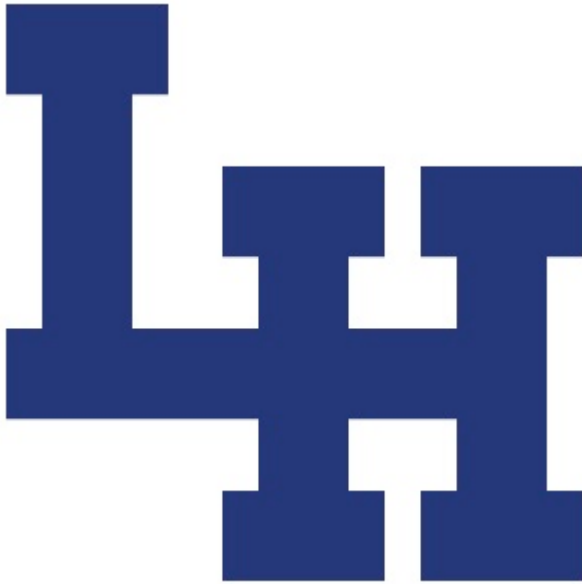# School Plan for Student Achievement (SPSA) Template

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	11/15/2023	

Purpose and Description

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

> Schoolwide Program

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

> 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) must develop and annually review the SPSA, establish an annual budget, and modify 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 utilizing federal resources to support 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 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 can 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 2022/23 school year, students, parents, and staff members were encouraged to participate in separate LCAP surveys created by the District Advisory Committee (DAC) to provide critical feedback and information for updating and revising each school site's LCAP plan. In addition, the California Healthy Kids Survey was given to students and parents to provide the state with information regarding pupils' lifestyles and overall health. Teachers were encouraged to survey their students on a semester basis to collect feedback regarding students' learning experiences. Special Education students participated in career interest and aptitude surveys, and the results were used to develop career and occupational goals during IEP meetings. District personnel also surveyed stakeholders while developing the FJUHSD's LCAP plan, and the community was surveyed regarding facilities and future spending priorities. La Habra High School's Counseling Department continued implementing the Naviance program and surveyed seniors as part of the check-out process in May 2023. As a school site with excellent parent involvement, La Habra High School gathered ongoing stakeholder input and feedback through PTSA, ELAC, SSC, and WASC committee meetings. Other valuable information and feedback are solicited from teachers, staff, students, and community members/business partners in an ongoing effort to meet students' educational needs.

In 2022/23, La Habra High School continued to engage students in the classroom and out through instruction and extracurricular activities. Teachers and students continued to expand their use of the various technology resources and evaluated their use. An additional area of focus was continual student support for academics and socio-emotional well-being with the addition of the Highlander Haven.

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 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 and areas of needed improvement are identified. Summations are used to plan professional development opportunities on designated Professional Development Days and other school days. Teachers are formally evaluated yearly, every other year, or every five years based on their employment status. Teachers share best practices during PLC meetings and observe modeled lessons during trainings facilitated by our site-instructional coaches and other professional development activities. The site administration has observed the best practices of La Habra teachers and provided opportunities for all teachers to follow those practices as appropriate for the content area they teach. This method of increased teacher collaboration by 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.

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 2023/24 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 collaborate 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 to improve instruction from year to year. 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 students' math skills before taking the courses for credit during the school year. Student progress is also monitored in English using the Nelson-Denny Reading Test (NDRT) during 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. 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. Currently, four teachers are trained, with one teaching Read 180 on-site.

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, District benchmark tests, and the Nelson-Denny and ELPAC.

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. The assessments vary from formative and summative assessments ranging in nature from essays to lab reports, tests, quizzes, projects, and presentations. Teachers analyze the results of these assessments to reteach as needed and review intervention strategies while reflecting on their 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 offered by the District in their specific content areas and 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. In 2022/23, teachers attended district professional development opportunities, including World Language teacher trainings in new textbook adoptions and training pertaining to increased proficiency in instructional technology. Teachers were provided built-in professional development time with PLC Late Starts to engage them in extensive training to prepare, collaborate, and improve instructional practices. The District continues to provide Professional Development (SET) opportunities organized by Ed Services. District teachers have attended workshops and collaborated with other site content staff to evaluate and review best 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 aligned with the Common Core and State Standards. 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 content experts conduct in math, English, science, and social science. During the summer, professional development has also been provided for teachers who have expressed interest in developing proficiency in the use of technology in the classroom. The District 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 to understand best instructional practices with newly adopted textbook materials that include online resources. Finally, all other departments are seeking professional development through respective professional organizations. Since 2020/21, professional development has been organized by District Educational Services to provide a variety of technology trainings.

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

The new bell schedule that was adopted in 2022/23 has allowed teachers to collaborate in monthly PLC meetings, District curriculum meetings, bi-monthly leadership meetings, ongoing staff meetings, and department meetings. Teachers can participate in articulation meetings with teachers from feeder schools, local colleges, and universities.

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 instruction and student learning expectations.

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, as reflected in the number of intervention courses woven into the master schedule. HiSTEP classes are offered to all freshmen and 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. The school offers reading intervention courses to meet the unique needs of Special Education, English Learners, and mainstream learners. Upperclassmen who are behind in credits can 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.

