

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Altos High School	4369094334116	April 18, 2023	June

## 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.

# 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).

We use surveys to collect feedback from all of our constituents - students, parents and staff. The quantitative and qualitative data is reviewed by our Leadership Team, Site Council, departments, WASC Focus Groups and the administration. We also share this data with students and parents. Based on the review of data by these groups, action plans are created to address areas of concern.

## Classroom Observations

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

Our District is committed to keeping only the best teachers. Our highly competitive salary schedule attracts teachers from throughout the state. We aggressively interview in a timely manner to ensure the broadest spectrum of candidates. The interview process includes an administrator, department coordinator, subject teachers, students and parents. Once teachers are hired, they are introduced to the district through a three-day orientation at both the district and site level. We also have a comprehensive Beginning Teacher Support and Assessment (BTSA) program with a full-time district coordinator. The administration is committed to timely evaluations and feedback for all employees. Temporary and probationary teachers are guaranteed a minimum of three class room visits and subsequent evaluations plus a comprehensive final evaluation by the end of February.

Our District has established a comprehensive teacher evaluation process based on the California Standards for the Teaching Profession. Prior to granting tenure, we carefully observe, evaluate and render a final assessment as to the qualifications of non-tenured teachers at our site. We carefully assess each teacher's classroom effectiveness, using the following State Standards:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Permanent teachers, who are highly qualified and have earned satisfactory evaluations, may opt for an alternative evaluation method (2B) whereby they work in teams to explore professional development areas that are specific to their interest and/or needs.

As a school, we are committed to regular, brief walk-through class visits. Other teachers, counselors, department coordinators, district administrators and Board members are invited to go on these classroom walk-throughs. We focus on what students are doing and if they are engaged in learning.

## 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)

Long before the state implemented its accountability system, the district office regularly collected, analyzed and disseminated student performance data which was used as the basis for making educational and fiscal decisions, both at the district and site level. The board adopted a set of performance indicators that reflect State, District accountability goals as well as the WASC Action Plan goals for each site. The educational services division at the district office was and still is responsible for the collection of data and for assisting the high school principals and staff with data analysis and the preparation of a comprehensive, annual student performance report that is presented to the board each November.

The Leadership team at LAHS is instrumental in advancing our interest in common assessments for the subjects, and total horizontal alignment of Curriculum and Instructional practices as well as grading practices.

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

Through the use of data, our District, site administration and Leadership Team look for ways to improve and align instruction to the California State Standards. The District dedicates at least one day, prior to the start of the school year, for educational leaders throughout the district to evaluate data and formulate ideas for the upcoming school year. Areas of focus include the use of in-service time, current academic issues and specific challenges that need to be addressed. The Associate Superintendent in charge of Education Services provides data and subsequent analysis. Later she presents site-specific data during in-service times ensuring that the entire staff is cognizant of our successes and challenges. Throughout the year, departments, course teams and other alignments meet regularly to discuss issues and the means in which to improve instruction for all students. Implementation Teams meet quarterly to continue their discussions of school-wide reform and address WASC related goals. The principal and four assistant principals meet twice a week to review concerns, challenges and the needs of our students and staff. At the end of each semester, data is collected and analyzed and the findings are presented to the School Board.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

We have a highly professional and dedicated staff. Individual teachers, course teams, entire departments and other interdisciplinary groups of teachers work together on site, attend courses and workshops and work toward advanced degrees and National Board Certification on an ongoing basis. These professional growth activities are directly tied to our Action Plan goals and lead to improved practices in the classroom. The governing board and the district office administration have consistently supported these professional growth opportunities through release time, compensation for out-of-contract time and funding for workshop and conference attendance.

New teachers, and teachers new to the District, enjoy a fully supported and very effectively implemented induction program led by our Instructional Support Team. They organize monthly meetings and additional workshop opportunities. Workshops and site meetings help orient new teachers to the particular policies of the school as well as the educational values of the school are part of the New Teacher Program. The Instructional Support Team uses a formative Assessment model that asks new teachers to choose one or two particular sub-categories of the California Teaching Standards as their professional growth goal. The identified goal is discussed in a one on one meeting with their IST coach and then observed by the coach in a classroom setting.. The individual attention we are able to provide new teachers through our IST program helps them to improve their teaching practice and reflect on their growth. Department coordinators have increased their role in supporting new teachers as well. Course Team colleagues also support the induction of new teachers through that collaborative process.

Classified staff plays a critical role in our school culture through their work and as members of our school community. Administration encourages and supports several Classified meetings throughout the year where issues and concerns can be addressed. They can also pursue professional growth activities individually, as well. We continue to organize classified training opportunities.

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

Los Altos has a highly trained, qualified and motivated classified, certificated and administrative staff. It is important that the backgrounds and experiences of our staff represent a broad diversity in a number of ways: academically, professionally, culturally, ethnically and linguistically. The size of our staff has remained stable and the diversity of our staff has grown due to intentional and strategic efforts to address that goal. We have an experienced and highly trained staff. More than 60% of our teachers have advanced degrees. We have added a significant number of newer teachers over the last six years.

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

Teachers at LAHS spend approximately four days each year in school and/or district directed professional development. Staff development opportunities are available to teachers and staff, with most of our time this year focused on best instructional practices with improving equity of assessment and grading practices as the primary goal. In-service decisions are based on student performance data, the WASC action plan, and objectives identified by the school's Leadership Team. In collaboration with the District Professional Learning committee, we analyze district wide data to ascertain patterns that help us determine long term staff development plans. Also taken into account are the School Board's district-wide goals. Departments and Course teams engage in professional learning activities as a foundation of their collaborative work.

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

Support the professional learning through Course Team and Department PLC work is the core of the growth process at Los Altos High. The current school-wide focus is on the equity of assessment and grading practices.

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

Course teams and the Departments collaborate on a weekly basis, with a focus on aligned learning goals, curriculum and assessment. Course teams and Departments calibrate grading standards and practices. All teams also collaborate around site Professional Learning goals, in particular this year, the equity of assessment and grading practices.

## Teaching and Learning

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

Our school curriculum is closely aligned to state standards in all core subject areas. All major departments have had the opportunity to review their curriculum and make modifications in terms of both horizontal and vertical alignment. Instructional materials are reviewed to ensure their alignment before a purchase is authorized. The Board approves all instructional materials purchases, and certifies that they meet state content standard requirements. The district and school closely monitor student performance. Each fall, a comprehensive analysis of students' academic achievement is presented to the School Board. All data are disaggregated to better monitor the achievement of sub-groups on specific performance indicators. Our school continues to communicate to parents the increasing alignment of our curriculum to state standards. The publication and internet posting of the SARC, school newsletters, bulletins, and the summer mailer all communicate vital information to parents and our community. A curriculum handbook is given to each family at the time of registration. Additionally, all families have access to an AERIES Browser ~ Student Information System (SIS) that allows them to look at their student's information, including attendance, grades, homework and graduation status.

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

71,400 instructional minutes are offered at Los Altos High School, spread over 180 instructional days. The State mandates 64,800 instructional minutes over 180 days.

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

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

Standards-aligned textbooks and instructional materials for all students are sufficient in both quality and quantity in each subject area. The board annually reviews the quality and sufficiency of instructional materials in a public hearing. The board has declared, as one of its priorities, to ensure that every student and teacher has the necessary materials for teaching and learning to occur at the highest level. We currently have a replacement cycle for textbooks by department. We are also beginning to purchase classroom sets of books so that students will not have to transport a multitude of books between home and school.

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

## Opportunity and Equal Educational Access

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

Support classes for College Preparatory course work in English and Math. Alternative pathways including CTE programs. Support for attendance and data-tracking. Tutorial services available before school, during the day and after school.

#### Evidence-based educational practices to raise student achievement

We intend that everything we do is an evidence-based practice to raise student achievement, and our Professional Learning, collaborative processes, and Leadership organization are based, ideally, on an ongoing, data-driven cycle of inquiry.

## Parental Engagement

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

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Los Altos High School has numerous active parent groups who help to create an atmosphere of academic excellence and who support an array of extra curricular activities that students have come to expect at LAHS. Parents can be found volunteering in the Tutorial Center, College Career Center, in the administrative offices, as mentors t, or hosting events such as Writer’s Week and Science and Technology Week (STEM).

The Los Altos Parent Teacher Student Association (PTSA) provides a wide variety of services to the school that are indispensable. Each year this group provides agenda planners for the entire student body as well as staff members. They support us with critical volunteer assistance and many other special projects, such as Grad Night, parent education seminars, student scholarships and the monthly newsletter, Eagle Flights.

The Los Altos High School Athletic Boosters Club is a non-profit organization made up of parents, staff and community members. Club funds are raised primarily through membership dues and fundraisers that help provide uniforms, letters, trophies and equipment to the athletic program.

The Instrumental Music Boosters provide financial and logistical support for the LAHS marching band, orchestra, symphonic band, wind ensemble and jazz band. They supply funds to assist with support staff, the purchase and repair of instruments, music arrangements and scholarships.

