School Year: **2023-24**

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 30, 2024	May 20, 2024

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).

LAHS and MVLA use parent, student, and teacher surveys to collect feedback and identify areas of strength and areas for growth. The surveys show that our community takes great pride in our school, our student body's ethnic and lingual diversity, and the variety of curricular, co curricular, and extra curricular activities offered here. Our main area for growth is communication to our stakeholders and internal communication systems.

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 hiring and retaining the best teachers. Our highly competitive salary schedule attracts teachers from throughout the state. We interview in a timely manner to ensure the broadest spectrum of candidates. The administration is committed to timely evaluations and feedback for all employees. Temporary and probationary teachers are guaranteed a minimum of three class room observations. Each administrator is assigned to support specific departments and conduct classroom walkthroughs of classrooms. Our Associate Superintendent of Educational Services visits for instructional walks and our Instructional Support Team (IST) conducts classroom observations of Construction Meaning (CM) instructional strategies with teachers learning about CM for their professional development.

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)

MVLA regularly collects, analyzes and disseminates student performance data which is 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 and District accountability goals as well as the WASC Action Plan goals for each site. The educational services division at the district office supports the collection of data to 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 and in June.

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 staff look for ways to improve and align instruction to the California State Standards and support student learning outcomes.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are credentialed to teach in their subject. 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 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 and qualified classified, certificated and administrative staff.

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, 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 collaborative work.

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

Our teachers have support professional learning through the Instructional Support Team, Course Teams and Departments at Los Altos High. The current school-wide focus is on our three WASC goals: Equity, Learning, and Wellness.

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

Course teams and the Departments collaborate with a focus on aligned learning goals, curriculum and assessment. Course teams and Departments calibrate curricular, instructional, and grading standards and 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 reviewed 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. The publication and internet posting of the SARC, school newsletters, bulletins, and the summer mailer all communicate vital information to parents and our community. 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)

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.

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)

LAHS offers free tutoring services before school, during the day and after school. We also collaborate to provide differentiated instruction and scaffold instruction in courses to meet the needs of underperforming students. Support courses for English Learners are built into the Master Schedule.

Evidence-based educational practices to raise student achievement

Our district teachers are all learning about "Constructing Meaning"-- evidence based professional instructional strategies designed to support student learning in all content areas.

Parental Engagement

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

LAHS had academic counselors, a tutorial center, social emotional counselors, a wellness center, options for credit recovery, dual enrollment, and alternative educational options to assist under-achieving students.

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, and student scholarships.

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, which are necessary credential add-ons to support English Learners.

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 November 2023 and reviewed the proposed 2024-2025 document in April, 2024.

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 Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.19%	0.23%	3	4	5
African American	1.0%	0.98%	0.79%	22	21	17
Asian	27.5%	27.67%	28.54%	607	591	611
Filipino	1.1%	1.31%	1.49%	24	28	32
Hispanic/Latino	27.6%	27.48%	27.18%	610	587	582
Pacific Islander	0.3%	0.33%	0.23%	6	7	5
White	36.1%	35.63%	33.54%	797	761	718
Multiple/No Response	6.3%	6.41%	7.99%	139	137	171
			Total Enrollment	2,209	2,136	2141

Table header: Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	539	518	543
Grade 10	550	519	544
Grade 11	551	545	505
Grade 12	569	554	549
Total Enrollment	2,209	2,136	2,141

Table header: Student Enrollment by Grade Level

Conclusions based on this data:

1. Enrollment and the ethnic diversity of the student population has has been consistent 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	66	82	119	3.0%	3.8%	5.6%
Fluent English Proficient (FEP)	991	925	908	44.9%	43.3%	42.4%
Reclassified Fluent English Proficient (RFEP)	20			30.3%		

Conclusions based on this data:

1. The percentage of students who are English Learners has increased, indicating that there may be a need for targeted support for more students.

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

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	545	534	512	391	476	416	390	475	415	71.7	89.1	81.3
All Grades	545	534	512	391	476	416	390	475	415	71.7	89.1	81.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2700.	2708.	2698.	58.21	65.26	62.41	25.13	19.58	21.69	9.74	10.74	9.16	6.92	4.42	6.75
All Grades	N/A	N/A	N/A	58.21	65.26	62.41	25.13	19.58	21.69	9.74	10.74	9.16	6.92	4.42	6.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	57.07	59.28	57.11	37.02	35.44	37.11	5.91	5.27	5.78
All Grades	57.07	59.28	57.11	37.02	35.44	37.11	5.91	5.27	5.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	58.61	64.98	61.11	33.42	29.75	30.92	7.97	5.27	7.97
All Grades	58.61	64.98	61.11	33.42	29.75	30.92	7.97	5.27	7.97

