   e) no plans at this time (7.7%)

26. I have helped to develop andparticipate in a four-year plan of courses that willprepare me for college and/or a career.
   a) yes (71.8%)   b) no (28.2%)

27. The school staff (counselors, teachers, career center counselors) have given me direction in choosing the appropriate classes to reach my future goals.
a. always (32.1%)

b. most of the time (31.4%)
c. some of the time (24.6%)
d. never (8.7%)
e. don't know (3.2%)

28. The College / Career and Counseling staffs have assisted me in gathering information on colleges and future careers.
a. always (25.2%)
b. most of the time (25.1%)
c. some of the time (24.6%)
d. never (15.9%)
e. don't know (9.2%)

 29. The school offers a wide variety of classes to meet my post-secondary goals.
a. always (35.8%)
b. most of the time (36.5%)
c. some of the time (18.0%)
d. never (3.9%)
e. don't know (5.8%)

 30. The following sources assist me in my course selection. (Check all that apply.)
a. high school counselor (66.7%)
b. parents (82.0%)
c. teachers (59.2%)
d. friends (66.5%)
e. school website (curriculum handbook) (25.6%)

Curriculum and Instruction

28. I find the classes at Los Alamitos High School to be academically challenging.
    a) always (14.0%)   b) most of the time (40.5%)
    c) some of the time (42.4%)   d) never (2.6%)   e. don't know (0.5%)

29. During an average week of school, I spend the following amount of time doing homework per week:
    a) more than 15 hours (17.2%)   b) 10 - 15 hours (21.9%)
    c) 5 - 10 hours (33.4%)   d) 0-5 hours (27.5%)

 30.   Teachers use a variety of instructional activities (lecture, labs, simulations, class discussions, projects, visual media, web search, etc.) to help me learn.
    a) always (36.5%)   b) most of the time (42.9%)
    c) some of the time (18.5%)   d) never (3.1%)   e. don't know (0.4%)

31. My teachers usually return my papers corrected within a reasonable time.
    a) always (13.4%)   b) most of the time (40.8%)
    c) some of the time (40.2%)   d) never (5.0%)   e. don't know (0.6%)

32. Classroom instruction is clear enough that my homework can be completed.
    a) always (17.8%)   b) most of the time (54.1%)
    c) some of the time (25.9%)   d) never (1.6%)   e) don't know (0.7%)

 33. In my academic classes, my teachers prepare me to take AP exams in the spring.
a. always (23.1%)
b. most of the time (24.5%)
c. some of the time (25.9%)
d. never (1.6%)
e. don't know (0.6%)

 34. The school offers appropriate levels of coursework for my needs.
a. strongly agree (15.5%)
b. agree (62.9%)
c. disagree (10.7%)
d. strongly disagree (3.4%)
e. don't know (7.5%)

35. My school has adequate support for my level of academic stress.
a. strongly agree (8.4%)
b. agree (40.4%)
c. disagree (26.9%)
d. strongly disagree (11.3%)
e. don't know (13.0%)

Graduation Goals: **LAHS Mission**

Through a diversified and balanced curricular and co-curricular program, Los Alamitos High School provides a meaningful standards-based curriculum that guarantees all students the opportunities and resources to attain the skills, knowledge, and values necessary to function as responsible and productive members of society.

36. Regarding this mission statement, do you feel you are achieving this goal
    a) always (25.0%)   b) most of the time (47.4%)
    c) some of the time (21.6%)   d) never (2.8%)   e) don't know (3.2%)

Overall Evaluation

37. Taking everything into consideration, I rate LAHS as:
    a) excellent (23.7%)   b) very good (45.7%)
    c) satisfactory (20.6%)   d) needing improvement (8.0%)   e) unsatisfactory (2.0%)

Los Alamitos High School
Parent/Community Survey
Western Association of Schools and Colleges Accreditation
Spring, 2019
Sample Size: 354 Parent/Community Responses

General Information

1. I currently have a student in the following grade / grades: *(Check all that apply)*
    a) 9th (31.9%)   c) 11th (28.5%)   e) I have no students currently
    b) 10th (29.1%)   d) 12th (26.3%)   attending Los Alamitos H.S. (0.0%)
2. There is adequate communication between the school staff, parents, and the community.
    a) strongly agree (29.4%)   b) agree (53.1%)   c) disagree (13.3%)
    d) strongly disagree (3.1%)   e) don't know (1.1%)
3. How often do you view the district or school websites (Aeries, calendar, curriculum handbook, staff pages, etc.)?
    a) daily (11.3%)   b) weekly (60.7%)   c) monthly (18.4%)
    d) seldom (8.8%)   e) never (0.8%)

4. Please indicate in which of the following groups you have participated during your student's tenure at Los Alamitos High School. (Check all that apply)
a) Freshmen Parent Orientation (81.9%)
b) Back-to-School Night / Open House (85.6%)
c) Parent Education Nights (54.5%)
d) PTSA Meetings (11.3%)
e) School Site Council Meetings (2.8%)
f) Grad Night (11.9%)
g) Substance Abuse Task Force (5.4%)
h) Anti-Bullying Task Force (0.6%)
I) Counseling Appointments (41.2%)
j) Response to attendance office phone dialings (55.9%)
k) Sporting events (73.4%)
l) Student performances (63.6%)
m) Booster club meetings (50.3)
n) IEP Team (9.0%)

 5. Naviance is the guidance tool used by our College and Career Center. Have you used it with your student? If so, how many times?
a) One (42.5%)
b) Two (10.5%)
c) Three (7.6%)

d) Four (2.0%)
e) Five or more (9.6%)
f) I have not accessed Naviance (27.8%)

The Culture of the School

6. The school offers appropriate levels of coursework for my students' needs.
    a) strongly agree (38.4%)   b) agree (46.3%)   c) disagree (4.8%)
    d) strongly disagree (1.1%)   e) don't know (9.4%)

7. My student has adequate support his/her level of academic stress.
    a) strongly agree (20.1%)   b) agree (37.6%)   c) disagree (13.8%)
    d) strongly disagree (4.8%)   e) don't know (23.7%)

8. The school encourages my student to maintain high standards and expectations in school work.
    a) strongly agree (38.4%)   b) agree (46.9%)   c) disagree (2.3%)
    d) strongly disagree (1.1%)   e) don't know (11.3%)

9. LAHS students are given the opportunity to be recognized for academic, athletic achievements and community service.
    a) strongly agree (30.3%)   b) agree (50.7%)   c) disagree (2.8%)
    d) strongly disagree (0.0%)   e) don't know (16.2%)

10. The discipline policy is known, fair, and consistently applied.
    a) strongly agree (16.9%)   b) agree (37.6%)   c) disagree (8.2%)
    d) strongly disagree (2.3%)   e) don't know (16.2%)

11. The school staff deals effectively with cultural diversity and helps each student to feel that he or she is welcomed and valued.
    a) strongly agree (19.8%)   b) agree (34.2%)   c) disagree (4.2%)
    d) strongly disagree (2.5%)   e) don't know (39.3%)

12. The school staff involves the parents and community members in exploring solutions to problems and concerns facing students in today's world, such as bullying, alcohol and illegal drugs.
    a) strongly agree (17.2%)   b) agree (40.7%)   c) disagree (10.5%)
    d) strongly disagree (3.1%)   e) don't know (28.5%)

