School Year: **2020-21**

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	March 13, 2020	March 30, 2020

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The LAHS Site Council began the review process at its meeting in November 2019 and continued in January, February and March 2020. The Site Council reviewed the focus on the Item: Establish and uphold material resources, teaching practices, and institutional systems to ensure an EQUITABLE experience for all students. In the previous SPSA, the Site Council chose to focus on Goal #1 "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" and Goal #7 "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 as its focus," given our collective interests, roles and capabilities. The Site Council developed a plan to gather and review data related to both of these goals.

The timeline for SPSA development has been modified to align to the LCAP Annual Review process.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	0.09%	0.13%	1	2	3
African American	1.2%	0.90%	0.72%	25	20	16
Asian	23.0%	24.31%	25.28%	481	543	563
Filipino	1.5%	1.57%	1.17%	32	35	26
Hispanic/Latino	28.1%	27.31%	26.49%	587	610	590
Pacific Islander	0.2%	0.27%	0.31%	5	6	7
White	40.9%	39.39%	38.44%	854	880	856
Multiple/No Response	0.1%	%	%	1		
Total Enrollment				2,090	2234	2,227

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	553	604	572
Grade 10	538	558	579
Grade 11	554	539	551
Grade 12	443	532	525
Total Enrollment	2,090	2,234	2,227

Conclusions based on this data:

1. Enrollment has been increasing as predicted over the last three years, and we are at the highest level ever. The increase in enrollment by ethnicity is primarily in the number of students of Asian ancestry enrolled.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	133	101	81	6.4%	4.5%	3.6%
Fluent English Proficient (FEP)	833	956	976	39.9%	42.8%	43.8%
Reclassified Fluent English Proficient	33	36	26	24.6%	27.1%	25.7%

Conclusions based on this data:

1. The percentage of students who are English Learners has decreased slightly.

2. The percentage of students who are Fluent English Proficient has increased slightly.

3. The percentage of students reclassified as English Proficient has decreased slightly.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	539	524	539	502	473	510	499	473	510	93.1	90.3	94.6
All Grades	539	524	539	502	473	510	499	473	510	93.1	90.3	94.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2688.	2678.	2687.	61.12	57.93	60.78	20.64	23.89	24.12	12.42	10.15	8.82	5.81	8.03	6.27
All Grades	N/A	N/A	N/A	61.12	57.93	60.78	20.64	23.89	24.12	12.42	10.15	8.82	5.81	8.03	6.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	68.48	58.77	62.55	23.84	31.08	27.25	7.68	10.15	10.20
All Grades	68.48	58.77	62.55	23.84	31.08	27.25	7.68	10.15	10.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	67.27	67.44	68.04	25.70	24.31	24.90	7.03	8.25	7.06
All Grades	67.27	67.44	68.04	25.70	24.31	24.90	7.03	8.25	7.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	51.70	44.40	50.39	41.48	48.41	44.90	6.81	7.19	4.71
All Grades	51.70	44.40	50.39	41.48	48.41	44.90	6.81	7.19	4.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	62.42	59.62	58.82	30.71	31.50	34.71	6.87	8.88	6.47
All Grades	62.42	59.62	58.82	30.71	31.50	34.71	6.87	8.88	6.47

Conclusions based on this data:

1. The participation rate increased over the previous year.

2. The percentage of students performing at or above standard in ELA overall has increased.

3. The percentage of students performing below standard in ELA overall has decreased. The Resarch/Inquiry standard showed only slight improvement as compared to the other standards. There was a slight increase in the number of students not meeting the standard in Reading.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	539	524	539	500	471	507	500	471	507	92.8	89.9	94.1
All Grades	539	524	539	500	471	507	500	471	507	92.8	89.9	94.1

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2685.	2689.	2696.	48.00	48.20	51.28	21.60	22.29	19.33	12.60	14.23	14.40	17.80	15.29	14.99
All Grades	N/A	N/A	N/A	48.00	48.20	51.28	21.60	22.29	19.33	12.60	14.23	14.40	17.80	15.29	14.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	59.64	62.34	60.75	20.08	18.72	19.33	20.28	18.94	19.92
All Grades	59.64	62.34	60.75	20.08	18.72	19.33	20.28	18.94	19.92

