

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Altos High School	4369094334116	April 19, 2022	June

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’s annual review of the SPSA began at its meeting in February 2022, in conjunction with our review of our WASC Action Plan progress.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0.13%	0.1%	3	3	3
African American	0.72%	0.8%	1.0%	16	18	22
Asian	25.28%	25.43%	27.5%	563	573	607
Filipino	1.17%	1.38%	1.1%	26	31	24
Hispanic/Latino	26.49%	26.9%	27.6%	590	606	610
Pacific Islander	0.31%	0.49%	0.3%	7	11	6
White	38.44%	36.4%	36.1%	856	820	797
Multiple/No Response	7.45%	8.48%	6.3%	166	191	139
	Total Enrollment			2,227	2,253	2,209

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	572	582	539
Grade 10	579	565	550
Grade 11	551	577	551
Grade 12	525	529	569
Total Enrollment	2,227	2,253	2,209

Conclusions based on this data:

1. Enrollment has been relatively stable over the last three years. The increase in enrollment by ethnicity is primarily in the proportion 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	81	71	66	3.6%	3.2%	3.0%
Fluent English Proficient (FEP)	976	992	991	43.8%	44.0%	44.9%
Reclassified Fluent English Proficient (RFEP)	26	28	34	25.7%	34.6%	47.9%

Conclusions based on this data:

1. The percentage of students who are English Learners has decreased slightly. We will be recreating our ELD program at Los Altos starting in the fall of 2022. We are collaborating with our sister school on developing this program. Approximately 60, perhaps up to 120 additional EL students are expected at LAHS next fall.
2. The percentage of students who are Fluent English Proficient has increased slightly.
3. The percentage of students reclassified as English Proficient has increased significantly.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	524	539	545	473	510	391	473	510	390	90.3	94.6	71.7
All Grades	524	539	545	473	510	391	473	510	390	90.3	94.6	71.7

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2678.	2687.	2700.	57.93	60.78	58.21	23.89	24.12	25.13	10.15	8.82	9.74	8.03	6.27	6.92
All Grades	N/A	N/A	N/A	57.93	60.78	58.21	23.89	24.12	25.13	10.15	8.82	9.74	8.03	6.27	6.92

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	58.77	62.55	57.07	31.08	27.25	37.02	10.15	10.20	5.91
All Grades	58.77	62.55	57.07	31.08	27.25	37.02	10.15	10.20	5.91

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	67.44	68.04	58.61	24.31	24.90	33.42	8.25	7.06	7.97
All Grades	67.44	68.04	58.61	24.31	24.90	33.42	8.25	7.06	7.97

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	44.40	50.39	31.62	48.41	44.90	62.21	7.19	4.71	6.17
All Grades	44.40	50.39	31.62	48.41	44.90	62.21	7.19	4.71	6.17

2019-20 Data:

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	59.62	58.82	50.77	31.50	34.71	44.87	8.88	6.47	4.36
All Grades	59.62	58.82	50.77	31.50	34.71	44.87	8.88	6.47	4.36

2019-20 Data:

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Conclusions based on this data:

1. The participation rate was dramatically affected by remote testing due to the pandemic.
2. We consider the scores to be unrepresentative due to the reduced participation rate and the change to remote testing for most students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	524	539	545	471	507	409	471	507	408	89.9	94.1	75.0
All Grades	524	539	545	471	507	409	471	507	408	89.9	94.1	75.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2689.	2696.	2719.	48.20	51.28	57.84	22.29	19.33	16.18	14.23	14.40	12.01	15.29	14.99	13.97
All Grades	N/A	N/A	N/A	48.20	51.28	57.84	22.29	19.33	16.18	14.23	14.40	12.01	15.29	14.99	13.97

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	62.34	60.75	63.48	18.72	19.33	23.53	18.94	19.92	12.99
All Grades	62.34	60.75	63.48	18.72	19.33	23.53	18.94	19.92	12.99

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	51.91	53.45	56.62	31.91	32.15	36.03	16.17	14.40	7.35
All Grades	51.91	53.45	56.62	31.91	32.15	36.03	16.17	14.40	7.35

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	50.74	54.44	58.58	38.85	35.11	34.80	10.40	10.45	6.62
All Grades	50.74	54.44	58.58	38.85	35.11	34.80	10.40	10.45	6.62

2019-20 Data:

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Conclusions based on this data:

