

School Year: **2022-23**



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 18, 2023	March xx, 2023

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 district has three specific LCAP goals, they are:

- 1) Exemplary Teaching and Learning
- 2) Exemplary Student Outcomes
- 3) Exemplary Connections

The Los Alamitos Unified School District (Los AI 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 AI USD are diverse, high-achieving and contribute greatly to the District’s culture of excellence. Los AI 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, 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.

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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).

In the 2021-2022 school year, Los Alamitos High School partnered with Challenge Success to survey parents, students, and staff to give perspectives on areas related to their school lives. In addition, the school also surveyed students and staff at the end of the 2021-2022 school year. The purpose behind the end-of-year student survey was to gauge how the school has and continues to support students to provide fulfilling and meaningful school experiences. The staff survey at the end of the year was designed to gauge both WASC and Challenge Success priority goals in Belonging, Engagement, and Well-being, and how the school site can continue to support staff with further training and professional development. The end of the year state-level Healthy Kids Survey (CAHKS), was given to students in May 2022. The CAHKS is given to grades nine and eleven annually and is designed to collect data on local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. A summary of all five surveys given during the 2021-22 school year are listed below:

Fall 2021 Student Key Findings:

KEY FINDINGS

School Perception

» "Difficult or Stressful," used by 38% of students, is the most common category of words students use to

describe Los Alamitos. "Fun," "Boring," and "Too Much Homework" are the next most common, used by

23%, 17%, and 14% of students, respectively.

» 57% of students, say they have an adult they can go to if they have a personal problem. 89% of students

have a peer they can go to.

» The most common major sources of stress students experience are "Grades, tests, quizzes, finals, or

other assessments" (77% of students) and "Overall workload and homework" (70%). Other sources

reported by more than half of students are: "Lack of sleep" (58%), "A lack of time to play, relax, or be with

friends and family" (55%), "Procrastination and time management (55%), and "Your future plans" (50%).

Workload and Engagement

» Students report doing an average of 3.0 hours of homework per week night, and 2.6 hours per weekend. 65% of students feel that they have "too much" homework.

» 65% of students are Doing School, meaning they "often" or "always" do their work, but "rarely" or "never"

value it or enjoy it. An additional 15% are Purposefully Engaged, meaning they "often" or "always" do

their work, and value it, but "rarely" or "never" enjoy it. 15% of students are Disengaged, meaning they

neither do, enjoy, nor find value in their schoolwork. 3% of students are Fully Engaged, meaning they

"often" or "always" do their work, enjoy it, and value it. 2% fall into other patterns of engagement.

Sleep

» Students reported getting an average of 6.3 hours of sleep per weeknight.

Fall 2021 Teacher Key Findings:

School Climate

» "Caring and Welcoming" and "Challenging or Rigorous" both used by 11% of faculty/staff are the most common categories of words used to describe Los Alamitos High School.

» 63% of faculty/staff report that they "agree" or "strongly agree" that Los Alamitos High School prioritizes helping students with their social, emotional, and behavioral well-being. However, only 26% of faculty/staff "agree" or "strongly agree" that the school places a priority on teaching its students strategies to manage their stress levels.

» 45% of faculty are "not at all confident" or "a little confident" in students' ability to cope with stress.

» 80% of faculty/staff report "often" or "always" enjoying their job. 78% report "often" or "always"

finding their job meaningful.

Workload and Stress

» The most common major source of stress faculty/staff experience is "Overall workload" (51% of faculty/staff).

» 71% of faculty/staff feel that they are "often" or "always" "confident in their ability to cope with job-related stress."

» 71% of faculty/staff report "often" or "always" having "too much to do and not enough time to do it."

» Faculty/staff report spending an average of 2.6 hours per weekday working outside of school hours.

Possible Changes

» 48% of faculty/staff feel that "Creating more opportunity for students to interact with teachers or receive academic support" would be "quite" or "very effective" at reducing students' stress and improving their well-being.

What I Wish You Knew student Spring 2022 survey key findings:

Of 373 responses, students noted they:

- Wished their teachers knew they schedule, how much work they as students have to do, less homework equals less stress, wished for more engagement from teachers, and a want for a culture of learning instead of pursuit of grades.
- Wished their parents knew, they love their parents, school is hard, they are not lazy, and are trying their best.
- Wished their friends knew, life is more than high school, how important they are, they are sometimes moody, and what they go through personally.

Challenge Success Staff Priority Survey Spring 2022:

- Moving forward in WASC and Challenge Success, which pedagogical topic is of greatest interest to you as a site focus? 51.2% noted engagement is a focus topic moving forward.

- Which type of PD do you prefer to learn more about possible practices. Staff noted full-day PD, Teacher-less sessions, and instructional networking as key areas for professional development in the 2022-23 school year.
- Which practices would you like to learn more about related to engagement? 50% of teachers surveyed were looking for ways for students to self-assess as part of formative practice.
- Which practices would you like to learn more about related to well-being? 52.4% of teachers said they would like more planning tools to help students choose their academic and extracurricular schedules.
- Which practices would you like to learn more about related to belonging? 61.7% of teachers said they would like a relationship audit to find kids who don't feel connected to an adult on campus.

CA Healthy Kids Survey Summary:

Note. Average percent of respondents reporting "Agree" or "Strongly agree."

tAverage percent of respondents reporting "Agree" or "Strongly agree." #The scale was based on five survey questions for in-school respondents. '1/J The scale was based on four questions for remote respondents.

± Rating of 6 or higher.

In-school only.

*Average percent of respondents reporting "Pretty much true" or "Very much true."

§ Past 12 months.

- -----

School Engagement and Supports Grade 9% Grade11%

School connectedness# (In-School Only) 53 50

School connectedness N (Remote Only)

Academic motivation 54 54

School is really boring± 67 68

School is worthless and a waste of time± 22 24

Monthly Absences (3 or more) 16 20

Maintaining focus on schoolworkt 32 27

Caring adult relationships* 50 59

High expectations-adults in school* 62 69

Meaningful participation* 17 21

- Facilities upkeepSchool Safety and Cyberbullying

School perceived as very safe or safeKey Indicators of Substance Use, Remote Learning, and Student Well-Being Grade 9% Grade 11%

Notes: Cells are empty if there are less than 10 respondents.

'l Past 30 days.

l Today.

0 Remote only.

11 Past 7 days.

:f: Average percent of respondents reporting "Pretty much true" or "Very much true."

§ Past 12 months.

=i=Average percent of respondents reporting "Satisfied" or "Very satisfied."

Substance Abuse Grade 9% Grade 11%

Current alcohol or drug use 'l 6 19

Current marijuana use 'l 3 8

Current binge drinking 'l 2 8

Very drunk or "high" 7 or more times, ever 2 10

Been drink or "high" on drugs at school, ever 2 5

Current cigarette smoking 'l 0 1

Current vaping 'l 4 8

Current tobacco vaping 'l 4 7

Current marijuana vaping 'l 2 5

Routines Grade 9% Grade 11%

Eating of breakfast l 60 51

Bedtime (at 12am or later) 29 39

Learning from Home Grade 9% Grade 11%

Average days worked on schoolwork (≥ 5) 'l 0

Synchronous instruction (4 days or more) l 0

Interest in schoolwork done from home 0

Meaningful opportunities :f: 0

Social and Emotional Health Grade 9% Grade 11%

Social emotional distress :f: 36 35

Experienced chronic sadness/hopelessness § 35 39

Considered suicide § 15 16

Optimism:f: 40 42

Life satisfaction =i= 61 61

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)

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 and summative 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 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)

Los Alamitos High School participated in the process of several textbook adoptions and pilot processes for curricular adoptions during the 2022-2023 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 provides 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 including a site training day in Fall and district professional development in Spring.

Textbook adoptions:

World History

Chemistry

World Language secondary readings

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 transcending content-specific focus. In working with Challenge Success, Los Alamitos High School has been developing professional learning through three strands: Engagement, Well-being, and Belonging. These have led the overarching goals for the Fall and Spring professional development days as well as the monthly "Pocket PD" learning sessions. In addition, staff development areas such as EDUProtocols, 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 and education in the past few years, district and site professional development efforts are heavily focused on social-emotional well-being for students and staff, as well as an evaluation of stress management and reduction for both 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. The English department has begun the process of reviewing core texts and benchmarks 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, College Board requirements, and CTE course needs as needed. World history courses are mid-textbook adoption as of December 2022.

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 Labs and also Academic Labs for our Special Education students as well as our English Language Learners. These spaces are class periods providing 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 and Edgenuity remediation courses within our four, core content areas: English, math, sciences, and social sciences.