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	52.02	51.91	53.45	31.05	31.91	32.15	16.94	16.17	14.40
All Grades	52.02	51.91	53.45	31.05	31.91	32.15	16.94	16.17	14.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	50.30	50.74	54.44	36.87	38.85	35.11	12.83	10.40	10.45
All Grades	50.30	50.74	54.44	36.87	38.85	35.11	12.83	10.40	10.45

Conclusions based on this data:

1. The percentage of students participating in the Math assessments increased over the previous year.

2. The percentage of students scoring Above or At Standard overall in Math increased over the previous year.

3. The percentage of students scoring below standard in the category of Communicating Reasoning remained essentially the same and the percentage scoring below standard in the category Concepts and Procedures increased slightly.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1619.6	1575.7	1632.7	1579.7	1606.1	1571.2	18	18
Grade 10	1591.8	*	1588.3	*	1594.8	*	18	7
Grade 11	1595.3	1579.1	1590.9	1598.9	1599.1	1558.5	26	11
Grade 12	1592.6	1558.8	1599.3	1560.7	1585.4	1556.3	15	14
All Grades							77	50

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	77.78	27.78	*	38.89	*	22.22		11.11	18	18
10	*	*	*	*	*	*		*	18	*
11	53.85	18.18	*	54.55	*	9.09	*	18.18	26	11
12	*	21.43	*	21.43	*	28.57		28.57	15	14
All Grades	55.84	28.00	31.17	34.00	*	22.00	*	16.00	77	50

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	88.89	44.44	*	27.78		27.78		0.00	18	18
10	66.67	*	*	*	*	*		*	18	*
11	73.08	27.27	*	45.45	*	27.27		0.00	26	11
12	80.00	28.57	*	35.71	*	35.71		0.00	15	14
All Grades	76.62	38.00	18.18	34.00	*	28.00		0.00	77	50

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	16.67	*	33.33	*	38.89	*	11.11	18	18
10	*	*	*	*	*	*	*	*	18	*
11	*	0.00	46.15	18.18	*	54.55	*	27.27	26	11
12	*	14.29	*	21.43	*	28.57	*	35.71	15	14
All Grades	22.08	14.00	50.65	26.00	14.29	38.00	*	22.00	77	50

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	83.33	16.67	*	66.67	*	16.67	18	18
10	*	*	*	*	*	*	18	*
11	53.85	18.18	*	54.55	*	27.27	26	11
12	*	7.14	*	42.86	*	50.00	15	14
All Grades	51.95	14.00	40.26	58.00	*	28.00	77	50

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	100.00	83.33		11.11		5.56	18	18
10	94.44	*	*	*		*	18	*
11	96.15	81.82	*	18.18		0.00	26	11
12	93.33	92.86	*	7.14		0.00	15	14
All Grades	96.10	88.00	*	10.00		2.00	77	50

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	16.67	*	55.56	*	27.78	18	18
10	*	*	*	*	*	*	18	*
11	*	0.00	53.85	63.64	*	36.36	26	11
12	*	14.29	*	42.86	*	42.86	15	14
All Grades	27.27	14.00	49.35	52.00	23.38	34.00	77	50

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	22.22	61.11	72.22		5.56	18	18
10	*	*	77.78	*		*	18	*
11	46.15	9.09	53.85	81.82		9.09	26	11
12	*	0.00	*	92.86		7.14	15	14
All Grades	37.66	18.00	62.34	76.00		6.00	77	50

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.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2227	**19.4**	**3.6**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	81	3.6
Homeless	26	1.2
Socioeconomically Disadvantaged	433	19.4
Students with Disabilities	250	11.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	0.7
American Indian	3	0.1
Asian	563	25.3
Filipino	26	1.2
Hispanic	590	26.5
Two or More Races	166	7.5
Pacific Islander	7	0.3
White	856	38.4

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. The proportion of African American and White students has decreased over this same period.

