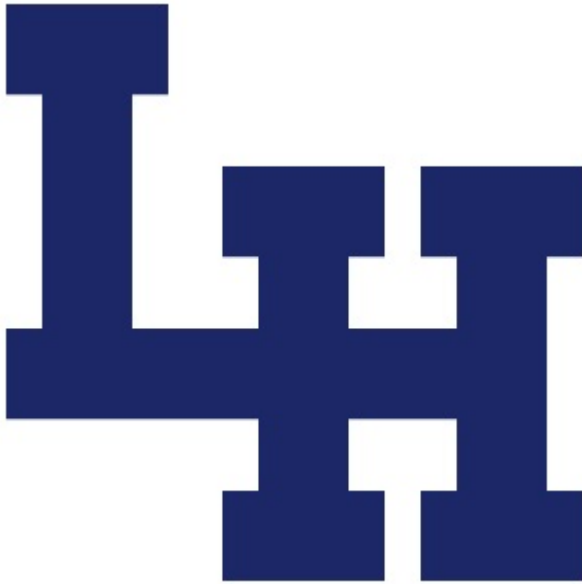School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Habra High School	30665143033362	November 18, 2021	

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.

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

First, we will gather input from all of our stakeholders. We will hold meetings and send out surveys to ensure everyone's voices are heard. Then we will see how that data aligns with our WASC Goals. Once we have all of this data and input, then we will align our SPSA with the Local Control and Accountability Plan. We will ensure that we are able to align resources with our goals which we will constantly monitor for progress throughout the year by gathering data and reviewing it as a school community.

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).

During the 2020/21 school year, students, parents, and staff members were encouraged to participate in separate LCAP surveys created by the District Advisor Committee (DAC) to provide important feedback and information for updating and revising each school site's LCAP plan. In addition, the California Healthy Kids Survey was provided to students and parents as well to provide the state information regarding the lifestyles and overall health of pupils. Teachers were encouraged to survey their students on a semester basis for the purpose of collecting feedback regarding students' learning experiences. Special Education students participated in career interest and aptitude surveys and results were used to develop career and occupational goals during IEP meetings. Stakeholders were also surveyed by district personnel while developing the FJUHSD's LCAP plan and the community was surveyed regarding facilities and future spending priorities. La Habra High School's Guidance Department continued implementing the Naviance program and surveyed seniors as part of the check-out process in May 2021. As a school site with incredible parent involvement, La Habra High School is able to gather ongoing input and feedback from stakeholders through meetings with PTSA, ELAC, and SSC. Other valuable input and feedback are solicited from teachers, staff, students, and community members/business partners as an ongoing effort to meet students' educational needs.

In 2020/21, La Haba High School continued to grapple with the closure of in-person instruction that occurred in March 2020. Since that time the FJUHSD began the process of surveying all stakeholders with respect to moving to full-time distance learning with as little learning loss as possible. This included surveys related to home internet access and provision of wi-fi hotspots, assuring that the District-provided Chromebooks for students were working properly, and regarding how best to provide continual student support for not only academics but also socio-emotional wellbeing. In June 2020, the District formed a Reopening of Schools Task Force that met several times to focus on the creation of a plan for instruction and learning for when school would reopen for the 2020/21 school year as well as to help guide the 2020/21 LCP. Surveys were conducted online in English, Spanish, and Korean to gather additional feedback from students, parents, and staff members regarding the reopening of schools. Subcommittees of this task force were formed to provide stakeholder feedback in the areas of Health and Safety, Instruction and Student Progress Monitoring, Mental Health and Social/Emotional Learning, and Communications that included representation of all stakeholder groups including students, parents, teachers, classified staff, and administration. For the 2020/21 school year, students were surveyed before the start of school in August 2020 to determine their preferred placement in either a completely online learning platform via Zoom or to be in-person for two days per week in a hybrid learning model. This initial feedback continued throughout the year in order to help have a safe opening to the school year as well as provide flexibility for all stakeholders in order to continue meeting students' educational needs throughout the year. The 2021/22 school year will mark a return to full, traditional, in-person learning for the entire District with an option for students to choose a full-time online learning model through La Sierra High School's iSierra Online Academy if they so desire.

The common themes that arose from the consultation meetings impacted the formulation of the LCAP in several key areas:
- Hire and retain high-quality teachers and provide professional learning and collaboration opportunities for staff members to continue implementing state standards, integrate best instructional practices, and use technology as both a learning and teaching tool. (State Priorities 1 and 2)
- Include restorative practices to the overall educational program and provide students with mental health, social/emotional support, and/or interpersonal relational skills training in addition to traditional academic support according to how these conditions affect academic performance. (State Priorities 5 and 6)
- Improve internal and external communication and break down language and cultural barriers to families of English learner (EL) students with increased personal contact and through building relationships. (State Priorities 3 and 5)
- Increase students' opportunities by encouraging them to take CTE courses and increase the "a-g" completion rate. Provide increased support for students attempting honors and AP courses and training for teachers to better support struggling students in advanced courses. (State Priorities 7)
- Focus on critical thinking, college and career level writing, college and career level math skills, technology fluency, communication, and other practical twenty-first-century skills students will need after high school. (State Priorities 4 and 8)

Classroom Observations

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

Each year, administrators conduct daily walk-throughs of classrooms, and summations are shared during weekly site administrator team meetings where strengths, as well as areas of needed improvement, are identified. Summations are used to plan professional development opportunities that occur on designated professional development days as well as other school days. Additionally, teachers are formally evaluated every year, every other year, or every three years based on their employment status. Teachers share best practices during weekly meetings and observe modeled lessons during trainings facilitated by our site-instructional coaches and other professional development activities. Site administration has been able to observe the best practices of La Habra teachers and provide opportunities for all teachers to observe those practices as appropriate for the content area they teach. This method of increased teacher collaboration of sharing best practices is encouraged with department leads in bi-monthly leadership meetings. In addition, District and parent surveys are used to solicit input for the LCAP. Course surveys are also administered to students each semester. Results are used to inform and enhance teaching practices. In 2020/21 when distance and hybrid learning models were being used, site administration was given access to teachers' Google Classrooms and online Zoom meetings in order to continue the process of observing classrooms and providing timely and relevant feedback to drive instruction. Summations and feedback focused on the mitigation of learning loss in classrooms due to the inability to provide normal in-person instruction.

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)

During the 2021/22 school year, teachers, and administration will continue to use all available assessment data (CAASPP, CAST, PSAT/SAT, AP, ELPAC, Physical Fitness Test, District benchmarks, and Nelson-Denny) to drive instruction and make adjustments when necessary to increase student success. Teachers and administration also work collaboratively in Curriculum Committees with other FJUHSD school sites to share best practices, determine scope and sequence, and plan professional development opportunities accordingly. Departments and curriculum teams use assessment data (i.e. CAASPP, EAP, Benchmark Assessments) to adjust and modify instruction. English and math departments look at the trend of CAASPP test scores to provide students with targeted support in an effort to improve instruction from year to year. In order for all students to be college-ready, this entails looking at instructional practices to ensure they can demonstrate content/skill mastery on standardized tests whether in College Prep or Honors/AP classes. English and math departments review proficiency test data to identify strengths and areas of need for student performance and provide targeted interventions as appropriate. Specific interventions for math include academic readiness courses for Algebra 1 and Algebra 2 to bolster student's math skills prior to taking the courses for credit during the school year. Student progress is also monitored in English using the Nelson-Denny Reading Test (NDRT) during students' freshmen year to guide instruction and ensure appropriate placement and again in their sophomore year to measure growth in reading levels from ninth to tenth grade. Beginning in 2017/18, freshmen students showing a large discrepancy in their reading scores are placed into an Academic Intervention class that uses the Read 180 program to help boost their reading skills. For 2020/21, three additional teachers were trained in Read 180 to provide additional reading support. There are now four teachers trained and teaching Read 180 on-site.