13. The administrators are approachable, supportive, and accessible
    a) strongly agree (23.7%)   b) agree (46.6%)   c) disagree (7.1%)
    d) strongly disagree (2.8%)   e) don't know (19.8%)

14. The teachers are approachable, supportive, and accessible
    a) strongly agree (26.8%)   b) agree (44.1%)   c) disagree (7.6%)
    d) stronglydisagree (2.0%)   e) don't know (19.5%)

15. The support staff is approachable, supportive, and accessible
    a) strongly agree (26.8%)   b) agree (47.2%)   c) disagree (3.7%)
    d) strongly disagree (1.1%)   e) don't know (21.2%)

16. The school staff deals effectively with cultural diversity and helps each student to feel that he or she is welcomed and valued.
a) strongly agree (19.8%)
b) agree (34.2%)
c) disagree (4.2%)
d) strongly disagree (2.5%)
e) don't know (39.3%)

17. The school offers appropriate levels of coursework for my students' needs.
a) strongly agree (38.4%)
b) agree (46.3%)
c) disagree (4.8%)
d) strongly disagree (1.1%)
e) don't know (9.4%)

Student Plans

18. My student is encouraged to develop and participate in a four-year plan of courses that helps to realize his or her highest potential and prepares him or her to achieve post-secondary goals.
    a) strongly agree (40.4%)   b) agree (48.3%)   c) disagree (5.4%)
    d) strongly disagree (2.5%)   e) don't know (3.4%)

19. I am satisfied with the plan of courses my student is taking.
    a) strongly agree (34.2%)   b) agree (54.0%)   c) disagree (8.5%)
    d) strongly disagree (0.8%)   e) don't know (2.5%)

20. Students and parents receive accurate, clear, and timely advice from the school staff regarding choosing the right plan of courses.
   a) strongly agree (20.3%)   b) agree (51.1%)   c) disagree (16.9%)
   d) strongly disagree (4.8%)   e) don't know (6.9%)

21. My student can make adjustments in the plan of courses taken according to his or her needs.
   a) strongly agree (25.1%)   b) agree (50.3%)   c) disagree (9.6%)
   d) strongly disagree (4.8%)   e) don't know (6.9%)

Curriculum and Instruction

22. The classes at Los Alamitos High School are academically challenging.
   a) strongly agree (38.4%)   b) agree (54.9%)   c) disagree (2.5%)
   d) strongly disagree (0.4%)   e) don't know (2.8%)

19. The assignments my student receives are relevant and challenging to him or her.
   a) strongly agree (25.4%)   b) agree (60.2%)   c) disagree (7.3%)
   d) strongly disagree (1.4%)   e) don't know (5.7%)

20. The time my student is asked to spend on homework is appropriate for their course of study.
   a) strongly agree (13.8%)   b) agree (59.0%)   c) disagree (14.4%)
   d) strongly disagree (8.2%)   e) don't know (4.5%)

21. My student's teachers prepare him/her for the State standards test in the spring.
   a) strongly agree (18.6%)   b) agree (46.3%)   c) disagree (3.7%)
   d) strongly disagree (1.1%)   e) don't know (30.3%)

22. My student's teachers prepare him/her for AP exams in the spring.
   a) strongly agree (18.1%)   b) agree (32.5%)   c) disagree (3.7%)
   d) strongly disagree (1.6%)   e) don't know (44.1%)

The following subject areas meet or exceed expectations:

23. Applied arts (Computer Applications, AP Computer Science, Intro to Computer Science)
a) strongly agree (6.8%)
b) agree (17.2%)
c) disagree (2.5%)
d) strongly disagree (2.3%)
e) don't know (71.2%)

24. English
a) strongly agree (26.6%)
b) agree (60.5%)
c) disagree (6.8%)
d) strongly disagree (0.8%)
e) don't know (5.3%)

25. Math
a) strongly agree (24.3%)
b) agree (53.7%)
c) disagree (6.8%)
d) strongly disagree (0.8%)
e) don't know (5.3%)

26. Performing Arts
a) strongly agree (31.9%)
b) agree (22.6%)
c) disagree (3.1%)
d) strongly disagree (0.8%)
e) don't know (41.6%)

27. Physical Education
a) strongly agree (20.6%)
b) agree (31.9%)
c) disagree (6.5%)
d) strongly disagree (4.0%)
e) don't know (37.0%)

28. ROP
a) strongly agree (7.6%)
b) agree (12.4%)
c) disagree (1.7%)
d) strongly disagree (0.3%)
e) don't know (78.0%)

29. Science
a) strongly agree (22.0%)
b) agree (59.0%)
c) disagree (9.0%)
d) strongly disagree (1.7%)
e) don't know (8.3%)

30. Social Science
a) strongly agree (20.6%)
b) agree (53.7%)
c) disagree (2.5%)
d) strongly disagree (0.8%)
e) don't know (22.4%)

31. Special Education
a) strongly agree (2.5%)
b) agree (6.8%)
c) disagree (1.1%)
d) strongly disagree (1.4%)
e) don't know (88.2%)

32. World Language
a) strongly agree (26.8%)
b) agree (48.3%)
c) disagree (7.6%)
d) strongly disagree (0.6%)
e) don't know (16.7%)

33. Visual Art
a) strongly agree (18.9%)
b) agree (34.5%)
c) disagree (4.0%)
d) strongly disagree (0.6%)
e) don't know (42.0%)

Graduation Goals - LAHS Mission

Through a diversified and balanced curricular and co-curricular program, Los Alamitos High School provides a meaningful standards-based curriculum that guarantees all students the opportunities and resources to attain the skills, knowledge, and values necessary to function as responsible and productive members of society.

34. Regarding this mission statement, do you feel your student is achieving this goal?
   a) strongly agree (27.5%)   b) agree (56.8%)   c) disagree (9.6%)
   d) strongly disagree (1.7%)   e) don't know (6.2%)

Overall Evaluation

35. Taking everything into consideration, I rate LAHS as:
   a) excellent (49.2%)   b) good (39.3%)   c) fair (10.7%)
  d) poor (0.6%)   e) don't know (0.2%)

Classroom Observations

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

Administrators visit classrooms on a regular basis. These visits can be informal walk-throughs and/or formal observations. Teachers and administrators meet to discuss the strengths of the lesson observed as well as possible growth areas. Follow-up meetings and conversations with teachers and staff help to provide valuable feedback for best practices in teaching as well as opportunities for identified learning outcomes for students.

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

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

NOTE: THE TIMELINE AND IMPLEMENTATION OF THESE BENCHMARKS HAVE BEEN ADJUSTED DUE TO THE CHANGE IN THE INSTRUCTIONAL DELIVERY MODEL FROM TRADITIONAL TO DISTANCE TO HYBRID BACK TO DISTANCE.

Benchmark assessments have been developed and will be utilized during the current school year in the following content areas:
Introduction to Algebra
Algebra I*
Geometry
Algebra II
English I
English II
English III*
Biology
Chemistry
Physics
Physical Science of the Earth
World History
U.S. History

Content teams and individual teachers use teacher-developed formative assessments to monitor instruction.
*Benchmark exams exist in these disciplines.

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

Classroom teachers and subject-alike departments use internal assessments (i.e. formative and summative assessments) to monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Los Alamitos High School is currently utilizes 100% highly qualified staff.