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	31.62	33.33	34.94	62.21	63.08	60.48	6.17	3.59	4.58
All Grades	31.62	33.33	34.94	62.21	63.08	60.48	6.17	3.59	4.58

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	50.77	52.84	49.64	44.87	42.95	45.30	4.36	4.21	5.06
All Grades	50.77	52.84	49.64	44.87	42.95	45.30	4.36	4.21	5.06

Conclusions based on this data:

1. On the whole student achievement is high and consistent, as measured by these assessments and in the aggregate.

2. We may be able to identify the small numbers of students who need additional support to reach standard in all areas.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	545	534	512	409	465	424	408	465	423	75.0	87.1	82.8
All Grades	545	534	512	409	465	424	408	465	423	75.0	87.1	82.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2719.	2705.	2699.	57.84	52.69	51.30	16.18	16.99	18.68	12.01	13.76	10.87	13.97	16.56	19.15
All Grades	N/A	N/A	N/A	57.84	52.69	51.30	16.18	16.99	18.68	12.01	13.76	10.87	13.97	16.56	19.15

	Concepts & Procedures								
	Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	63.48	56.56	55.32	23.53	26.45	25.06	12.99	16.99	19.62
All Grades	63.48	56.56	55.32	23.53	26.45	25.06	12.99	16.99	19.62

	Problem Solving & Modeling/Data Analysis								
	Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	56.62	53.76	52.48	36.03	36.56	33.81	7.35	9.68	13.71
All Grades	56.62	53.76	52.48	36.03	36.56	33.81	7.35	9.68	13.71

	Communicating Reasoning								
	Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	58.58	50.11	49.88	34.80	42.58	37.83	6.62	7.31	12.29
All Grades	58.58	50.11	49.88	34.80	42.58	37.83	6.62	7.31	12.29

Conclusions based on this data:

1. On the whole student achievement is high and stable, as measured by these assessments.

2. Applying mathematical concepts is the lowest achievement area in math. This is a potential area for professional development for our math teachers.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1581.2	1551.8	1501.3	1592.7	1534.1	1487.9	1569.3	1569.1	1514.3	30	20	36
10	1559.2	1570.0	1545.6	1565.6	1564.7	1549.2	1552.5	1574.8	1541.6	19	21	34
11	1552.2	1556.3	1486.6	1544.8	1544.2	1463.6	1559.2	1567.9	1509.1	13	13	30
12	*	*	1527.6	*	*	1505.6	*	*	1549.0	*	9	29
All Grades										64	63	129

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	23.33	20.00	11.11	46.67	30.00	19.44	26.67	35.00	22.22	3.33	15.00	47.22	30	20	36
10	10.53	19.05	20.59	47.37	38.10	35.29	36.84	38.10	17.65	5.26	4.76	26.47	19	21	34
11	23.08	0.00	6.67	15.38	53.85	13.33	30.77	38.46	40.00	30.77	7.69	40.00	13	13	30
12	*	*	17.86	*	*	25.00	*	*	21.43	*	*	35.71	*	*	28
All Grades	18.75	17.46	14.06	40.63	38.10	23.44	31.25	33.33	25.00	9.38	11.11	37.50	64	63	128

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	50.00	15.00	19.44	26.67	50.00	25.00	20.00	25.00	8.33	3.33	10.00	47.22	30	20	36
10	36.84	33.33	38.24	47.37	61.90	29.41	15.79	4.76	5.88	0.00	0.00	26.47	19	21	34
11	30.77	15.38	10.00	23.08	69.23	26.67	15.38	7.69	26.67	30.77	7.69	36.67	13	13	30
12	*	*	28.57	*	*	25.00	*	*	14.29	*	*	32.14	*	*	28
All Grades	40.63	25.40	24.22	34.38	55.56	26.56	17.19	12.70	13.28	7.81	6.35	35.94	64	63	128

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.00	20.00	5.56	30.00	10.00	11.11	50.00	40.00	30.56	10.00	30.00	52.78	30	20	36
10	5.26	14.29	5.88	15.79	33.33	26.47	42.11	47.62	32.35	36.84	4.76	35.29	19	21	34
11	15.38	0.00	0.00	15.38	23.08	16.67	23.08	61.54	30.00	46.15	15.38	53.33	13	13	30
12	*	*	10.71	*	*	10.71	*	*	35.71	*	*	42.86	*	*	28
All Grades	9.38	14.29	5.47	23.44	22.22	16.41	42.19	46.03	32.03	25.00	17.46	46.09	64	63	128

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	20.00	5.00	8.33	66.67	85.00	44.44	13.33	10.00	47.22	30	20	36
10	5.26	4.76	8.82	84.21	95.24	67.65	10.53	0.00	23.53	19	21	34
11	7.69	0.00	3.33	61.54	84.62	43.33	30.77	15.38	53.33	13	13	30
12	*	*	10.71	*	*	50.00	*	*	39.29	*	*	28
All Grades	12.50	6.35	7.81	70.31	84.13	51.56	17.19	9.52	40.63	64	63	128