Despite the fact that the 19/20 school year ended in a distance learning model, teachers, counselors, and administration have been able to draw on a wide range of assessment data to help improve student achievement and mitigate learning loss moving forward. This includes reading and math assessment data from Read 180, Math 180, and District benchmark tests as well as the Nelson-Denny and ELPAC. Additional data will come via teacher referrals using Concerned Students forms, SIT team meetings, and informal assessments within classes for EL students as well as students with IEPs. Throughout the 2020/21 school year, students had a Student Support period built into both the distance and hybrid learning schedules to provide more opportunities for teachers to address learning loss with students who are not meeting performance goals. Counselors and teachers worked together to identify and assist any students who were struggling with distance learning in an effort to improve overall student success.

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

Teachers create assessments to monitor student progress and inform instruction. They vary from formative and summative assessments that range in nature from essays to lab reports, tests and quizzes, as well as projects and presentations. Teachers analyze the results of these assessments to reteach as needed and review intervention strategies while also reflecting on their own instructional practices. In addition to formal assessments, teachers have focused on checking for understanding throughout lessons and class discussions to assess student learning before administering high stakes exams.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of all staff members are highly qualified in their subject areas of instruction.

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

Teachers are provided with instructional materials that are CCSS-based as well as District and Board approved. All teachers have professional development opportunities provided by the District in their specific content areas as well as staff development provided by the site Leadership Team in areas such as Google/Google Classroom, and department/PLC meetings to consider educational literature and best practices. Teachers new to instruction in an AP course attend training specific to the content area they are teaching. Teachers' professional development opportunities were provided virtually in 2020/21 and included the following: CUE Conference, NGSS, LTEL training, Mental Health training, and Restorative Practices training to name a few. New teachers also continued to benefit greatly from and were supported by District-wide training through the Elevated Achievement Group (EAG), which will continue into 2021/22 especially for new teacher support. For 2021/22, teachers will be able to attend similar professional development opportunities including Social Science teacher training in new textbook adoptions as well as training pertaining to increased proficiency in the use of instructional technology. While in both distance and hybrid learning models in 2020/21, teachers were provided built-in professional development time in the bell schedules to engage them in extensive training to prepare, collaborate, and improve instructional practices.

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

Teachers have ongoing opportunities to participate in professional development and collaboration on-site, at the District Office, through the Orange County Department of Education, and by attending professional conferences and workshops provided by various outside agencies. There has been a concerted effort by District and school administrators to provide teachers with multiple opportunities to attend Common Core workshops, time to review Common Core instructional materials, study Common Core standards, and analyze SBAC sample performance tasks. Release time has been provided for teachers to develop pacing guides, course outlines, practice performance tasks, and benchmark exams that are aligned with the Common Core and State Standards. Additionally, teachers have been afforded the opportunity to observe master teachers and present sample lessons to students that utilize effective instructional strategies. Teachers have also had the opportunity to receive training regarding best math instructional practices, effective literacy, and instructional techniques. Additional support for teachers has been implemented for technology training for teachers to utilize as an instructional tool for enhancing lesson design by incorporating technology into the classroom to facilitate student learning. Various technology workshops have been offered for teachers to self-select based on their current ability level.

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

Teachers engage in structured professional development that is conducted by content experts in the areas of math, English, science and social science. Professional development has also been provided during the summer for teachers that have expressed interest in developing proficiency in the use of technology in the classroom. Prior to the move to distance learning, further instructional support had been offered to teachers in the form of instructional cohorts. These cohorts were developed and lead by two La Habra High School Instructional Coaches that facilitate meetings with teachers to reflect on their current instructional practices. Teachers were given release time to attend these meetings to further their professional development. For 2020/21, the goal will be to move back to providing this support as needed. The Diostrict TOSAs in all curricular areas continue to support both subject area teachers with specific instructional strategies that align with CCSS and instructional practices. The English department has been trained, and continues to create a deeper understanding of best instructional practices with newly adopted textbook materials that include online resources. The science department has been involved in ongoing trainings with Orange County Department of Education regarding Next Generation Science Standards (NGSS). Finally, all other departments are seeking professional development through respective professional organizations. During 2020/21, professional development has been organized by District Educational Services to provide a variety of technology training for both distance and hybrid learning situations. In addition, the District continues to invest in a wide variety of Personal Protective Equipment (PPE) to provide a safe learning environment for both students and staff members. Each site also developed an individual School Safety Plan in 2020/21 in accordance with county requirements.

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

For the return to full in-person instruction in 2021/22, La Habra will return to award teachers with the opportunity to collaborate in monthly PLC meetings, District curriculum meetings, bi-monthly leadership meetings, on-going staff meetings, and department meetings. Teachers can participate in articulation meetings with teachers from feeder schools, local colleges and universities. During the 2020/21 school year while in distance learning, teachers were allotted department and program collaboration time every other Wednesday at the end of the school day. Upon the shift to a hybrid instructional model, teachers will have daily allotted collaboration and preparation time built into the schedule.

Teaching and Learning

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

All curriculum and instructional materials are aligned to content and performance standards as evidenced by pacing guides, syllabi, teacher collaboration, and District curriculum team meetings. Vertical articulation occurs on many levels including administration and content teachers (Leadership Team members). The principal also attends monthly articulation meetings with elementary feeder schools/districts to streamline expectations for instruction and student learning.

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

Not applicable

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

Student intervention is a priority at La Habra High School that is reflected in the number of intervention courses woven into the master schedule. HiSTEP classes are offered to all freshman students and to struggling upperclassmen as identified by grades, attendance, and discipline. Some students are also placed in an Algebra Foundations class depending on the math assessment results of the student. Reading intervention courses are offered at the school to meet the unique needs of Special Education, English Learners, and mainstream learners. Also, sections of Academic Intervention courses have increased to further support reading literacy to our at-risk students through the implementation of the Read 180 program in these classes. Upperclass students who are behind in credits have the ability to enroll in the La Vista/La Sierra program to make-up credits, take elective and math courses from La Habra teachers, and participate in the La Sierra Reading Intervention and credit recovery classes. Multiple sections of ERWC are offered to ensure seniors are also college-ready upon graduation.

In response to opening the 2020/21 year on distance learning, the District utilized a bell schedule that contained a Student Support period built into the school day for teachers to provide additional interventions as needed. This Student Support period continued on a daily basis once a hybrid learning schedule was transitioned to in order to continue to provide students with daily opportunities to meet with teachers and stay on pace in their classes moving forward as part of a multi-tiered system of support for helping student maintain and regain academic skills that may have been lost during this time. For the 2021/22 school year, initial and on-going assessments will help identify students with significant learning loss or who are at greater risk of learning loss to provide appropriate interventions. These include the Nelson-Denney reading test, Read 180, Math 180, ALEKS, ELPAC, and other District benchmarks.

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

All students have access to standards-based instructional materials meeting compliance standards for the Williams Settlement Act. This includes materials to support the implementation of CCSS and technology upgrades necessary to provide high-quality instruction. No Williams complaints were filed in 2019/20 in regards to instructional materials and textbooks. The implementation of the one-to-one Chromebook to student policy has continued to be a success, especially when virtual and hybrid instructional models were implemented due to COVID. The District has also provided district-wide online to access to several educational technologies to enhance and enrich distance and hybrid learning including but not limited to Aeries, the Pearson English and Math digital platforms, Read 180, Math 180, ALEKS, STEMScopes, Cengage for ELD online, Khan Academy, Turnitin.com. Revision Assistant, Go Formative, Go Guardian, Zoom, and multiple other online educational applications.

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 teachers use Board adopted, State and Common Core aligned instructional materials for the core courses and reading, English and mathematics intervention classes. All students have the opportunity to take Advanced Placement and honors level courses; and complete the "a – g" requirements.