LUCHA is a parent group established to inform, assist and educate Latino parents and parents of English Language Learners about the educational system and the family’s role in the academic lives of their children. Topics such as graduation requirements, college entrance process, high school and college exams, community services, legal aid, undocumented student issues and financial aid are explored with this group. We also explain how to access and communicate with teachers, counselors and the administration at Los Altos High School.

Los Altos High School has an active School Site Council including a diverse group of students, parents, teachers, and administrators. The School Site Council is designed to improve and support school services and campus climate. The Site Council is responsible for creating the school’s annual Single Plan for Student Achievement. Additionally this group provides funding to educators for continued professional development designed to enhance instructional practices and student academic success.

### Funding

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

The district is committed to providing additional personnel including a community liaison and expanded instructional aide hours to support students in their mainstream classes. The community liaison also works with parents and LUCHA to ensure increased awareness and parental involvement. Most teachers at Los Altos High School have a CLAD credential or a SDAIE certificate. The remaining teachers are encouraged to complete the necessary training. New staff members are required to complete their SDAIE certification before they are granted tenure in the district.

Fiscal support (EPC)

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The LAHS Site Council’s annual review of the SPSA began at its meeting in February 2023, in conjunction with our review of our WASC Action Plan progress and ELCAP.

## Resource Inequities

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.13%	0.1%	0.19%	3	3	4
African American	0.8%	1.0%	0.98%	18	22	21
Asian	25.43%	27.5%	27.67%	573	607	591
Filipino	1.38%	1.1%	1.31%	31	24	28
Hispanic/Latino	26.9%	27.6%	27.48%	606	610	587
Pacific Islander	0.49%	0.3%	0.33%	11	6	7
White	36.4%	36.1%	35.63%	820	797	761
Multiple/No Response	8.48%	6.3%	6.41%	191	139	137
	<b>Total Enrollment</b>			2,253	2,209	2136

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	582	539	518
Grade 10	565	550	519
Grade 11	577	551	545
Grade 12	529	569	554
<b>Total Enrollment</b>	2,253	2,209	2,136

### Conclusions based on this data:

1. Enrollment and the ethnic diversity of the student population has been relatively stable over the last three years.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	71	66	82	3.2%	3.00%	3.8%
Fluent English Proficient (FEP)	992	991	925	44.0%	44.90%	43.3%
Reclassified Fluent English Proficient (RFEP)	28	20		34.6%	30.3%	

### Conclusions based on this data:

1. The percentage of students who are English Learners has decreased slightly. We reestablished our ELD program at Los Altos starting in the fall of 2022. We are collaborating with our sister school on developing this program.
2. The percentage of students who are Fluent English Proficient has increased slightly.
3. The percentage of students reclassified as English Proficient has increased significantly.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	539	545	534	510	391	476	510	390	475	94.6	71.7	89.1
All Grades	539	545	534	510	391	476	510	390	475	94.6	71.7	89.1

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2687.	2700.	2708.	60.78	58.21	65.26	24.12	25.13	19.58	8.82	9.74	10.74	6.27	6.92	4.42
All Grades	N/A	N/A	N/A	60.78	58.21	65.26	24.12	25.13	19.58	8.82	9.74	10.74	6.27	6.92	4.42

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	62.55	57.07	59.28	27.25	37.02	35.44	10.20	5.91	5.27
All Grades	62.55	57.07	59.28	27.25	37.02	35.44	10.20	5.91	5.27

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	68.04	58.61	64.98	24.90	33.42	29.75	7.06	7.97	5.27
All Grades	68.04	58.61	64.98	24.90	33.42	29.75	7.06	7.97	5.27

### 2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	50.39	31.62	33.33	44.90	62.21	63.08	4.71	6.17	3.59
All Grades	50.39	31.62	33.33	44.90	62.21	63.08	4.71	6.17	3.59

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	58.82	50.77	52.84	34.71	44.87	42.95	6.47	4.36	4.21
All Grades	58.82	50.77	52.84	34.71	44.87	42.95	6.47	4.36	4.21

2019-20 Data:

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

**Conclusions based on this data:**

1. There are clearly still effects on student growth due to the pandemic period of disrupted learning. On the whole, however, student achievement remains high and stable, as measured by these assessments. We expect to see continued improvement in these results.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	539	545	534	507	409	465	507	408	465	94.1	75.0	87.1
All Grades	539	545	534	507	409	465	507	408	465	94.1	75.0	87.1

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2696.	2719.	2705.	51.28	57.84	52.69	19.33	16.18	16.99	14.40	12.01	13.76	14.99	13.97	16.56
All Grades	N/A	N/A	N/A	51.28	57.84	52.69	19.33	16.18	16.99	14.40	12.01	13.76	14.99	13.97	16.56

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	60.75	63.48	56.56	19.33	23.53	26.45	19.92	12.99	16.99
All Grades	60.75	63.48	56.56	19.33	23.53	26.45	19.92	12.99	16.99

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	53.45	56.62	53.76	32.15	36.03	36.56	14.40	7.35	9.68
All Grades	53.45	56.62	53.76	32.15	36.03	36.56	14.40	7.35	9.68

### 2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	54.44	58.58	50.11	35.11	34.80	42.58	10.45	6.62	7.31
<b>All Grades</b>	54.44	58.58	50.11	35.11	34.80	42.58	10.45	6.62	7.31

2019-20 Data:

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

**Conclusions based on this data:**

1. There are clearly still effects, especially in math, on student growth due to the pandemic period of disrupted learning. On the whole, however, student achievement remains high and stable, as measured by these assessments. "Application" appears to be the area of this assessment that remains most challenging for students. We expect to see continued improvement in these results.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1575.7	1581.2	1551.8	1579.7	1592.7	1534.1	1571.2	1569.3	1569.1	18	30	20
10	*	1559.2	1570.0	*	1565.6	1564.7	*	1552.5	1574.8	7	19	21
11	1579.1	1552.2	1556.3	1598.9	1544.8	1544.2	1558.5	1559.2	1567.9	11	13	13
12	1558.8	*	*	1560.7	*	*	1556.3	*	*	14	*	9
All Grades										50	64	63

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	27.78	23.33	20.00	38.89	46.67	30.00	22.22	26.67	35.00	11.11	3.33	15.00	18	30	20
10	*	10.53	19.05	*	47.37	38.10	*	36.84	38.10	*	5.26	4.76	*	19	21
11	18.18	23.08	0.00	54.55	15.38	53.85	9.09	30.77	38.46	18.18	30.77	7.69	11	13	13
12	21.43	*	*	21.43	*	*	28.57	*	*	28.57	*	*	14	*	*
All Grades	28.00	18.75	17.46	34.00	40.63	38.10	22.00	31.25	33.33	16.00	9.38	11.11	50	64	63

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	44.44	50.00	15.00	27.78	26.67	50.00	27.78	20.00	25.00	0.00	3.33	10.00	18	30	20
10	*	36.84	33.33	*	47.37	61.90	*	15.79	4.76	*	0.00	0.00	*	19	21
11	27.27	30.77	15.38	45.45	23.08	69.23	27.27	15.38	7.69	0.00	30.77	7.69	11	13	13
12	28.57	*	*	35.71	*	*	35.71	*	*	0.00	*	*	14	*	*
All Grades	38.00	40.63	25.40	34.00	34.38	55.56	28.00	17.19	12.70	0.00	7.81	6.35	50	64	63

### 2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	16.67	10.00	20.00	33.33	30.00	10.00	38.89	50.00	40.00	11.11	10.00	30.00	18	30	20
10	*	5.26	14.29	*	15.79	33.33	*	42.11	47.62	*	36.84	4.76	*	19	21
11	0.00	15.38	0.00	18.18	15.38	23.08	54.55	23.08	61.54	27.27	46.15	15.38	11	13	13
12	14.29	*	*	21.43	*	*	28.57	*	*	35.71	*	*	14	*	*
All Grades	14.00	9.38	14.29	26.00	23.44	22.22	38.00	42.19	46.03	22.00	25.00	17.46	50	64	63

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	16.67	20.00	5.00	66.67	66.67	85.00	16.67	13.33	10.00	18	30	20
10	*	5.26	4.76	*	84.21	95.24	*	10.53	0.00	*	19	21
11	18.18	7.69	0.00	54.55	61.54	84.62	27.27	30.77	15.38	11	13	13
12	7.14	*	*	42.86	*	*	50.00	*	*	14	*	*
All Grades	14.00	12.50	6.35	58.00	70.31	84.13	28.00	17.19	9.52	50	64	63

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	83.33	73.33	50.00	11.11	23.33	45.00	5.56	3.33	5.00	18	30	20
10	*	73.68	80.95	*	26.32	19.05	*	0.00	0.00	*	19	21
11	81.82	53.85	66.67	18.18	30.77	33.33	0.00	15.38	0.00	11	13	12
12	92.86	*	*	7.14	*	*	0.00	*	*	14	*	*
All Grades	88.00	70.31	66.13	10.00	25.00	30.65	2.00	4.69	3.23	50	64	62