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	73.33	50.00	52.78	23.33	45.00	2.78	3.33	5.00	44.44	30	20	36
10	73.68	80.95	73.53	26.32	19.05	0.00	0.00	0.00	26.47	19	21	34
11	53.85	66.67	37.93	30.77	33.33	24.14	15.38	0.00	37.93	13	12	29
12	*	*	57.14	*	*	7.14	*	*	35.71	*	*	28
All Grades	70.31	66.13	55.91	25.00	30.65	7.87	4.69	3.23	36.22	64	62	127

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	23.33	25.00	13.89	46.67	35.00	30.56	30.00	40.00	55.56	30	20	36
10	15.79	28.57	11.76	57.89	33.33	41.18	26.32	38.10	47.06	19	21	34
11	15.38	7.69	3.33	23.08	69.23	33.33	61.54	23.08	63.33	13	13	30
12	*	*	14.29	*	*	32.14	*	*	53.57	*	*	28
All Grades	20.31	23.81	10.94	43.75	41.27	34.38	35.94	34.92	54.69	64	63	128

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Writing Domain												
Percentage of Students by Domain Performance Level for All Students												
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.33	5.00	0.00	96.67	85.00	52.78	0.00	10.00	47.22	30	20	36
10	0.00	0.00	0.00	73.68	100.00	78.79	26.32	0.00	21.21	19	21	33
11	7.69	25.00	3.33	61.54	75.00	63.33	30.77	0.00	33.33	13	12	30
12	*	*	10.71	*	*	50.00	*	*	39.29	*	*	28
All Grades	3.13	11.29	3.15	82.81	82.26	61.42	14.06	6.45	35.43	64	62	127

Conclusions based on this data:

1. English Language Development is an area of growth for LAHS.

2. Student performance in all areas of the ELPAC should be disaggregated by students, since the numbers are low, to assess areas of student need and teacher professional development.

School and Student Performance Data
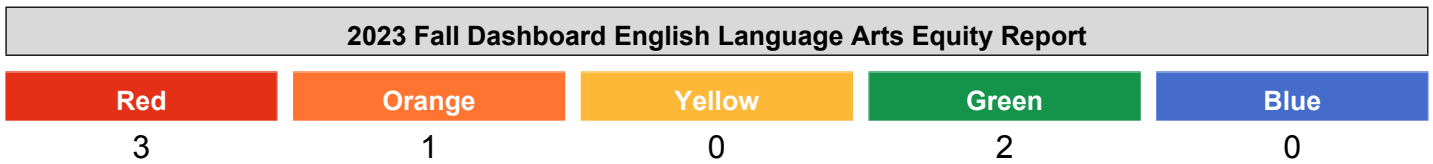
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2141	**17.6**	**5.6**	**0.2**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	119	5.6
Foster Youth	4	0.2
Homeless	12	0.6
Socioeconomically Disadvantaged	377	17.6
Students with Disabilities	232	10.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	0.8
American Indian	5	0.2
Asian	611	28.5
Filipino	32	1.5
Hispanic	582	27.2
Two or More Races	171	8
Pacific Islander	5	0.2
White	718	33.5

Conclusions based on this data:

1. White students are the largest population by race/ethnicity, followed by Asian students and Hispanic students.

2. Our largest subgroup of all student groups is students who are socioeconomically disadvantaged, followed by students with disabilities.

3. Our smallest subgroups: English Learners, Foster Youth, and Homeless students should be paid special attention as they may easily be overlooked when compared to the larger populations of students.

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English learner progress is low and should be addressed.

2. The suspension rate is an area of concern and deserves investigation.

3. Graduation rate is high and to be celebrated.

School and Student Performance Data

Academic Performance
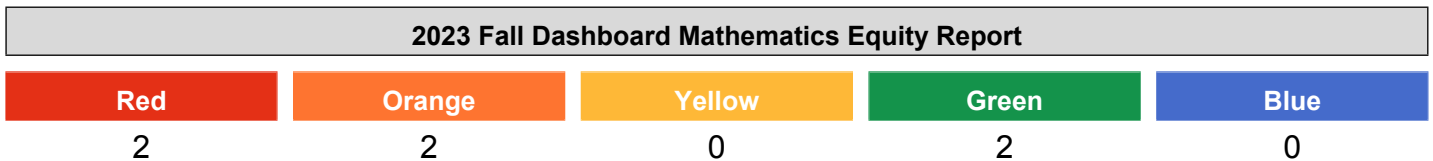## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	2	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Red	Less than 11 Students
60.6 points above standard	73.5 points below standard	1 Student
Decreased Significantly -41.7 points	Decreased Significantly -37.4 points	
471 Students	39 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Red
1 Student	49.2 points below standard	93.7 points below standard
	Decreased Significantly -75.5 points	Decreased -5.6 points
	82 Students	52 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 2 Students	Green 119.7 points above standard Decreased Significantly -56.1 points 156 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 10 points below standard Decreased Significantly -41.1 points 124 Students	140.3 points above standard Decreased -7.1 points 18 Students	No Performance Color 0 Students	Green 56.6 points above standard Decreased Significantly -39.3 points 164 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
140.1 points below standard	10.3 points below standard	62.7 points above standard
Decreased Significantly -31.7 points	Increased +3.6 points	Decreased Significantly -48.5 points
19 Students	20 Students	241 Students