Opportunity and Equal Educational Access

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

Services include: EL Family Liaison, APSS, HiSTEP, HiPath, Academic Intervention class, Read 180 program, Math 180, lunch tutoring, after-school tutoring, reading support classes, Special Education classes taught by credentialed Special Education teachers, Instructional Aides for Special Education, ELD classes, Saturday Academic School classes, Special Education case carriers, 504 Coordinator, SIT Team, Guidance Counseling, and Link Crew. In addition to the Chromebooks already provided to each student, for the 21/22 school year the District has also made wi-fi hotspots available to students who need them in order to ensure connectivity for students with their teachers and classes throughout the school year. The District has also continued to provide District-wide online to access to several educational technologies to enhance and enrich learning opportunities for students which includes but is not limited to Aeries, the Pearson English and Math digital platfoms, Read 180, Math 180, ALEKS, STEMScopes, Cengage for ELD online, Khan Academy, Turnitin.com. Revision Assistant, Go Formative, Go Guardian, Zoom, PearDeck, No Red Ink, and multiple other online educational applications. Both internal and external supports will be provided to at-risk students such as foster youth, homeless, and EL students through the EL Familiy Liaison, Mental Health Coordinator, APSS, Leaders in Resiliency, Senaca, and Care Solace.

Evidence-based educational practices to raise student achievement

Students have open access to enroll in Honors/Advanced Placement (AP) courses. Teachers receive reverse verification lists to actively seek out students who could challenge themselves by enrolling in Honors/AP coursework. The administration consistently analyzes grade distribution reports for each grading period, addresses concerns of high D/F rates with individual teachers as appropriate, and provides suggestions for intervention and remediation to promote greater learning outcomes. Students are afforded the opportunity to take college preparation assessments including PSAT, SAT, and ACT. An Expository Reading and Writing Course (ERWC) is also offered for seniors to raise levels of performance. During distance and hybrid learning, teachers have professional development and collaboration time built into the bell schedule to share best practices. When using the regular bell schedule, every Friday teachers will again be afforded the opportunity to share best practices while meeting with their programs, departments or PLC's.

Parental Engagement

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

With the support of all stakeholders, including PTSA, ELAC, SSC, La Habra PD, booster clubs, and community/business partnerships, La Habra students are afforded a wide variety of opportunities to raise achievement levels academically, behaviorally, and socially. The District utilizes the Aeries Student Information system including Aeries Communication via ParentSquare to provide parents and students with up-to-date attendance and academic progress information. The principal also issues a weekly newsletter, the Highlander Huddle, to keep students and parents up-to-date with important news and information. Students have the opportunity to attend tutoring with teachers during break, lunch, and after school as needed. The math department rotates a tutoring schedule among department members. Teachers, counselors, and administrators have received additional training in mental health awareness as well as restorative practices to better address the needs of students suffering from mental health issues, academic stress, etc. In addition, a clinical psychologist through Vista Community Clinic (VCC) Gary Center has been added as well as a Western Youth Services intern and Care Solace Services to provide additional mental health support. A school psychologist has been added to solely focus on the PACE program students. FJUHSD continues to provide a community liaison to strengthen relationships and communication with parents. Advance! is a local organization that assists students with completing college applications and applying for financial aide. Students and parents of Special Education families are offered the counseling support of a district psychologist through the IEP process when appropriate. PIQE conducts classes for Spanish-speaking parents which covers how to support students learning, along with college entrance requirements and timelines. La Habra is also provided with backpacks/school supplies, clothing, toiletries, etc., and a Target gift card for unexpected student needs to address the personal needs of low-income and foster youth students. FLOCK partners with La Habra to provide items to students in need as well. The Counseling Department conducts various evening seminars for parents that cover topics such as NCAA requirements, College and Career Ready Pathways for students, a-g requirements, how to support students at home and how to work with under-performing adolescents. Counselors are also available for individual meetings when requested.

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)

Community and school representatives offer financial aid (FAFSA) workshops for juniors/seniors and parents prepare for the transition to college. Counselors attend UC/CSU/private university workshops annually to stay up to date with changes in admissions requirements, etc., hold registration workshops, and visit feeder schools to provide assistance with students transitioning to La Habra High School. La Habra also enjoys a healthy partnership with CSU Fullerton and Fullerton College as many La Habra students attend those institutions post-high school. Parent information nights are held to provide updates regarding the college application process, financial aid and PSAT results for juniors to name a few. Other avenues to disseminate information include Parent Information Nights, College Night/College Fair, ELAC, PTSA, SSC, DAC, Aeries Communication, and the district and school website. In addition, a dedicated College and Career Center has been set up on campus for additional support for students. The 20/21 College and Career Fair was held virtually District-wide to allow continued access to students and parents as they consider options post-high school but will return to an in-person event for the 2021/22 school year.

Funding

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

Services include reading support classes, lunch, and after school tutoring. Increase English Learners in mainstream classes with support, technology, reading materials, textbooks, and to partially finance the Assistant Principal of Student Services (APSS) who assists struggling students and their parents.

Fiscal support (EPC)

La Habra High School is financially supported by the following funds: General Education, Title I, II, and III, Mandated Costs, EIA, MBA/CPA Grant, Lottery, AP/Gate, Ag Incentive Grant, and Carl Perkins Grant. District administrators provide allowances for testing, staff development, technology, learning materials, instructional equipment, Guidance and Counseling, facilities maintenance and improvements, campus safety (security attendants and SRO), summer school, transportation, support clubs/classes such as Link Crew and athletics. For 2020/21 and 2021/22, Learning Loss funding was and will also be utilized to provide assessment and enrichment for students in order to regain learning loss from distance learning and the transition back to in-person instruction.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

La Habra High School continues to make progress in critical areas for growth and regularly relies on feedback from its stakeholders through a variety of means including but not limited to SSC, PTSA, DAC, ELAC, PIQE, etc. In an effort to gather information for the School Plan for Student Achievement as well as ongoing data for the WASC Self Study process, La Habra has actively sought out input in the form of a variety of stakeholder surveys mentioned previously and utilized resulting data as appropriate to continually better the school. For 2020/21 this included utilization of feedback from the Reopening of School Task Force and its subcommittees in the areas of Health, Safety, Student Learning, Mental Health, and Communication. For 2021/22, a couple of these subcommittees continued to meet to assist in the transition back to full, in-person learning.

Resource Inequities

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

Not Applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.09%	0.05%	0.1%	2	1	1
African American	2.25%	1.83%	1.9%	49	40	39
Asian	1.47%	1.42%	1.4%	32	31	28
Filipino	1.42%	1.19%	0.8%	31	26	17
Hispanic/Latino	73.8%	76.1%	77.7%	1,608	1,662	1,614
Pacific Islander	0.6%	0.46%	0.2%	13	10	4
White	18.72%	16.76%	15.5%	408	366	322
Multiple/No Response	1.51%	2.06%	2.4%	33	45	50
			Total Enrollment	2,179	2,184	2,077

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	538	546	541
Grade 10	550	552	497
Grade 11	552	553	524
Grade 12	539	533	515
Total Enrollment	2,179	2,184	2,077

Conclusions based on this data:

1. La Habra High School enrollment remains relatively consistent over the previous 2 years but saw a large decrease in 2020/21.

2. La Habra High School's Hispanic/Latino student population remains the largest and most significant group and continues to remain relatively steady.

3. La Habra High School's white student population continues a downward trend over the past 3 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	153	190	165	7.0%	8.7%	7.9%
Fluent English Proficient (FEP)	624	600	577	28.6%	27.5%	27.8%
Reclassified Fluent English Proficient (RFEP)	23	10	16	15.9%	6.5%	8.4%

Conclusions based on this data:

1. The percentage of EL students La Habra High School is educating has remained steady over the last 3 years.

2. After a sharp decline, the RFEP percentage increased in 2020/21.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	530	535	512	529	532	450	529	532	447	99.8	99.4	87.9
All Grades	530	535	512	529	532	450	529	532	447	99.8	99.4	87.9

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2593.	2604.	2586.	21.36	25.00	21.70	35.16	37.41	33.56	25.14	20.11	22.60	18.34	17.48	22.15
All Grades	N/A	N/A	N/A	21.36	25.00	21.70	35.16	37.41	33.56	25.14	20.11	22.60	18.34	17.48	22.15

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	28.92	32.14	22.65	50.28	44.74	62.93	20.79	23.12	14.42
All Grades	28.92	32.14	22.65	50.28	44.74	62.93	20.79	23.12	14.42

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	29.03	34.65	25.34	47.63	48.59	48.40	23.34	16.76	26.26
All Grades	29.03	34.65	25.34	47.63	48.59	48.40	23.34	16.76	26.26

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	16.82	27.26	12.56	68.81	60.15	74.43	14.37	12.59	13.01
All Grades	16.82	27.26	12.56	68.81	60.15	74.43	14.37	12.59	13.01

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	32.33	31.77	23.15	47.83	50.56	65.17	19.85	17.67	11.69
All Grades	32.33	31.77	23.15	47.83	50.56	65.17	19.85	17.67	11.69

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

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

2. The professional development that has been committed to for ELA was successful and will continue to be utilized to prepare for testing.