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	16.67	23.33	25.00	55.56	46.67	35.00	27.78	30.00	40.00	18	30	20
<b>10</b>	*	15.79	28.57	*	57.89	33.33	*	26.32	38.10	*	19	21
<b>11</b>	0.00	15.38	7.69	63.64	23.08	69.23	36.36	61.54	23.08	11	13	13
<b>12</b>	14.29	*	*	42.86	*	*	42.86	*	*	14	*	*
<b>All Grades</b>	14.00	20.31	23.81	52.00	43.75	41.27	34.00	35.94	34.92	50	64	63

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	22.22	3.33	5.00	72.22	96.67	85.00	5.56	0.00	10.00	18	30	20
<b>10</b>	*	0.00	0.00	*	73.68	100.00	*	26.32	0.00	*	19	21
<b>11</b>	9.09	7.69	25.00	81.82	61.54	75.00	9.09	30.77	0.00	11	13	12
<b>12</b>	0.00	*	*	92.86	*	*	7.14	*	*	14	*	*
<b>All Grades</b>	18.00	3.13	11.29	76.00	82.81	82.26	6.00	14.06	6.45	50	64	62

2019-20 Data:

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

**Conclusions based on this data:**

1. The number of students assessed for ELPAC levels is small and decreased over the previous year. Because of the small number of tested students, it is not possible to draw conclusions based on annual data. The performance of ELL students remains a focus of our school improvement efforts, however, based on our WASC Action Plan.
2. With the return of an ELD program to Los Altos High in the fall of 2022 we will have a larger English Learner population and will thus have a valid baseline for us, moving forward.



# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2,136</b>	<b>16.3</b>	<b>3.8</b>	<b>0.1</b>
Total Number of Students enrolled in Los Altos High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	82	3.8
Foster Youth	3	0.1
Homeless	11	0.5
Socioeconomically Disadvantaged	348	16.3
Students with Disabilities	224	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	1.0
American Indian	4	0.2
Asian	591	27.7
Filipino	28	1.3
Hispanic	587	27.5
Two or More Races	137	6.4
Pacific Islander	7	0.3
White	761	35.6

**Conclusions based on this data:**

1. The diversity of race/ethnicity at LAHS has remained relatively stable. The largest increase over the past few years has been in students of Asian ancestry.
2. The proportion of SED students has remained stable over the same period.
3. The proportion of EL students is small and has been stable over the same period but will increase in the fall of 2022 with the return of an ELD program to our campus.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

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

**Conclusions based on this data:**

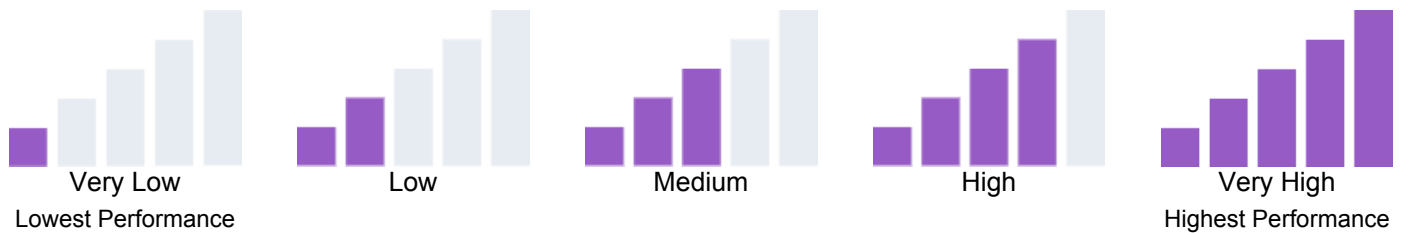
1. Overall, students are meeting the target in most indicators.
2. The suspension rate has not dropped over the last four years and is an area of concern and study. We are continuing to examine practices based on principles of restorative practices that can more effectively address behavior/discipline issues and also inequities in discipline incidents and policies related to ethnicity and other student populations. This is a focus of our District's efforts as well. Because the number of suspensions is relatively small, annual variations in numbers may appear to be more significant than they are. The 2022-23 school year will provide a very important new baseline for us in assessing English Learner progress.

# School and Student Performance Data

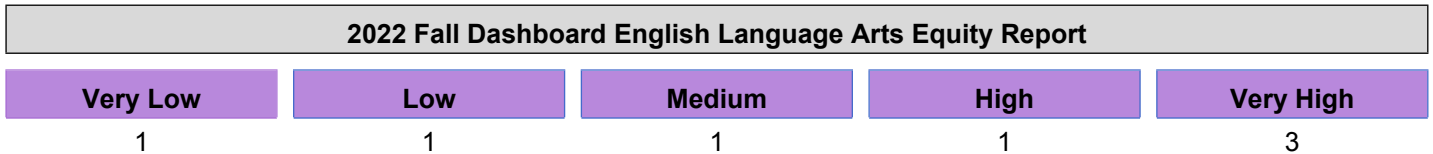
## Academic Performance English Language Arts

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

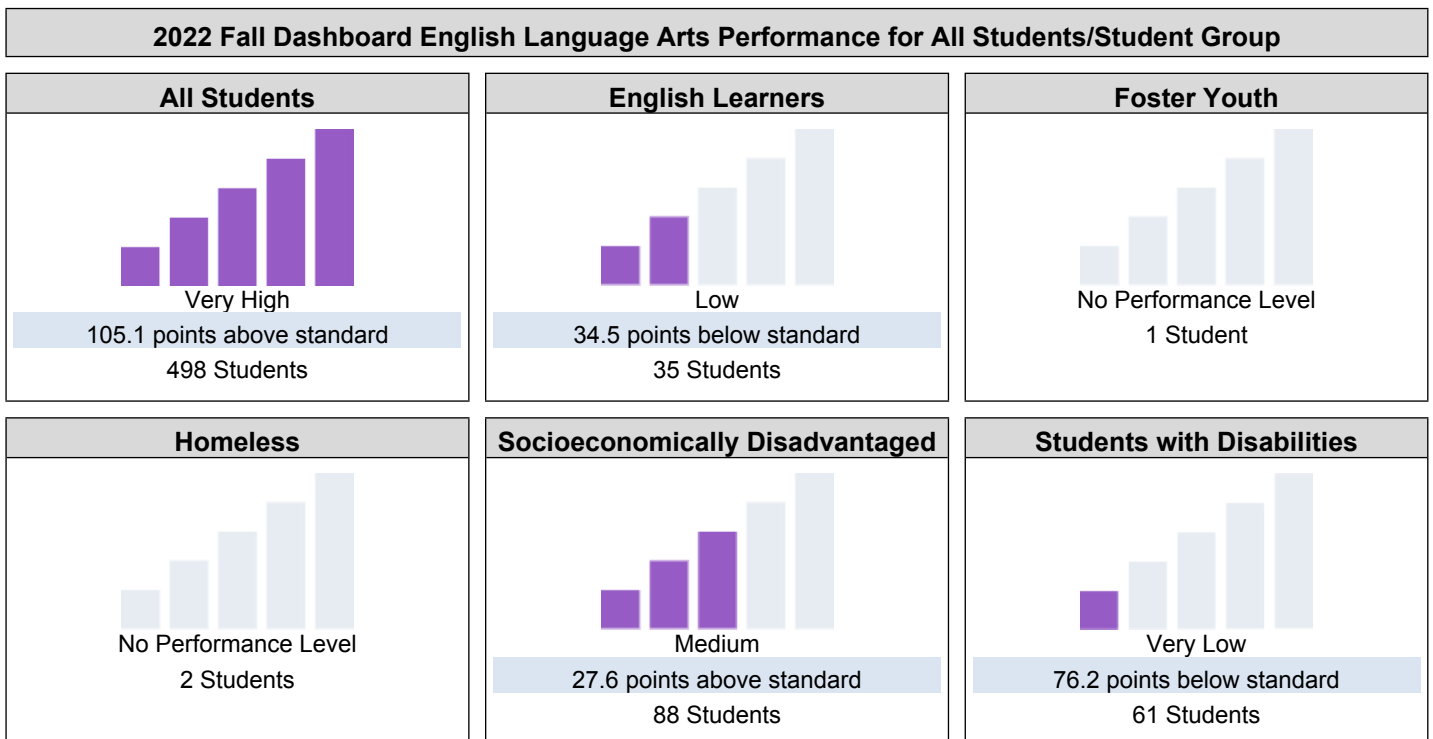
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