1. The participation rate was dramatically affected by remote testing due to the pandemic.
2. We consider the scores to be unrepresentative due to the reduced participation rate and the change to remote testing for most students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1619.6	1575.7	1581.2	1632.7	1579.7	1592.7	1606.1	1571.2	1569.3	18	18	30
10	1591.8	*	1559.2	1588.3	*	1565.6	1594.8	*	1552.5	18	7	19
11	1595.3	1579.1	1552.2	1590.9	1598.9	1544.8	1599.1	1558.5	1559.2	26	11	13
12	1592.6	1558.8	*	1599.3	1560.7	*	1585.4	1556.3	*	15	14	*
All Grades										77	50	64

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	77.78	27.78	23.33	*	38.89	46.67	*	22.22	26.67		11.11	3.33	18	18	30
10	*	*	10.53	*	*	47.37	*	*	36.84		*	5.26	18	*	19
11	53.85	18.18	23.08	*	54.55	15.38	*	9.09	30.77	*	18.18	30.77	26	11	13
12	*	21.43	*	*	21.43	*	*	28.57	*		28.57	*	15	14	*
All Grades	55.84	28.00	18.75	31.17	34.00	40.63	*	22.00	31.25	*	16.00	9.38	77	50	64

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	88.89	44.44	50.00	*	27.78	26.67		27.78	20.00		0.00	3.33	18	18	30
10	66.67	*	36.84	*	*	47.37	*	*	15.79		*	0.00	18	*	19
11	73.08	27.27	30.77	*	45.45	23.08	*	27.27	15.38		0.00	30.77	26	11	13
12	80.00	28.57	*	*	35.71	*	*	35.71	*		0.00	*	15	14	*
All Grades	76.62	38.00	40.63	18.18	34.00	34.38	*	28.00	17.19		0.00	7.81	77	50	64

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	16.67	10.00	*	33.33	30.00	*	38.89	50.00	*	11.11	10.00	18	18	30
10	*	*	5.26	*	*	15.79	*	*	42.11	*	*	36.84	18	*	19
11	*	0.00	15.38	46.15	18.18	15.38	*	54.55	23.08	*	27.27	46.15	26	11	13
12	*	14.29	*	*	21.43	*	*	28.57	*	*	35.71	*	15	14	*
All Grades	22.08	14.00	9.38	50.65	26.00	23.44	14.29	38.00	42.19	*	22.00	25.00	77	50	64

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	83.33	16.67	20.00	*	66.67	66.67	*	16.67	13.33	18	18	30
10	*	*	5.26	*	*	84.21	*	*	10.53	18	*	19
11	53.85	18.18	7.69	*	54.55	61.54	*	27.27	30.77	26	11	13
12	*	7.14	*	*	42.86	*	*	50.00	*	15	14	*
All Grades	51.95	14.00	12.50	40.26	58.00	70.31	*	28.00	17.19	77	50	64

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	100.00	83.33	73.33		11.11	23.33		5.56	3.33	18	18	30
10	94.44	*	73.68	*	*	26.32		*	0.00	18	*	19
11	96.15	81.82	53.85	*	18.18	30.77		0.00	15.38	26	11	13
12	93.33	92.86	*	*	7.14	*		0.00	*	15	14	*
All Grades	96.10	88.00	70.31	*	10.00	25.00		2.00	4.69	77	50	64

2019-20 Data:

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	16.67	23.33	*	55.56	46.67	*	27.78	30.00	18	18	30
10	*	*	15.79	*	*	57.89	*	*	26.32	18	*	19
11	*	0.00	15.38	53.85	63.64	23.08	*	36.36	61.54	26	11	13
12	*	14.29	*	*	42.86	*	*	42.86	*	15	14	*
All Grades	27.27	14.00	20.31	49.35	52.00	43.75	23.38	34.00	35.94	77	50	64

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	22.22	3.33	61.11	72.22	96.67		5.56	0.00	18	18	30
10	*	*	0.00	77.78	*	73.68		*	26.32	18	*	19
11	46.15	9.09	7.69	53.85	81.82	61.54		9.09	30.77	26	11	13
12	*	0.00	*	*	92.86	*		7.14	*	15	14	*
All Grades	37.66	18.00	3.13	62.34	76.00	82.81		6.00	14.06	77	50	64

2019-20 Data:

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Conclusions based on this data:

1. The number of students assessed for ELPAC levels is small and decreased over the previous year. Because of the small number of tested students, it is not possible to draw conclusions based on annual data. The performance of ELL students remains a focus of our school improvement efforts, however, based on our WASC Action Plan.
2. With the return of an ELD program to Los Altos High next fall, this data will become of even greater importance to us.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2209	17.2	3.0	0.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	3.0
Foster Youth	1	0.0
Homeless	15	0.7
Socioeconomically Disadvantaged	380	17.2
Students with Disabilities	217	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	1.0
American Indian or Alaska Native	3	0.1
Asian	607	27.5
Filipino	24	1.1
Hispanic	610	27.6
Two or More Races	139	6.3
Native Hawaiian or Pacific Islander	6	0.3
White	797	36.1

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 but will increase next fall with the return of an ELD program to our campus.