3. La Habra will continue to facilitate opportunities for teacher growth in hopes that another sufficient increase occurs.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	528	535	511	527	532	453	527	532	447	99.8	99.4	88.6
All Grades	528	535	511	527	532	453	527	532	447	99.8	99.4	88.6

* 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2569.	2572.	2578.	9.30	12.41	10.51	23.72	21.99	24.16	26.38	25.38	28.41	40.61	40.23	36.91
All Grades	N/A	N/A	N/A	9.30	12.41	10.51	23.72	21.99	24.16	26.38	25.38	28.41	40.61	40.23	36.91

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	20.11	20.86	20.36	31.31	30.83	47.65	48.58	48.31	31.99
All Grades	20.11	20.86	20.36	31.31	30.83	47.65	48.58	48.31	31.99

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	11.01	13.53	13.65	47.44	50.19	60.40	41.56	36.28	25.95
All Grades	11.01	13.53	13.65	47.44	50.19	60.40	41.56	36.28	25.95

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	16.51	15.98	11.86	54.27	54.70	66.67	29.22	29.32	21.48
All Grades	16.51	15.98	11.86	54.27	54.70	66.67	29.22	29.32	21.48

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. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

2. The percentage of students testing in the standards nearly met and not met decreased in 18-19.

3. Common Core strategies will be emphasized in the Math Department to support students in mastery of content.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1521.8	1537.0	1539.5	1512.6	1535.2	1542.4	1530.4	1538.4	1536.1	42	51	39
10	1546.6	1510.8	1557.4	1545.8	1502.1	1560.7	1547.0	1519.3	1553.5	32	45	43
11	1563.0	1529.0	1537.2	1565.3	1518.9	1527.0	1560.2	1538.3	1546.8	36	26	40
12	*	1582.2	1567.1	*	1579.2	1562.7	*	1584.7	1570.9	*	26	23
All Grades										117	148	145

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

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	13.73	17.95	33.33	31.37	15.38	*	37.25	38.46	28.57	17.65	28.21	42	51	39
10	*	15.56	23.68	*	33.33	36.84	*	15.56	23.68	*	35.56	15.79	32	45	38
11	30.56	11.54	10.81	38.89	15.38	32.43	*	50.00	29.73	*	23.08	27.03	36	26	37
12	*	23.08	17.39	*	46.15	56.52	*	19.23	8.70		11.54	17.39	*	26	23
All Grades	25.64	15.54	17.52	33.33	31.76	32.85	21.37	29.73	27.01	19.66	22.97	22.63	117	148	137

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

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	30.95	29.41	25.64	28.57	41.18	35.90	26.19	11.76	20.51	*	17.65	17.95	42	51	39
10	50.00	26.67	39.47	*	26.67	36.84	*	13.33	7.89	*	33.33	15.79	32	45	38
11	55.56	11.54	16.22	*	42.31	45.95	*	23.08	13.51	*	23.08	24.32	36	26	37
12	*	34.62	43.48	*	38.46	39.13		19.23	4.35		7.69	13.04	*	26	23
All Grades	45.30	26.35	29.93	24.79	36.49	39.42	18.80	15.54	12.41	11.11	21.62	18.25	117	148	137

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

Grade Level	Written Language — Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		3.92	10.26	*	15.69	10.26	30.95	41.18	35.90	50.00	39.22	43.59	42	51	39
10	*	4.44	7.89	*	33.33	15.79	*	20.00	47.37	46.88	42.22	28.95	32	45	38
11	*	0.00	2.70	*	7.69	18.92	33.33	50.00	37.84	*	42.31	40.54	36	26	37
12	*	11.54	4.35	*	34.62	21.74	*	34.62	56.52		19.23	17.39	*	26	23
All Grades	10.26	4.73	6.57	22.22	22.97	16.06	29.06	35.14	43.07	38.46	37.16	34.31	117	148	137

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

Grade Level	Listening Domain — Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	35.71	5.88	2.56	40.48	74.51	71.79	*	19.61	25.64	42	51	39
10	43.75	6.67	13.16	34.38	53.33	68.42	*	40.00	18.42	32	45	38
11	44.44	7.69	0.00	38.89	61.54	64.86	*	30.77	35.14	36	26	37
12	*	19.23	0.00	*	57.69	86.96		23.08	13.04	*	26	23
All Grades	41.88	8.78	4.38	38.46	62.84	71.53	19.66	28.38	24.09	117	148	137

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

Grade Level	Speaking Domain — Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	45.24	70.59	72.73	40.48	13.73	18.18	*	15.69	9.09	42	51	22
10	53.13	42.22	81.82	34.38	28.89	9.09	*	28.89	9.09	32	45	22
11	69.44	53.85	61.90	*	26.92	19.05	*	19.23	19.05	36	26	21
12	*	73.08	85.71	*	19.23	7.14		7.69	7.14	*	26	14
All Grades	57.26	59.46	74.68	32.48	21.62	13.92	10.26	18.92	11.39	117	148	79

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		9.80	15.38	28.57	50.98	30.77	71.43	39.22	53.85	42	51	39
10	*	8.89	15.79	*	51.11	44.74	56.25	40.00	39.47	32	45	38
11	*	0.00	5.41	50.00	46.15	40.54	41.67	53.85	54.05	36	26	37
12	*	23.08	8.70	*	46.15	65.22	*	30.77	26.09	*	26	23
All Grades	9.40	10.14	11.68	35.04	49.32	43.07	55.56	40.54	45.26	117	148	137

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	1.96	2.63	69.05	66.67	78.95	*	31.37	18.42	42	51	38
10	*	2.22	0.00	62.50	64.44	86.49	*	33.33	13.51	32	45	37
11	33.33	3.85	2.70	55.56	76.92	72.97	*	19.23	24.32	36	26	37
12	*	11.54	8.70	*	80.77	82.61		7.69	8.70	*	26	23
All Grades	22.22	4.05	2.96	62.39	70.27	80.00	15.38	25.68	17.04	117	148	135

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. 20-21 data is currently unavailable.

2. 19-20 data is currently unavailable.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2077	**44.1**	**7.9**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	165	7.9
Foster Youth	10	0.5
Homeless	33	1.6
Socioeconomically Disadvantaged	915	44.1
Students with Disabilities	242	11.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	1.9
American Indian or Alaska Native	1	0.0
Asian	28	1.3
Filipino	17	0.8
Hispanic	1614	77.7
Two or More Races	50	2.4
Native Hawaiian or Pacific Islander	4	0.2
White	322	15.5

Conclusions based on this data:

1. No new information for 2020/21 is available.

2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data
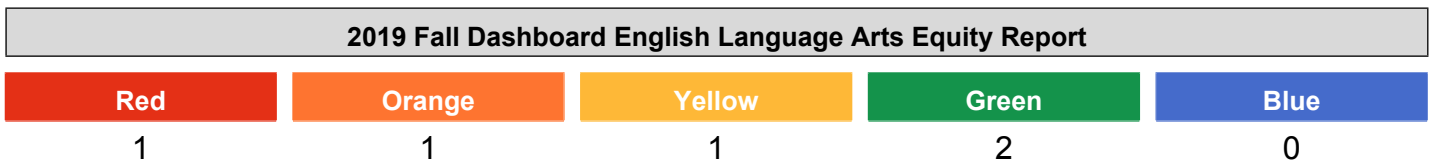
Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Yellow		
College/Career Orange		

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	1	2	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Red	No Performance Color
23.6 points above standard	112.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.2 points	Declined Significantly -25.5 points	
		5
521	50	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
7.5 points above standard	7 points below standard	101.3 points below standard
Increased Significantly ++38.9 points	Increased ++3 points	Increased Significantly ++34.8 points
11	263	49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
30.1 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	62.6 points above standard
Declined Significantly -17.2 points		7	13
12			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
10.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	65.2 points above standard
Increased ++7.8 points	5	7	Increased ++10.9 points
368			109

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
147 points below standard	87.4 points below standard	40 points above standard
Declined Significantly -25.3 points	Declined Significantly -29.5 points	Increased ++7.9 points
21	29	347

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

2. Despite a lack of 2020 data, a continued focus needs to be on our English Learners and Socioeconomically Disadvantaged.