Conclusions based on this data:

1. Hispanic, SED, students with disabilities, and English Learner performance as measured by the ELA CAASPP is lower than the total student population and needs attention/goals around improvement.
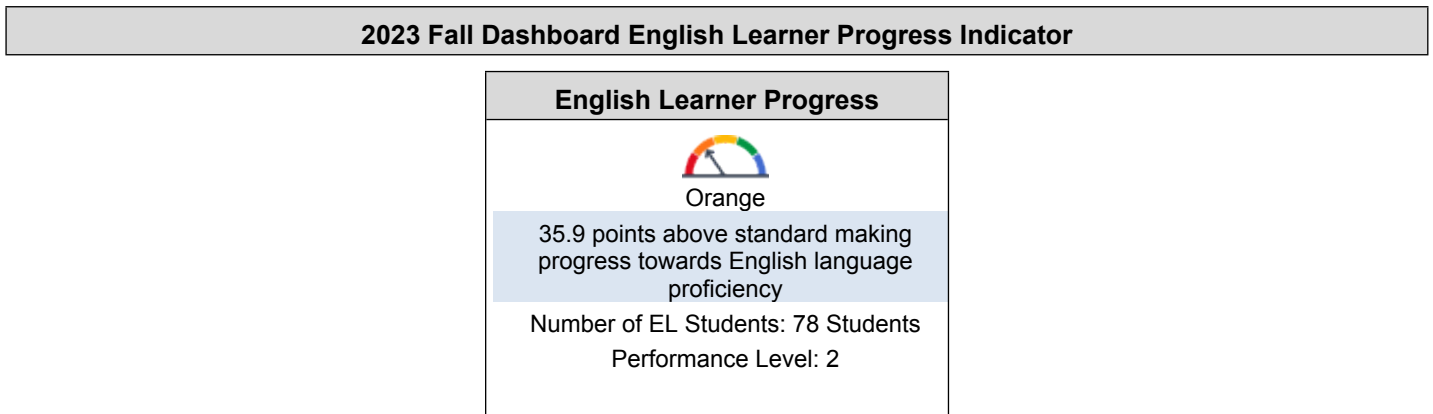
School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Red	Less than 11 Students
26.3 points above standard	161.4 points below standard	1 Student
Decreased Significantly -21.1 points	Decreased Significantly -36.8 points	
472 Students	42 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Orange
1 Student	127.9 points below standard	146.1 points below standard
	Decreased Significantly -55.6 points	Increased Significantly +17.7 points
	82 Students	51 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Green	Less than 11 Students
6 Students	2 Students	121.6 points above standard	2 Students
		Decreased Significantly -43.3 points	
		156 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	69.1 points above standard	No Performance Color	Green
96.9 points below standard	Decreased Significantly -40.6 points	0 Students	29.7 points above standard
Decreased Significantly -27.3 points	18 Students		Decreased Significantly -17 points
126 Students			164 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
239.9 points below standard	75.1 points below standard	35.6 points above standard
Decreased Significantly -43.5 points	Increased +9 points	Decreased Significantly -26.2 points
22 Students	20 Students	241 Students

Conclusions based on this data:

1. Hispanic, SED, students with disabilities, and English Learner performance as measured by the Math CAASPP is lower than the total student population and needs attention/goals around improvement.