School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  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 continuing to examine 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. This is a focus of our District's efforts as well. Because the number of suspensions is relatively small, annual variations in numbers may appear to be more significant than they are.

School and Student Performance Data

Academic Performance English Language Arts

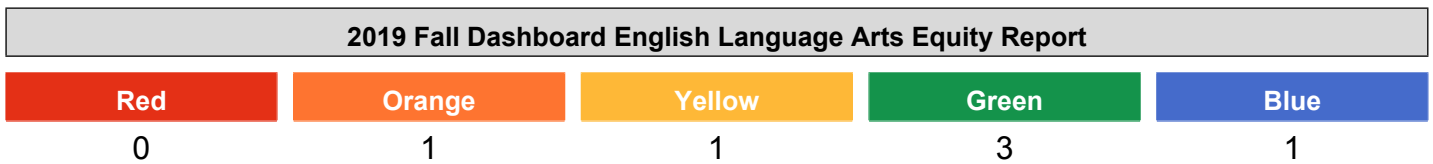
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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		
<p>All Students</p> Blue 104.6 points above standard Increased ++9.9 points 509	<p>English Learners</p> Orange 37.8 points below standard Maintained ++1.7 points 47	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 1.2 points above standard 14	<p>Socioeconomically Disadvantaged</p> Green 23.9 points above standard Increased Significantly ++21.6 points 103	<p>Students with Disabilities</p> Yellow 20 points below standard Increased ++12.4 points 49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 Green 129.7 points above standard Declined -9.7 points 131	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 28.8 points above standard Increased Significantly ++22 points 121	 No Performance Color 139.3 points above standard 66	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 129.7 points above standard Increased ++14.2 points 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	9.2 points below standard Increased ++3.9 points 38	132.7 points above standard Increased ++14.5 points 282

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

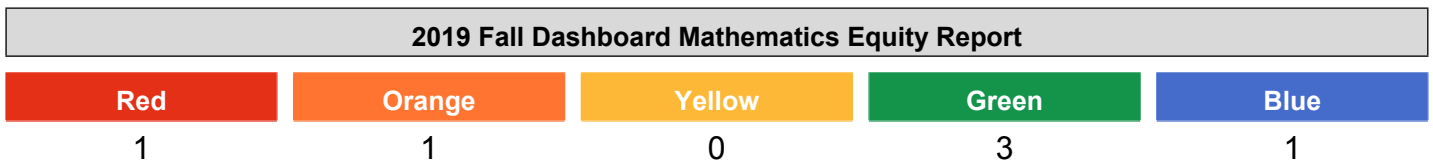
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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










This section provides number of student groups in each color.



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		
<p>All Students</p> Blue 68 points above standard Increased ++7.1 points 506	<p>English Learners</p> Orange 102.6 points below standard Declined -14.9 points 46	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color 98.4 points below standard 14	<p>Socioeconomically Disadvantaged</p> Green 44.1 points below standard Increased ++13.7 points 101	<p>Students with Disabilities</p> Red 124.5 points below standard Declined Significantly -36.8 points 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:

- 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

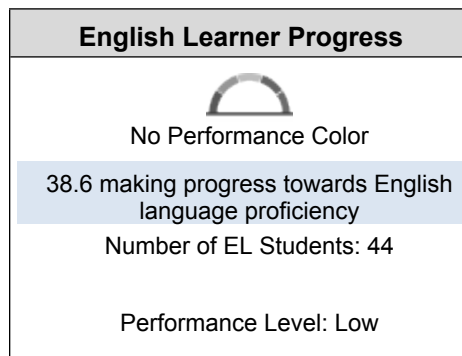
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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
27.2	34.0	11.3	27.2

Conclusions based on this data:

- 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.
- With the return of an ELD program to LAHS we expect to provide additional supports to English Learners and to have a significantly larger population of English Learners to serve in the 2022-23 school year.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	566	100
African American	7	1.2
American Indian or Alaska Native		
Asian	149	26.3
Filipino	8	1.4
Hispanic	140	24.7
Native Hawaiian or Pacific Islander	1	0.2
White	218	38.5
Two or More Races	43	7.6
English Learners	16	2.8
Socioeconomically Disadvantaged	131	23.1
Students with Disabilities	57	10.1
Foster Youth		
Homeless	9	1.6