School and Student Performance Data
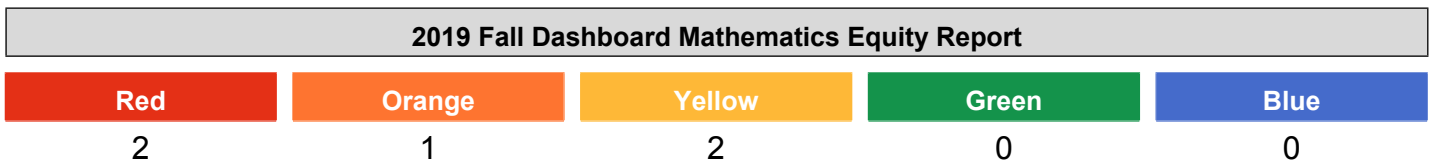
Academic Performance
Mathematics

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
54 points below standard	160.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.8 points	Declined -12.9 points	
521	50	5

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
141.5 points below standard	82.3 points below standard	194.3 points below standard
Declined Significantly -29.7 points	Maintained -1.3 points	Maintained -1.1 points
11	263	49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
136.4 points below standard		Less than 11 Students - Data Not Displayed for Privacy	19.5 points above standard
Declined Significantly -64.9 points		7	13
12			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
66.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	16.8 points below standard
Increased ++3.1 points	5	7	Maintained ++0.5 points
368			109

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
184.4 points below standard	142.9 points below standard	41.4 points below standard
Declined Significantly -19.1 points	Declined -10.5 points	Maintained -0.4 points
21	29	347

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
40.7 making progress towards English language proficiency
Number of EL Students: 123
Performance Level: Low
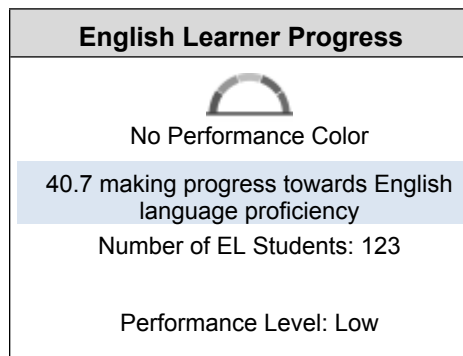
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.0	33.3	8.1	32.5

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	500	100
African American	12	2.4
American Indian or Alaska Native	1	0.2
Asian	2	0.4
Filipino	2	0.4
Hispanic	372	74.4
Native Hawaiian or Pacific Islander	2	0.4
White	98	19.6
Two or More Races	10	2
English Learners	40	8
Socioeconomically Disadvantaged	299	59.8
Students with Disabilities	51	10.2
Foster Youth	4	0.8
Homeless	15	3

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	76	15.2
African American	1	8.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	53	14.2
Native Hawaiian or Pacific Islander		
White	14	14.3
Two or More Races		
English Learners	4	10
Socioeconomically Disadvantaged	34	11.4
Students with Disabilities	1	2
Foster Youth		
Homeless	0	0

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

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

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	63	12.6
African American	1	8.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	44	11.8
Native Hawaiian or Pacific Islander		
White	15	15.3
Two or More Races		
English Learners	6	15
Socioeconomically Disadvantaged	37	12.4
Students with Disabilities	14	27.5
Foster Youth		
Homeless	3	20

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

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	259	51.8
African American	7	58.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	180	48.4
Native Hawaiian or Pacific Islander		
White	60	61.2
Two or More Races		
English Learners	6	15
Socioeconomically Disadvantaged	132	44.1
Students with Disabilities	4	7.8
Foster Youth		
Homeless	6	40

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

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	26	5.2
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	17	4.6
Native Hawaiian or Pacific Islander		
White	7	7.1
Two or More Races		
English Learners	2	5
Socioeconomically Disadvantaged	16	5.4
Students with Disabilities	1	2
Foster Youth		
Homeless	1	6.7

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	0.2
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	1
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	1	0.3
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	1	0.2
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	1
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	1	0.3
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	82	16.4
African American	2	16.7
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	73	19.6
Native Hawaiian or Pacific Islander		
White	5	5.1
Two or More Races		
English Learners	12	30
Socioeconomically Disadvantaged	65	21.7
Students with Disabilities	0	0
Foster Youth		
Homeless	3	20

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

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

2. Despite no new data available, La Habra needs continued improvement in preparing students to be college and career ready.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
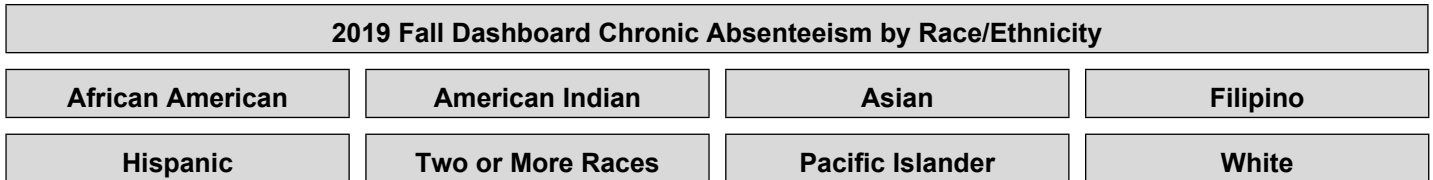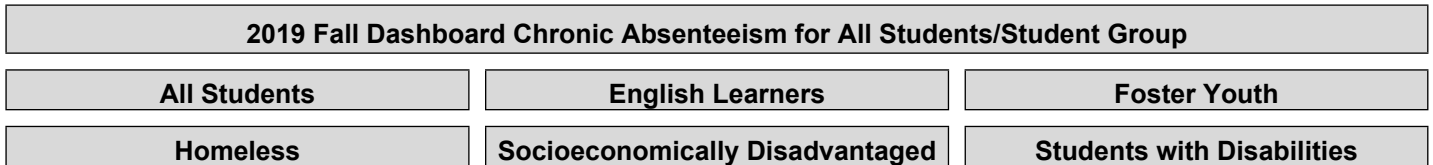
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	500	487	0	97.4
English Learners	40	34	0	85
Foster Youth	4		0	
Homeless	15	13	0	86.7
Socioeconomically Disadvantaged	299	290	0	97
Students with Disabilities	51	49	0	96.1
African American	12	12	0	100
American Indian or Alaska Native	1		0	
Asian	2		0	
Filipino	2		0	
Hispanic	372	360	0	96.8
Native Hawaiian or Pacific Islander	2		0	
White	98	98	0	100
Two or More Races	10		0	