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

NOTE: DUE TO THE TRANSITION FROM IN-PERSON TO DISTANCE LEARNING (2019-2020), HYBRID SCHEDULING (2020-2021) AND A RETURN TO THE TRADITIONAL INSTRUCTIONAL DELIVERY MODEL (2021-2022), SEVERAL TEXT ADOPTIONS WERE INTERRUPTED. TEXT/MATERIAL ADOPTION PROCESSES HAVE RETURNED FOR THE 2021-2022 SCHOOL YEAR, AND BEYOND. Los Alamitos High School participated in the process of several textbook adoptions and pilot processes for curricular adoptions during the 2019-20 school year. The adoptions have come with trainings for use of text and online resources. Los Alamitos High School and Los Alamitos Unified School District provide on-going professional development for all teachers, beginning with a 5-year induction program, and continuing with offerings of professional development made available to all teachers.

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

Staff development focuses on individual subject area standards; however, there is also intentional focus on instructional practice that transcends content-specific focus. Staff development areas such as Thinking Maps, Depth and Complexity Icons, and Socratic Seminars are examples of instructional strategies that are subject-inclusive and commonly used throughout the site and district. With the variety of challenges presented during the pandemic, district and site professional development efforts are focused on social-emotional well-being for students and staff, as well as an evaluation of stress management and reduction for students and staff.

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

In addition to participation in BTSA for Year 1 and Year 2 teachers, there is support through the Years 1-5 cohorts, as well as within departments.

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

The use of late-start bell schedules provides departments, as well as collaborative instructional teams, approximately one morning per month to work on subject- and team-level goals for instruction, assessment, and scope/sequence.

Teaching and Learning

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

Teachers, especially in English, Science and Mathematics, work to align curriculum and instruction to both their content standards but also their performance tasks associated with the CAASPP and CAST. The English 3 team and various teams in both science and math review and revise this work on an on-going basis. Our English department has begun the process of reviewing core texts within all levels to reaffirm their relevancy. This process has included revising the instructional approach for teaching these works in order to become more inclusive and representative of all populations.

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

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

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

Instructional materials provided are based on content standards, as well as College Board requirements as needed. Science courses are mid-textbook adoption with adherence to the use of NGSS standards for teaching and learning.

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

All adopted materials are vetted through a rigorous process of alignment with the State Board of Education, FAIR Education Act, and alignment to course standards taking into account the evolving landscape of content standards (i.e. NGSS, revised AP course descriptions and areas of instruction).

Opportunity and Equal Educational Access

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

At this time, Los Alamitos High School provides support during the instructional day for students in our Skills Lab. This space is a period that provides struggling students with social, emotional and academic support to maintain achievement in their other academic classes. Additionally, for students who need an additional attempt at passing a course, we offer APEX remediation courses within our four, core content areas: English, math, sciences, social sciences.

Evidence-based educational practices to raise student achievement

Parental Engagement

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

Regularly updated grades in Aeries, school-home contact, conferencing with counselors and parent education evenings are all part of the multi-tiered approach to including parents in understanding their students' successes and struggles at Los Alamitos High School. The most important process is the regular contact between school and home environments to ensure that all stakeholders are aware of current status, student needs, and next steps. An electronic weekly newsletter is distributed each Friday evening to all Los Alamitos High School families. This newsletter included information on all aspects of campus life - Academics, Activities, Athletics, and the Arts.

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)

Los Alamitos High School regularly convenes its School Site Council throughout each school year. Membership is inclusive of parent/community members, teachers, classified staff, and students.

Funding

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

The services provided by LCFF funds at this time are:
a) Skills Lab intervention teachers
b) In-Person after school tutoring in the Skills Lab (Monday - Friday)
c) Math tutoring before and after school
d) Griffin Lab after school tutoring in the core academic areas
e) Griffin Virtual Lab online support in math and science
f) Paper.co 24/7 live, free, online academic tutoring and writing review and support

Fiscal support (EPC)

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

LAHS involves multiple stakeholders in the planning and annual review of the SPSA. This information is shared at our Leadership Council meetings as needed. Parents, students, certificated staff, and classified staff participate in the process through involvement in the School Site Council. Prior to approval, all School Site Council members receive a final draft which includes recommendations from all stakeholders. The plan is initially approved at the site level through our School Site Council before moving on to the district level for approval by the governing board.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During the recent 2019 WASC process, staff at Los Alamitos High School as well as the WASC visiting committee determined areas of investigation for the next WASC cycle. These recommendations were made as a reflection of site data and staff experiences. The following were made in collaboration with the Los Alamitos High School staffs and the WASC visiting committee:

1. Investigate and implement researched-based instructional practices with specific emphasis on strategies that support struggling learners. The process will include professional development for all staff and focus on real-time, in the classroom strategies to support and intervene with students who struggle.

2. Through professional development and team collaboration time, increase student UC/CSU A-G course completion by implementing research-based strategies for at-risk students across all disciplines, including all subgroups (low socio-economic, Latino, EL, Special Education, and African American). This work has already begun as the middle school and high school math teams are working to articulate longitudinal course offerings based on student success data, CSU/UC A-G and NCAA compliance, as well as meeting the needs of identified bands of student learners.

3. Research and evaluate what other schools are using for credit recovery. The WASC visiting committee noted our diverse options for credit recovery at that time; however, in the site self-study, the Los Alamitos High School faculty noted that the process by which students remediate credits, the courses offered in different instructional spaces, as well as the way(s) in which students struggling are informed about the processes needed further clarification and possible reorganization. This is on-going work which has begun with the site office of Student Support as well as in collaboration with the district office Educational Services.

4. In the on-going efforts to develop equity for all student populations, the site Inclusion Committee was acknowledged for its current work, and empowered to continue. In conjunction with the Student Services office, the site will evaluate discipline data for equity across all population bands, as well as increase community awareness of discipline procedures for wider-spread awareness. Additionally, the WASC visiting committee empowered the site to continue to work with off-site equity providers for more staff development and student learning opportunities which was instituted in the 2019-20 school year with a guest speaker series and a community town hall meeting with students and individuals living with disabilities. However, with the COVID-19 guidelines, along with the distance and learning instructional models, this work has been put on hold thus far in the 2020-21 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.1%	0.22%	0.1%	3	7	4
African American	3.44%	3.61%	2.8%	108	114	90
Asian	11.67%	12.85%	13.3%	366	406	425
Filipino	3.6%	3.48%	3.3%	113	110	106
Hispanic/Latino	25.85%	26.27%	27.2%	811	830	871
Pacific Islander	0.51%	0.54%	0.6%	16	17	19
White	48.84%	46.58%	45.6%	1,532	1,472	1,463
Multiple/No Response	5.83%	6.42%	7.1%	183	203	228
			Total Enrollment	3,137	3,160	3,208

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	796	823	846
Grade 10	823	789	797
Grade 11	760	800	775
Grade 12	758	748	790
Total Enrollment	3,137	3,160	3,208

Conclusions based on this data:

1. Our overall enrollment has fluctuated a bit over the past three years -- 3,137('18-'19); 3,160 ('19-'20); 3,208 ('20-'21). We have noted the Class of 2024 is a bit of a "bubble" class in terms of the highest enrollment throughout their four years when compared to the other three grade levels. The freshman class of '20-'21 was our largest number of enrolled students.

2. Our student sub-groups show a continuing trend of the percentage of White population decreasing (48.84 to 45.6%) with Hispanic/Latino population increasing (25.85 to 27.2%).