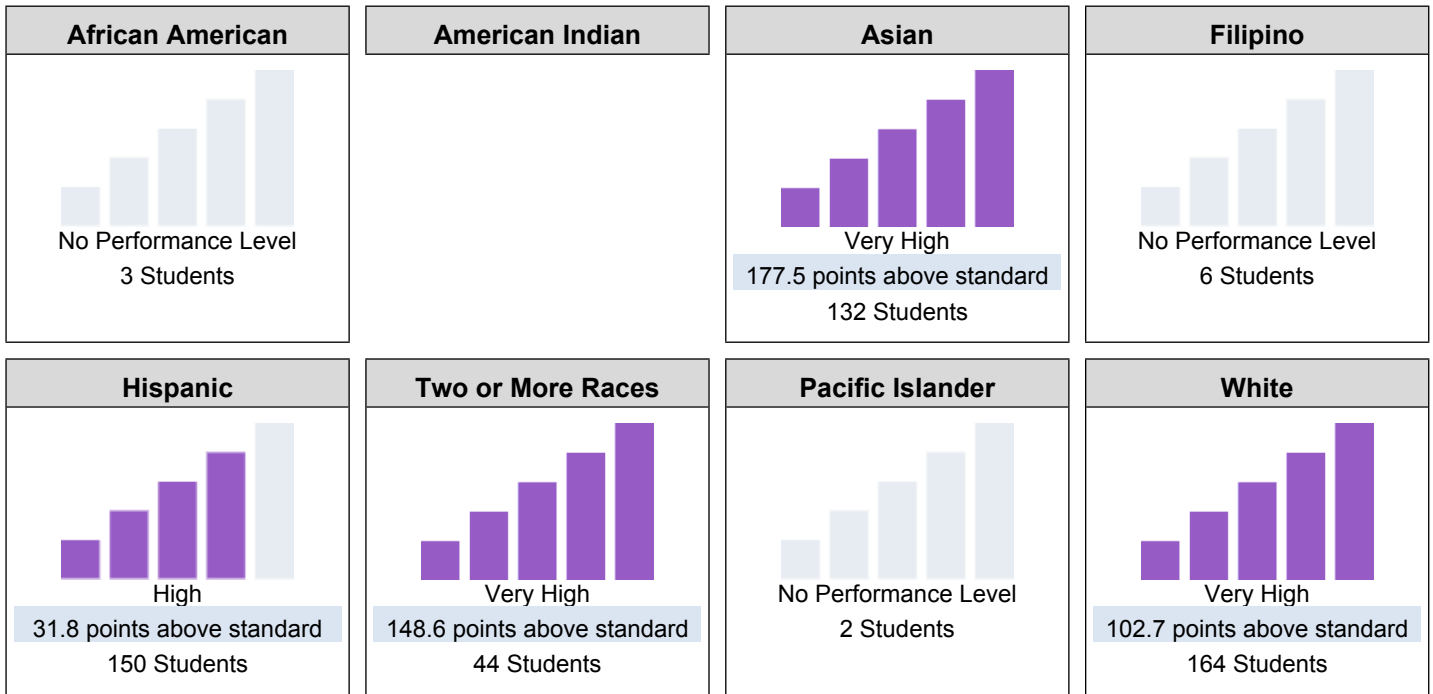
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>97.2 points below standard</p> <p>15 Students</p>	<p>13.9 points below standard</p> <p>22 Students</p>	<p>115.6 points above standard</p> <p>270 Students</p>

**Conclusions based on this data:**

- Students with disabilities and English Learners are the population of greatest concern, as indicated by these performance results. The programs, resources and supports provided students with IEPs is a focus of our school improvement efforts, based on our WASC Action Plan. There is a District-wide focus on the disproportionality of SPED placements, particularly for Latino students. English Learners, and particular long-term English Learners, are also a student population of concern and were identified as such in our WASC Action Plan. The data from these assessments are not as valid and reliable as would normally be the case due to the pandemic. We expect more valid data in the 2022-23 school year and expect to see growth in all of these areas.

# School and Student Performance Data

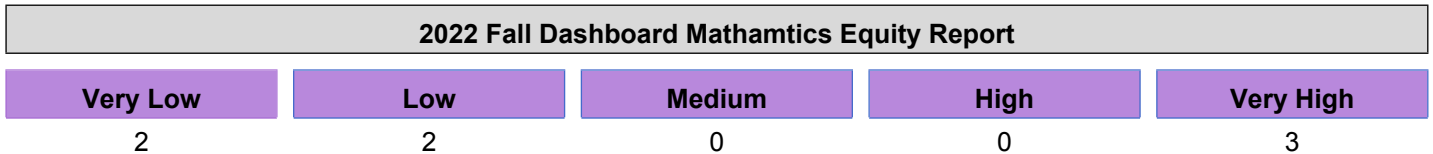
## Academic Performance Mathematics

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

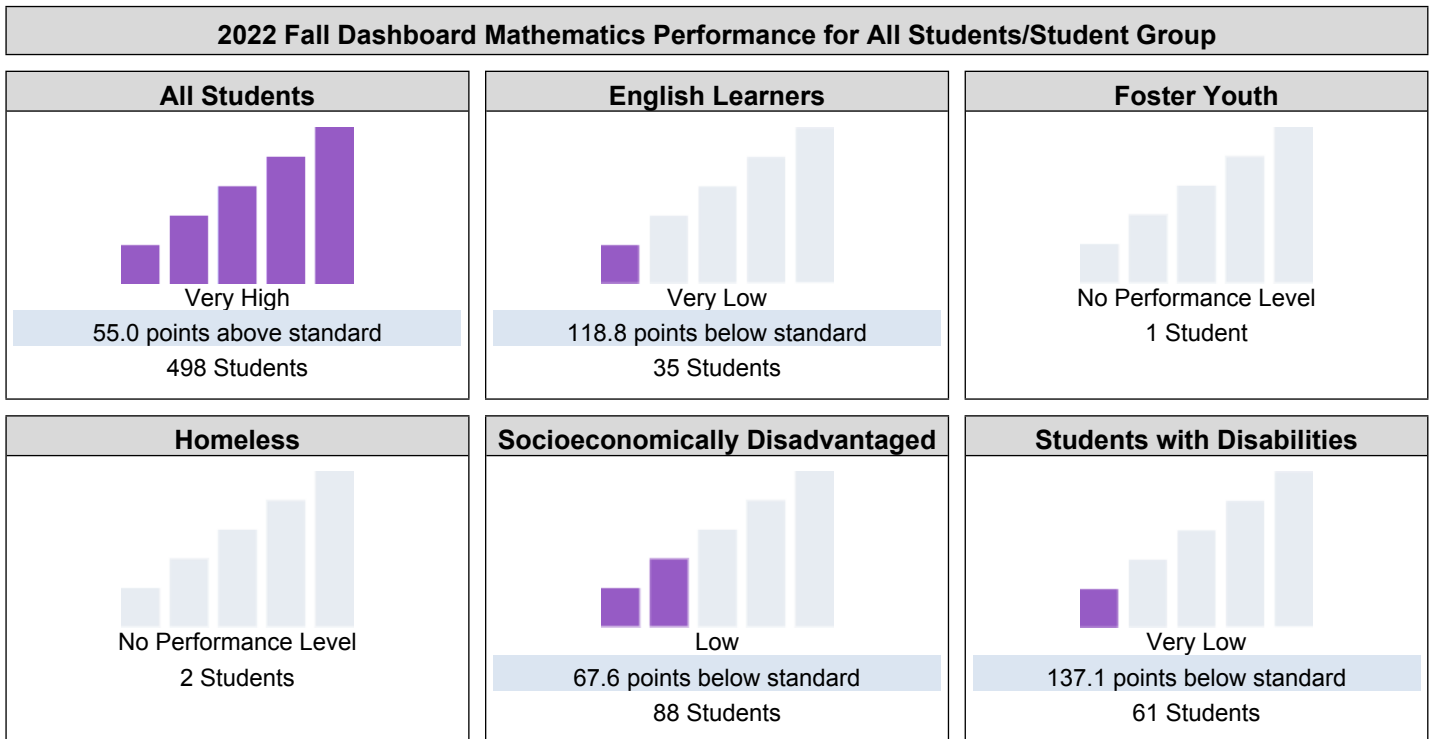
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