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 regarding instructional materials and textbooks were filed in 2022/23. Implementing the 1:1 Chromebook-to-student policy has continued to be a success. The District has also provided district-wide online access to several educational technologies to enhance and enrich 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 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 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 support, HiSTEP, Academic Intervention class, Read 180 program, Math 180, lunch tutoring, before and after-school tutoring, reading support classes, Special Education classes taught by credentialed Special Education teachers, Instructional Aides for Special Education, ELD classes, Special Education case carriers, 504 Coordinator, SIT Team, Guidance Counseling, and Link Crew. The District has also continued to provide District-wide online 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 platforms, Read 180, Math 180, ALEKS, STEMScopes, Cengage for ELD online, Khan Academy, Turnitin.com. Revision Assistant, Go Formative, Go Guardian, Zoom, No Red Ink, and other online educational applications. Internal and external supports will be provided to at-risk students such as foster youth, homeless, and EL students through the EL Family Liaison, Mental Health Coordinator, 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. With the new bell schedule for 2022/23, 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 various opportunities to raise achievement levels academically, behaviorally, and socially. The District utilizes the Aeries Student Information system, including Aeries Communication via Parent Square, 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. In the 2023/24 school year, an Academic Coaching tutoring program was implemented four days a week that is available before and after school. Teachers, counselors, and administrators have received additional training in mental health awareness and 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 focus solely 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 aid. Students and parents of Special Education families are offered the counseling support of a district psychologist through the IEP process when appropriate. 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 also partners with La Habra to provide items to students in need. The Counseling Department conducts evening seminars for parents covering topics such as NCAA requirements, College and Career Ready Pathways for students, A-G requirements, and how to support students at home and 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 to prepare for the transition to college. Counselors attend UC/CSU/private university workshops annually to stay up to date with changes in admissions requirements, hold registration workshops, and visit feeder schools to assist 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 and financial aid. Information is disseminated at 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 student support.

Funding

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

Services include reading support classes and before and after school tutoring. English Learners in mainstream classes receive support, technology, reading materials, and textbooks.

Fiscal support (EPC)

The following funds support La Habra High School: 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, instructional materials, classroom supplies, Counseling, facilities maintenance and improvements, campus safety (security attendants and SRO), summer school, transportation, support clubs/classes such as Link Crew, and athletics.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

La Habra High School continues to make progress in critical areas for growth. It regularly relies on feedback from its stakeholders through a variety of means, including but not limited to SSC, PTSA, DAC, ELAC, etc. 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 the resulting data as appropriate to continually better the school.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1	0	0
African American	1.9%	1.28%	1.27%	39	26	26
Asian	1.4%	1.52%	1.36%	28	31	28
Filipino	0.8%	0.93%	0.88%	17	19	18
Hispanic/Latino	77.7%	80.97%	82.23%	1,614	1,647	1689
Pacific Islander	0.2%	0.10%	0.19%	4	2	4
White	15.5%	13.27%	12.76%	322	270	262
Multiple/No Response	2.4%	1.92%	1.22%	50	39	25
Total Enrollment				2,077	2,034	2054

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	541	534	577
Grade 10	497	500	502
Grade 11	524	485	501
Grade 12	515	515	474
Total Enrollment	2,077	2,034	2,054

Conclusions based on this data:

1. La Habra High School enrollment remains relatively consistent over the previous 3 years with a decrease of 1%.

2. La Habra High School's Hispanic/Latino student population is the largest and most significant group and remains relatively steady, with an increase of 5%.

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	165	174	174	7.9%	8.6%	8.5%
Fluent English Proficient (FEP)	577	562	549	27.8%	27.6%	26.7%
Reclassified Fluent English Proficient (RFEP)	5	3	21	3.0%	1.7%	12.1%

Conclusions based on this data:

1. The percentage of EL students enrolled at La Habra High School has remained steady over the last three years.

2. The percentage of FEP students enrolled at La Habra High School has decreased by 10% over the last three years.

3. La Habra High School has seen an increase in the percentage of students being reclassified (RFEP).

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	512	474	486	450	457	473	447	457	473	87.9	96.4	97.3
All Grades	512	474	486	450	457	473	447	457	473	87.9	96.4	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2586.	2565.	2598.	21.70	20.57	23.47	33.56	28.01	33.83	22.60	23.41	24.10	22.15	28.01	18.60
All Grades	N/A	N/A	N/A	21.70	20.57	23.47	33.56	28.01	33.83	22.60	23.41	24.10	22.15	28.01	18.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.65	21.27	24.95	62.93	53.95	58.77	14.42	24.78	16.28
All Grades	22.65	21.27	24.95	62.93	53.95	58.77	14.42	24.78	16.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	25.34	23.46	25.58	48.40	48.25	55.81	26.26	28.29	18.60
All Grades	25.34	23.46	25.58	48.40	48.25	55.81	26.26	28.29	18.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	12.56	9.87	12.47	74.43	71.49	74.21	13.01	18.64	13.32
All Grades	12.56	9.87	12.47	74.43	71.49	74.21	13.01	18.64	13.32