3. Our percentage of students who identify as African Americans has remained relatively unchanged for two years --3.44% ('18-'19) and 3.61% ('19-'20) -- but with a more noticeable decline to 2.8% in ('20-'21).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	34	35	37	1.1%	1.1%	1.2%
Fluent English Proficient (FEP)	365	351	377	11.6%	11.1%	11.8%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. While we have a relatively low number English Learners, our numbers have increased slightly from '18-'19 (34 students) to '20-'21 (37 students).

2. Our Reclassified English Proficient (RFEP) percentage remained at 0% from '18-'19 through '20-'21. The stagnation in the number of students being Reclassified English Proficient (RFEP) over the past two years may be attributed to the following: 1) There was a change in the State language assessment from the California English Language Development Test (CELDT) to the English Language Proficiency Assessment for California (ELPAC), During this change, we were unable to reclassify students; 2) Due to the COVID-19 pandemic and the change from in-person instruction to distance learning, we were unable to reclassify students in spring 2020.

3. We have seen an overall increase in the number and percentage of Fluent English Proficient (FEP) students over the past three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	761	756	764	745	740	727	745	739	726	97.9	97.9	95.2
All Grades	761	756	764	745	740	727	745	739	726	97.9	97.9	95.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2647.	2664.	2685.	44.03	50.61	54.41	31.41	30.04	30.44	14.50	11.77	10.19	10.07	7.58	4.96
All Grades	N/A	N/A	N/A	44.03	50.61	54.41	31.41	30.04	30.44	14.50	11.77	10.19	10.07	7.58	4.96

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	47.79	54.26	50.42	41.07	34.10	44.01	11.14	11.64	5.57
All Grades	47.79	54.26	50.42	41.07	34.10	44.01	11.14	11.64	5.57

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	49.66	57.45	57.02	36.07	33.60	37.55	14.27	8.94	5.42
All Grades	49.66	57.45	57.02	36.07	33.60	37.55	14.27	8.94	5.42

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	39.60	41.54	27.05	53.42	52.77	68.52	6.98	5.68	4.44
All Grades	39.60	41.54	27.05	53.42	52.77	68.52	6.98	5.68	4.44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	47.04	50.81	50.21	41.80	40.51	46.90	11.16	8.67	2.90
All Grades	47.04	50.81	50.21	41.80	40.51	46.90	11.16	8.67	2.90

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The CAASPP assessment was cancelled in spring 2020. However, over the course of the three prior years, the school has consistently tested 98% of its student population with slightly varying performance results. For the '20-'21 school year the decline in testing accomplished for student population resulted from having to administer CAASPP at a distance due to hybrid instruction, down from 97.9% ('18-'19) to 95.2% ('20-'21). Over 85% of the students tested met or exceeded standards in ELA, up approximately 5% from the previous year.

2. Writing continued to be LAHS' strongest "Above Standard" category as 57.02%, which was approximately an 0.4% decrease from the previous year. 37.55% of the students scored "At or Near Standard" in Writing. Combined, this is 94.57% of all students.

3. Listening was LAHS' lowest "Above Standard" category as 27.05% of the students met this mark. Students who scored "At or Near Standard" in Listening was another 68.52%. Combined, this is 95.57% of all students, an increase of approximately 1% from the previous year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	761	756	764	744	743	701	743	743	695	97.8	98.3	91.8
All Grades	761	756	764	744	743	701	743	743	695	97.8	98.3	91.8

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2641.	2648.	2645.	26.51	26.78	28.35	30.55	30.55	31.51	23.82	26.38	21.01	19.11	16.29	19.14
All Grades	N/A	N/A	N/A	26.51	26.78	28.35	30.55	30.55	31.51	23.82	26.38	21.01	19.11	16.29	19.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	44.15	42.13	33.00	30.69	32.71	50.58	25.17	25.17	16.43
All Grades	44.15	42.13	33.00	30.69	32.71	50.58	25.17	25.17	16.43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	29.21	32.03	30.16	48.45	53.84	58.15	22.34	14.13	11.69
All Grades	29.21	32.03	30.16	48.45	53.84	58.15	22.34	14.13	11.69

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	29.61	33.11	31.22	54.37	54.10	60.72	16.02	12.79	8.06
All Grades	29.61	33.11	31.22	54.37	54.10	60.72	16.02	12.79	8.06

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The CAASPP assessment was cancelled in spring 2020. However, in analyzing the prior three years, the following information was gleaned. The overall mean scale score in 2017-18 was 2641.8. The overall mean scale score in 2018-19 was 2648.4. The overall mean scale score in 2020-21 was 2645.0. LAHS has seen very little change to the overall all mean score year over year, though the change generally been positive.

2. The two strongest areas as demonstrated by the student data are Problem Solving & Modeling/Data Analysis and Communicating Reasoning.

   Problem Solving & Modeling/Data Analysis: In 2020-21 88.31% of the students were above standard or at or near standard which was an 3% increase from 2018-19.

   Communicating Reasoning: In 2020-21 91.94% of the students were above or at or near standard which was a 4.73% increase from 2018-19.

3. LAHS' area for greatest improvement lies in the domain of Concepts and Procedures. In 2018-19 74.83% of students were above, at or near standard, identical to the 2017-18 year and noticeably higher that being 2020-21 by approximately 10%.

School and Student Performance Data

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	1552.1	*	1541.3	1521.5	*	1523.4	1582.1	*	1559.0	14	4	11
10	*	1613.9	*	*	1631.8	*	*	1595.7	*	*	15	9
11	*	*	*	*	*	*	*	*	*	*	8	4
12	*	*	*	*	*	*	*	*	*	*	7	10
All Grades										32	34	34

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	*	*	9.09	*	*	36.36	*	*	45.45		*	9.09	14	*	11
10	*	46.67	*	*	33.33	*		6.67	*	*	13.33	*	*	15	*
11	*	*	*	*	*	*		*	*	*	*	*	*	*	*
12		*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	38.24	41.18	46.88	38.24	23.53	*	14.71	29.41	*	8.82	5.88	32	34	34

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Oral Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	*	*	18.18	*	*	18.18	*	*	54.55	*	*	9.09	14	*	11
10	*	60.00	*	*	20.00	*		13.33	*	*	6.67	*	*	15	*
11	*	*	*	*	*	*		*	*	*	*	*	*	*	*
12	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	34.38	47.06	47.06	46.88	35.29	23.53	*	11.76	23.53	*	5.88	5.88	32	34	34

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students																
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	0.00	*	*	27.27	*	*	63.64	*	*	9.09	14	*	11
10	*	26.67	*	*	40.00	*		13.33	*	*	20.00	*	*	15	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	29.41	23.53	43.75	32.35	26.47	*	23.53	38.24	*	14.71	11.76	32	34	34

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	9.09	*	*	54.55		*	36.36	14	*	11
10	*	46.67	*	*	53.33	*		0.00	*	*	15	*
11	*	*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.25	44.12	8.82	37.50	50.00	70.59	*	5.88	20.59	32	34	34

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	54.55	78.57	*	18.18	*	*	27.27	14	*	11
10	*	66.67	*	*	26.67	*	*	6.67	*	*	15	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	34.38	67.65	73.53	56.25	23.53	14.71	*	8.82	11.76	32	34	34

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Reading Domain **Percentage of Students by Domain Performance Level for All Students**												
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	18.18	*	*	54.55	*	*	27.27	14	*	11
10	*	53.33	*	*	20.00	*	*	26.67	*	*	15	*
11	*	*	*	*	*	*		*	*	*	*	*
12		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	44.12	38.24	53.13	35.29	41.18	*	20.59	20.59	32	34	34

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Writing Domain **Percentage of Students by Domain Performance Level for All Students**												
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	0.00	*	*	90.91		*	9.09	14	*	11
10	*	13.33	*	*	80.00	*		6.67	*	*	15	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*		*	*	*	*	*
All Grades	46.88	14.71	17.65	50.00	79.41	76.47	*	5.88	5.88	32	34	34

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Most of our English Learners have somewhat/moderate or well developed levels of English proficiency as assessed on the ELPAC. The number of students who enroll at LAHS in the beginning level is minimal. English Learners tend to demonstrate an increase in their ELPAC levels year after year with many students achieving proficiency.