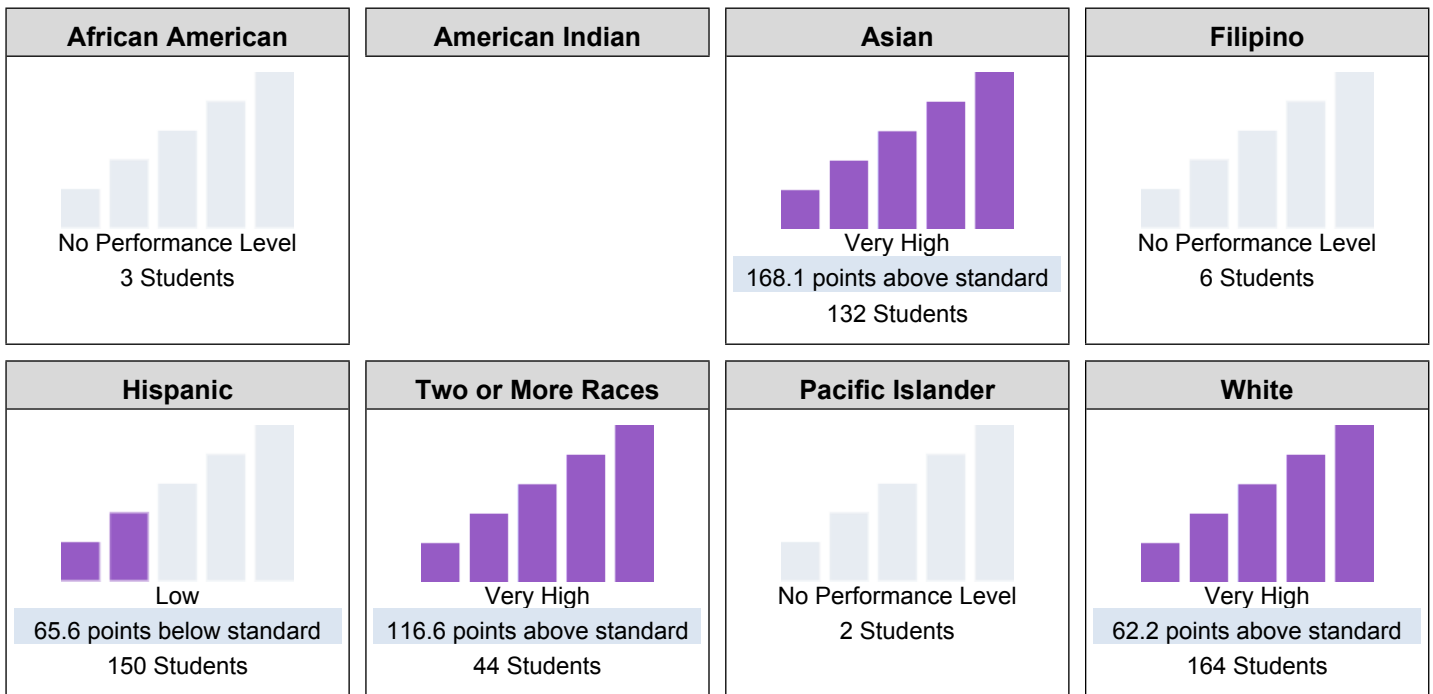
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">175.9 points below standard</p> <p>15 Students</p>	<p style="background-color: #e6f2ff;">84.0 points below standard</p> <p>21 Students</p>	<p style="background-color: #e6f2ff;">73.1 points above standard</p> <p>270 Students</p>

**Conclusions based on this data:**

1. English learners and students with disabilities are the two subgroups of greatest concern in mathematics performance on these standards. Both of these student groups are the focus of our school improvement efforts, based on our WASC Action Plan. The disruptions of the pandemic appear to have most significantly affect the math achievement of English Learners and Latino students. We expect to see improvements in these results in the coming year.



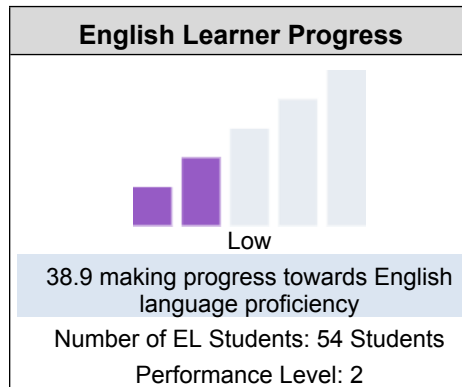
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38.9%	22.2%	1.9%	37.0%

#### Conclusions based on this data:

1. EL students are expected to progress through the ELPI levels on an annual basis, until they reach level 4. The performance of 27 of these students does not meet expected standards. English Learners are a population of specific concern, based on our WASC Action Plan.
2. With the return of an ELD program to LAHS we expect to provide additional supports to English Learners and to have a significantly larger population of English Learners to serve in the 2022-23 school year. This larger population will enable us to gather and use achievement data to better direction program improvement.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

1. English Learners and Socioeconomically Disadvantaged students remain our primary concern in this indicator. This metric includes multiple factors. Two specific areas of focus are performance on CAASPP testing and completion of A-G requirements with C or better grades for these populations.
2. We have significantly expanded the number of CTE offerings at LAHS over the past three years, in part as result of our WASC Action Plan and as a result of a District focus on this area for growth. This is an ongoing focus of course and curriculum development, as well as teacher preparation and hiring and particularly focuses on students who have previously not been proportionally represented in these programs.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

Very High  
Lowest Performance

High

Medium

Low

Very Low  
Highest Performance

This section provides number of student groups in each level.

### 2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High

High

Medium

Low

Very Low

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.

### 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

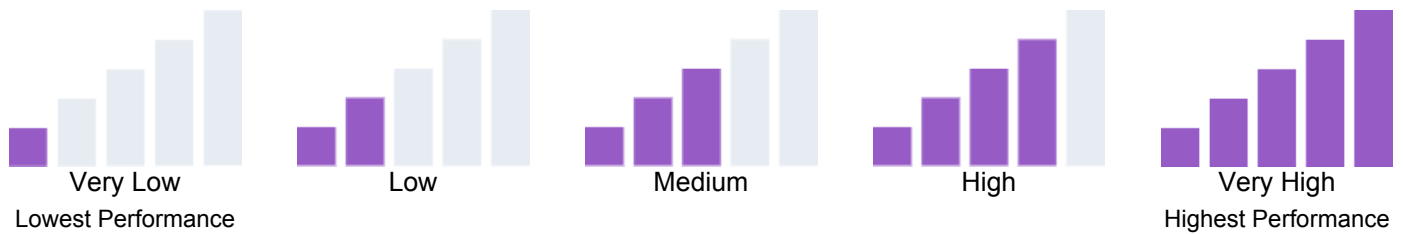
### Conclusions based on this data:

1. Although there are students whose attendance is a serious concern, and they are sometimes categorized as "School Avoidant" due to their frequent extended periods of absence, they do not fall consistently into one of these demographic categories. Although the data recorded here does not reflect it, we are seeing specific concerns in attendance for some demographic groups and this is a focus of a District committee collaborating with the Santa Clara County Office of Education.
2. Although overall attendance rates are very good, there are serious concerns regarding the small population of students who are chronically absent. Addressing their various needs is a top priority for the District.

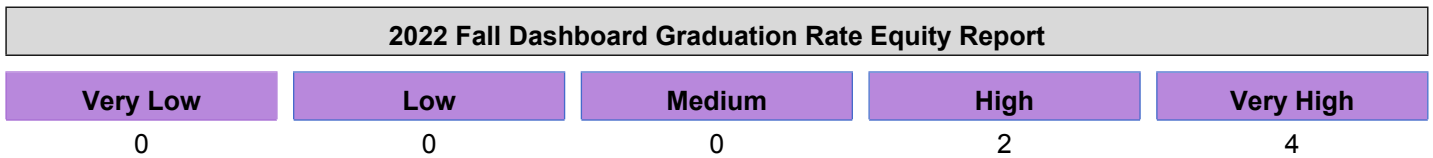
# School and Student Performance Data

## Academic Engagement Graduation Rate

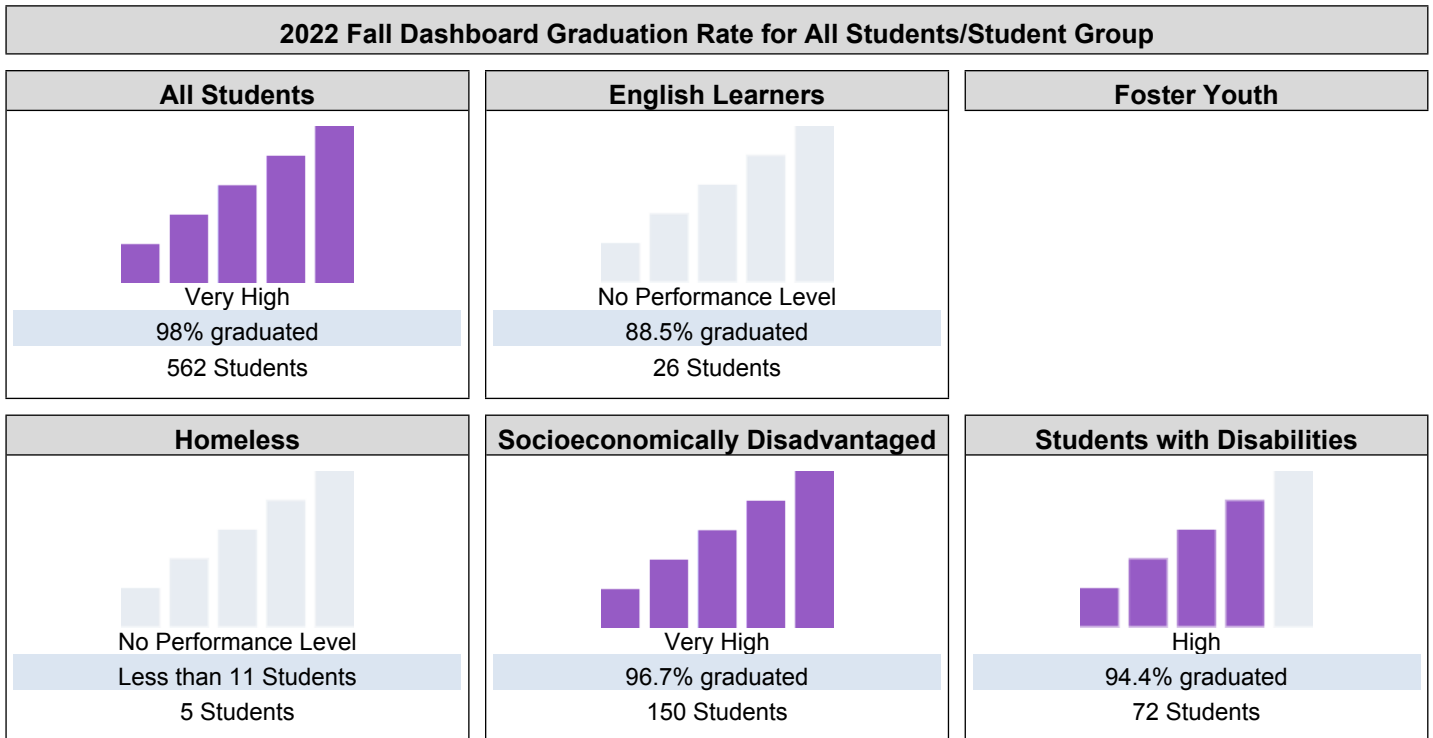
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