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	23.15	16.89	22.20	65.17	62.28	65.12	11.69	20.83	12.68
All Grades	23.15	16.89	22.20	65.17	62.28	65.12	11.69	20.83	12.68

Conclusions based on this data:

1. Since the COVID-19 pandemic, the number of students that were tested has increased.

2. The overall achievement for students who received Standard Exceeded or Standard Met increased by 8%.

3. La Habra High School will continue to discuss opportunities to inform students about the significance of the CAASPP in hopes that another sufficient increase occurs.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	511	475	486	453	457	473	447	457	473	88.6	96.2	97.3
All Grades	511	475	486	453	457	473	447	457	473	88.6	96.2	97.3

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2578.	2521.	2557.	10.51	6.78	10.15	24.16	15.54	17.76	28.41	21.01	26.00	36.91	56.67	46.09
All Grades	N/A	N/A	N/A	10.51	6.78	10.15	24.16	15.54	17.76	28.41	21.01	26.00	36.91	56.67	46.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.36	11.60	17.76	47.65	37.20	39.11	31.99	51.20	43.13
All Grades	20.36	11.60	17.76	47.65	37.20	39.11	31.99	51.20	43.13

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13.65	7.44	9.51	60.40	56.02	62.79	25.95	36.54	27.70
All Grades	13.65	7.44	9.51	60.40	56.02	62.79	25.95	36.54	27.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11.86	8.10	11.84	66.67	64.11	64.90	21.48	27.79	23.26
All Grades	11.86	8.10	11.84	66.67	64.11	64.90	21.48	27.79	23.26

Conclusions based on this data:

1. Since the COVID-19 pandemic, the number of students that were tested has increased.

2. The overall achievement for students who received Standard Exceeded or Standard Met increased by almost 6%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1539.5	1540.4	1520.1	1542.4	1536.9	1503.6	1536.1	1543.4	1536.1	39	40	48
10	1557.4	1533.2	1548.8	1560.7	1525.7	1543.3	1553.5	1540.1	1553.9	43	35	42
11	1537.2	1547.0	1523.4	1527.0	1531.4	1514.5	1546.8	1562.2	1532.0	40	45	30
12	1567.1	1556.3	1558.9	1562.7	1549.2	1558.9	1570.9	1563.0	1558.5	23	38	41
All Grades										145	158	161

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	17.95	20.00	6.38	15.38	32.50	23.40	38.46	27.50	46.81	28.21	20.00	23.40	39	40	47
10	23.68	5.71	26.19	36.84	37.14	33.33	23.68	40.00	21.43	15.79	17.14	19.05	38	35	42
11	10.81	20.00	3.33	32.43	24.44	16.67	29.73	40.00	56.67	27.03	15.56	23.33	37	45	30
12	17.39	13.16	19.51	56.52	36.84	31.71	8.70	39.47	29.27	17.39	10.53	19.51	23	38	41
All Grades	17.52	15.19	14.38	32.85	32.28	26.88	27.01	36.71	37.50	22.63	15.82	21.25	137	158	160

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	25.64	30.00	10.64	35.90	37.50	40.43	20.51	20.00	25.53	17.95	12.50	23.40	39	40	47
10	39.47	11.43	30.95	36.84	51.43	40.48	7.89	22.86	11.90	15.79	14.29	16.67	38	35	42
11	16.22	20.00	6.67	45.95	46.67	53.33	13.51	8.89	23.33	24.32	24.44	16.67	37	45	30
12	43.48	26.32	34.15	39.13	52.63	31.71	4.35	10.53	17.07	13.04	10.53	17.07	23	38	41
All Grades	29.93	22.15	21.25	39.42	46.84	40.63	12.41	15.19	19.38	18.25	15.82	18.75	137	158	160

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.26	5.00	2.13	10.26	20.00	8.51	35.90	47.50	59.57	43.59	27.50	29.79	39	40	47
10	7.89	8.57	9.52	15.79	8.57	26.19	47.37	51.43	40.48	28.95	31.43	23.81	38	35	42
11	2.70	8.89	0.00	18.92	17.78	3.33	37.84	55.56	63.33	40.54	17.78	33.33	37	45	30
12	4.35	7.89	12.20	21.74	15.79	17.07	56.52	52.63	36.59	17.39	23.68	34.15	23	38	41
All Grades	6.57	7.59	6.25	16.06	15.82	14.38	43.07	51.90	49.38	34.31	24.68	30.00	137	158	160

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.56	7.50	8.51	71.79	72.50	61.70	25.64	20.00	29.79	39	40	47
10	13.16	2.86	11.90	68.42	77.14	64.29	18.42	20.00	23.81	38	35	42
11	0.00	11.11	6.67	64.86	64.44	66.67	35.14	24.44	26.67	37	45	30
12	0.00	5.26	12.20	86.96	76.32	63.41	13.04	18.42	24.39	23	38	41
All Grades	4.38	6.96	10.00	71.53	72.15	63.75	24.09	20.89	26.25	137	158	160