2. Our overall number of English Learners (EL) is low when comparing to neighboring schools.

School and Student Performance Data
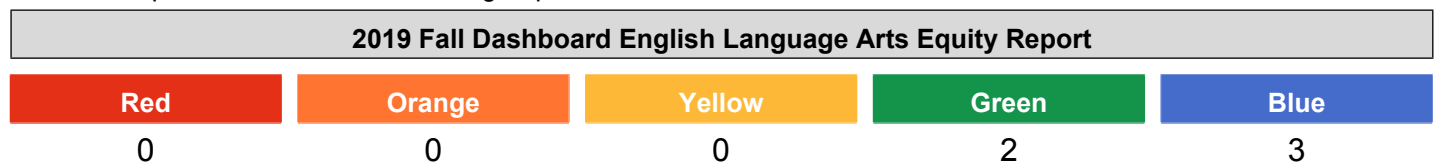
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
3208	**16.1**	**1.2**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	37	1.2
Foster Youth	3	0.1
Homeless	14	0.4
Socioeconomically Disadvantaged	515	16.1
Students with Disabilities	235	7.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	90	2.8
American Indian or Alaska Native	4	0.1
Asian	425	13.2
Filipino	106	3.3
Hispanic	871	27.2
Two or More Races	228	7.1
Native Hawaiian or Pacific Islander	19	0.6
White	1463	45.6

Conclusions based on this data:

1. Our data demonstrates the increasing diversity of LAHS student body in terms of Race/Ethnicity.

2. LAHS continues to have a low percentage of English Learners (EL).

3. Our percentage of socioeconomically disadvantaged students continues to increase year over year.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Green		
College/Career Yellow		

Conclusions based on this data:

1. We are in the top performance areas (blue and green) in all areas measured with the exception of Suspension Rate and College/Career. Suspension Rate is Orange and College/Career is Yellow.

2. Suspension rate increased as a result of suspensions related to vaping or possession of vape-related products.

3. As per the State indicator, the College/Career indicator shifted from blue to yellow from 2018 to 2019. Also, the ELA indicator shifted from green to blue from 2018-19 due to student progress and performance.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
82.1 points above standard	23.5 points below standard	0 Students
Increased Significantly ++16.3 points	Maintained -2.5 points	
734	11	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	41 points above standard	35.4 points below standard
	Increased ++8.6 points	Increased Significantly ++72.6 points
1	122	41

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
25.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	127.1 points above standard	114 points above standard
Declined -5.7 points	2	Increased ++10.7 points	Increased Significantly ++54.3 points
38		85	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Green	No Performance Color	Blue
66.6 points above standard	70.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	84.6 points above standard
Increased Significantly ++23 points	Declined -5.3 points	2	Increased Significantly ++16.4 points
183	48		348

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	82.3 points above standard
7	4	Increased Significantly ++18.3 points
		642

Conclusions based on this data:

1. LAHS has two sub groups in the green performance indicator and three sub groups in the blue indicator.

2. LAHS has populations of students that are so small, an indicator was not able to be provided.

3. Asian, Filipino, Hispanic, and White sub groups all showed an increase in performance over the prior year. These were all above the state standard. The sub groups of African American and Two or More Races saw a decline in performance from the prior year. However, the African American sub group performed 25.3 points above the state standards. While Two or More Races saw a decline, the performance band was still in the green range. This group performed 70.4 points above the state standard.

School and Student Performance Data

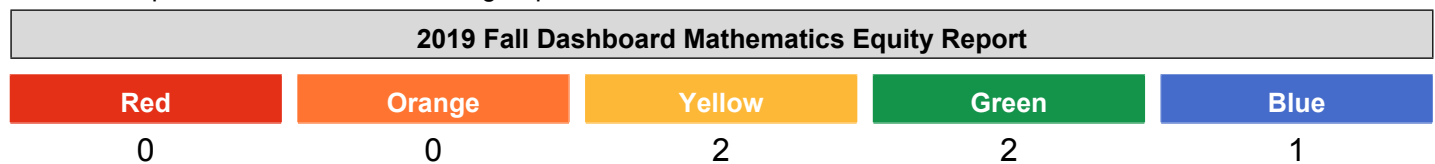## Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
21.4 points above standard	68.5 points below standard	
Increased ++7 points	Declined Significantly -23.4 points	
737	11	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	22.9 points below standard	93.6 points below standard
	Declined -4.5 points	Increased Significantly ++72.3 points
1	122	43

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
30.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	102.2 points above standard	70.5 points above standard
Increased ++13 points		Increased ++10.3 points	Increased Significantly ++24 points
38	2	85	27

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Green	No Performance Color	Green
13.8 points below standard	5.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	24.2 points above standard
Maintained ++2.7 points	Declined Significantly -32.9 points		Increased ++12.7 points
183	48	2	351

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	20.8 points above standard
		Increased ++9.3 points
7	4	645

Conclusions based on this data:

1. LAHS students performed above state standards with the exception of the sub-group of African Americans. However, African-American students demonstrated a 13 point increase in their state standards scores.

2. The sub-group of two or more races declined 32.9 points but is still performing close to 6 points above standard and is in the green category.

3. LAHS has eight subgroups that, due to their low population size, do not provide a performance indicator.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
74.2 making progress towards English language proficiency
Number of EL Students: 31
Performance Level: Very High
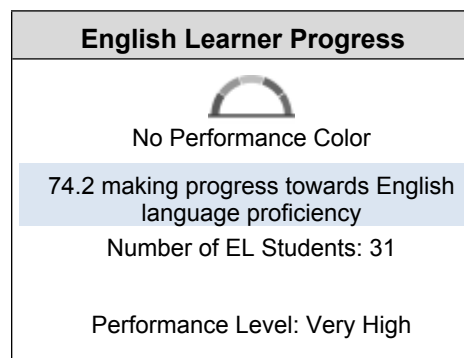
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.4	19.3	16.1	58.0

Conclusions based on this data:

1. LAHS historically has had a low population of students classified as EL. However, 74.2% of these students are making progress towards English Language proficiency.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	787	100
African American	18	2.3
American Indian or Alaska Native	1	0.1
Asian	98	12.5
Filipino	33	4.2
Hispanic	223	28.3
Native Hawaiian or Pacific Islander	4	0.5
White	373	47.4
Two or More Races	36	4.6
English Learners	13	1.7
Socioeconomically Disadvantaged	196	24.9
Students with Disabilities	65	8.3
Foster Youth	3	0.4
Homeless	7	0.9