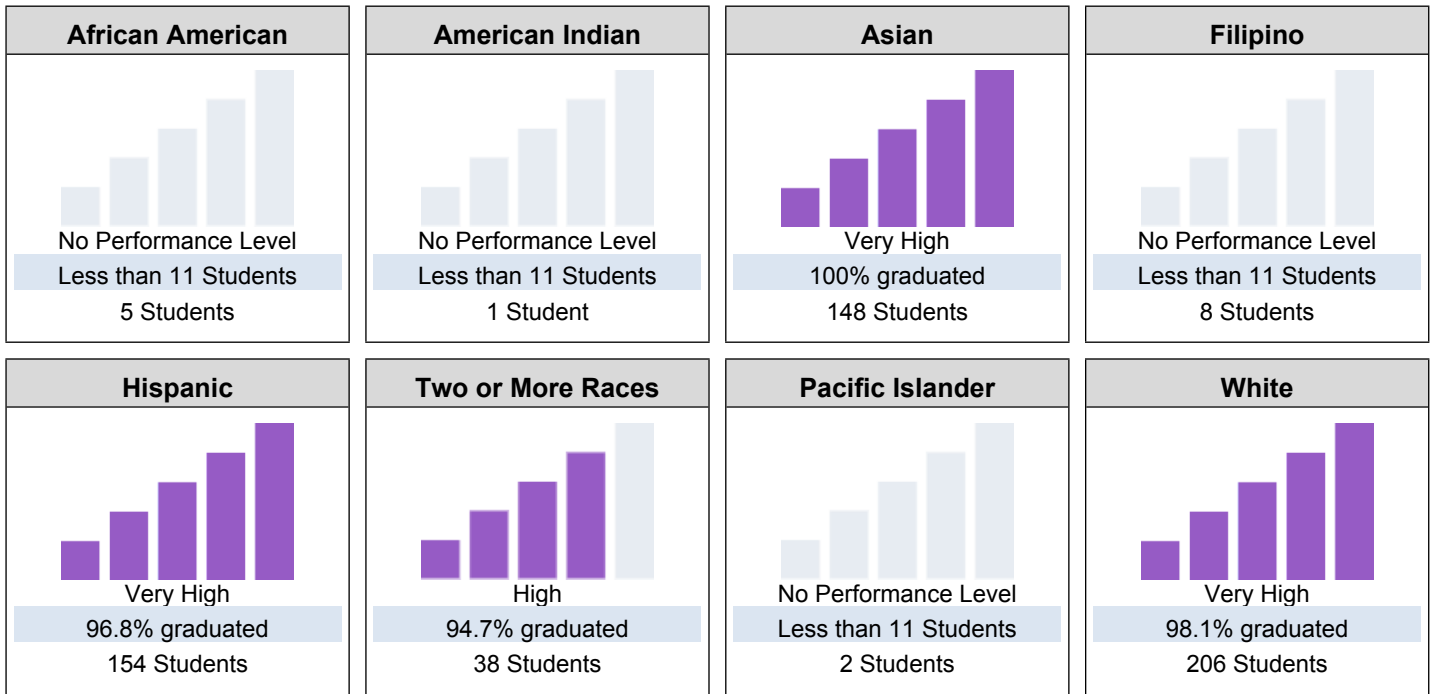
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

- The graduation rate for all students remains high and "declines" are not significant.
- Students with disabilities remain a primary concern in this category and are the focus of our WASC Action Plan. Latino students who have IEPs and/or are ELLs are the students of primary concern in the measure of student achievement and are the focus of our CCEIS program review.

# School and Student Performance Data

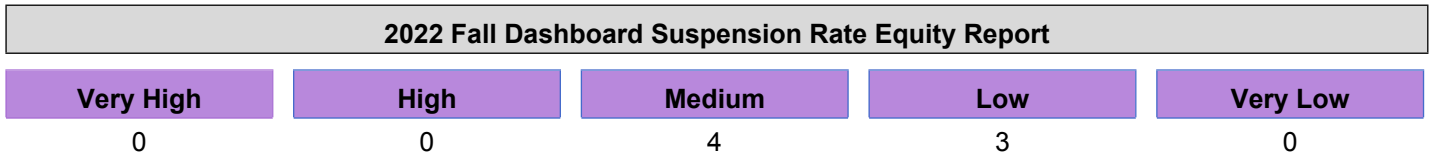
## Conditions & Climate Suspension Rate

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

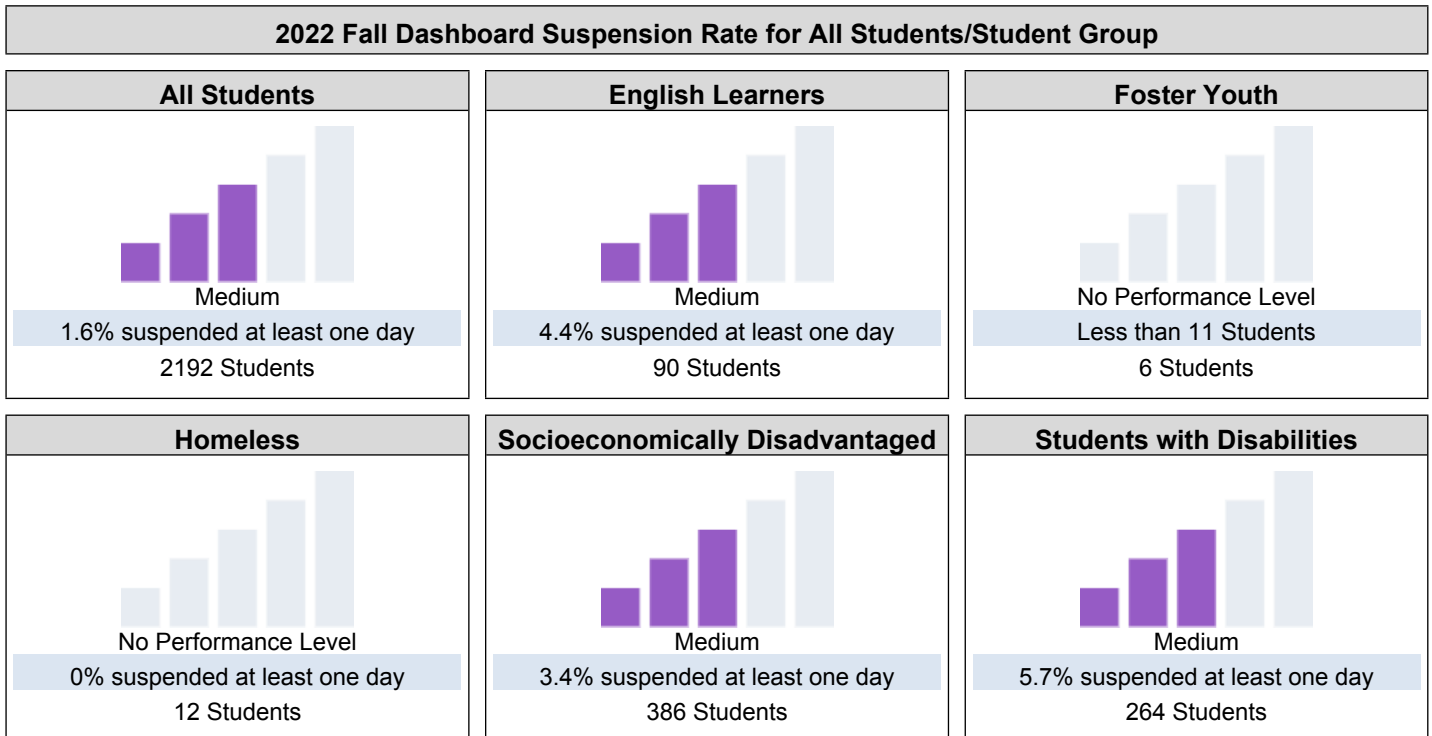
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