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.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

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 examining practices based on principles of Restorative Justice that can more effectively address behavior/discipline issues and also inequities in discipline incidents and policies related to ethnicity and other student populations.
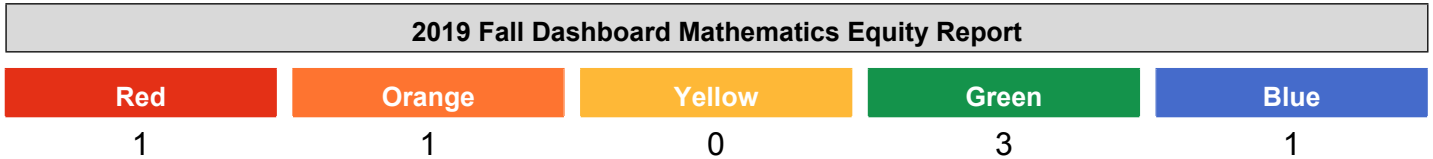
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	
104.6 points above standard	37.8 points below standard	
Increased ++9.9 points	Maintained ++1.7 points	
509	47	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
1.2 points above standard	23.9 points above standard	20 points below standard
14	Increased Significantly ++21.6 points	Increased ++12.4 points
	103	49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		129.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2		Declined -9.7 points	9
		131	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
28.8 points above standard	139.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	129.7 points above standard
Increased Significantly ++22 points	66	4	Increased ++14.2 points
121			176

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	9.2 points below standard	132.7 points above standard
9	Increased ++3.9 points	Increased ++14.5 points
	38	282

Conclusions based on this data:

1. 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 irmrovement efforts, based on our WASC Action Plan. English Learners, and particulary long-term English Learners, are also a student population of concern and were identified as such in our WASC Action Plan.

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	3	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Orange	
68 points above standard	102.6 points below standard	
Increased ++7.1 points	Declined -14.9 points	
506	46	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
98.4 points below standard	44.1 points below standard	124.5 points below standard
14	Increased ++13.7 points	Declined Significantly -36.8 points
	101	47

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		Green 123.9 points above standard Declined -10.3 points 131	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 43.6 points below standard Increased ++14.9 points 119	No Performance Color 94.7 points above standard 66	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Blue 99.7 points above standard Increased Significantly ++20.1 points 175

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 9	77.3 points below standard Declined Significantly -15.9 points 37	97.1 points above standard Increased ++7.4 points 281

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.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
38.6 making progress towards English language proficiency
Number of EL Students: 44
Performance Level: Low
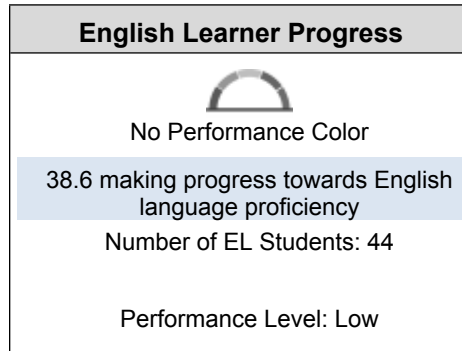
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	15	5	12

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.

School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	2	0
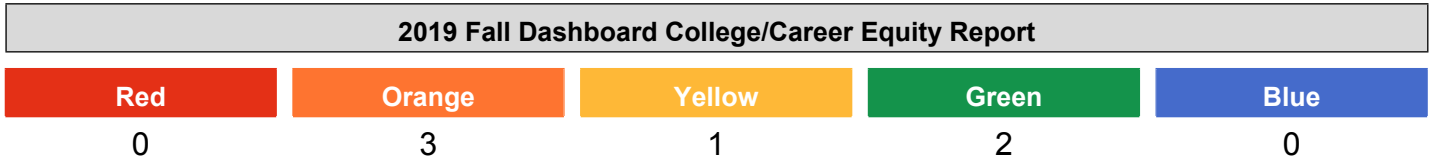
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
73.2	27.3	0 Students
Declined -2.8	Increased +3.9	
522	55	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
7.7	45.5	20
Declined Significantly -42.3	Declined -7.4	Maintained -0.3
13	143	80

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	91.6	Less than 11 Students - Data Not Displayed for Privacy
4	1	Declined -2.8	2
		143	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
43.8	100	0 Students	77.1
Declined -5.5	Increased Significantly +13.3		Declined -5.6
137	12		223