Evidence-based educational practices to raise student achievement

Staff have been and continue to be trained at the site and district level in strategies to raise student engagement. Teachers have been trained in using Thinking Maps, Depth of Knowledge, and Socratic Seminars to support student-centered learning.

Parental Engagement

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

Regularly updated grades in Aeries, posting assignments and classroom communications in Google Classroom, class and school-wide communication through Parentsquare, 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 Sunday evening to all Los Alamitos High School families. This newsletter included information on all aspects of campus life in the 4 A's - Academics, Activities, Athletics, and the Arts. Parents are also actively engaged in PTSA, School Site Council, and support a variety of booster clubs for both athletics and 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 three times throughout each school year. Membership is inclusive of parent/community members, teachers, classified staff, and students. In addition, the English Language Advisory Council (ELAC), meets two to three times a year to mirror the communications of School Site Council and to discuss English Language Learner needs at the school.

Funding

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

LCFF funds are used to support site interventions.

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) Revolution Now! 24/7 live and online academic tutoring and writing review and support with credentialed teachers. This is a free service for our students.
- f) Professional development and planning time for Math and English departments in developing resources and assessments.

Fiscal support (EPC)

Educational Partner 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 monthly Leadership Council meetings as needed. Leadership council is made up of teacher leaders, department chairs, and administration. Parents, students, certificated staff, and classified staff participate in the process through involvement in the School Site Council (SSC) and the English Language Advisory Council (ELAC). Both the SSC and ELAC meet three times per year. Prior to approval, all School Site Council members receive a final draft for the School Plan 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. The last approval of the SPSA by the School Site Council was in January 2022.

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 and stakeholder experiences. The following were made in collaboration with the Los Alamitos High School staff and the WASC visiting committee:

1. Continue to explore ways to increase technology utilization as a teaching tool to guide instruction for an increase of student learning outcomes.
2. Reflect and expand research based instructional strategies to address a need to increase - students in all subgroups.
3. Increase culturally relevant pedagogy to encourage students to relate to course content.
4. Address the issue of disciplinary inequity. Students and parents need to be educated on the discipline continuum so that everyone understands the rationale and the perception of inequity is alleviated.
5. Continue to develop Performance Based Assessments (PBA) to support the success of all student learners.
6. Continue to refine a systematic approach to late start Wednesdays for collaboration and analysis of data to inform instruction.

During the March, 2019 site visit, the Visiting Committee agreed with the six identified goals in the Self Study, and worked with the Self Study Committee to develop three revised areas of need, which are detailed below and supported during the April, 2022 mid-cycle visit:

1. Through professional development and team collaboration time, increase student A-G course completion by implementing research-based strategies for at-risk students across all disciplines, including all subgroups. (Low Socio, Latino, EL , Special Ed, and African Americans)
2. Develop a culture in which all sub-group populations feel included, respected and treated equitably on campus through communication, activities, instructional strategies, curricular choices in all disciplines, and through fair, consistent, transparent and equitable behavior consequences.
3. Continue to explore the use of technology as an instructional tool to enhance Student Learner Outcomes.

All students were issued a Chromebook as part of a 1:1 technology initiative. Students use their Chromebooks in class as part of access to lessons and resources. Additionally, in Fall, 2022, the school opened the new STEM building which provided new spaces for the College and Career Center and the Media Center. A new position, College and Career Specialist, was created to support

the needs of underserved and unduplicated students, including English Learners and foster and homeless students. Both the Career Center and Media Center provide spaces for learning and educational opportunities in training students for college and career options. In December 2022, the new Wellness Center was opened as a space to support the social emotional needs of all students supported by two full-time wellness counselors.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.22%	0.1%	0.09%	7	4	3
African American	3.61%	2.8%	3.03%	114	90	96
Asian	12.85%	13.3%	13.93%	406	425	442
Filipino	3.48%	3.3%	2.90%	110	106	92
Hispanic/Latino	26.27%	27.2%	27.02%	830	871	857
Pacific Islander	0.54%	0.6%	0.66%	17	19	21
White	46.58%	45.6%	43.82%	1,472	1,463	1390
Multiple/No Response	6.42%	7.1%	8.32%	203	228	264
	Total Enrollment			3,160	3,208	3172

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	823	846	798
Grade 10	789	797	828
Grade 11	800	775	776
Grade 12	748	790	770
Total Enrollment	3,160	3,208	3,172

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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	35	37	40	1.1%	1.20%	1.3%
Fluent English Proficient (FEP)	351	377	387	11.1%	11.80%	12.2%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	756	764	752	740	727	710	739	726	710	97.9	95.2	94.4
All Grades	756	764	752	740	727	710	739	726	710	97.9	95.2	94.4

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2664.	2685.	2678.	50.61	54.41	54.93	30.04	30.44	27.61	11.77	10.19	10.28	7.58	4.96	7.18
All Grades	N/A	N/A	N/A	50.61	54.41	54.93	30.04	30.44	27.61	11.77	10.19	10.28	7.58	4.96	7.18

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	54.26	50.42	49.72	34.10	44.01	43.38	11.64	5.57	6.90
All Grades	54.26	50.42	49.72	34.10	44.01	43.38	11.64	5.57	6.90

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.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	57.45	57.02	56.48	33.60	37.55	35.77	8.94	5.42	7.75
All Grades	57.45	57.02	56.48	33.60	37.55	35.77	8.94	5.42	7.75

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	41.54	27.05	26.48	52.77	68.52	67.61	5.68	4.44	5.92
All Grades	41.54	27.05	26.48	52.77	68.52	67.61	5.68	4.44	5.92

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	50.81	50.21	40.56	40.51	46.90	53.80	8.67	2.90	5.63
All Grades	50.81	50.21	40.56	40.51	46.90	53.80	8.67	2.90	5.63

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	756	764	752	743	701	719	743	695	719	98.3	91.8	95.6
All Grades	756	764	752	743	701	719	743	695	719	98.3	91.8	95.6

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2648.	2645.	2638.	26.78	28.35	26.56	30.55	31.51	30.60	26.38	21.01	21.28	16.29	19.14	21.56
All Grades	N/A	N/A	N/A	26.78	28.35	26.56	30.55	31.51	30.60	26.38	21.01	21.28	16.29	19.14	21.56

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	42.13	33.00	32.13	32.71	50.58	46.59	25.17	16.43	21.28
All Grades	42.13	33.00	32.13	32.71	50.58	46.59	25.17	16.43	21.28

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	32.03	30.16	27.96	53.84	58.15	59.81	14.13	11.69	12.24
All Grades	32.03	30.16	27.96	53.84	58.15	59.81	14.13	11.69	12.24

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	33.11	31.22	30.46	54.10	60.72	58.97	12.79	8.06	10.57
All Grades	33.11	31.22	30.46	54.10	60.72	58.97	12.79	8.06	10.57

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.

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 and Modeling/Data Analysis and Communicating Reasoning.

 Problem Solving and 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 than 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	1541.3	1568.8	*	1523.4	1555.0	*	1559.0	1582.2	4	11	12
10	1613.9	*	1566.3	1631.8	*	1552.8	1595.7	*	1579.5	15	9	12
11	*	*	*	*	*	*	*	*	*	8	4	8
12	*	*	*	*	*	*	*	*	*	7	10	5
All Grades										34	34	37

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	9.09	16.67	*	36.36	50.00	*	45.45	33.33	*	9.09	0.00	*	11	12
10	46.67	*	25.00	33.33	*	50.00	6.67	*	8.33	13.33	*	16.67	15	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.24	41.18	18.92	38.24	23.53	59.46	14.71	29.41	13.51	8.82	5.88	8.11	34	34	37

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	18.18	16.67	*	18.18	58.33	*	54.55	25.00	*	9.09	0.00	*	11	12
10	60.00	*	41.67	20.00	*	16.67	13.33	*	33.33	6.67	*	8.33	15	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.06	47.06	27.03	35.29	23.53	48.65	11.76	23.53	21.62	5.88	5.88	2.70	34	34	37

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	0.00	16.67	*	27.27	41.67	*	63.64	33.33	*	9.09	8.33	*	11	12
10	26.67	*	8.33	40.00	*	58.33	13.33	*	8.33	20.00	*	25.00	15	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.41	23.53	13.51	32.35	26.47	43.24	23.53	38.24	29.73	14.71	11.76	13.51	34	34	37

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	9.09	0.00	*	54.55	100.00	*	36.36	0.00	*	11	12
10	46.67	*	8.33	53.33	*	83.33	0.00	*	8.33	15	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.12	8.82	2.78	50.00	70.59	94.44	5.88	20.59	2.78	34	34	36