School and Student Performance Data

Academic Performance
English Learner Progress

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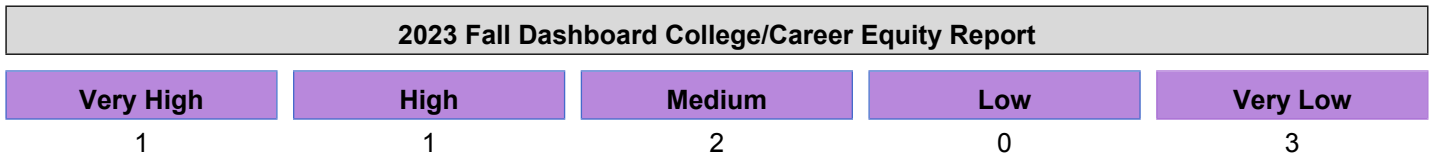
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
35.9 points above standard making progress towards English language proficiency
Number of EL Students: 78 Students
Performance Level: 2

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	32	3	25

Conclusions based on this data:

1. English Learner progress is an area for growth, analysis, and teacher professional development.

School and Student Performance Data

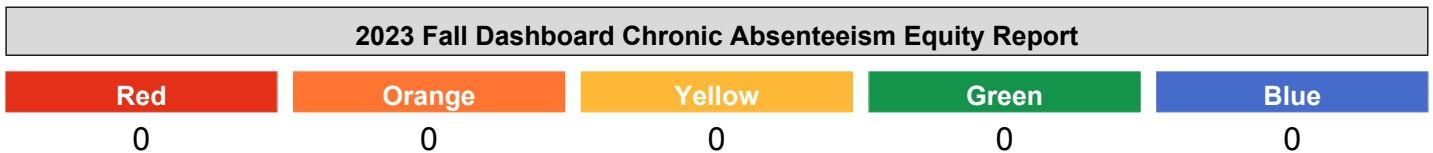## Academic Performance
College/Career Report

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

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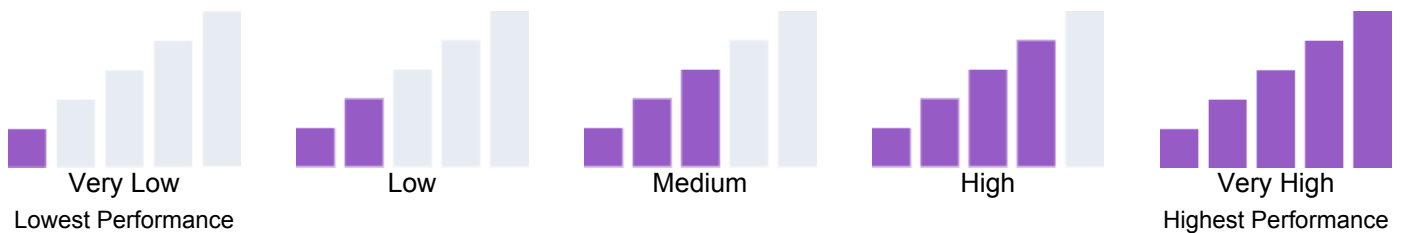
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	1	2	0	3