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	76 **Prepared**	73.2 **Prepared**
Approaching Prepared	8.1 **Approaching Prepared**	10.5 **Approaching Prepared**
Not Prepared	15.9 **Not Prepared**	16.3 **Not Prepared**

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.
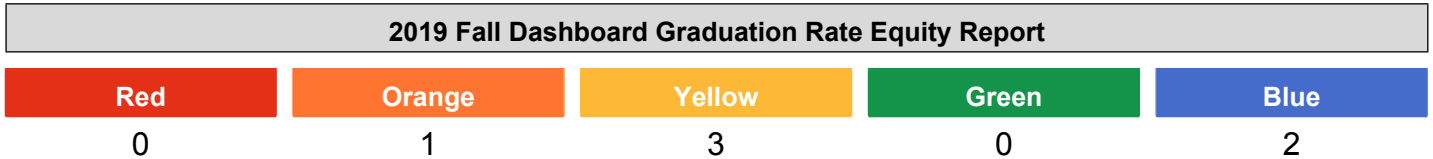
School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Yellow	
96.2	92.7	
Declined -1.7	Declined -3	
524	55	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
76.9	94.4	85.2
Declined -15.9	Declined -3.7	Declined -8.5
13	143	81

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	97.2	Less than 11 Students - Data Not Displayed for Privacy
4	1	Declined -2	2
		143	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		Blue
94.2	100		96.4
Declined -2.5	Maintained 0		Declined -1.2
138	12		224

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
97.9	96.2

Conclusions based on this data:

1. The graduation rate for all students remains high and "declines" are not significant.

2. Hispanic and students with disabilities remain a primary concern in this category and are the focus of our WASC Action Plan. Latinx students who have IEPs and/or are ELLs are the students of primary concern in the measure of student achievement.
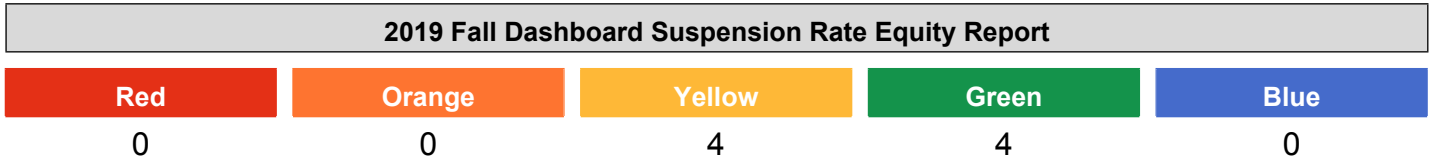
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	4	4	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	
2.3	3.4	
Increased +0.3	Declined -2.1	
2279	87	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Green	Yellow
2.4	4.7	7
Declined -2.1	Declined -0.4	Declined -1.6
42	507	273

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Yellow	No Performance Color
15.8	Less than 11 Students - Data 3	0.7	0
Increased +15.8		Increased +0.3	Maintained 0
19		569	27

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Green	No Performance Color	Yellow
5.2	1.8	Less than 11 Students - Data 7	1.1
Maintained +0.1	Declined -0.3		Increased +0.4
612	167		875

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	2.3

Conclusions based on this data:

1. The number of students suspended is small and last year was a small increase over the previous year. Efforts to apply other forms of discipline modeled in principles of Restorative Justice, when appropriate, are under District examination and there is specific concern about disproportionality as it relates to ethnic and disability populations.

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

Goal #1: All students will receive high quality, 21st century instruction in Common Core and NGSS standards by highly qualified teachers. The instructional environment and overall school climate contribute to full attendance, positive behavior, and opportunities to meet individual academic, social, and emotional needs.

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 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.

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 1 because of our resources and roles as a diverse group representative of students, parents, teachers, administrators and other staff. We believe that 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.

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 as measured by ethnicity.
Number of students who are designated by teachers as needing Tutorial support and number who actually use it.	Progress report - use Tutorial Center referrals	Students referred for Tutorial Services use those services 100% of the time.
Measure of classroom Tutors: Skills, AVID, Writing Center	Focus on effectiveness	Satisfaction survey levels to be determined.
Use of Tutorial Period	Focus on effective use	Satisfaction survey levels to be determined.
Survey of students including demographic factors of their use of organized study groups.	Initial results create baseline.	20% increase in the use of organized study groups by all measured demographic groups by the end of one 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)

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.