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	54.55	33.33	*	18.18	58.33	*	27.27	8.33	*	11	12
10	66.67	*	66.67	26.67	*	33.33	6.67	*	0.00	15	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	67.65	73.53	62.16	23.53	14.71	35.14	8.82	11.76	2.70	34	34	37

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 Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	18.18	25.00	*	54.55	58.33	*	27.27	16.67	*	11	12
10	53.33	*	33.33	20.00	*	41.67	26.67	*	25.00	15	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.12	38.24	24.32	35.29	41.18	59.46	20.59	20.59	16.22	34	34	37

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 Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	0.00	0.00	*	90.91	100.00	*	9.09	0.00	*	11	12
10	13.33	*	8.33	80.00	*	75.00	6.67	*	16.67	15	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.71	17.65	10.81	79.41	76.47	83.78	5.88	5.88	5.41	34	34	37

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.
3. The total number of students rose compared to the previous two years from 34 to 38 or 8.95%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
3,172	16.1	1.3	0.1
Total Number of Students enrolled in Los Alamitos High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	1.3
Foster Youth	2	0.1
Homeless	13	0.4
Socioeconomically Disadvantaged	511	16.1
Students with Disabilities	246	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	96	3.0
American Indian	3	0.1
Asian	442	13.9
Filipino	92	2.9
Hispanic	857	27.0
Two or More Races	264	8.3
Pacific Islander	21	0.7
White	1,390	43.8

Conclusions based on this data:

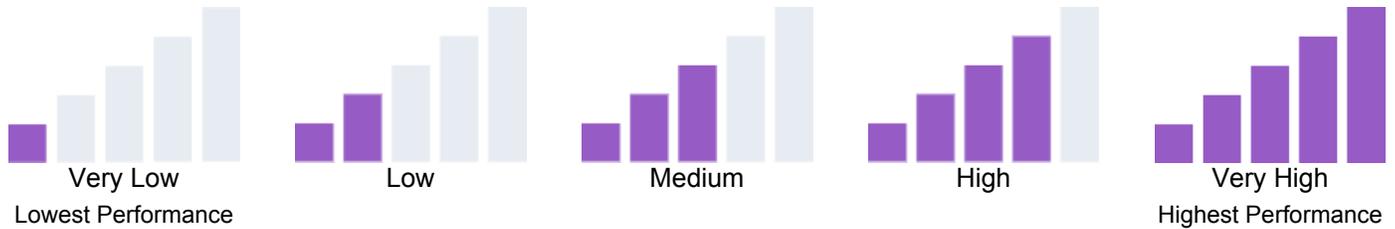
1. Our data demonstrates the increasing diversity of LAHS student body in terms of Race/Ethnicity.
2. LAHS continues to have a low percentage of English Learners (EL).
3. Our percentage of socioeconomically disadvantaged students continues to increase year over year.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very High	Graduation Rate Very High	Suspension Rate Medium
Mathematics High		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

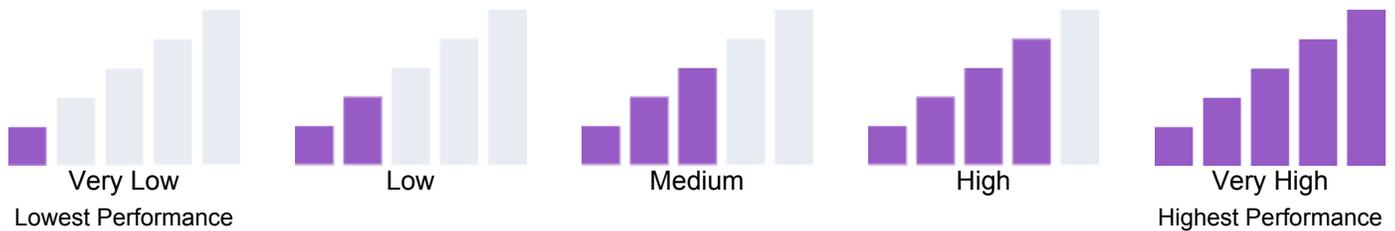
1. We are in the top performance areas (blue and green) in all areas measured with the exception of Suspension Rate and College/Career. Suspension Rate is Orange and College/Career is Yellow.
2. Suspension rate increased as a result of suspensions related to vaping or possession of vape-related products.
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

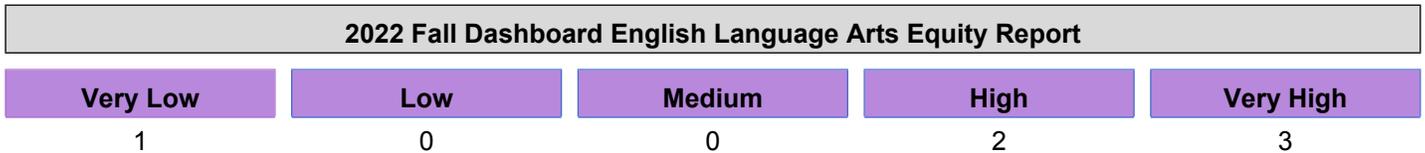
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

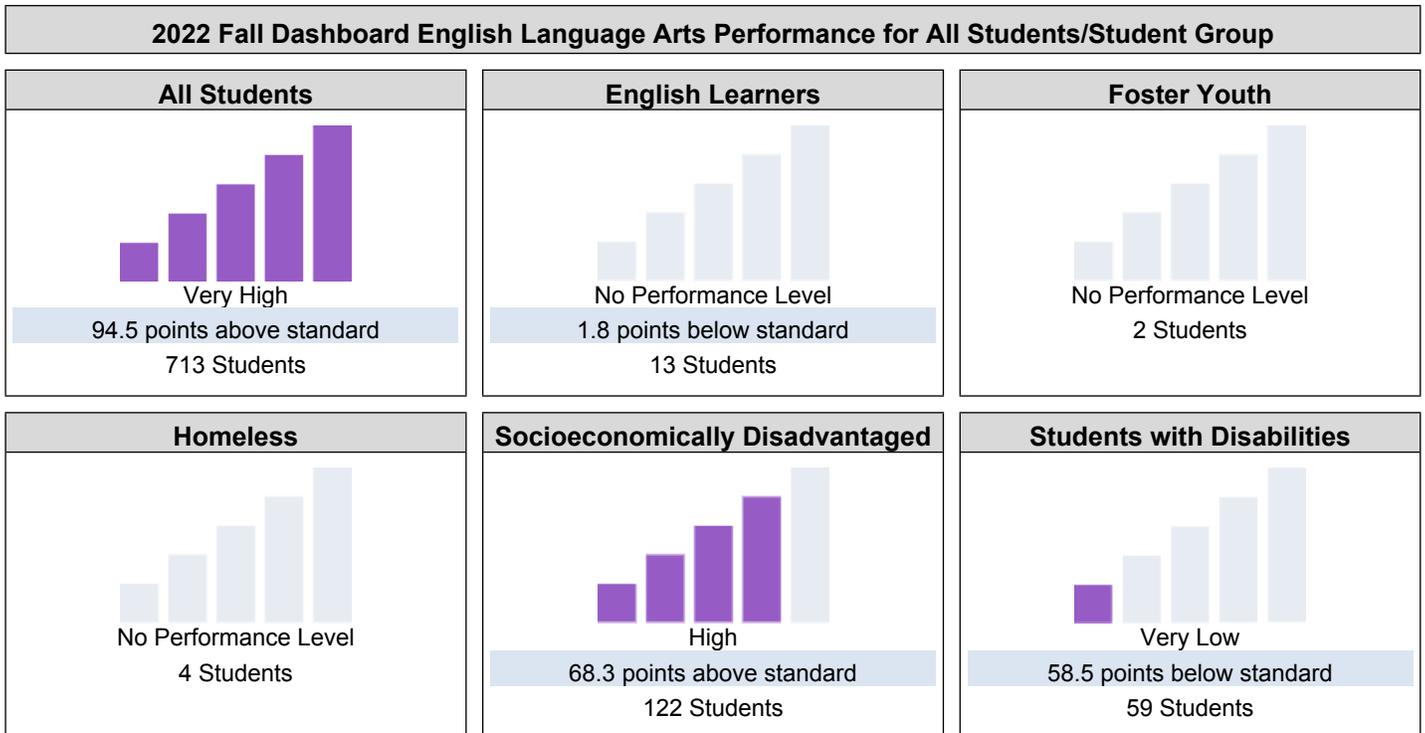
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