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	72.73	60.00	63.04	18.18	27.50	13.04	9.09	12.50	23.91	22	40	46
10	81.82	57.14	71.43	9.09	28.57	16.67	9.09	14.29	11.90	22	35	42
11	61.90	57.78	50.00	19.05	20.00	33.33	19.05	22.22	16.67	21	45	30
12	85.71	76.32	65.85	7.14	18.42	21.95	7.14	5.26	12.20	14	38	41
All Grades	74.68	62.66	63.52	13.92	23.42	20.13	11.39	13.92	16.35	79	158	159

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.38	12.50	2.13	30.77	47.50	48.94	53.85	40.00	48.94	39	40	47
10	15.79	8.57	16.67	44.74	42.86	52.38	39.47	48.57	30.95	38	35	42
11	5.41	8.89	3.33	40.54	57.78	33.33	54.05	33.33	63.33	37	45	30
12	8.70	7.89	17.07	65.22	52.63	31.71	26.09	39.47	51.22	23	38	41
All Grades	11.68	9.49	10.00	43.07	50.63	42.50	45.26	39.87	47.50	137	158	160

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.63	0.00	2.13	78.95	77.50	78.72	18.42	22.50	19.15	38	40	47
10	0.00	0.00	4.76	86.49	80.00	71.43	13.51	20.00	23.81	37	35	42
11	2.70	17.78	6.67	72.97	66.67	63.33	24.32	15.56	30.00	37	45	30
12	8.70	18.42	14.63	82.61	68.42	68.29	8.70	13.16	17.07	23	38	41
All Grades	2.96	9.49	6.88	80.00	72.78	71.25	17.04	17.72	21.88	135	158	160

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. In the last three years, the number of students who took the ELPAC has increased by 10%.

2. The number of students tested has increased in all grade levels, except for 11th grade.

3. Of the students tested, the highest % received an Overall Language Performance of Level 2.

School and Student Performance Data
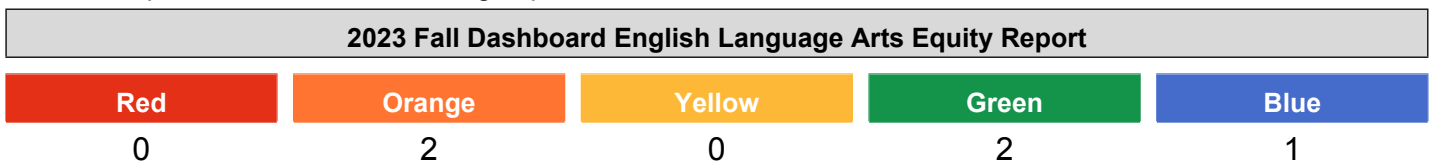
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2054	**64.8**	**8.5**	**0.3**
Total Number of Students enrolled in La Habra High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	174	8.5
Foster Youth	7	0.3
Homeless	40	1.9
Socioeconomically Disadvantaged	1330	64.8
Students with Disabilities	271	13.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	1.3
Asian	28	1.4
Filipino	18	0.9
Hispanic	1689	82.2
Two or More Races	25	1.2
Pacific Islander	4	0.2
White	262	12.8

Conclusions based on this data:

1. La Habra High School's largest student group by race/ethnicity is Hispanic at 81%.

2. La Habra High School's student population is 61% socioeconomically disadvantaged.

3. La Habra High School has 255 students with disabilities (12.5% of total enrollment).

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Yellow	**Chronic Absenteeism** No Performance Color	
English Learner Progress Orange		
College/Career Medium		

Conclusions based on this data:

1. The overall performance of both English Language Arts and Mathematics is low.

2. The graduation rate at La Habra High School is very high.

3. The suspension rate at La Habra High School is rated as medium.

School and Student Performance Data

Academic Performance
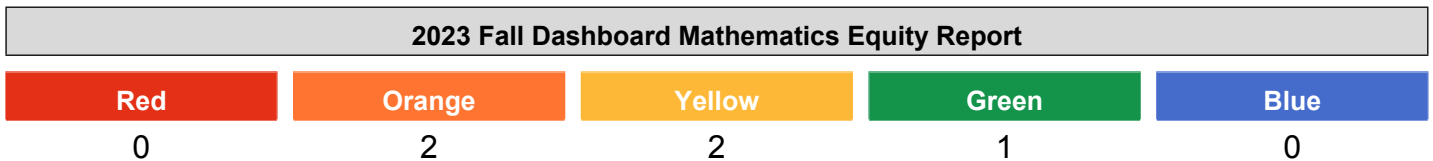## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	2	1

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	Less than 11 Students
17.5 points above standard	70.3 points below standard	
Increased Significantly +34.1 points	Increased Significantly +38.1 points	2 Students
455 Students	38 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
50.1 points below standard	Green	Orange
Increased Significantly +45.3 points	3.9 points above standard	124.2 points below standard
14 Students	Increased Significantly +42.5 points	Increased Significantly +27.7 points
	296 Students	59 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 12.8 points above standard Increased Significantly +40.9 points 381 Students	Less than 11 Students 6 Students	No Performance Color 0 Students	Blue 48.4 points above standard Increased Significantly +23.5 points 58 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.2 points below standard	48.5 points below standard	21.2 points above standard
Increased Significantly +19.4 points	17 Students	Increased Significantly +19.4 points
22 Students		309 Students