Strategy/Activity

Open additional supervised spaces (such as the cafeteria) with longer hours available for use by students after school. When the new student services building is constructed, include spaces for this kind of use.

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

Amount(s)	Source(s)
5,000	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 and AP/Honors courses.

Strategy/Activity

More clearly differentiate and maintain expectations for the use of tutorial spaces: test taking; quiet individual study; group collaboration; social interaction.

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 and AP/Honors courses.

Strategy/Activity

Develop and communicate systems to foster effective collaborative study groups for all students to access outside of class hours.

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: 2018-19

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.

Given that the WASC process was recently completed, the identified strategies will be implemented in the 2019/20 school year for review in the Spring of 2020. We completed a survey of 250 student on the Tutorial services and are using that feedback data to plan for upgrades to the facilities and space in the Tutorial Center. We plan to develop a new layout and set of expectations for the Tutorial Center going forward that include staff and students in the next phase. Given the small number of responses on the survey on Tutorial Services, we need better data from students, especially our identified critical learners, and also staff, on how to understand the current benefits and challenges of our Tutorial programs and how to improve them. There are clear areas for growth in who accesses tutorial services (especially our identified critical learners) the academic benefits to all students using them, and their perception of the quality of the services they are receiving. There are also steps we need to take to address student and staff use of the weekly Tutorial periods, especially with the planned changes in the bell schedule in the future, that focuses on the learning needs of our identified critical learners.

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

This strategy has not yet been implemented with enough significant change to assess the progress we intend to make.

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

No changes. The strategy has not yet been implemented.

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

Goal #1: All students will receive high quality, 21st century instruction in Common Core and NGSS standards by highly qualified teachers. The instructional environment and overall school climate contribute to full attendance, positive behavior, and opportunities to meet individual academic, social, and emotional needs.

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 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. Data on course team and department grading policies has been gathered and reviewed by the Site Council, and guiding questions have been developed by the Site Council for review by the Leadership Team, Departments and Course Teams. The purpose to review is to analyze potential negative equity effects of current grading policies.

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 between course teams in a department.
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 by the start of the 2020-2021 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)

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

Provide input to Course Teams and Departments, using surveys and other research-based data, on the student perspective on grading policies and their effects on student learning, wellness and equity. Support collaboration time for Course Teams

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

Amount(s)	Source(s)
5,000	Title II Part A: Improving Teacher Quality

Annual Review

SPSA Year Reviewed: 2018-19

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.

Given that the WASC process was recently completed, the identified strategies will be implemented in the 2019/20 school year for review in the Spring of 2020.

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

Data on all course team and department policies on homework, as well as student perception of the purpose and effectiveness of homework, as well as homework policies and their affect on student stress was gathered in March and will be organized and shared with course teams and departments. Course teams and departments will be given the opportunity for a structured discussion of this survey feedback as they plan for their policies next year, particularly given the likely change in the bell schedule to four block periods per week.

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

No changes.

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	$5,000
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

1 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

10 Secondary Students

Name of Members	Role
Wynne Satterwhite	Principal
Galen Rosenberg	Other School Staff
Elena Baquero	Other School Staff
Isabel Van Campen	Secondary Student
Tzipor Ulman	Parent or Community Member
Darren Dressen	Classroom Teacher
Isidro Zuniga Vazquez	Secondary Student
Mahita Bobba	Secondary Student
Maribel Barajas	Parent or Community Member
Michelle Mejia	Secondary Student
Pedro Ruiz	Secondary Student
Ricardo Lopez	Secondary Student
Robert Crissman	Secondary Student
Chris Mesel	Parent or Community Member
Mika Ng	Secondary Student
Paula Perez	Parent or Community Member
Rebecca Pan	Secondary Student
Blanca Rocha-Limon	Parent or Community Member
Serena Gaylord	Secondary Student
Amanda Boschken	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Gifted and Talented Education Program Advisory Committee
	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