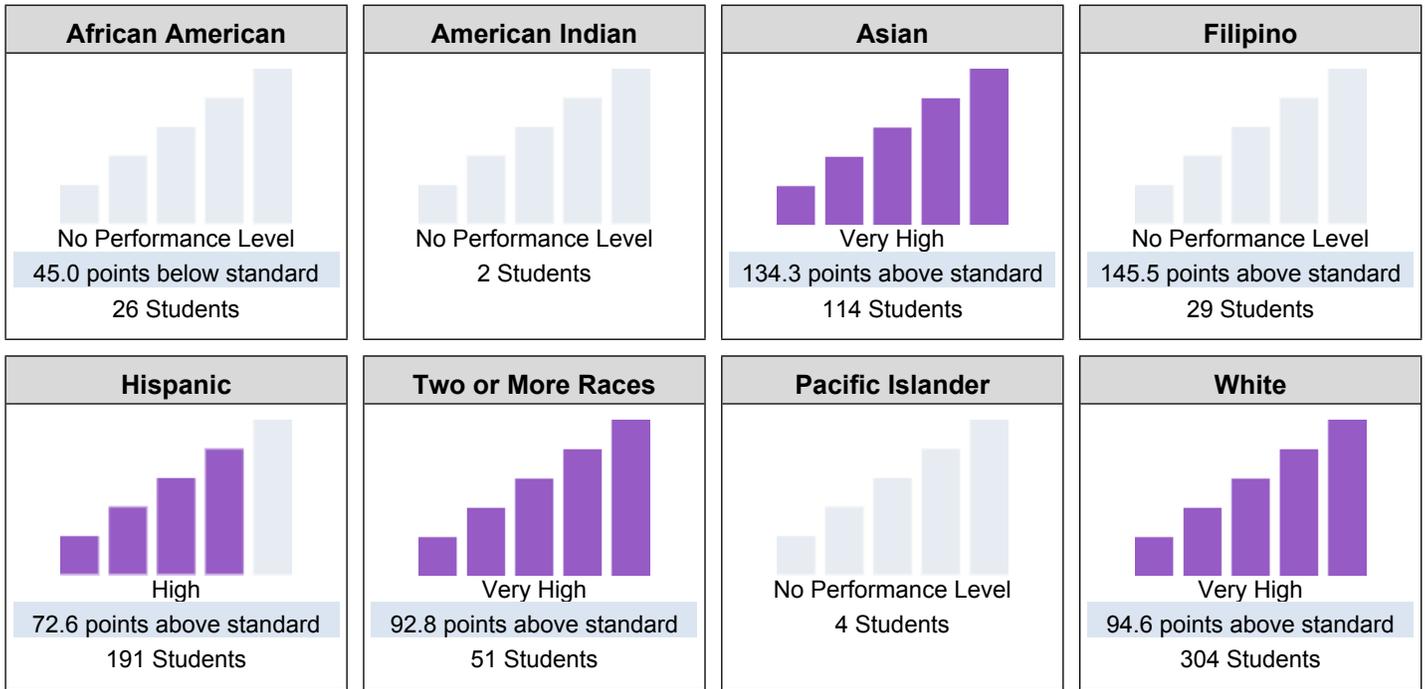
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	6 Students	94.3 points above standard 616 Students

Conclusions based on this data:

- LAHS has two sub groups in the green performance indicator and three sub groups in the blue indicator.
- LAHS has populations of students that are so small, an indicator was not able to be provided.
- 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

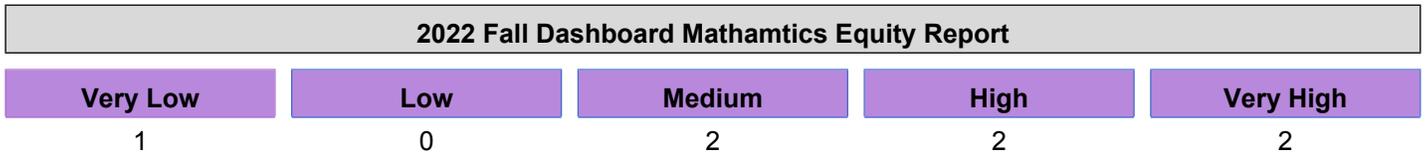
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

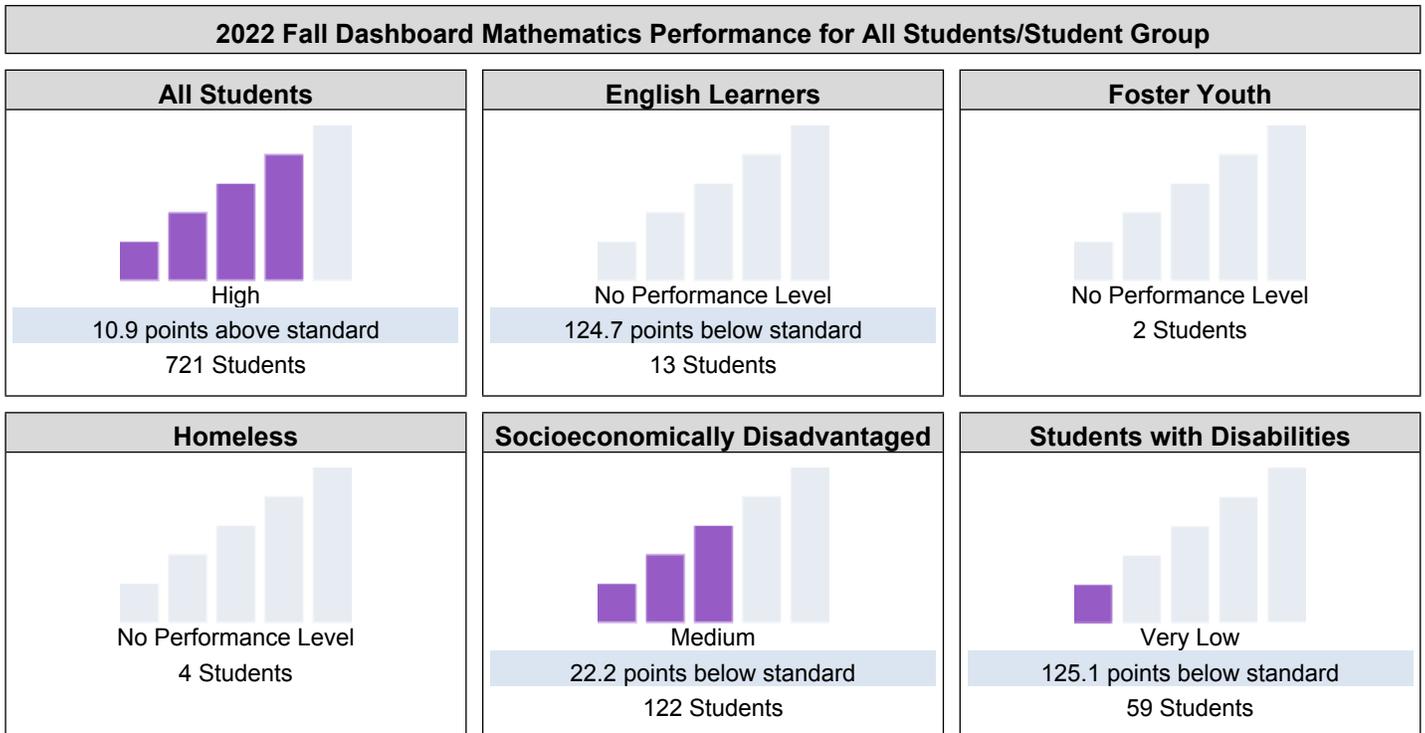
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