Conclusions based on this data:

1. English Learner and Students with Disabilities' performance levels were 100+ points below standard.

2. Hispanic students performed low with 28 points below standard.

3. White students performed 25 points above standard at a medium performance level.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
67.3 points below standard	169.2 points below standard	
Increased Significantly +37.9 points	Increased +12.1 points	2 Students
455 Students	39 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
144 points below standard	Yellow	Orange
Increased Significantly +53.8 points	86.4 points below standard	186.8 points below standard
14 Students	Increased Significantly +41 points	Increased Significantly +50.6 points
	296 Students	59 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	Less than 11 Students
6 Students	0 Students	3 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Green
77.1 points below standard	6 Students	0 Students	10.4 points below standard
Increased Significantly +39.3 points			Increased Significantly +58.5 points
381 Students			58 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
213.8 points below standard	119.4 points below standard	58.8 points below standard
Decreased Significantly -24.7 points	17 Students	Increased Significantly +30.3 points
23 Students		308 Students

Conclusions based on this data:

1. Similar to ELA, English Learner and Students with Disabilities' performance levels were very low with 180+ points below standard.

2. While All Students performed low in ELA and Math, students scored 90 points lower in Math.

3. In Math, White students performed low vs a medium level in English.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
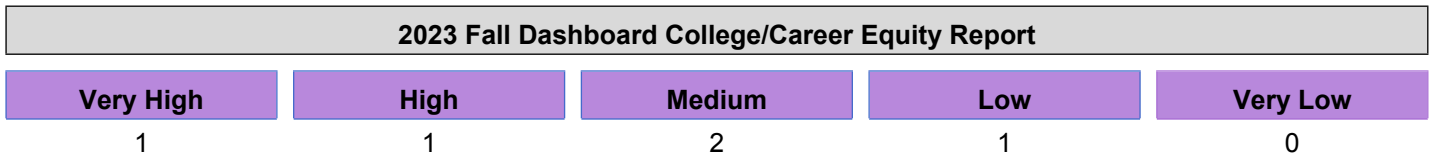
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
36 points above standard making progress towards English language proficiency
Number of EL Students: 139 Students
Performance Level: 2
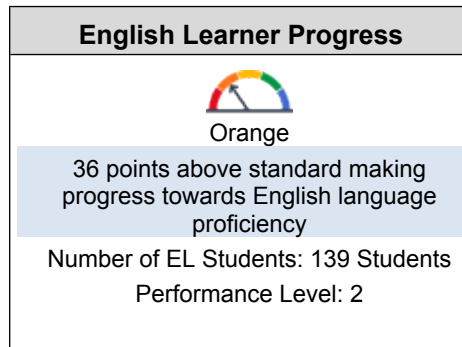
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
47	42	9	41

Conclusions based on this data:

1. Approximately 30% of EL students decreased one ELPI level while another 30% progressed at least one ELPI level.

2. Of the 133 EL students, 40% are making progress towards EL proficiency.

3. The overall performance level of EL students is 2 (low).

School and Student Performance Data

Academic Performance
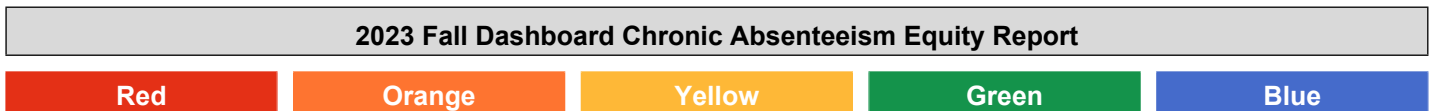## College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.
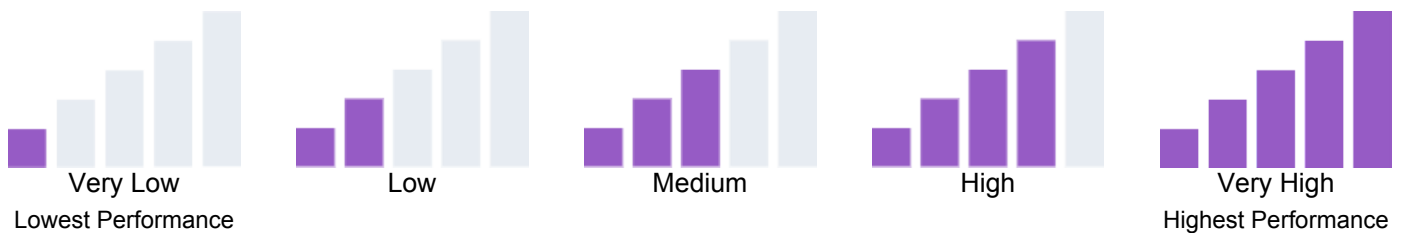
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	1	2	1	0