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	322	57.3
African American		
American Indian or Alaska Native		
Asian	122	82.4
Filipino		
Hispanic	23	16.7
Native Hawaiian or Pacific Islander		
White	141	65
Two or More Races	29	67.4
English Learners	3	20
Socioeconomically Disadvantaged	27	20.8
Students with Disabilities	7	12.7
Foster Youth		
Homeless		

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

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

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	36	6.4
African American		
American Indian or Alaska Native		
Asian	7	4.7
Filipino		
Hispanic	4	2.9
Native Hawaiian or Pacific Islander		
White	20	9.2
Two or More Races	4	9.3
English Learners	0	0
Socioeconomically Disadvantaged	2	1.5
Students with Disabilities	3	5.3
Foster Youth		
Homeless		

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

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	454	80.2
African American		
American Indian or Alaska Native		
Asian	137	91.9
Filipino		
Hispanic	78	55.7
Native Hawaiian or Pacific Islander		
White	190	87.2
Two or More Races	39	90.7
English Learners	7	43.8
Socioeconomically Disadvantaged	72	55
Students with Disabilities	14	24.6
Foster Youth		
Homeless		

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

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	29	5.1
African American		
American Indian or Alaska Native		
Asian	7	4.7
Filipino		
Hispanic	1	0.7
Native Hawaiian or Pacific Islander		
White	17	7.8
Two or More Races	3	7
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	1	1.8
Foster Youth		
Homeless		

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	36	6.4
African American		
American Indian or Alaska Native		
Asian	20	13.4
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	13	6
Two or More Races	3	7
English Learners	0	0
Socioeconomically Disadvantaged	2	1.5
Students with Disabilities	0	0
Foster Youth		
Homeless		

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	34	6
African American		
American Indian or Alaska Native		
Asian	20	13.4
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	11	5
Two or More Races	3	7
English Learners	0	0
Socioeconomically Disadvantaged	2	1.5
Students with Disabilities	0	0
Foster Youth		
Homeless		

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	235	41.5
African American		
American Indian or Alaska Native		
Asian	81	54.4
Filipino		
Hispanic	46	32.9
Native Hawaiian or Pacific Islander		
White	83	38.1
Two or More Races	22	51.2
English Learners	2	12.5
Socioeconomically Disadvantaged	42	32.1
Students with Disabilities	8	14
Foster Youth		
Homeless		

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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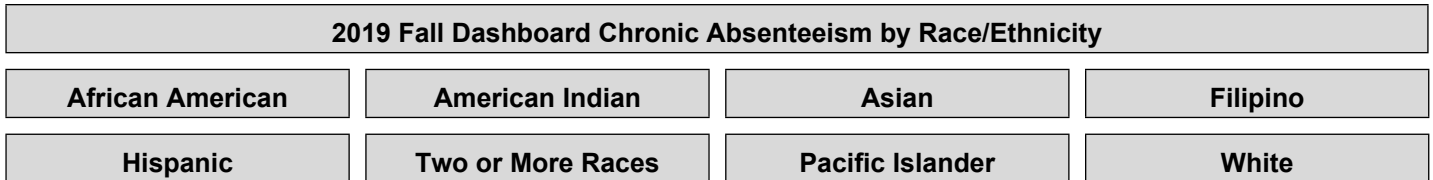
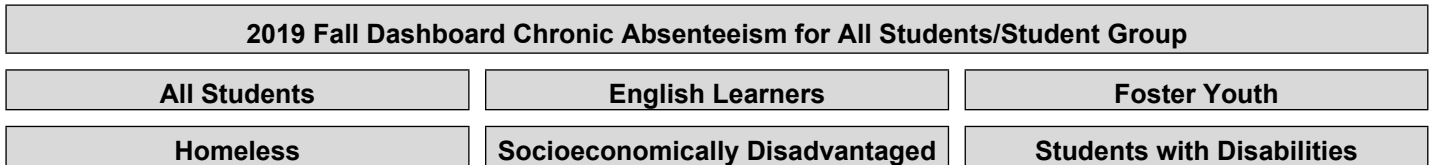
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	566	552	4	97.5
English Learners	16	16	1	100
Foster Youth				
Homeless	9		0	
Socioeconomically Disadvantaged	131	126	1	96.2
Students with Disabilities	57	51	2	89.5
African American	7		0	
American Indian or Alaska Native				
Asian	149	145	1	97.3
Filipino	8		0	
Hispanic	140	137	2	97.9
Native Hawaiian or Pacific Islander	1		0	
White	218	212	1	97.2
Two or More Races	43	42	0	97.7

Conclusions based on this data:

1. The graduation rate for all students remains high and "declines" are not significant.
2. 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 and are the focus of our CCEIS program review.