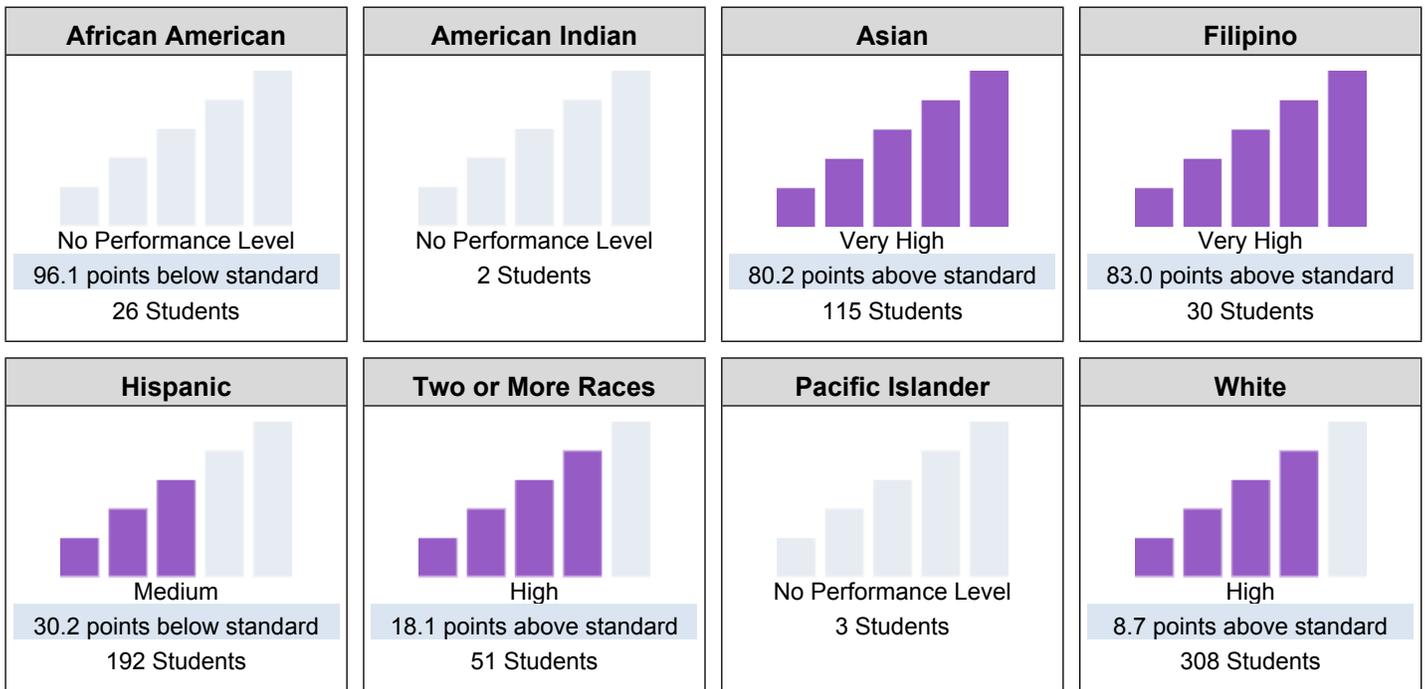
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	6 Students	8.3 points above standard 624 Students

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.

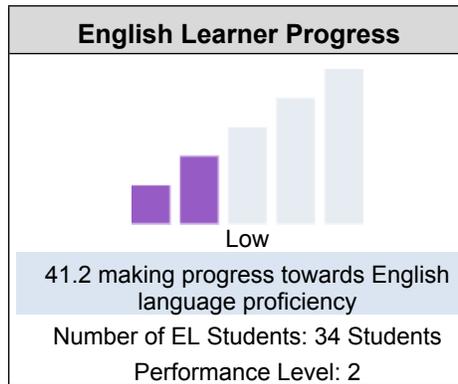
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
35.3%	23.5%	8.8%	32.4%

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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

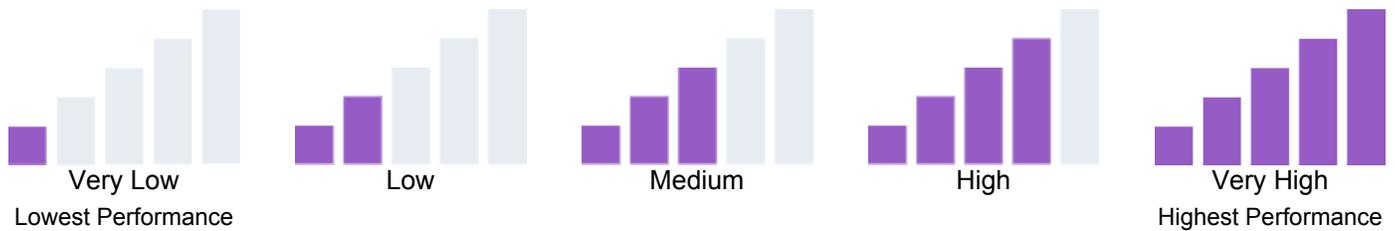
Conclusions based on this data:

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.

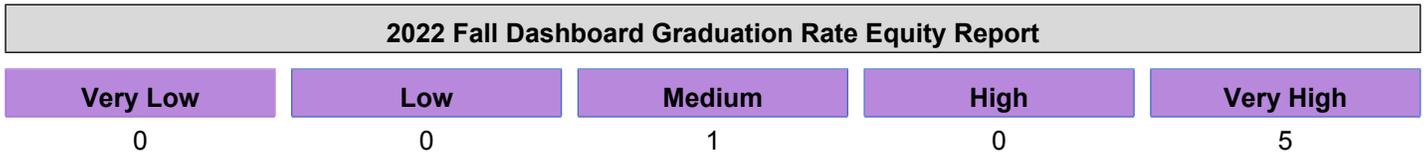
School and Student Performance Data

Academic Engagement Graduation Rate

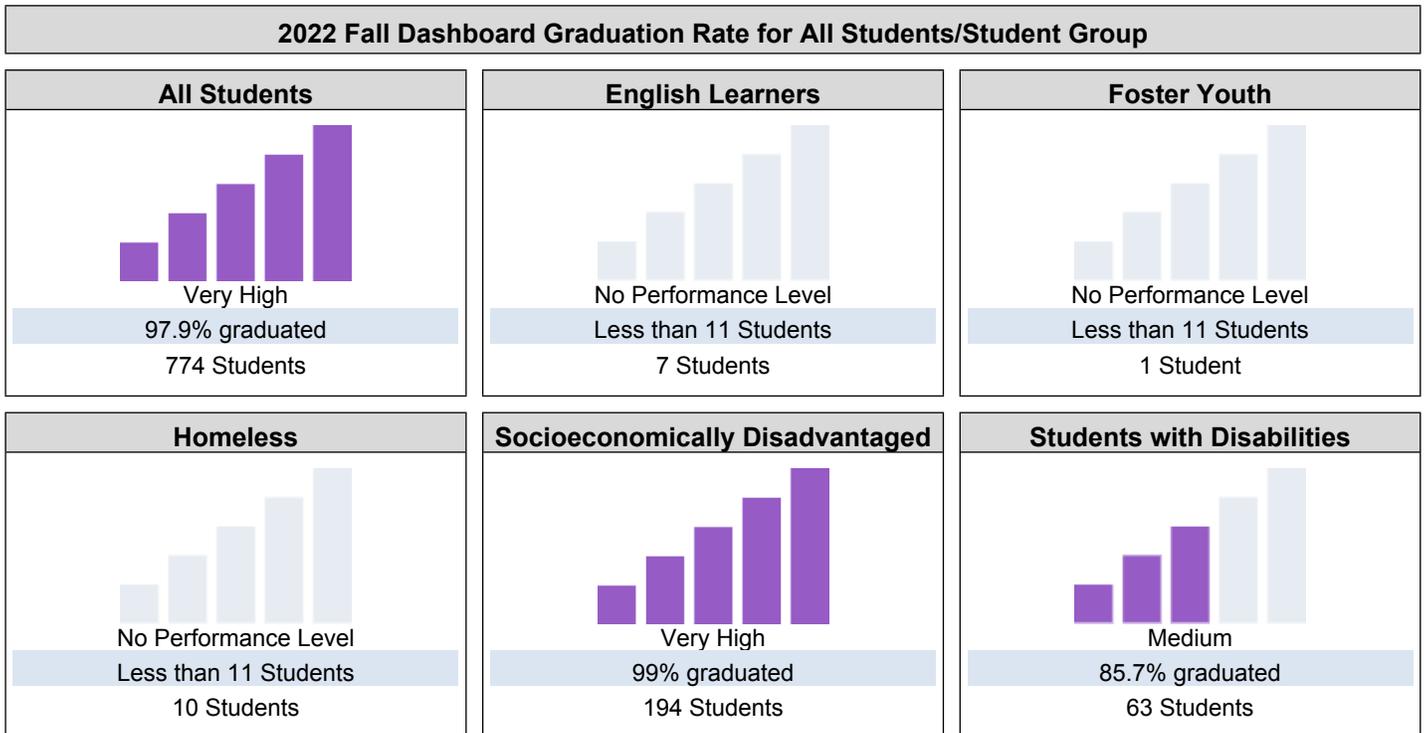
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