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

2. Despite the decline between 18-19, overall graduation numbers are very high.

School and Student Performance Data
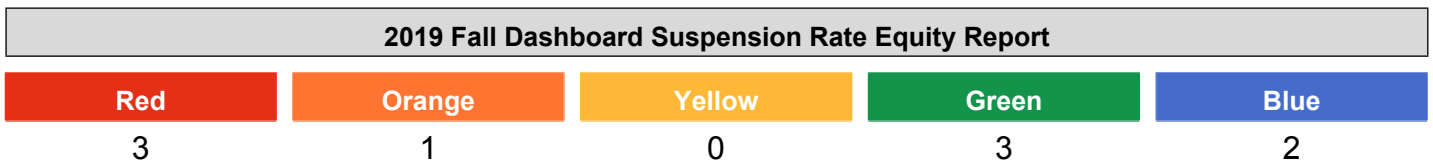
Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	3	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Red	No Performance Color
4.6	10.6	25
Declined -0.4	Increased +1.2	Declined -1.3
2308	188	20
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Green	Red
8.5	5.5	12.8
Increased +2.3	Declined -0.6	Increased Significantly +3.2
47	1262	219

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Blue	Blue
11.5	Less than 11 Students - Data Not Displayed for Privacy 2	0	0
Increased +3.2		Declined -2.3	Maintained 0
52		35	31

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
5.2	7.5	14.3	1.9
Declined -0.6	Increased +7.5	Increased +7.1	Declined -0.8
1708	40	14	426

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5	4.6

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

2. La Habra's continued focus on restorative practices has had mixed results in terms of decreasing suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first century skills (State Priority 4 and 8)

Goal 1

All La Habra High School students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and other 21st century skills.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students). This goal aligns with La Habra's WASC goal 1 as well.

Identified Need

Provide additional professional development opportunities designed to focus on these areas. Create opportunities for teachers to learn from each other and to have time to plan and organize lessons that will fulfill the rigor of this goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Readiness rate	Previous year's percentage of students "Prepared"	Increase in percentage of students "Prepared"

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)

EL Students, At-Risk Students, Special Education Students

Strategy/Activity

Conduct the Read 180 program with full fidelity and ensure that constant monitoring of the data and Lexile growth is done. Provide release time for teachers to be trained, collaborate, and review data as well as continued professional development opportunities within Read 180.

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

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

EL Students

Strategy/Activity

Annually assess reading, writing, and listening/speaking skills of English Learners via the ELPAC test. Conduct progress monitoring to ensure adequate academic growth and language development.

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

Amount(s)	Source(s)
2,000	LCFF - Base
	District Funded

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

All Students

Strategy/Activity

Provide support to at-risk and socioeconomically disadvantaged students by means of a full-time instructional aide.

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

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

All Students

Strategy/Activity

Mathematics and English teachers will continue to review State and Common Core standards, and create standards-based lessons. Teachers will incorporate sample CAASPP questions and administer common assessments that provide students an opportunity to gain an understanding of what CAASPP assessments will require of them.

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)
5,000	Title I

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

EL Students

Strategy/Activity

Review ELPAC assessment data and reclassification criteria with teachers, support personnel, administrators, parents, and students so stakeholders understand reclassification criteria, individual student progress towards the goal of reclassification, can identify extra support, schedule students appropriately, and evaluate school EL programs/interventions.

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

Amount(s)	Source(s)
1,000	Title I

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

All Students

Strategy/Activity

Administer CAASPP assessments to all junior students. Review CAASPP results when available and disaggregated data during site administrative, staff, department, PLC, and SLC meetings.

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

Amount(s)	Source(s)
3,000	LCFF - Base

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

All Students

Strategy/Activity

Teachers will participate in professional development opportunities that address effective instructional strategies for delivering the Common Core and State Standards, effective summative assessment strategies, and progress monitoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I
1,000	LCFF - Supplemental
	District Funded

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

All Students

Strategy/Activity

Purchase, install, and utilize a variety of technology and educational applications (i.e. Google Apps for Education, Kahoot, Quizizz, Albert.io, Padlet, Pear Deck, Go Formative, EdPuzzle, etc.) for use during instruction to enhance student access to the curriculum while allowing staff to model the effective use of technology.

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)
40,000	Title I
36,000	LCFF - Base
	District Funded

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

All Students

Strategy/Activity

Provide support to teachers in technology training to advance student achievement through technology in all disciplines and at all educational levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,475	LCFF - Base
	District Funded

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special Education and EL Students

Strategy/Activity

Provide support to teachers with students that have an IEP or are English Learners (EL) by facilitating round table meetings between case carriers and/or EL coordinator.

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	District Funded
2,258	LCFF - Base

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide multiple sections of the Counseling 140 course which is designed to satisfy the California Community Colleges Matriculation requirements of Assessment, Orientation, and Counseling/Advising that will familiarize LHHS students with Fullerton College associate degree, certificate, and transfer requirements.

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide support to at-risk and socioeconomically disadvantaged students by means of an intervention course (HiPath).

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

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Content area teachers provide support to at-risk students after school and on Saturdays for additional academic support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Title I
5,000	LCFF - Base

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Enhancement of the digital media and computer science pathways for students to gain skill in hands-on practices utilizing cutting edge technology in the field.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000	LCFF - Base

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain an updated career center on campus to better assist all students in formulating college and career goals.

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

Amount(s)	Source(s)
1,500	LCFF - Base

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Summer School program for all students including at-risk students to mitigate learning loss and stay on track for graduation.

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)
143,576	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The site needs to continue to support teachers in providing release time for planning and reviewing data as well as attending professional development. Better or more thorough testing needs to occur for incoming 9th graders for identification for Read 180 within our Academic Intervention course.

Teachers need to continue to expose students to CAASPP-like questions. The site needs to continue to support teachers in the area of technology.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District schools will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting students in "a-g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses. (State Priority 1 and 7)

Goal 2

La Habra High School will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting students in "a-g" requirements, AP courses, and by training teachers to better support struggling students in advanced courses.

*This goal addresses the 2016 WASC Visiting Committee's recommendation:
- Continue to identify and implement a wide variety of instructional strategies in order to meet the needs of the entire student population.

*This goal from the School Plan for Student Achievement addresses the following goals from the school's WASC Action Plan:
- Develop and fully implement a rigorous, relevant, and cohesive standards-based curriculum in English Language Arts, mathematics, science, and social science with structures in place to help all students, especially Socio-economically Disadvantaged, English Learners, and Special Education to learn to read and achieve grade-level content standards in each of these disciplines.
- Create opportunities for all students to learn, compete, and access the most rigorous college preparatory/Advanced Placement courses, equipping each student with a college-ready transcript as well as college credits upon graduation.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students).

Identified Need

Student involvement, retention, and completion within both our CTE and AP Programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment and retention.	The number of students enrolled in CTE programs and completers.	Additional student involvement at a higher rate of retention.
Student enrollment and success rate for the test.	AP student course enrollment and AP exam completion rate.	Increased student enrollment and higher completion rate.
Class completion rate.	Counseling 140 completion rate.	Maintain or increased number of students completers.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate.	Percentage of students completing a-g requirements.	Increased percentage of completers.
CTE Pathway Completion rate.	Percentage of students completing CTE pathways.	Increased percentage of completers.

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)

Ag Students

Strategy/Activity

Support and enhance the Ag / FFA program so that students may participate in a CTE pathway that provides career-ready skills and knowledge as well as prepares students for post-graduation studies at two and four-year schools.

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)
15,140	Agriculture Vocational Incentive
33,125	CTEIG
23,242	LCFF - Base
25,969	Perkins

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

All Students

Strategy/Activity

Provide AP training and teaching resources for AP teachers due to increased program enrollment and student success as we enable additional access to post-secondary classes for at-risk 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)
4,000	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

FPFA Students

Strategy/Activity

Support and enhance the FPFA program so that students may continue to participate in a CTE pathway that provides career-ready skills and knowledge as well as prepares students for post-graduation studies at two and four-year schools.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,000	LCFF - Base
26,136	Perkins
75,000	CTEIG

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support and promote the Navy JROTC program so that students may continue to participate in a CTE pathway that provides career-ready skills and knowledge as well as prepares students for post-graduation studies at two and four-year schools.

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)
5,000	LCFF - Base

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Parent Outreach of EL students and community members to give presentations on College and Career Readiness. Evening presentations to educate attendees on opportunities for their students in established CTE pathways.