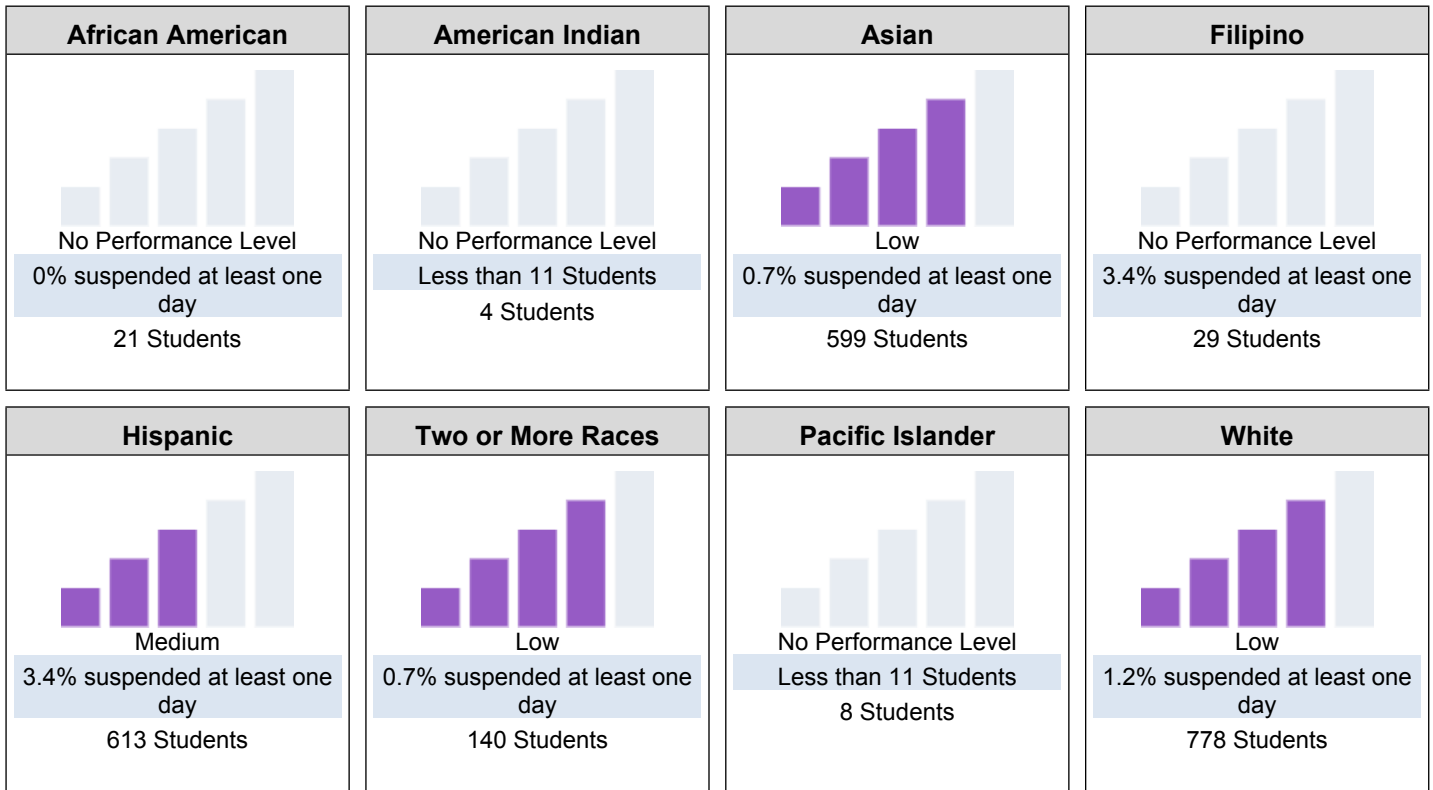
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

- The number of students suspended is small. Efforts to apply other forms of discipline modeled in principles of Restorative principles, when appropriate, are under District examination and there is specific concern about disproportionality as it relates to ethnic and disability populations. We expect to see a significant decrease in the rates of suspension over the next two years as we implement some of these changes in policies and practices.

# 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

Academic Excellence for all: All students have access and success to equitable, high quality, 21st century learning while disproportionalities are decreased.

## Goal 1

From WASC Action Plan Item Equity: "Continue to expand and improve the resources provided to address the achievement gap, such as co-teaching, peer tutors, AVID, the Academy, Skills courses, English Learner support and Special Education offerings."

For the purposes of the Single Plan, The Site Council will continue its focus specifically on meeting the needs of students who would benefit from better access to and higher quality tutorial support from peers, teachers and/or other adult tutors. We will build on what we have learned about effective tutorial services over the past year and continue to apply that to the development of the culture, strategies and resources of the tutorial program when we are able to move into the new Student Services Building in the spring of 2023.

## Identified Need

WASC Action Plan Goals focused on EQUITY are core items for growth we have identified in our Action Plan for the next six years. The Site Council believes it can be most effective in continuing our focus on Goal 1 because of our resources and roles as a diverse group representative of students, parents, teachers, administrators and other staff. We believe that improved access to and better structures for Tutorial Support would benefit a large cross section of students, especially those who are underachieving and/or come from underrepresented groups. The Tutorial program is in a transition period in terms of resources, staffing and culture that provides an excellent opportunity to build on significant improvements.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of unique individual students using Tutorial support systems meets the learning needs of all students requiring the tutorial services.	Data from Tutorial attendance	Use of Tutorial Services will be proportionate to total school enrollment as measured by ethnicity, gender and academic achievement.
The demographics of tutors acting as Peer Tutors, AVID Tutors, Writing Center Tutors, and Volunteers	Data from school.	Our tutoring population will be proportionate to total school enrollment as measured by ethnicity, gender and academic achievement.
Number of students who are designated by teachers on Progress Reports as needing Tutorial support (D/F) and	Progress report - use Tutorial Center referrals.	Students referred for Tutorial Services improved their grades by at least 1 letter grade to passing status.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
subsequent grades after intervention.		
Measure of classroom Tutors: Skills, AVID, Writing Center.	Focus on effectiveness.	Satisfaction survey levels to be determined.
Use of ACT Period.	Focus on effectiveness	Satisfaction survey levels to be determined.

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)

Continue to foster a culture that makes all students feel welcome in all roles, including on the basis of language, ethnicity, and academic status. Elevate Peer Tutors as a leadership community on par with other LAHS leadership courses (SCL, ASB), while maintaining the identity as academic support. Use the principles in this statement in training of tutors and communication with students and community.

### Strategy/Activity

We expect to improve services for all students. Because of the history of unequal educational opportunity in our community, we want to take specific responsibility for the opportunities available to underrepresented students and students earning grades of “C” or below in College Preparatory and AP/Honors courses.

### Proposed Expenditures for this Strategy/Activity

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

### Amount(s)

5,000

### Source(s)

General Fund

## Strategy/Activity 2

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

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

We expect to improve services for all students. Because of the history of unequal educational opportunity in our community, we want to take specific responsibility for the opportunities available to underrepresented students and students earning grades of “C” or below in College Preparatory classes.

### Strategy/Activity

When the new student services building is completed, additional supervised spaces with longer hours will be made available for use by students all students. Bringing tutoring services to students

by placing tutors in classrooms during regular class periods and ACT periods addresses the needs of all students, especially those students who might have conflicts either before or after school

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

We expect to improve services for all students. Because of the history of unequal educational opportunity in our community, we want to take specific responsibility for the opportunities available to underrepresented students and students earning grades of “C” or below in College Preparatory classes.

Strategy/Activity

Further develop and enhance opportunities for virtual tutoring, including drop in-times, scheduled online meetings, extended after school hours via peers and adult volunteers, and a digital resource library for students to access asynchronously.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

We expect to improve services for all students. Because of the history of unequal educational opportunity in our community, we want to take specific responsibility for the opportunities available to underrepresented students and students earning grades of “C” or below in College Preparatory classes.

Strategy/Activity

Shift culture and perception of tutorial spaces to be more collaborative, inclusive, fun, and open to multiple means of engagement, including social and individual learning.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

The Tutorial Program developed a new Mission Statement:

"The LAHS Tutorial Center's mission is to provide the highest quality free tutoring program, driven by equity, aimed at supporting the success of LAHS students, staff, and community. "

The relocation of the Tutorial Center, a new Tutorial Center Coordinator and new communication initiatives led to significant growth toward our measurable goals. The number and diversity of students using the Tutorial Center for academic support increased to the point that there is near ethnic proportionality in the users of the Tutorial Center. New programs to put peer-tutors into classrooms increased the number and diversity of students who had access to tutorial services. There has been significant growth in the program to place peer tutors in support classes on a regular basis. We are continuing to gather and maintain data on the effects of these changes both on student participation and also on student academic success in connection with Tutorial programs and 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.

No major differences.

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.

# 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

Academic Excellence for all: All students have access and success to equitable, high quality, 21st century learning while disproportionalities are decreased.

## Goal 2

Ensure assessment standards and policies are equitable.