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students
46 Prepared

474 Students

English Learners
14.6 Prepared

48 Students

Foster Youth
Less than 11 Students

3 Students

Homeless
26.1 Prepared

23 Students

Socioeconomically Disadvantaged
39.4 Prepared

345 Students

Students with Disabilities
7 Prepared
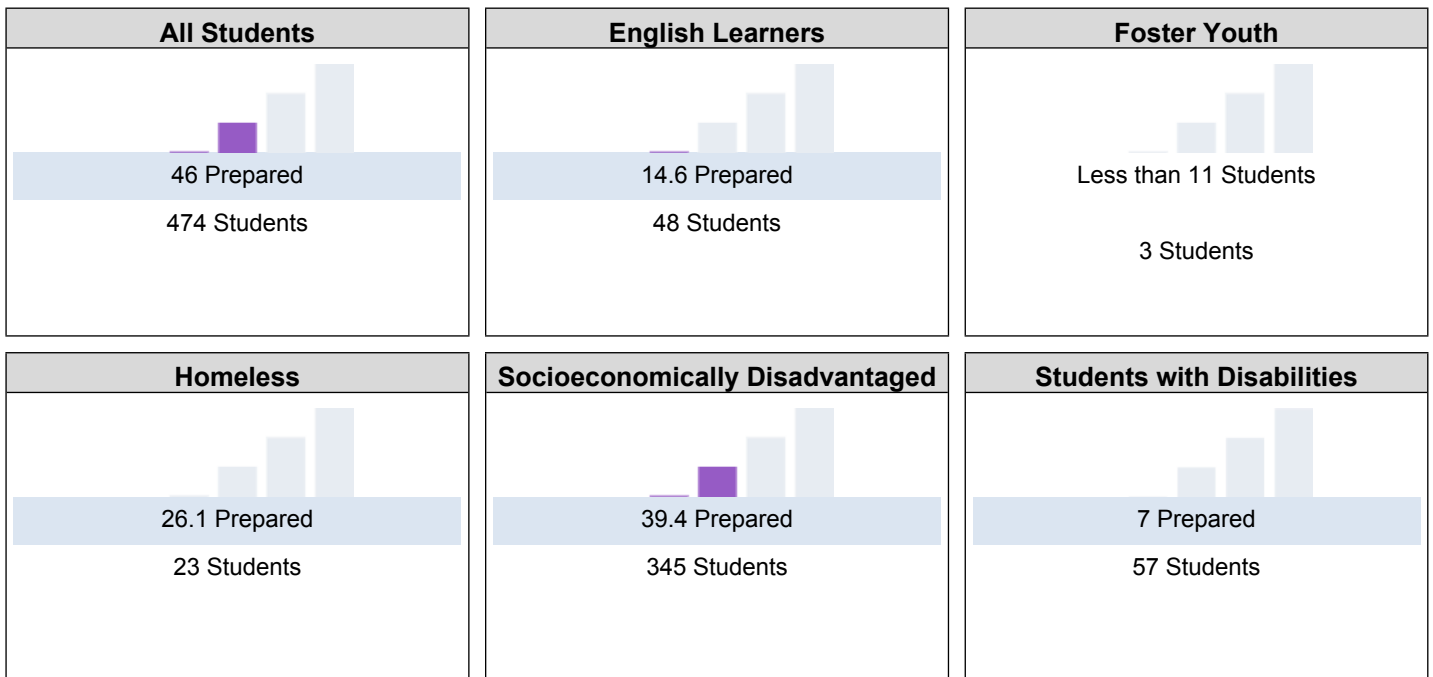
57 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American
Less than 11 Students