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

Amount(s)	Source(s)
3,000	Title I

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

MBA Students

Strategy/Activity

Support and enhance the MBA program so students may continue to participate in activities and learning which promotes career-ready skills as well as prepares students for post-graduation studies at two and four-year schools. Continue to develop student store to increase sales for more accessibility by students and 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)
74,579	California Partnership Academies
5,000	LCFF - Base
	District Funded

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

All Students

Strategy/Activity

Support and promote the HiARTS programs including theatre, vocal, music, photography, and art strands so students have the ability to investigate and develop interest, knowledge, and artistic abilities.

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)
31,155	LCFF - Base

Strategy/Activity 8
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Guidance counselors will attend UC/CSU conferences that will assist them with understanding college entrance requirements so they may advise students accordingly. Conduct a series of informational meetings for parents and review college entrance requirements, a-g requirements, AP, SAT, and ACT assessments.

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)
4,000	LCFF - Base

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

All Students

Strategy/Activity

Conduct evening information seminar, classroom visits, conduct individual parent/student conferences to review NCAA information for parents, student athletes, and coaches. Review NCAA requirements along with a-g requirements, event timelines, course requirements, and NCAA clearance process with students and parents. Invite NCAA representative to present at evening meeting.

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

Amount(s)	Source(s)
500	LCFF - Base

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the number of students who enroll and complete Advanced Placement (AP) courses with passing scores on corresponding AP exams by utilizing class and parent presentations to review the profile of a student who is accepted into two and four-year colleges/universities, the importance of taking AP courses, and cost saving measure for completing corresponding AP exams. AP teachers will participate in staff development and collaboration which will allow them to enhance

instruction and better prepare students for AP exams. Supplementing AP testing costs for at-risk student populations to provide more opportunities to take AP exams.

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

Amount(s)	Source(s)
75,110	LCFF - Base
	District Funded

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Student-Athletes

Strategy/Activity

Fund and support athletics program open for all students who are interested in participating, including support of a full-time Athletic Trainer on site, athletic equipment purchases, and transportation to contests.

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)
98,474	LCFF - Base
	District Funded

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide both a full-time Site Tech and a teacher Ed Tech on campus daily to assist students and teachers with technology needs as they arise. Provide the Site Tech with technology and supplies needed to support all student learning in class through the use of their Chromebooks, District-provided wi-fi, or with other technology 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)

| 30,000 | LCFF - Base |
| | District Funded |

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide for a WASC coordinator to oversee implementation of the WASC Goals and prepare for upcoming visit.

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) |
| 4,600 | LCFF - Base |

Annual Review

SPSA Year Reviewed: 2020-21

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

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

La Habra High School offers a variety of programs, extracurricular and co-curricular activities that appeal to an array of student interests, needs, abilities, and career or post-secondary aspirations. Programs include; MBA, Heritage of the Americas, Agriculture, FPFA, NJROTC, and Computer Science. Students are participating in college and career ready pathways that will prepare them to enter the job field or take college level courses upon graduation.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The District will hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff to continue implementing state standards, integrate best instructional practices and use technology as both a learning and teaching tool. (State Priority 1 and 2)

Goal 3

La Habra High School will hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff to continue implementing state standards, integrate best instructional practices, and use technology as both a learning and teaching tool.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students).

Identified Need

Enhance the learning environment with relevant technology provide professional development opportunities to the teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CBEDS Reports	Numbers of teachers considered highly qualified.	All teachers will be highly qualified.

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

Strategy/Activity

Ensure all teachers are highly-qualified by assisting them with identifying what professional growth steps need to completed to obtain proper certification and ensure only highly qualified teachers teach within subject areas.

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

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

All Students

Strategy/Activity

Purchase, install, and implement technology that can be utilized to provide immediate student access to instructional materials and enhance their understanding of the curriculum.

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)
42,000	LCFF - Base

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

All Students

Strategy/Activity

Address Williams Settlement complaints if and when received including assuring that all students have textbooks 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)	Source(s)
10,000	LCFF - Supplemental
25,000	LCFF - Base

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

All Students

Strategy/Activity

Purchase relevant and appropriate instructional materials for teachers to enhance and enrich classroom instruction including science lab supplies, art supplies, and any additional instructional materials as needed for all departments on campus.

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)
150,000	LCFF - Base

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

All Students

Strategy/Activity

Conduct daily campus walk-throughs of the school facilities to ensure cleanliness, safety, and identify areas of needed repair, complete work order requests, and ensure completion of requests. Provide for campus repairs and improvements 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)	Source(s)
25,000	LCFF - Base
	District Funded

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

All Students

Strategy/Activity

Purchase materials and resources that address the new Common Core State Standards.

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

Amount(s)	Source(s)
	District Funded

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

All Students

Strategy/Activity

Provide teachers and administrators with opportunities to attend conferences and workshops which will afford them the opportunity to review and select textbooks, technology and supplemental teaching materials that effectively assist with the delivery and student learning of Common Core and state content standards.

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

Amount(s)	Source(s)
	District Funded
9,000	LCFF - Base

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

All Students

Strategy/Activity

Continue to work with the La Habra Police Department to ensure the school has a full-time police officer (School Resource Officer) assigned to the school who can provide support to school personnel and 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

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

All Students

Strategy/Activity

Staff will collaborate with local emergency response resources and La Habra Police Department in creating, implementing, and practicing emergency response and evacuation plans for emergency scenarios including fire, earthquake, lockdowns, and active shooter on campus. Site will conduct drills to practice and trouble shoot response systems.

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

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide staff development opportunities that address a variety of factors that influence school climate, student well-being, and morale such as bullying, drug abuse, how to work with resistant students, and how to positively engage students and parents in the learning process.

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)
11,000	LCFF - Base
	District Funded

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain site accident reports.

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

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Mental Health Coordinator along with appropriate mental health training and reinforcement of functional skills and appropriate behavior related to student and staff health, well-being, and safety to school personnel.

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

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain records regarding discipline including suspension and expulsion reports.

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

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers, especially those new to the profession, with the opportunity to work with Elevated Achievement Group (EAG) to grow as a teacher.

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

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

- All teachers are highly-qualified in the subject matter that they teach.
- All students received required instructional materials such as board approved textbooks.
- Daily facility inspections indicate the campus is a clean, safe, and aesthetically pleasing place to learn.
- Data indicates the school is a safer environment for students, staff, and visitors.
- The number of expulsions resulting from serious discipline issue and suspensions has decreased in the last three years.
- Stakeholders need to continue to address truancy.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The District will improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships. (State Priority 3 and 5)

Goal 4

La Habra High School will improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships.

*This goal addresses the 2016 WASC Visiting Committee's recommendation:
- Identify obstacles in student achievement for the Socio-economically disadvantaged students and develop programs to close the achievement gap for those students.

*This School Plan for Student Achievement goal addresses the following goal from the school's WASC Action Plan:
- Continue to increase the communication with and involvement of parents and community members to improve students' academic success.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), H (At-Risk Students), and I (Enhance District Communication).

Identified Need

To ensure that we are serving our entire school population and their identified needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student and parent survey results.	Survey results.	Positive feedback on surveys with limited areas of growth identified.

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

Strategy/Activity

The purchase and use of Aeries Communication via ParentSquare to communicate with families.

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

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

All Students

Strategy/Activity

Continue to utilize Turnitin.com and Google Originality Check which both allow students to directly turn papers into teachers electronically.

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)
12,000	LCFF - Base

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

All Students

Strategy/Activity

Continue to utilize Naviance software which will allow parents and students to access student career interest inventories, apply directly to colleges, universities and other post-secondary schools. Naviance has the capabilities of administering student surveys to graduating seniors so site personnel may obtain feedback regarding the quality of services a student received during their educational experience at La Habra High School. Naviance collects student data such as a-g completion rates which can be used to evaluate programs and services. Naviance Career interest aptitude test results are used by Individualized Education Plan (IEP) teams to help create post graduation goals and create IEP's.