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

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

All Students

72.2 Prepared

553 Students

English Learners

9.3 Prepared

43 Students

Foster Youth

Less than 11 Students

2 Students

Homeless

Less than 11 Students

4 Students

Socioeconomically Disadvantaged

41.3 Prepared

143 Students

Students with Disabilities

21.6 Prepared
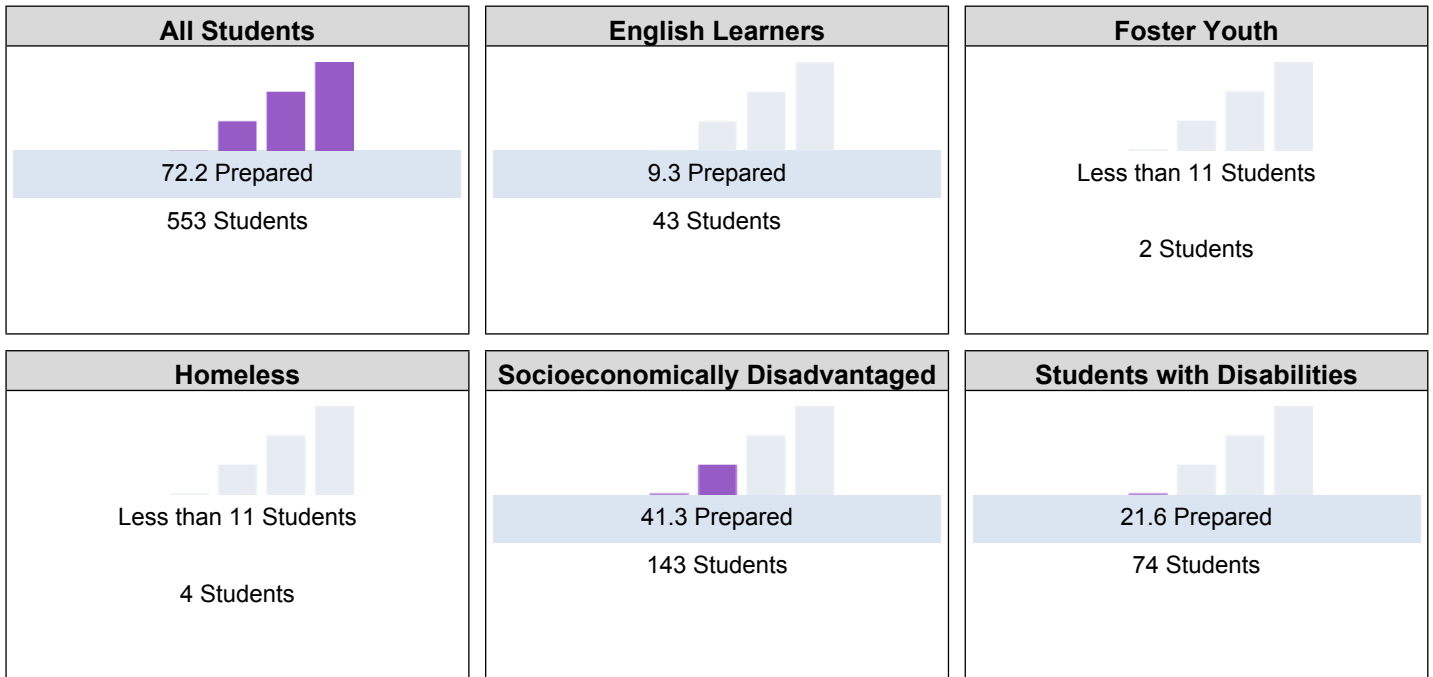
74 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

Less than 11 Students

4 Students

American Indian

0 Students

Asian

92.2 Prepared

141 Students

Filipino

Less than 11 Students

5 Students

Hispanic

44 Prepared

168 Students

Two or More Races

87 Prepared

46 Students

Pacific Islander

Less than 11 Students

2 Students

White

81.3 Prepared
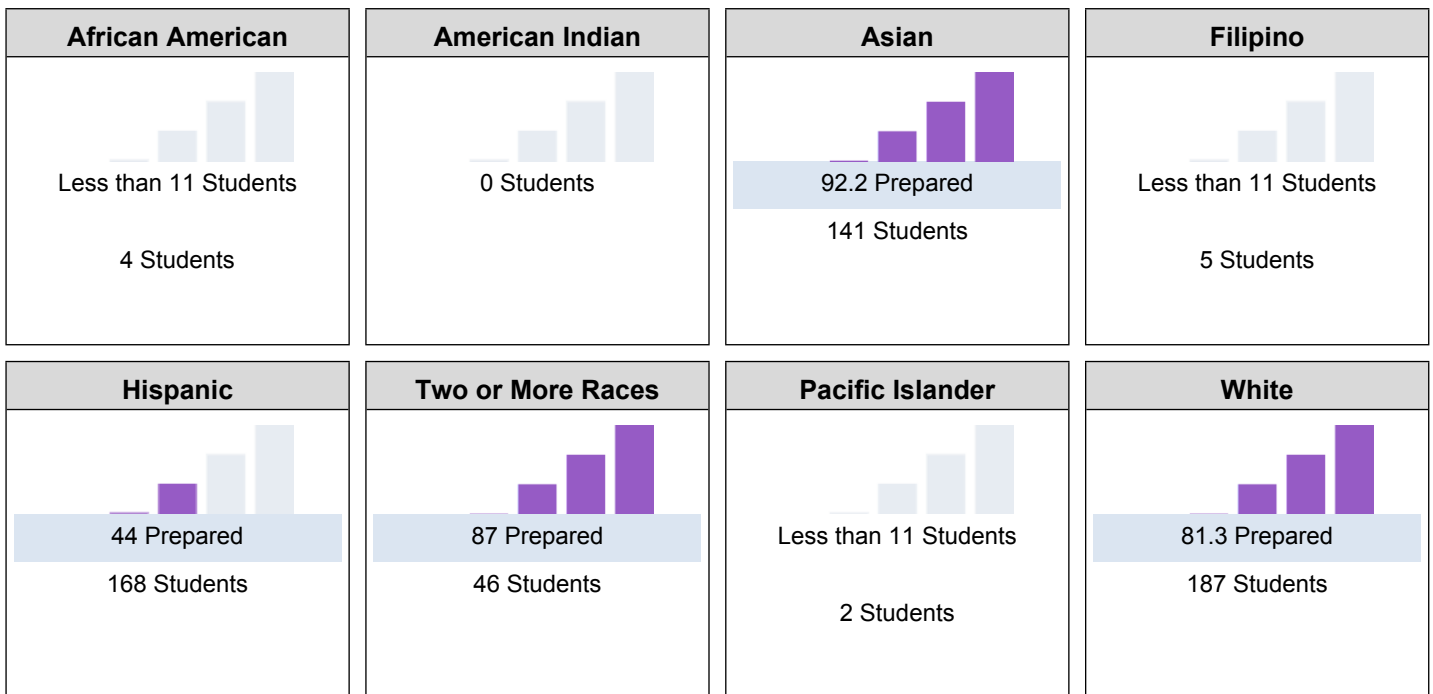
187 Students

Conclusions based on this data:

1. English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students remain a concern in this indicator.--and it is consistent with all other data.