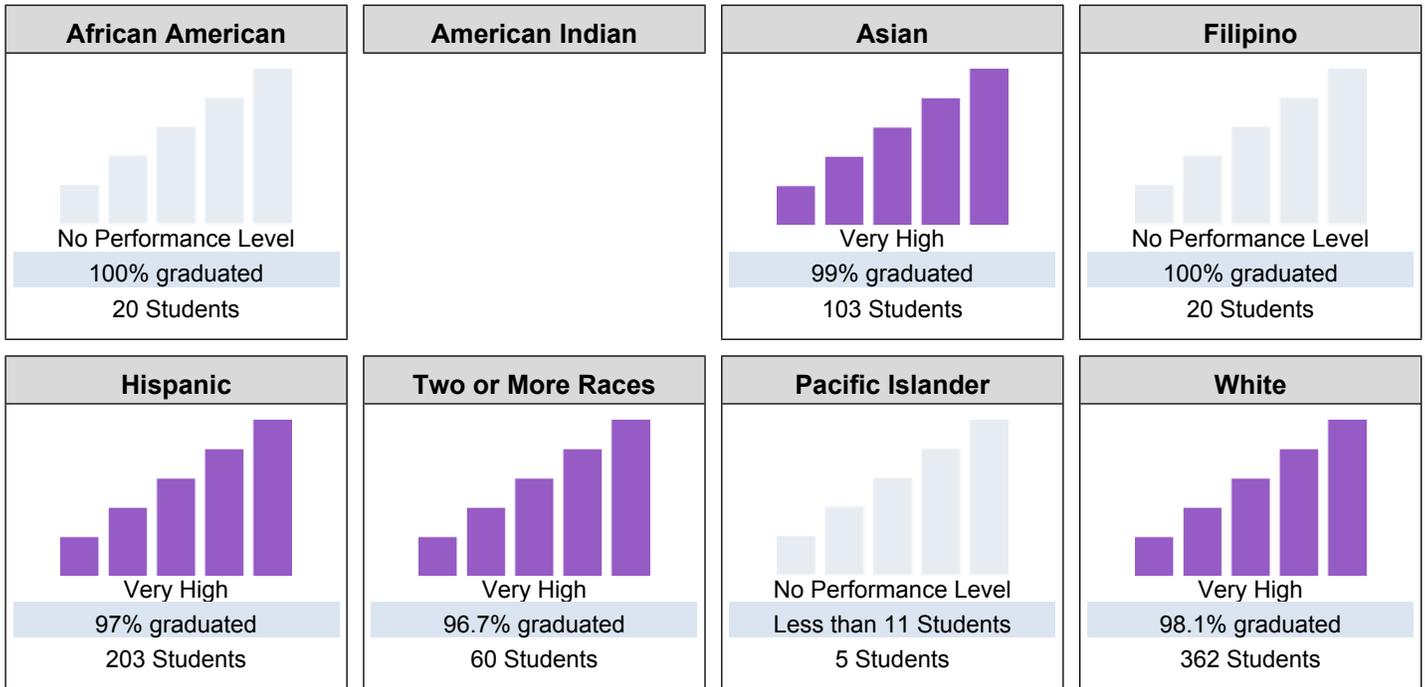
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

- 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

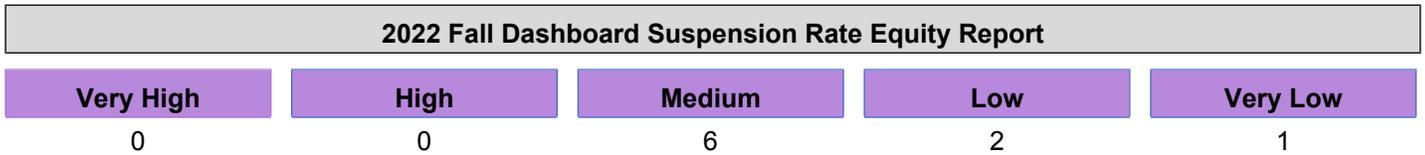
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

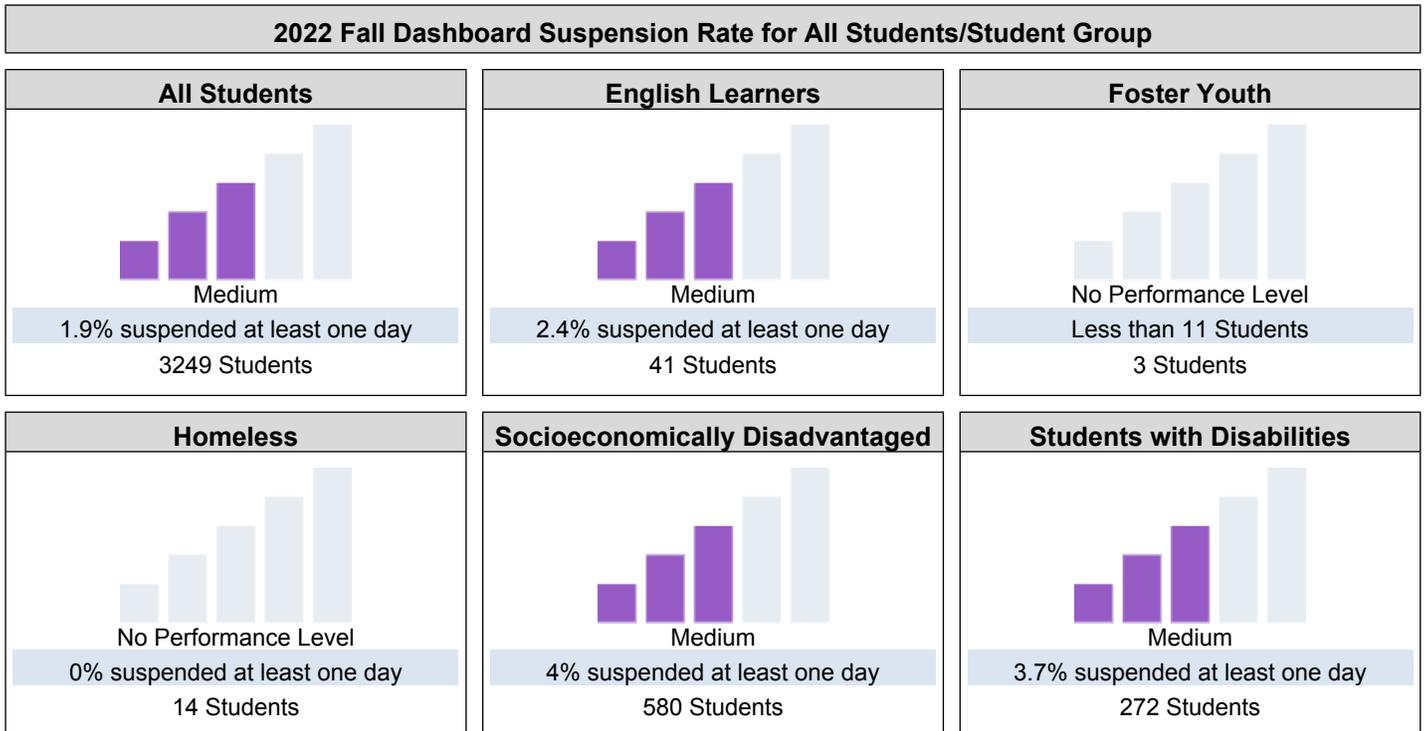
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



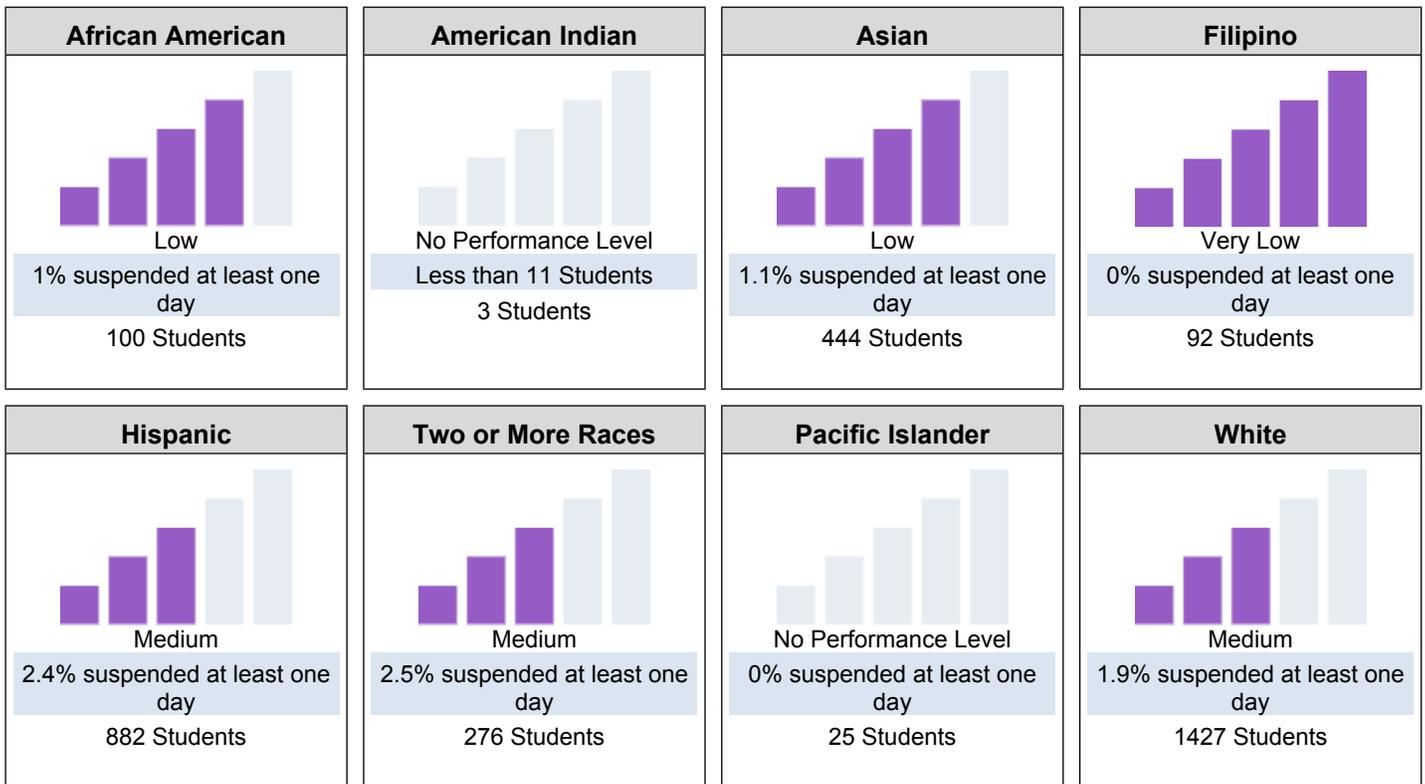
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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