4 Students

American Indian
0 Students

Asian
Less than 11 Students

7 Students

Filipino
Less than 11 Students

6 Students

Hispanic
42.5 Prepared

374 Students

Two or More Races
64.3 Prepared

14 Students

Pacific Islander
Less than 11 Students

2 Students

White
61.2 Prepared
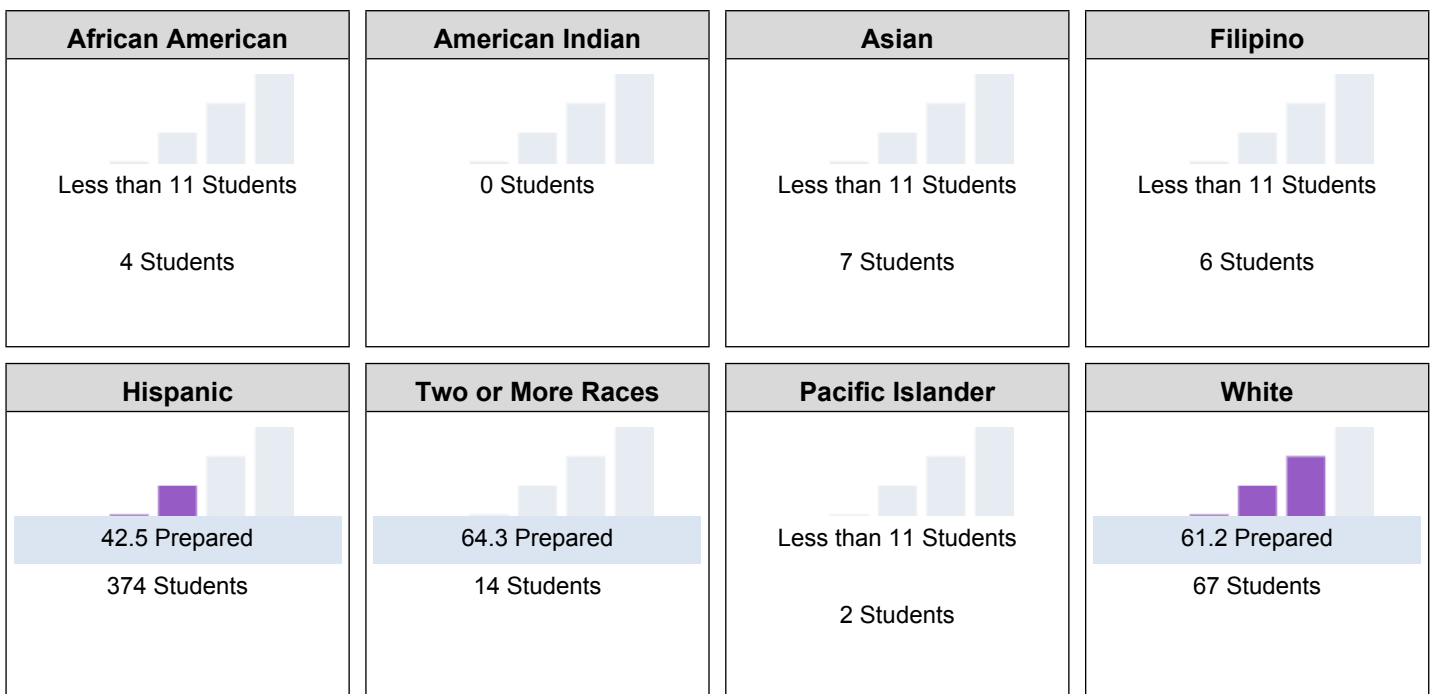
67 Students

Conclusions based on this data:

1. College/Career data was not reported in 2022.

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

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 2022 Dashboard.

School and Student Performance Data

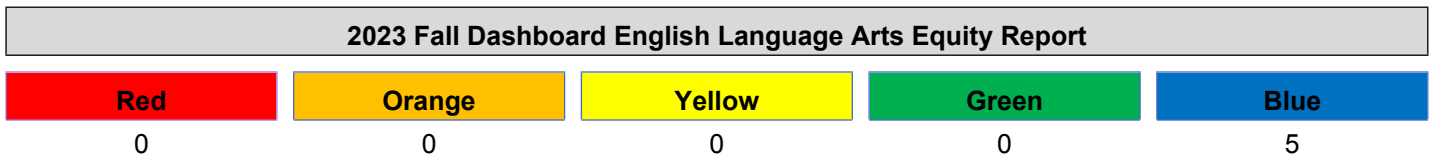## Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	Less than 11 Students
98.5% graduated	95.8% graduated	
Increased 1.6	Increased Significantly 11.4	3 Students
474 Students	48 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
95.7% graduated	Blue	Blue
Increased Significantly 6	98.6% graduated	100% graduated
23 Students	Increased 2.1	Increased Significantly 6.8
	345 Students	57 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	Less than 11 Students
4 Students	0 Students	7 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
Blue	100% graduated	Less than 11 Students	Blue
98.1% graduated	Maintained 0	2 Students	100% graduated
Increased 1.7	14 Students		Increased 1.3
374 Students			67 Students

Conclusions based on this data:

1. The graduation rate for all students at La Habra High School is very high at 97%.

2. Both Hispanic and White students have a graduation rate of 96+%

3. Continued focus is needed to increase the current graduation rate of 84% for EL students.

School and Student Performance Data

Conditions & Climate
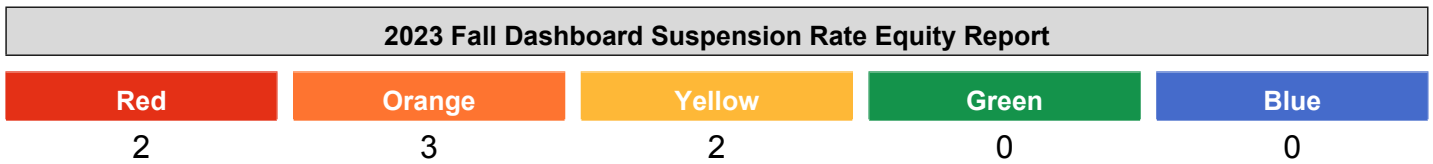## Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	3	2	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	0% suspended at least one day
6.6% suspended at least one day	12.2% suspended at least one day	Declined -16.7
Increased 1.6	Increased 2.1	12 Students
2160 Students	196 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Orange	Red
7.4% suspended at least one day	8.2% suspended at least one day	17% suspended at least one day
Declined -5.9	Increased 2	Increased Significantly 5.9
68 Students	1415 Students	289 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
19.2% suspended at least one day Increased 16.3 26 Students	No Performance Color 0 Students	Yellow 3.3% suspended at least one day Maintained 0.1 30 Students	0% suspended at least one day Maintained 0 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 6.8% suspended at least one day Increased 1.5 1775 Students	10.7% suspended at least one day Increased 8.3 28 Students	Less than 11 Students 4 Students	Orange 4.3% suspended at least one day Increased 0.5 279 Students