From WASC Action Plan Item Equity: "Course teams make more intentional decisions about their assessment and grading policies, especially those that may disproportionately and negatively impact underrepresented students. This includes our understanding of gradebook math like the use of a zero score and weighted categories, and the effects of retake policies."

For the Purposes of this Single Plan, the Site Council will focus on providing input and data to teaching staff and course teams on the student and family perspective on inequitable effects of grading policies from their points of view, using data shared with the Site Council as the basis of this feedback.

## Identified Need

WASC Action Plan Goals focused on EQUITY are core Items for growth we have identified in our Action Plan for the next six years. The Site Council believes it can be most effective in focusing on Goal 7 because of our resources and roles as a diverse group representative of students, parents, teachers, administrators and other staff. Providing feedback to staff about the effects of assessment standards and policies will support staff in meeting this important goal.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Research data and survey information to share with teachers.	Gather data on current policies	Share with teachers
Consistency of retake policies at the department and course team level.	Status based on current data	Course Teams/Departments move toward more aligned and consistent use of retake policies.
Students understand these policies and are able to make good decisions to make use of them.	Status based on current data	All courses at the same level (college prep/Honors/AP) within a department have aligned and consistent retake policies school year.

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)

Outcomes related to this goal would apply to and benefit all students. We expect to improve/create greater equity in learning opportunities and grading. Because of the history of unequal educational opportunity in our community, we want to take specific responsibility for the opportunities available to underrepresented students and students earning grades of "C" or below in College Preparatory and AP/Honors courses.

### Strategy/Activity

A "Cycle of Inquiry" approach was used by all teachers through Course Teams and/or the Department to evaluate current or new assessment policies and practices for their effect on student learning and equity outcomes. Course Teams and Departments implemented a variety of strategies, many based on principles outlined in Joe Feldman's book, Grading for Equity.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title II Part A: Improving Teacher Quality

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Departments and Course teams focused on this goal for a major portion of their Professional Learning for the school year in a Cycle of Inquiry approach. After an interdisciplinary sharing process in April, a set of practices was shared District-wide in this ongoing process of reflection and analysis. Those practices include the following:

Use standardized rubrics to define Learning Goals more clearly ahead of time and as a tool for formative assessment.

Use a grading scale that does not penalize missing work disproportionately in relation to progress on learning goals. (LAHS will make 50-100 the default on AERIES gradebook, but there are other options Course Teams can use.)

Consider the impact the a single or a small number of assignments can have on a semester grade, especially if a smaller number of assignments are used as summative assessments in a given grade category.

Revise assessments of learning goals to fewer learning goals per assessment task.

Focus on achievement of fewer, essential learning goals, with multiple opportunities to demonstrate achievement using different forms of assessment.

Focus on achievement of skills-based learning goals, especially 21st Century skills, over memorizable content.

Differentiate achievement of more and/or more complex learning goals beyond those required to “Meet Standard” to distinguish between A/B/C levels of achievement.

Make C grades more clearly an achievement standard for students who are struggling to make progress toward more challenging learning goals. Provide assessment opportunities that reinforce success at that level.

Communicate that Grading and Assessment standards weight achievement of clearly defined learning goals over completion of tasks.

Differentiate content/quantity expectations and provide learning scaffolds toward skills learning goals.

Provide opportunities to demonstrate learning that are as authentic as possible, based on the “real life” version of those activities/skills.

Scaffold learning by providing models of student work at various achievement levels.

Use classroom-based assessment achievement data to focus on and track equity outcomes.

Clarify what it takes to earn C grades.

Consider how to minimize the assigned homework necessary to achieve learning goals to account for the out of class barriers and challenges that many students face.

There has been significant growth in the alignment of Course Team and Department grading and assessment practices with those listed above. This Cycle of inquiry continues for the upcoming Professional Learning in 2022-23.

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

Teachers and their Course Teams and Departments are still learning how to most effectively use a Cycle of Inquiry process, especially in terms of the valid use of student achievement and other data. The amount of time available for Professional Learning is not sufficient, and so the collaborative learning process is significantly hampered.

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.

Departments continue to focus on the data related to assessment strategies and learning outcomes with a focus on the equity effects of their assessment and grading policies.

# 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

Academic Excellence for all: All students have access and success to equitable, high-quality, 21st-century learning while disproportionalities are decreased.

## Goal 3

Develop mentoring and other support systems for English Learner students, especially new Level 1 and Level 2 students, that support their sense of engagement, connection and support in the school's academic and social community.

## Identified Need

With the return of an English Language Learner program to Los Altos High School, with an additional 60-100 new students at Level 1 and Level 2, we need to ensure we provide inclusive emotional and practical support structures for these students as soon as they arrive on campus.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Develop mentoring plan for implementation in fall of 2022 for students who will be enrolled in ELD program. Use existing resources of Associated Student Body and Student Community Leaders as key providers.	Plan to developed to be implemented in the fall of 2022.	Plan implemented in fall and ongoing through 2022-23 school year.
Develop "onboarding" plan for in students entering ELD program at points throughout school year that includes support structures, information and resources related to technology, access to mental health support and other resources available to them at LAHS.	Plan to developed to be implemented in the fall of 2022.	Plan implemented in fall and throughout the 2022-23 school year.
Develop strategies to reinforce accepting, supportive, inclusive culture in the whole school that intentionally acknowledges and is inclusive of students in the ELD program.	Plan to developed to be implemented in the fall of 2022.	Plan implemented in fall and throughout the 2022-23 school year.

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)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Specific plans were developed in collaboration with the Student Community Leaders class to provide individual and group mentoring on a regular basis were developed, primarily by student leaders in SCL and similar student groups. Plans very much focus on peer relationships and connections and also providing material resources to students who lack essential items for participation.

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

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.



# 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

Safety & Wellness: Provide a healthy, safe, secure, and respectful learning and working environment that supports engagement, wellness, health and school connectedness for students and staff.

## Goal 4

Ensure that financial and similar resource challenges do not create barriers to successful participation in core school activities, such as advanced academic opportunities, performing arts, athletics, and ASB or club activities.

## Identified Need

While there are resources available through the school to support socio-economically disadvantaged students with financial and other needs, they are not always understood, easily accessible, or viewed without negative stigma. We are not sure of the number of students who would benefit from a more accessible system, and we will start by gathering better data on this question.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Develop assessment to determine where need for financial support is most important to success in school for LAHS students.	Data on current system of financial/resource support, which students use it and how it is applied.	Implementation of assessment and gathering of data.
Develop systems to encourage and foster staff communication with students that minimizes stigma around resource challenges and enables staff to report and address student resource needs when formal documentation is lacking.	Develop systems to provide financial/resource support for most important needs.	Provision of support to all students who have financial/resource needs in identified areas.
Assess current resource allocations to determine where student needs can be addressed through more equitable/equal distribution of resources to all students.	Assessment of current attitudes about receiving or providing financial/resource support.	Receiving/providing financial/resource support in identified areas is understood as an affirmative obligation of the school.
Develop strategies to address most important identified needs for financial/resource support.	Review current resource distribution practices, such as with Chromebooks/1-1 technology/BYOD practices, to assess their equity impacts and stigma effects.	Designation of staff responsibilities and resources to ensure implementation of resource access and distribution. For example, staff member is responsible for bike distribution program, and could also be responsible for getting

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		materials and managing the process for basic needs distribution of a "resource closet."
Develop culture to remove stigma or other negative beliefs about receiving or providing financial/resource support for students with identified needs.	Develop surveys or other mechanisms to measure the stigma associated with policies and programs to ensure equitable support and access for all students.	Students access and receive provided supports as needed without barriers related to stigma.

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)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# 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	\$10,000.00

## 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 (\$)
Title II Part A: Improving Teacher Quality	\$5,000.00

Subtotal of additional federal funds included for this school: \$5,000.00

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 (\$)
General Fund	\$5,000.00

Subtotal of state or local funds included for this school: \$5,000.00

Total of federal, state, and/or local funds for this school: \$10,000.00

# 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
- 3 Other School Staff
- 5 Parent or Community Members
- 8 Secondary Students

Name of Members	Role
Wynne Satterwhite	Principal
Galen Rosenberg	Other School Staff
Elena Baquero	Other School Staff Parent or Community Member
Blanca Isabella Rocha Limon	Parent or Community Member
Michael Messner	Classroom Teacher
Darren Dressen	Classroom Teacher
Nicolas Bentancur	Other School Staff
Laura Duran	Other School Staff
Chloe Park	Secondary Student
Isabel Banks	Secondary Student
Jacob Valadez	Classroom Teacher
Talia Frank	Secondary Student
Dominick Hernandez Beltran	Secondary Student
Asha Parker	Secondary Student
Calissa Welborne	Secondary Student
Clara Roa	Parent or Community Member
Azucena Castanon	Parent or Community Member
Paula Perez	Parent or Community Member
Naidely Gonzalez Herrera	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

**Signature**

**Committee or Advisory Group Name**

	Departmental Advisory Committee
	Other: Student Advisory Committee (ASB)

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 .

Attested:

Principal, Wynne Satterwhite on
SSC Chairperson, Galen Rosenberg on

# 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019