Supports to increase teaching rigor and learning opportunities

LEA/LCAP Goal

GOAL 1: Exemplary Teaching and Learning

Goal 1

Los Alamitos Unified is committed to all students by providing exemplary teaching and learning opportunities to promote academic success. This is achieved through a professional development plan aligning to District Signature Instructional Practices, site WASC goals, and Challenge Success goals, and provided interventions to students through highly qualified teachers. Review and implementation of current and relevant instructional materials, technology to support student learning, and intervention supports for students are key foci that site teachers and administrators are using to raise student achievement.

Identified Need

Increase student performance and access to supports by providing professional development opportunities for all educators, update instructional materials that are current and relevant, implement interventions and support through virtual and in-person tutoring, and continued development of site Skills Lab in Math, English, and Science.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decreased D and F rate and an increase in A-G completion.	The site is examining CAASPP data and re-examining the administration of benchmarks to create a more systemic approach to analyzing data and providing supports to students and remediate those needing additional help in Skills Lab.	The site has a goal to maintain or increase our student A-G completion and graduation rates and at the same time decrease our D and F rate systemically.

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 students in grades 9, 10, 11, and 12

Strategy/Activity

Teachers will participate in professional development twice a year in the Fall and Spring with a focus on social-emotional learning and increasing engagement. The sessions continue to align with District and WASC goals and continue with the Challenge Success goals of Engagement, Well-being, and Belonging.

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)

10,000

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
Hiring site/district and outside presenters

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All 9-12 grade students

Strategy/Activity

LAHS will continue to build Skills Lab supports for 9-12 grade students in order to provide opportunities for intervention and remediation in core classes in Math, English, and Science.

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)

27,360

Source(s)

LCFF - Supplemental
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All 9-12 grade students

Strategy/Activity

Tutoring supports: LAHS continues to offer before and after school tutoring supports in both Griffin Lab and math tutoring, a Special Education (SPED) after school lab, and through the Web-based

tutoring service Revolution Now. Working with teachers, Griffin Lab and math tutoring will have morning and afternoon time slots to meet student needs. The site will re-evaluate and expand tutoring through math and the Griffin Lab as needed.

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)

1000.00

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All 9-12 Grade students

Strategy/Activity

LAHS continues to support all students through educational technology. While some tools and technologies are District Funded, such as the 1:1 Chromebook distribution, and technology programs such as Revolution Now for online tutoring, and TurnItIn and No Red Ink for writing development, and Delta Math in math courses, the school site directly funds technology tools as supports in the classroom. LAHS has invested in Quizlet in 2022-2023 for vocabulary support in core classrooms, including English, Math, Science, Social Science, and World Languages.

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)

1000.00

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All 9-12 grade unduplicated students

Strategy/Activity

LAHS has hired a College and Career Readiness counselor to provide direct supports to our unduplicated students.

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)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

9-12 grade students

Strategy/Activity

Pocket Professional Development (Pocket PD):

LAHS offers bi-monthly professional development called Pocket PD aligning to the three Challenge Success goals of Engagement, Well-being, and Belonging. The site funds teachers who develop and present tools and strategies and also teachers who attend the professional development sessions.

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)

3960

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

9-12 grade students in core classes

Strategy/Activity

LAHS continues to invest in teachers through departmental collaboration pull-out days. Teachers from core departments meet in course-alike and departmental teams for pull-out days to review data, plan assessments and lessons, and align practice with the WASC, District, and Challenge Success goals, and increase the percentage of students meeting UC A-G course requirements. The school site will also use time for cross-departmental work to examine school site and state-level data and pursue the development of more comprehensive benchmarks to meet student needs throughout the high school experience.

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)

[Empty box for Amount(s)]

District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

9-12 students of all new teachers will be required to participate.

Strategy/Activity

LAUSD has committed to have all (100%) of teachers new to the teacher profession or new to the LAUSD District to engage in a 5-year professional development plan. All veteran teachers will have the option of participating. This program will continue to provide depth and complexity in instructional strategies.

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: 2021-22

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. The program, however, also meets the needs of 10th-, 11th-grade, and 12th-grade students. 9-10 grade Skills Lab works to build skills and 11-12 grade Skills Lab to remediate and keep students on

track. 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 while learning skills in a mentor-mentee peer mentor program to stay on track towards graduation. Data indicated these steps were effective for the majority of students enrolled in this program.

From teacher and student surveys, there is a need for more professional development in engagement and teacher strategies as well as social-emotional supports. These are the driving factors in building the goals for the two professional development days as well as the Pocket PD, bi-monthly professional development for teachers. The goal is to instill systemic teaching practices throughout all departments that lead teachers to increased student engagement and give students more meaningful learning experiences.

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

Skills Lab continues to grow. In January 2023, the Skills Lab team along with administration and district support will examine the APEX and Edgenuity platforms to decide on a single platform for remediation work. We are continually looking at ways to make the Skills Lab experience as beneficial as possible for student success for all learners. Mentors are also paired with our English Language (EL) learners in Skills Lab for skill building and academic success.

The school site and district work together in developing the professional development days and the 5-year professional development training. The site has created a training model for teachers with the Challenge Success goals of Engagement, Well-being, and Belonging. Teachers and administration working together through direct feedback and surveys will provide training to increase student engagement, improve pedagogical practices, and develop social-emotional supports.

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. We also will analyze State Testing data from 2021-2022. We will examine current Seniors and their score in comparison/growth from their 8th grade state test. We will also look at our 9th - 11th grade students to examine grades and how they performed during their 8th grade assessment. Along with this, we will continue to monitor the graduation rate of the senior class.

Professional development will continue to be assessed through feedback via direct discussions and computer-created surveys. The school site will continue to adapt to meet instructional and classroom needs as necessary. Student feedback will be gleaned from continued work with Challenge Success surveys, site created surveys, and the annual California Healthy Kids Survey.

Through the Challenge Success program, LAHS has made changes to the following to site practices through an updated homework policy, mindfulness regarding test schedules, and instructional time which includes mindfulness strategies to address social-emotional learning.

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

Increase A-G completion for all students through assessment, data analysis, and rigorous and accessible curriculum

LEA/LCAP Goal

Goal 2: Exemplary Student Outcomes

Goal 2

Los Alamitos Unified developed this goal to increase student performance that continues the alignment of Goal #1 of academic excellence for all students. To increase the A-G completion rate, student achievement will be assessed and interpreted through data analysis and both the site benchmarks and state-level assessments. In 2022-2023 Los Alamitos High School teachers and administration are beginning a core collaborative process in Math, English, Science, and Social Science, to re-examine site and state data to create targeted intervention to all students and re-evaluate the efficacy of benchmark assessments at a systemic level. For our special education students, Los Alamitos High School will continue to develop the co-teaching model to provide support for students in core classes in Math, English, Science, and Social Science. Advanced Placement courses are a key part of the curriculum that Los Alamitos High School continues to develop by sending teachers to summer institutes and making AP available to all students. The CTE program continues to develop as internship opportunities are created in the community and the site continues to develop the second year of the biomedical pathway.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Benchmarks, semester site data, and state assessment data.</p> <p>Percentage of seniors successfully completing the UC A-G course of study.</p>	<p>Site continues to administer benchmarks in Algebra 1 and English 3, review state assessment data from 8th grade and the 11th grade assessment, and use pull out days to build in-class remediation for students. A-G completion rates, graduation rate, college-going rate to 2- and 4-year institutions.</p>	<p>Our expected outcome is to see growth or maintenance of skill level among all students who have the benchmark assessments and state assessments provided. It is the goal for all students to meet the "Met Standard" or "Exceeded Standard" level of achievement. It is equally important that we identify growth in all students who may</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		not achieve this level of competency and provide professional develop support for faculty and remediation and intervention supports for students.