2. Goals and action steps must be created to address this data.

School and Student Performance Data

Academic Engagement
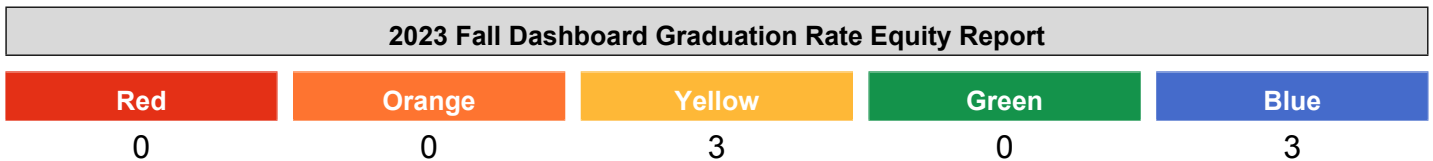## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	3

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue 95.7% graduated Decreased -2.4 554 Students	70.5% graduated Decreased Significantly -18 44 Students	Less than 11 Students 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 4 Students	Yellow 91% graduated Decreased Significantly -5.7 144 Students	Yellow 90.5% graduated Decreased -3.9 74 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	No Performance Color 0 Students	Blue 99.3% graduated Maintained -0.7 141 Students	Less than 11 Students 5 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow 91.7% graduated Decreased -5 169 Students	Blue 97.8% graduated Increased 3.1 46 Students	Less than 11 Students 2 Students	Blue 97.3% graduated Maintained -0.7 187 Students

Conclusions based on this data:

1. The graduation rate for all students remains high.

2. Students with disabilities, Hispanic students, and Socioeconomically disadvantaged students remain a primary concern in this category and are the focus of our equity work.

School and Student Performance Data

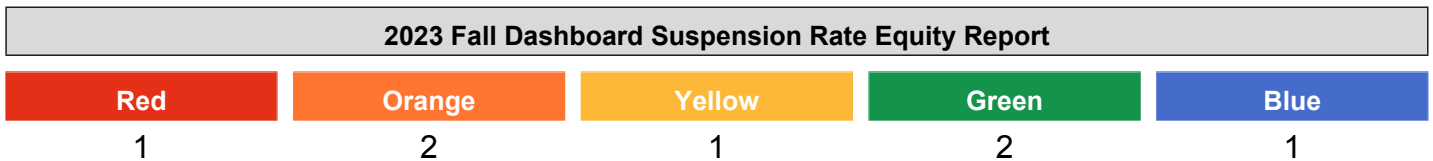## Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	2	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
2.1% suspended at least one day	13.4% suspended at least one day	7 Students
Increased 0.5	Increased Significantly 8.9	
2212 Students	157 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	Yellow
4.2% suspended at least one day	6.1% suspended at least one day	5.5% suspended at least one day
Increased 4.2	Increased 2.7	Maintained -0.2
24 Students	460 Students	256 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
0% suspended at least one day	Less than 11 Students	Blue	3% suspended at least one day
Maintained 0	5 Students	0.5% suspended at least one day	Declined -0.4
18 Students		Maintained -0.2	33 Students
		622 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	Less than 11 Students	Green
5.4% suspended at least one day	0.6% suspended at least one day	6 Students	1% suspended at least one day
Increased 2	Maintained -0.1		Maintained -0.2
629 Students	174 Students		725 Students

Conclusions based on this data:

1. Rate of suspension for Hispanic, socioeconomically disadvantaged students, and students with disabilities is higher than the general population and deserves analysis and change of disciplinary 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

Establish and uphold material resources, teaching practices, and institutional systems to ensure an EQUITABLE experience for all students.

Identified Need

Achievement gaps as measure on the school dashboard data, grade data, attendance data, and behavior data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard data, disaggregated	CAASPP scores in ELA and Math, March 2023	Decrease in achievement gap by subgroup
School grade data, disaggregated	Grade data by course, May, 2024	Decrease in achievement gaps by subgroup
School behavior data, disaggregated	Student suspension and referral data, May 2024	Decrease in student suspension; decrease in behavior gap by subgroup
Student attendance data, disaggregated	Attendance data, May 2024	Increase in student attendance

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)

Hispanic, English learners, SED, SWD

Strategy/Activity

Placement of students in college preparation courses with their grade level peers; increase in A-G subject area course enrollment for all students; inclusive classrooms with an increase in Co-Teaching

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)

None Specified

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

Track attendance data

Strategy/Activity

Attendance intervention system that includes parent outreach by counselors and administrators, parent meetings, and home visits by case managers.