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	270	34.3
African American	4	22.2
American Indian or Alaska Native		
Asian	63	64.3
Filipino	13	39.4
Hispanic	71	31.8
Native Hawaiian or Pacific Islander		
White	105	28.2
Two or More Races	12	33.3
English Learners	4	30.8
Socioeconomically Disadvantaged	50	25.5
Students with Disabilities	2	3.1
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	58	7.4
African American	0	0
American Indian or Alaska Native		
Asian	11	11.2
Filipino	1	3
Hispanic	17	7.6
Native Hawaiian or Pacific Islander		
White	27	7.2
Two or More Races	1	2.8
English Learners	0	0
Socioeconomically Disadvantaged	21	10.7
Students with Disabilities	5	7.7
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	553	70.3
African American	13	72.2
American Indian or Alaska Native		
Asian	87	88.8
Filipino	28	84.8
Hispanic	144	64.6
Native Hawaiian or Pacific Islander		
White	248	66.5
Two or More Races	28	77.8
English Learners	6	46.2
Socioeconomically Disadvantaged	102	52
Students with Disabilities	17	26.2
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	41	5.2
African American	0	0
American Indian or Alaska Native		
Asian	9	9.2
Filipino	1	3
Hispanic	11	4.9
Native Hawaiian or Pacific Islander		
White	18	4.8
Two or More Races	1	2.8
English Learners	0	0
Socioeconomically Disadvantaged	10	5.1
Students with Disabilities	3	4.6
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	35	4.4
African American	1	5.6
American Indian or Alaska Native		
Asian	9	9.2
Filipino	1	3
Hispanic	13	5.8
Native Hawaiian or Pacific Islander		
White	9	2.4
Two or More Races	1	2.8
English Learners	0	0
Socioeconomically Disadvantaged	9	4.6
Students with Disabilities	2	3.1
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	6	0.8
African American	1	5.6
American Indian or Alaska Native		
Asian	0	0
Filipino	1	3
Hispanic	2	0.9
Native Hawaiian or Pacific Islander		
White	2	0.5
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	2	1
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	327	41.6
African American	4	22.2
American Indian or Alaska Native		
Asian	65	66.3
Filipino	15	45.5
Hispanic	101	45.3
Native Hawaiian or Pacific Islander		
White	125	33.5
Two or More Races	14	38.9
English Learners	7	53.8
Socioeconomically Disadvantaged	67	34.2
Students with Disabilities	4	6.2
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. The data is not aggregated by sub groups. However, our "All Students" category indicates we declined 3%.

2. While we are at the high end of the band, LAHS is now in the yellow category overall.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. LAHS continues to maintain high rates of attendance and employs School Attendance Review Team (SART) to intervene on behalf of students who demonstrate attendance concerns.

2. Data was suspsended for the 2020-2021 school year.

School and Student Performance Data

Academic Engagement
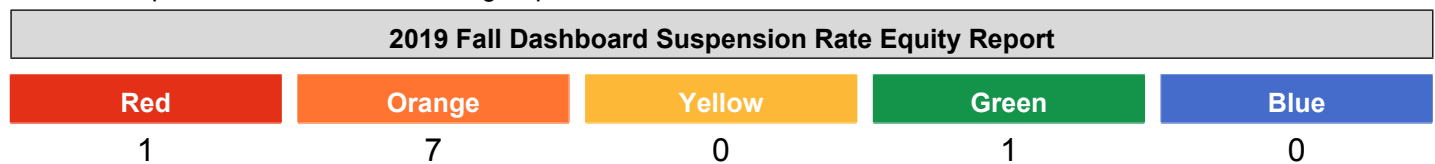## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	787	772	0	98.1
English Learners	13	12	0	92.3
Foster Youth	3		0	
Homeless	7		0	
Socioeconomically Disadvantaged	196	193	0	98.5
Students with Disabilities	65	57	0	87.7
African American	18	17	0	94.4
American Indian or Alaska Native	1		0	
Asian	98	98	0	100
Filipino	33	33	0	100
Hispanic	223	217	0	97.3
Native Hawaiian or Pacific Islander	4		0	
White	373	365	0	97.9
Two or More Races	36	36	0	100

Conclusions based on this data:

1. LAHS scored in the blue category for all students with respect to Graduation Rate. LAHS continues to graduate approximately 98% of its students on a yearly basis. The student group that was in the Orange category in 2018 but have improved to the Green category for 2019 were students with disabilities. Students in the Socioeconomically Disadvantaged sub group improved by 2%. The Hispanic sub group increased. The Asian sub group declined. The State of California considers students on a Certificate of Completion track as agreed upon by their IEP team as non-grads. This indicator will be dependent on the number of students who have been determined to be on non-diploma track per their IEP team.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	7	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
3.6	5.4	Less than 11 Students - Data Not
		5
Increased +0.8	Increased +2.3	
3201	37	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not	4.4	10.1
3		
	Increased +1.3	Increased Significantly +4.8
	569	198

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Orange	Green
4.5	Less than 11 Students - Data Not Displayed for Privacy 3	3.2	0.9
Increased +4.5		Increased +0.7	Declined -2.5
111		371	114

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Orange
2.9	3.7	0	4.3
Increased +1.1	Increased +1.6	Declined -14.3	Increased +0.7
831	188	18	1565

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	3.6

Conclusions based on this data:

1. The increase of suspension, when inspected, was due to the offense of vaping. For 2019-2020, the school has formulated and employed a multi-pronged effort for prevention, intervention, and restorative practices to reduce the suspensions in this area.

2. Multiple sub-groups were in the orange category and the sub-group of Students With Disabilities was in the red category. However, due to low population numbers in each of these sub-groups, the raw number of suspensions is relatively low and any increase will create an appearance of a spike in the percentage. Regardless, LAHS has adopted a number of restorative practices to address violations in the areas of human relations, drug/alcohol use, vaping, and interpersonal conflict.

3. The total number of student suspensions as they pertain to the entire school's enrollment and to the sub-groups provides a clearer picture.

   >All Students: 115 total suspensions
   >English Learner: 2 >Students with Disabilities: 20 >Socio-economically Disadvantaged: 25>African-American: 5
   >Asian: 12 >Filipino: 1 >Hispanic: 24
   >Two or More Races: 7
   >White: 67

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English / Language Arts

LEA/LCAP Goal

GOAL 1: Exemplary Teaching and Learning

Goal 1

Los Alamitos Unified has committed to have all (100%) students meet or exceed state standards. Three benchmark assessments have been developed which align closely to the curriculum map for eleventh English. LAHS teachers created these assessments in Illuminate. These benchmarks will be administered in late October, early February, and late March prior to the state testing. Teachers will identify students who fall below the "Met Standard" threshold, and provide additional instructional support and/or interventions to remedy the situation prior to the administration of the state exam.

Identified Need

Increase student performance on CAASPP ELA and to surpass the county and state averages.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark #1 (Late October) **Optional administration in October 2021 due to pandemic.** Benchmark #2 (Early February) Benchmark #3 (March)	Annually, we administer a benchmark in October of the academic school year. However, due to the change in learning platform, this was optional in October, 2021. However, teachers are using pre and post assessment results on unit exams to guide further instruction.	Our expected outcome is to see growth or maintenance of skill level among all students who have the benchmark assessments provided. It is the goal for all students to meet the "Met Standard" or "Exceeded Standard" level of achievement. However, it is equally important that we identify growth in all students who may not achieve this level of competency.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All juniors in English.