Conclusions based on this data:

1. The suspension rate by race/ethnicity is similar for all groups (3-5%).

2. The suspension percentage of ELs, Students with Disabilities and Homeless is double that of All Students.

3. The suspension percentage of Socioeconomically Disadvantaged students is slightly higher than all students by 1%.

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. Utilize professional development opportunities for teachers to collaborate 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 Ready rate	Previous year's percentage of students "prepared"	Increase in percentage of students "prepared"
Successful completion of courses	Previous year's D/F rate	Decrease in D/F rate
Enrollment in CTE pathways	Previous year's enrollment in CTE pathways	Increase in enrollment in CTE pathways
College Application Day	Previous year's student participation in College Application Day	Increase in student participation in College Application Day
Graduation rate	Previous year's graduation rate	Increase in graduation rate
CAASPP scores	Previous year's CAASPP scores	Increase in CAASPP scores

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.

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

Review CAASPP results and disaggregate data during site administrative, staff, department and, PLC 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. Kahoot, Quizizz, Albert.io, Padlet, Go Formative, 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

Content area teachers provide support to at-risk students after school and on Saturdays through the Academic Coaching 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)
10,000	Title I
5,000	LCFF - Base

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

Relocation and 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 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 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: 2022-23

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 will continue to support teachers in providing release time for planning and reviewing data as well as attending professional development. The site will 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 support struggling students in advanced courses.

*This goal addresses the 2023 WASC Visiting Committee's recommendation:
        Continue to identify and implement various instructional strategies 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:
        All incoming students will be enrolled in an academy or program with a continued focus on
        increasing the completion percentage of A-G. Additionally, La Habra High School will
        support at-risk/at-promise subgroups (EL, SWD, SES), emphasizing these individual
        students completing A-G.

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 AP tests	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.
A-G completion 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 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 through Cafecito con el Director and ELAC meetings. 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 Director and 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, with the support of department Ed Tech leads, 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: 2022-23

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 by providing professional learning and collaboration opportunities for staff to continue implementing state standards, integrate best instructional practices, and use technology as a learning and teaching tool.

*This goal from the School Plan for Student Achievement addresses the following goals from the school's WASC Action Plan:
La Habra High School will increase student access to technology and online resources, provide professional development for staff on the effective use of technology as a learning tool, and enhance the infrastructure and technical support available on campus.

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 and 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.
Professional Development opportunities for educational technology tools and instructional strategies.	Teacher participation at SET days	All teachers will participate in SET training
Monitoring and documenting student engagement with meaningful participation.	Classroom observations walk-throughs	Consistent student engagement
Participation during site Staff Development Days	Staff participation during collaboration time	Positive feedback on Staff Development Days surveys
Successful completion of courses	D/F course rates	Decrease in D/F course rates

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 they need to complete 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

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 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 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 8
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

Annual Review

SPSA Year Reviewed: 2022-23

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 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
Call system reports regarding the frequency of communication	% of communication read	Increased % of communication read
Highlander Huddle	% of newsletters read	Increased % of communication read
Coffee with the Principal	Previous year's attendance at events	Increase attendance at events

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

EL Students

Strategy/Activity

Continue to host quarterly Cafecito con el Director to provide updates to EL parents

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)

	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

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 5
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 6
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 7
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 stakeholders 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 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 staff will use Parent Square, weekly Highlander Huddle, 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

Annual Review

SPSA Year Reviewed: 2022-23

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 in the overall educational program and provide students with mental health, social/emotional, and interpersonal relational skills training, in addition to traditional academic support, according to how these conditions affect academic performance.

*This School Plan for Student Achievement goal addresses the following goal from the school's 2023 WASC Action Plan:
Students identified as needing social-emotional support will be referred in a timely manner to receive the necessary resources.

This school goal 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.
Panorama survey	Number of survey participants	Increase in stakeholder participation and positive feedback
Academic Coaching	Student attendance in tutoring	Consistent attendance in tutoring

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 (Academic Coaching) 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.

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

Annual Review

SPSA Year Reviewed: 2022-23

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.
- 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	$1,251,660.00

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	$754,222.00
LCFF - Supplemental	$164,463.00

Subtotal of state or local funds included for this school: $1,116,529.00

Total of federal, state, and/or local funds for this school: $1,251,660.00

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

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Steve Garcia	Principal
Destiny Garfias	Classroom Teacher
Edna Tristan	Parent or Community Member
Lisa Tarowski	Other School Staff
Diana Flores	Other School Staff
	Secondary Student
	Classroom Teacher
Jennifer Valencia	Parent or Community Member
Trevor Snyder	Secondary Student
Gena Arriola Salas	Parent or Community Member

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 11/15/23.

Attested:

	Principal, Steve Garcia on 11/15/23
	SSC Chairperson, Jennifer Valencia on 11/17/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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.

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

k   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.

k   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:

k   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.

k   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:

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

The TSI plan shall:

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

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