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)

Math Algebra 1 and English 3 students

Strategy/Activity

LAHS English faculty typically analyze benchmark data from the prior Spring and early Fall each school year. English teams have common assessments which address the state standards. These assessments are used by teachers to guide instruction in preparation for Spring State (CAASPP) exams. Junior-level English teachers will administer these benchmarks in late October, early February, and March. Junior-level English teachers will utilize late-start Wednesdays and pull out days to analyze the data from the given benchmarks and make instructional changes as needed to address deficiencies.

Math faculty will imbed Common Core Math 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 to provide information for individual teachers and students on the attainment of content standards.

This year the site is re-evaluating the benchmarks and benchmark process through data examination and exploring next steps in creating more expansive benchmarks that meet students in each grade level in Math and English.

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)

26625

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

9-12

Strategy/Activity

AP Summer Institutes

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)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

9-12 grade SPED students

Strategy/Activity

Continue development of co-teach model in core courses for the SPED population

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)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

9-12

Strategy/Activity

Build internship opportunities for CTE pathways and develop year two of the biomedical program.

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)

[Empty box for Amount(s)]

District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

9-12 grade students

Strategy/Activity

College and Career Center family nights to build access and information for college-going and career-minded students. The College and Career Center also partners with the Collegewise group to support mini-series presentations.

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)

[Empty box for Amount(s)]

Site Formula Funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Create a new 4th-year math course to build a 4-year math program for all students.

Strategy/Activity

The math team, in conjunction with the district and site administration, will examine the efficacy and need for a new 4th year math course to build out a 4-year, A-G approved, math pathway for all students. The math faculty will continue to work to provide accessible, UC/CSU approved math courses for all four years of high school. Continuing in 2022-2023, 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 through release time, surveys to students and faculty, and possible off-site visits for observational research.

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)

[Empty box for Amount(s)]

[Empty box for Source(s)]

1680

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

9-12 grade English

Strategy/Activity

Teachers in English 3 working with administration will develop a zero-period or seventh-period remediation program for students at the D or F level in English 3. The program is mid-semester, short-term, requiring full attendance, and designed to give students strategies for success and an opportunity to improve their grade in Semester 2 and diminish needs for summer school remediation. These courses allow students to work directly with credentialed LAHS English teachers to focus on core skills. The work will help to improve their current English grade for an identified unit of study and this will replace the identified low or missing assignments with a percentage of original credit.

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)

5,000

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Student identified as English Learners; approximately 37-38 students depending on current EL identification and reclassification based on the ELPAC assessment.

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)

District Funded
2000-2999: Classified Personnel Salaries

Strategy/Activity 9

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)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 10

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)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 11

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)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

11 grade students/9-10 grade students interested in the PSAT and/or the Pre-ACT

Strategy/Activity

All interested 11th grade students will take the PSAT and/or the Pre-ACT

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: 2021-22

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.

Creation and implementation of benchmarks for English 1 through English 3 and for the first three years of math. The English remediation program in Spring semester has a goal to decrease the need for summer remediation and increase the graduation rate for seniors struggling in senior-year English.

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.

Additional funding supplied through the District to meet goals beyond LCFF funds. The site and District are researching additional supports, including technological, curricular, and supplemental tools, 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.

Current benchmarks are only in Algebra 1 and English 3. Creation of systemic benchmarks and analysis of data to meet needs of students through the first three years of school. Decrease in D and F rate of Spring semester English.

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

Develop a culture where students are connected through the 4 A's

LEA/LCAP Goal

Goal #3 - Exemplary Connections

Goal 3

Through Los Alamitos Unified Priority Goals and stakeholder and student feedback, the district aims to connect all students through the 4 A's of Academics, Athletics, Activities, and the Arts. Los Alamitos High School is working to create a culture of connectedness for all students and to build student-teacher relationships. Another key need has been to provide additional mental health and social emotional well being. By increasing both parent and student engagement, the site will continue to develop a climate of belonging where all students feel connected and safe.

Identified Need

Identify student needs through culture and academic supports to create an environment where all students feel safe, supported, and connected to the four A's of the school: academics, athletics, arts, and activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Yearly survey's and rosters showing an increase in student participation and connection with school activities and supported by school culture initiatives.	Challenge success Healthy kids surveys Site-generate survey's in specific coursework and for site-wide measurements.	Increase "meaningful classroom experiences" and classroom and school connectedness through involvement in school programs and activities.

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)

9-12

Strategy/Activity

Los Alamitos High School opened a wellness space in December 2022, the Wellness Center, staffed by a both a Wellness Center and Mental Health Counselor. This is a dedicated safe space for students with mental and social-emotional needs.

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)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

9-12

Strategy/Activity

Los Alamitos High School began working with the non-profit Challenge Success to work with both site staff and all students to promote an engaging and safe space on campus. In working with Challenge Success, the site is working on measuring students and staff needs and addressing the student experience.

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

Site Formula Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

9-12

Strategy/Activity

Los Alamitos High School is working with the program Every 15 Minutes to engage students in positive decision making and outcomes that affect themselves, family, friends, and the community.

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)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

9-12

Strategy/Activity

Los Alamitos began the Academic Mentors program where junior- and senior-age students go to core classes in Math, English, and Science to support their 9th and 10th grade peers in academic success. Los Alamitos continues to build the Academic Mentor program so that mentors can provide tutoring and academic supports to their peers and provide early intervention access.

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)

[Empty box for Amount(s)]

5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Freshmen participating in the GWAM program.

Strategy/Activity

Los Alamitos continues its 20-year program, Griffins with a Mission, to support the transition into high 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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

9th grade students

Strategy/Activity

Link Crew works as a support to welcome the Freshmen Class to Los Alamitos High School. Link Crew provides not only beginning of the year activities, but activities throughout the year to provide opportunities to connect with their peers and the 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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

9-12 grade students

Strategy/Activity

LosAI 4 Life: The LosAI4Life framework seeks to accomplish a connected and safe campus by highlighting and praising behavior through positive incentives. By incentivizing good behavior (and tying it into the values associated with what our community believes the word "Los AI" represents), teachers are able to reward students in class, and then use the experience of the raffle to keep other students focused on making healthy choices 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)

Parent-Teacher Association (PTA)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Annual survey's to students as well as site data in discipline, counseling, and suspension data.

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

Programs funded through site and district funds to implement culture-building goals.

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.

The site uses "Every 15 Minutes" every two years and will interchange with the culture-building program "Breaking down the Walls." The goals remain the same: create a system that promotes a connected and safe culture.

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	\$76,625.00

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 (\$)
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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
LCFF - Supplemental	\$76,625.00
Site Formula Funds	\$0.00

Subtotal of state or local funds included for this school: \$76,625.00

Total of federal, state, and/or local funds for this school: \$76,625.00

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
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Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	76,625.00
Site Formula Funds	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	28,305.00
5000-5999: Services And Other Operating Expenditures	20,960.00
None Specified	27,360.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	28,305.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	20,960.00
None Specified	LCFF - Supplemental	27,360.00
	Site Formula Funds	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,320.00
Goal 2	33,305.00
Goal 3	0.00
Goal 5	0.00

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
Cynthia Hopkins	Classroom Teacher
Justin Padilla	Classroom Teacher
Chelsea Kakalia	Classroom Teacher
Lauren Troutman	Classroom Teacher
Tatiana San Juan	Classroom Teacher
Eileen Jewell	Other School Staff
Cheryl O'Neill	Other School Staff
Lillian Ford-Patterson	Other School Staff
Matt Riehm	Other School Staff
Brian Rosa	Parent or Community Member
Emily Ledterman	Parent or Community Member
Surbhi Bose	Parent or Community Member
Lori Smith	Parent or Community Member
Alison Mohanna	Parent or Community Member
Isabella Gasper	Secondary Student
Lailah Downs	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
	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 18, 2022.

Attested:

Principal, Christiana Kraus on 1/18/2022
SSC Chairperson, Maria Kibtya on 1/18/2022

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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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.

Educational Partner 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 as 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 Educational Partner 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 (Educational Partner 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/guidanceuseseseinvestment.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 (Educational Partner 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/guidanceuseseseinvestment.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/>

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