Strategy/Activity

LAHS English faculty typically analyze benchmark data from the prior spring and early fall each school year. However, these assessments were not administered in 2020. English teams have common assessments which address the state standards. These assessments will be used by teachers to guide instruction in preparation for spring State exams.

Junior-level English teachers will administer these benchmarks in late October, early February, and March. **The October 2021 benchmark is an optional administration for the 2021-2022 school year.**

Junior-level English teachers will utilize late-start Wednesdays to analyze the data from the given benchmarks and make instructional changes as needed to address deficiencies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Wednesday afternoon meetings (Distance Learning Bell Schedule)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Common Core English / Language Arts questions will be utilized in English assessments throughout all grade levels. This is not the only assessment used. However, all students will be exposed to the type of questions presented on the state assessment.

Strategy/Activity

English faculty will imbed Common Core English / Language Arts formatted test questions into their instructional practices and assessments throughout the year. Content teams will develop and use common assessments to better assess grade level mastery of skills and standards. Common assessments will use Illuminate/Inspect to provide information for individual teachers and students on the attainment of content standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

500	LCFF 1000-1999: Certificated Personnel Salaries Wednesday afternoon meetings (Distance Learning Schedule)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in grades 9, 10, and 11.

Strategy/Activity

The English faculty will continue to develop Common Core unit lessons at each grade level - 9th, 10th, and 11th. The content teams will review the instructional units developed in 2018-19 and evaluate their effectiveness. Revisions, as needed, will be made to these units. This may be dependent upon the instructional/learning environment as we move throughout the school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF 1000-1999: Certificated Personnel Salaries Release time

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Counselors will identify freshmen who need additional support in English/Language Arts. The classroom teacher will assist in the identification of these students.

Strategy/Activity

Counselors will work with students and parents in providing additional academic support through a credit-bearing Skills Lab classroom setting.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,000	LCFF 1000-1999: Certificated Personnel Salaries Funding for Skills Lab staff salaries.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Skills Lab has been purposefully targeting freshmen and seniors as the priority populations. Seniors are targeted to be sure they are able to earn their diploma with their graduating class. Freshmen are targeted to be proactive in ensuring they earn the necessary credits in grade 9 to stay on track towards graduation. Data indicated these steps were effective for the majority of students enrolled in this program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences to report. However, we are continually looking at ways to make the Skills Lab experience as beneficial as possible for student success.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to monitor the "D" and "F" lists at grade report intervals. Along with this, we will continue to monitor the graduation rate of the senior class.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

GOAL 1: Exemplary Teaching and Learning

Goal 2

Los Alamitos Unified has committed to have all (100%) students meet or exceed state standards. Therefore, all students performing below the "Met standards" or "Exceeded standards" mark in mathematics will demonstrate improvement on the on the interim assessments until proficiency has been achieved. All students already scoring at the "Met Standard" or "Exceeded Standard" proficient level will maintain or improve on assessments.

Identified Need

Increase student performance on CAASPP ELA and Math by 3% and to surpass the county and state averages.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark #1 (Late October) **October, 2021 benchmark optional for Algebra 1.** Benchmark #2 (Early February) Benchmark #3 (March)	The October 2021 benchmark	Our expected outcome is to see growth or maintenance of skill level among all students taking the benchmark assessments. It is the goal for all students to meet the "Met Standard" or "Exceeded Standard" level of achievement. However, it is equally important that we identify growth in all students who may not achieve this level of competency.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Algebra 1 students will participate in benchmark assessments via individual teachers (Optional in 2021-2022). It was more difficult to gain assessment data given that we were on distance learning at the beginning of the school year.

Strategy/Activity

The goal was for the Algebra 1 team to administer the three benchmarks throughout the school year (Optional in 2021-2022). We are hopeful to be able to incorporate two of these in the spring semester. These benchmarks were developed by teacher cohorts using Illuminate. The assessments align to the curriculum map for Algebra I. Subsequent assessments will be developed for Geometry and Algebra 2.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Benchmark given three times during the school year. (Goal now is two times during the academic school year.)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students enrolled in one or more math classes.

Strategy/Activity

Math faculty will incorporate Common Core formatted math questions into the corresponding math course curriculum. Math faculty will develop test questions which mirror the format of questions asked on the Common Core.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	LCFF 1000-1999: Certificated Personnel Salaries Release time and/or approved time outside the regular work day.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Specific freshmen based on test data and teacher recommendation.

Strategy/Activity

We have added a new course to the curriculum to help address struggling Algebra 1 students. This course is titled Introduction to Algebra. The class size is smaller than other math classes to maximize student - teacher interaction. Students placed in this course offering were identified by the middle school 8th grade math teachers as well as LAHS math teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	District Funded 1000-1999: Certificated Personnel Salaries Staffing class at 25:1 maximum.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students enrolled in one or more math classes.

Strategy/Activity

The math faculty will continue to work to provide accessible, UC/CSU approved math courses for all four years of high school. Continuing in 2021-2022, the math department will investigate approved math courses with a scope and sequence appropriate for a 4th year of high school (not college-level) on a college preparatory pathway. Release time and possible off-site visits and observations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3508.00	LCFF Late-start meetings; release time; and visits to local high schools for observation of instruction.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students enrolled in one or more math classes.

Strategy/Activity

Math teacher, outside of the school day, will develop Modeling Monday lessons for the math faculty. These lessons are taught quarterly on the same day. The lessons incorporate math skills with a focus on the application of these skills. This is done in all math classes grades 9-12.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,125	LCFF 1000-1999: Certificated Personnel Salaries Release time

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students enrolled in one or more math classes.

Strategy/Activity

The math teams will use sample questions formatted similarly to CAASPP as warm-ups at the beginning of class as well as within chapter/unit exams.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Algebra 1 team has assessed the effectiveness of the reduced class size of Algebra 1 (15:1) and has noted through CAASPP, district benchmark and course assessment that the increase in measurable results has not yielded sufficient student progress. At this time, the math team in conjunction with the high school and district administration investigated offering a foundations of algebra course (Introduction to Algebra) to provide extra instruction in math to improve student success in Algebra 1 in Grade 10.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The Introduction to Algebra course is in its second year of implementation. It will take this year as a benchmark along with the student success in Algebra 1 as a sophomore that will be the telling data on the effectiveness of this program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are in the second year of implementing the Introduction to Algebra course. There have been no major changes to date.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English

LEA/LCAP Goal

GOAL 2: Exemplary Student Outcomes

Goal 3

Los Alamitos Unified has committed to have all (100%) students meet or exceed state standards. Therefore, all students performing below proficiency in ELA will increase or maintain their score on the spring district benchmark assessment at the proficiency level. Interventions and re-teaching will occur based on the mid-year benchmark assessment to provide all students to achieve proficiency on the final spring assessment.

Identified Need

Increase student performance on CAASPP ELA and Math by 3% and to surpass the county and state averages.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC) assessment results.	Initial assessment	The English team's goal is to see consistent growth in student performance through the metric of the annual assessments. When the student meets their targeted goals, the student will be reclassified as from English Learner (EL) to Redesignated Fluent English Proficient (RFEP).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are identified as English Learners (EL). Approximately 37 students depending on EL identification and reclassification.