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)

Analyze grade data by course and subgroup

Strategy/Activity

Identify areas of disproportionality and work with course teams by providing professional development and feedback

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)

Analyze behavior data quarterly

Strategy/Activity

<div style="background-color:#f0e6f0;">

Provide professional development for administrators on restorative practices; align behavior responses and intervention to reduce out of school suspensions

</div>

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)

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

1. Academic Excellence for all: All students have access and success to equitable, high quality, 21st century learning while disproportionalities are decreased.
2. Educational-partner Communication & Engagement: Increase student, parent and partner schools engagement to create equitable culture & climate to support all students.

Goal 2

Develop richer and more genuine LEARNING experiences for all students.

Identified Need

WASC self study included areas of growth with student CAASPP results, disaggregated by student subgroup, AP course enrollment and successful completion by subgroup and disproportional achievement data by ethnicity and language proficiency for the school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC data	ELPAC scores, 2022-2023	Expected annual progress for English learners
CAASPP test scores in ELA and Math	Status based on current data, 2022-2023	Increase in CAASPP scores for all students
Course enrollment and grade data disaggregated by subgroup and language proficiency	Status based on current data, 2022-2023; 2023-2024	Increase of all students in grade level course content classes with increased passing grades in those classes
CTE pathway completion rate	Current CTE pathway completer data; Dashboard College and Career readiness indicator	Increase in Dashboard College and Career readiness indicator
AP course enrollment by demographic data	Current AP course enrollment data; Dashboard College and Career readiness indicator	Increase in Dashboard College and Career readiness indicator

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)

English Learners (EL)

Strategy/Activity

Placement of ELs in ELD courses and grade level course content classes

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)

                                             None Specified

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

All students, with a focus on Hispanic, SED, SWD, and English learners

Strategy/Activity

Teachers assigned to common prep periods to have time to work on course team collaboration that incorporates instructional strategies such as Constructing Meaning

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)

Hispanic, SWD, and English learners

Strategy/Activity

Place students in grade level course content classes with their peers

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)

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 3

Develop and implement a coherent, integrated plan that supports the WELLNESS and sense of COMMUNITY of the LAHS students and staff.

Identified Need

Students report not feeling connected and stressed. Teachers and staff also report they are stressed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey results and anecdotal data	Average student response to feeing cared for by an adult at school is 66% or lower for every grade level; reporting for social emotional distress is "pretty much true" or "very true" for between 28-39% of all students.	Increase in the percent of students who feel connected to an adult and a lower percent for students reporting social emotional distress
Parent survey results and anecdotal data	Survey data is too few to make generalizations	Positive data about their perception of how students are supported at school
Staff survey results and anecdotal data	40% average report "Strongly agree" to working environment questions	Increase from 40% from staff who "strongly agree" about their working environment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create school-wide, classroom instruction for Week of Welcome for all students as a tier one instructional practice to support all students

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

Amount(s)   Source(s)

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

All students

Strategy/Activity

Have testing center so that students may complete retakes, missed tests, etc. in supervised center and not during their lunchtime or afterschool

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)

All students

Strategy/Activity

Continue to have a full time Wellness center to provide decompression space and adult assessment for students who are feeling stressed (or who have another social-emotional need)

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)

All students

Strategy/Activity

Continue to utilize ACT period to support students during the week to get help from teachers and complete work.

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)

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 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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	$

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 ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

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

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

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

4 Secondary Students

Name of Members	Role
Tracey Runeare	Principal
Darren Dressen	Classroom Teacher
Scott Murray	Classroom Teacher
Clara Roa	Parent or Community Member
Talia Frank	Secondary Student
Calissa Welborne	Secondary Student
Laura Duran	Other School Staff
Paula Perez	Parent or Community Member
Isabelle Banks	Secondary Student
Azucena Castano	Parent or Community Member
Asha Parker	Secondary Student
Anitha Rajesh	Parent or Community Member
Stefi Ganesan	Parent or Community Member
Maria Hoerni	Other School Staff

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:
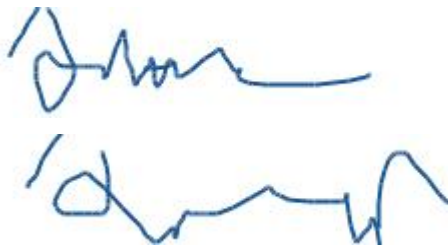
Signature	Committee or Advisory Group Name
	Departmental Advisory Committee
	Other: Student Advisory Committee (ASB)

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 4/29/24.

Attested:

Signature	
	Principal, Tracey Runeare on 4/29/24
	SSC Chairperson, Tracey Runeare on 4/29/24

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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