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)
9,387	LCFF - Supplemental

Strategy/Activity 4

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

EL Students

Strategy/Activity

Site administrators and the English Learner Coordinator will collaborate to implement the Parent Institute for Quality Education (PIQE). The program is intended to educate Orange County's immigrant parents (Latino, Korean, and Vietnamese) on the skills needed to navigate California's school system. Throughout this nine-week workshop, PIQE's signature program fulfills its goal of educating, empowering, and inspiring parents of K–12 school age children to take an active role in encouraging and enabling their children to stay in school; improve their academic performance; develop healthy and constructive relationships with their parents, teachers, and counselors; and, focus on preparing themselves for post-secondary education. This is done through the "10 Education Commandments" workbooks. The program empowers parents to be the best advocates for their children's education and future. Parents/Guardians that participate learn how to commit as a family to be involved in school; do their part in helping their child study; understand how grades work; how schools are structured; what their child needs to graduate successfully from high school; to support the learning of mathematics, science, and English; to encourage their child to take honors and advanced courses; to help their child prepare to be college and/or career ready; understand college options are affordable; and teach their child to be creative, to communicate, and to view challenges as opportunities.

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)
8000	LCFF - Supplemental

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

All Students

Strategy/Activity

On an ongoing basis, Guidance Counselors will continue to meet with parents and students individually, in small group and large group settings, to review information such as NCAA eligibility requirements, college entrance requirements, steps to apply to post secondary institutions, financial aid application processes, and how to support struggling students. As part of their outreach, Guidance Counselors will conduct field trips with students and parents such as Fullerton College Night, which is used to guide students through the process of registering for college, signing up for Counseling 140 classes and accompanying participants on a tour of 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)

500	LCFF - Supplemental

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

All Students

Strategy/Activity

Site personnel will conduct a series of informational events that provide parents, students, potential students and community members with an opportunity to tour the school, talk with staff, learn about programs, services, curricular, extra curricular and co-curricular activities available at La Habra High School. Events include Back to School Night, Open House, 8th Grade Registration Night, Highlander Hikes, and College Night.

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)
7,000	LCFF - Base
	District Funded

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

All Students

Strategy/Activity

Parents, students, staff, and community members will have multiple opportunities to meet and support curricular and co-curricular school activities through booster, PTSA, ELAC, School Site Council as well as various program and booster club meetings.

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

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

All Students

Strategy/Activity

La Habra High School will maintain an accurate and up-to-date school website so parents, students, staff and community members can stay informed of important dates, school-related activities, student and program accomplishments, contact information for staff and other pertinent information. The website will provide easy access to informational tools such as the ASB Webstore and the Aeries parent portal, which assists with keeping shareholders informed and up to date on student attendance, grades, and transcripts.

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

La Habra High School staff will use Parent Square, letters, flyers, email, Twitter, the marquee, Facebook, quad jumbotron, and other technical and social applications to communicate with parents, students, staff, 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)
10,000	LCFF - Base

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

At-Risk and Special Needs Students

Strategy/Activity

Provide parenting classes through SELPA for families with students that have special needs and also for families with students that are at-risk.

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)
573	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

La Habra High School continues to utilizes multiple means to communicate with students, parents, staff, and community members to help drive students success. The focus on improving and increasing communication with at-risk and EL student populations continues to help address the achievement gap for these students. School personnel needs to develop student, parent, and staff surveys to determine satisfaction of stakeholders with the quality and characteristics of school services. Survey results need to be shared with stakeholders on a regular basis and used to revise WASC, SPSA and other services.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LHHS will include restorative practices to the overall educational program and provide students with mental health, social/emotional, and/or interpersonal relational skills training, in addition to traditional academic support according to how these conditions affect academic performance. (State Priority 5 and 6)

Goal 5

La Habra High School will include restorative practices to the overall educational program and provide students with mental health, social/emotional, and/or interpersonal relational skills training, in addition to traditional academic support according to how these conditions affect academic performance.

*This goal addresses the 2016 WASC Visiting Committee's recommendation:
- Continue to identify and implement a wide variety of instructional strategies in order to meet the needs of the entire student population.

*This School Plan for Student Achievement goal addresses the following goal from the school's WASC Action Plan:
- Develop and implement a system to support students to learn and achieve grade-level standards in English Language Arts, mathematics, science, and social science.

This school goal directly relates to Board Priorities: A (Preserve Core Programs) and H (At-Risk Students).

Identified Need

Continued implementation of restorative practices into academic, social/emotional, and discipline practices schoolwide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate.	Current suspension rate.	Reduction in suspension rate.
Attendance and truancy rates.	Site and district attendance data.	Reduction in truancy rate.

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

Strategy/Activity

Develop and conduct student, parent, staff surveys to determine satisfaction of stakeholders with the quality and characteristics of school 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)

7,000

Source(s)

LCFF - Base

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

All Students

Strategy/Activity

Maintain enrollment numbers and track student permit data and program enrollment.

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

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

All Students

Strategy/Activity

Provide after school tutoring by site teachers to ensure all students have the added support needed to meet District, State, and Federal academic achievement standards - Free After-School Tutoring (FAST).

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)

23,026

Source(s)

Title I

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

All Students

Strategy/Activity

Conduct the HiSTEP and Link Crew programs to provide additional academic support to struggling students, as well as peer mentoring.

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)
40,908	LCFF - Base
	District Funded

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

All Students

Strategy/Activity

Provide credit recovery through programs such as APEX to students before, during, and after the school day.

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

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

All Students

Strategy/Activity

Provide for a HiSTEP Coordinator to oversee 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)
	District Funded

Strategy/Activity 7
Students to be Served by this Strategy/Activity

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

Freshmen, Special Needs, and 504 Students

Strategy/Activity

Provide student planners to at-risk students including all of this year's freshman class.

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)
4,000	LCFF - Base

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

All Students

Strategy/Activity

Computer Lab, Science Lab, Gym, Weight Room, Fitness Center, Athletic Stadium/Fields, Lecture Hall, and other building enhancements.

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)
65,000	LCFF - Base
	District Funded

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

All Students

Strategy/Activity

Train teachers, counselors, and administration in Restorative Practices.

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

| 2,500 | LCFF - Base |

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

- HiSTEP has decreased the number of D/F grades.
- Academic Saturday School and HiSTEP have reduced the need for students to be referred to La Sierra Opportunity program for credit recovery.
- Student academic performance has significantly increased and La Habra High School is a top achieving 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.

None

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.

None

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	$1,282,733.00

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 ($)
Perkins	$52,105.00
Title I	$83,026.00

Subtotal of additional federal funds included for this school: $135,131.00

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 ($)
Agriculture Vocational Incentive	$15,140.00
California Partnership Academies	$74,579.00
CTEIG	$108,125.00
District Funded	$0.00
LCFF - Base	$776,722.00
LCFF - Supplemental	$173,036.00

Subtotal of state or local funds included for this school: $1,147,602.00

Total of federal, state, and/or local funds for this school: $1,282,733.00

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

6 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Matthew Eeles	Principal
Cristina Botnari	Classroom Teacher
Joel Carlisle	Classroom Teacher
Angie Carton	Classroom Teacher
Matt Fritter	Classroom Teacher
Jeremy McDermott	Classroom Teacher
Mario Rizo	Classroom Teacher
Maggie Chavez	Other School Staff
Jennifer Andrade	Parent or Community Member
Roberta Garcia	Parent or Community Member
Jennifer Mackey	Parent or Community Member
Mary Zaky	Parent or Community Member
Jacob Carlisle	Secondary Student
Natalie Dickerson	Secondary Student
Tyler Porter	Secondary Student
Evan Rivera	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

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 November 3, 2021.

Attested:

	Principal, Matthew Eeles on November 3, 2021
	SSC Chairperson, Jacob Carlisle on November 3, 2021

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

        b. use methods and instructional strategies that:

            i. strengthen the academic program in the school,

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

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

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

            i. strategies to improve students' skills outside the academic subject areas;

            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

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

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

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

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

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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