Strategy/Activity

Utilize an instructional aide three days per week to work in the classroom with identified English Learners. The English Learners who scored lowest on the ELPAC and/or have the lowest grade performance in the classes were prioritized to receive the most services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	District Funded 2000-2999: Classified Personnel Salaries Instructional aide will work with small groups and/or one-on-one with identified English Learners.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who have been reclassified as RFEP within the past two school years.

Strategy/Activity

Monitor progress of recently reclassified English Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

English Learners will be given the opportunity to attend the Skills Lab after school for additional language acquisition and support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	District Funded 1000-1999: Certificated Personnel Salaries Funding certificated staff for the Skills Lab one period after school (period 7).

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The supports for EL students is regularly reviewed. At this time, the identified students are provided supports in their English courses as well as additional classes like social sciences and sciences. The Student Support office is reviewing programs for increased EL student support as this has been an inquiry delivered at the annual ELAC meetings for Los Alamitos High School.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The site and district are researching additional supports (i.e. curricular, supplemental) for on-going use with EL students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes at this time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Core Content Areas

LEA/LCAP Goal

GOAL 2: Exemplary Student Outcomes

Goal 4

Los Alamitos Unified has committed to have all (100%) teachers new to the teaching profession or new to the District engage in a Five-year professional development plan. While this remains a site and district goal, much of the implementation has been put on hold at this time due to the current pandemic situation and its impact on public schools.

Identified Need

Need #1 – LAHS shall be staffed with highly qualified, highly trained, credentialed teachers.
Need #2 – Design and manage a comprehensive staff development plan that aligns to the District's Signature Instructional Practices for new teachers (in District for 0-5 years) and veteran teachers (in District for 6 or more years).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers across the campus and throughout the district will employ common and effective instructional practices.	Depending on the experience of the teacher, it will be expected that all teachers either begin or refine their instructional practices.	Quality instructional practices will lead to increased student learning which will lead to improved outcomes on assessments and metrics.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All new teachers will be required to participate. All veteran teachers will have the option of participating.

Strategy/Activity

Depth and Complexity instructional strategy training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF 1000-1999: Certificated Personnel Salaries Teacher participants will be released two days for training.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Interested Teachers

Strategy/Activity

Socratic Seminar training

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF 1000-1999: Certificated Personnel Salaries Teacher participants will be released two days for training.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Implementing use of Paper.co as a pre-writing review and feedback strategy in ELA and History-Social Science. Provide release time for teachers to add the use of Paper.co feedback into rubrics and scoring guides.,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500.00	LCFF

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our outcomes/goal of these activities are listed. However, much of this work has been put on hold at this time. These are on-going trainings of district best practices. The provision of these trainings to all teachers in the Los Alamitos Unified School District helps to ensure that all students are exposed to great practices inside every classroom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None to report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes at this time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

All

LEA/LCAP Goal

GOAL 2: Exemplary Student Outcomes

Goal 5

Continue to increase the percentage of seniors meeting the UC a-g college eligibility course requirements. Continue to increase access for all students to Advanced Placement courses as appropriate. Continue to increase the percentage of students completing an Advanced Placement course during their four-year high school experience and passing the corresponding AP exam.

Identified Need

Increase A-G completion rate by 2% to enhance college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of seniors successfully completing the UC a-g course of study	Minimum four-year admission requirements for entrance to a UC/CSU campus	Continual increase in the percentage of seniors who successfully completed the UC a-g course requirements.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are not on track for completing the UC a-g course requirements.

Strategy/Activity

Counselors will encourage students to take coursework to maximize their abilities in order to increase the percentage of students meeting the UC a-g college entrance course requirements.
Counselors will encourage students earning a grade of "D" or "F" in a UC a-g college entrance course to remediate the grade through summer school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60,000	District Funded 1000-1999: Certificated Personnel Salaries Classroom teachers will talk with their current students, administration providing evening parent education meetings, and counselors meeting one-on-one with individual students through the class registration process. This will also fund multiple sections of APEX UC credit recovery for students who need to remediate a college-prep failing or "D" grade.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All freshmen, sophomores, and juniors with PSAT scores

Strategy/Activity

The assistant principal will continue to work with students, families, teachers, and counselors in identifying students who traditionally have not gravitated towards AP offerings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 5000-5999: Services And Other Operating Expenditures Parent Nights informing students of AP options and possibilities.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Middle school and elementary school students

Strategy/Activity

Increase UC/CSU a-g course information requirements to students and parents whose students are at middle school and elementary school levels.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All sophomores who are interested.

Strategy/Activity

All interested sophomores will take the PSAT.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	LCFF 5000-5999: Services And Other Operating Expenditures Cost of PSAT assessments

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

K-12 College wear days the first Wednesday of each month. Given our instructional delivery model, this activity has not been employed as we are not on campus on Wednesdays at this time.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Initially done during the freshman year. Updated annually with the student/counselor during the course registration process.

Strategy/Activity

Continue to implement the "Griffin Plan" which is a four-year planning document. This document will be used by the counselors with all students as a guide for students to complete the UC/CSU a-g course requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

0.00

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Freshmen

Strategy/Activity

Utilize an additional intervention counselor to work with a targeted group of freshmen in making sure students are earning credits in all courses. Six-week progress reports as well as teacher recommendations will identify the students. The counselor will reach out to the student and parent/guardian to outline an ongoing academic plan. The counselor will monitor these students on a regular basis to ensure student academic progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

25,000   LCFF

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

LAHS continues to demonstrate a high level of A-G completion.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None to report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes to report.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$177,633.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
District Funded	$88,000.00
LCFF	$89,633.00

Subtotal of state or local funds included for this school: $177,633.00

Total of federal, state, and/or local funds for this school: $177,633.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	88,000.00
LCFF	89,633.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,008.00
1000-1999: Certificated Personnel Salaries	129,125.00
2000-2999: Classified Personnel Salaries	8,000.00
5000-5999: Services And Other Operating Expenditures	10,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	80,000.00
2000-2999: Classified Personnel Salaries	District Funded	8,000.00
	LCFF	25,000.00
	LCFF	5,008.00
1000-1999: Certificated Personnel Salaries	LCFF	49,125.00

5000-5999: Services And Other Operating Expenditures	LCFF	10,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,500.00
Goal 2	20,133.00
Goal 3	18,000.00
Goal 4	6,500.00
Goal 5	95,500.00

School Site Council Membership

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

1 School Principal

7 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

3 Secondary Students

Name of Members	Role
Christiana Kraus	Principal
Maria Kibtya	Classroom Teacher
Mark Caiati	Classroom Teacher
John Hansen	Classroom Teacher
Justin Padilla	Classroom Teacher
Jeff Heeren	Classroom Teacher
Lauren Troutman	Classroom Teacher
Tatiana San Juan	Classroom Teacher
Christy Ricks	Other School Staff
Eileen Jewell	Other School Staff
Cheryl O'Neill	Other School Staff
Bill Andrews	Parent or Community Member
Surbhi Bose	Parent or Community Member
Jo Shade	Parent or Community Member
Susan Hsieh	Parent or Community Member
Mai Tran	Parent or Community Member
Will Brandenberger	Secondary Student
Miranda Paduano	Secondary Student
Hannah Fackrell	Secondary Student

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
	Gifted and Talented Education Program Advisory Committee
	Other: Leadership Council Faculty Forum Faculty Forum Curriculum Sub-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 January 20, 2021.

Attested:

Principal, Christiana Kraus on 1/20/2021
SSC Chairperson, Maria Kibtya on 1/20/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019