School and Student Performance Data

Conditions & Climate Suspension Rate

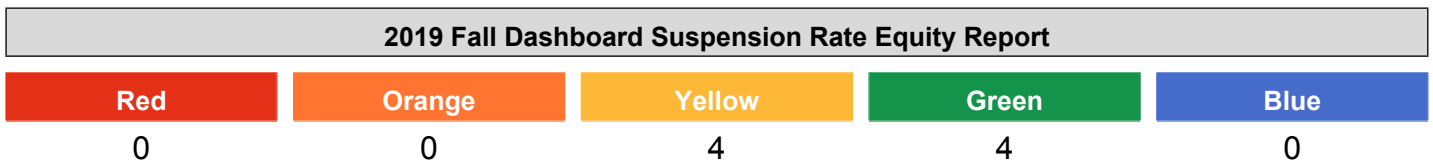
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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		
<p>All Students</p> <p>Orange</p> <p>2.3</p> <p>Increased +0.3</p> <p>2279</p>	<p>English Learners</p> <p>Green</p> <p>3.4</p> <p>Declined -2.1</p> <p>87</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>Green</p> <p>2.4</p> <p>Declined -2.1</p> <p>42</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>4.7</p> <p>Declined -0.4</p> <p>507</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>7</p> <p>Declined -1.6</p> <p>273</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 15.8 Increased +15.8 19	 No Performance Color Less than 11 Students - Data 3	 Yellow 0.7 Increased +0.3 569	 No Performance Color 0 Maintained 0 27
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.2 Maintained +0.1 612	 Green 1.8 Declined -0.3 167	 No Performance Color Less than 11 Students - Data 7	 Yellow 1.1 Increased +0.4 875

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. 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. We expect to see a significant decrease in the rates of suspension over the next two years as we implement some of these changes in policies and practices.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Identified Need

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

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The Tutorial Program developed a new Mission Statement:

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

Changes related to the use of space were not implemented due to distance learning, though during the reopening period the Tutorial Center was repainted and reorganized to create a more supportive and welcoming environment. Plans are in place to purchase new furniture when the Tutorial Center reopens.

Usage data from the Tutorial Center is as follows (for the dates 08/21-02/22):

Estimated # of unique students served by a drop-in/appointment basis: 300

Estimated # of individual sessions used by students in the Tutorial Center: 750

Estimated # of unique students served by classroom tutor placement: 800

Estimated # of classroom sessions with a tutor present: 1025

Training of peer tutors is being changed to better address this goal, both in terms of the strategies tutors are learning and in terms of the strategies the Tutorial Center coordinator is using to recruit a more diverse and representative team of peer and adult tutors. Fostering and supporting collaborative study groups was not prioritized over the past year but will be an element of training and programming in the coming year. Training has been altered in an effective way, based upon teacher and student feedback, but there is room for more growth. Tutors are more involved, have stronger tutoring skills, and proactively undergo extra training to better themselves. This year, initial training was centralized for all tutors (AVID, Writing Center, Volunteers, and Peer Tutors), while also allowing those groups to then break-off and receive specialized training by their lead teachers (AVID with the AVID department, Writing Center with Ms. Hannon, and Volunteers and Peer Tutors with Mr. Valadez). In addition, over half of Peer Tutors participated in at least 1 supplemental training in areas of diversity and inclusion.

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

A whole new "space" became available due to distance learning, but all physical spaces and our intended enhancement of were postponed. During upcoming construction, space limitations will make the differentiation between the available physical spaces even more challenging, but we will continue to use the time to plan for the use of additional new spaces that better addresses the strategies called for, including clearly defined spaces for different tutorial purposes.

The core of this goal remains the same, but the distance learning experience has revealed additional tools to provide tutorial services online. The implementation of strategies related to the physical spaces has been delayed, but with the return to in-person instruction initial steps have been taken to remake the existing spaces and additional planning has gone into the new spaces that will become available over the next three years.

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.

The past year demonstrated how remote digital platforms can be an effective adjunct to live, in-person tutoring, but that our equity-based goals require efforts focused on recruitment and support of both tutors and learners. Even as we wait for new facilities to be completed soon, the focus on language, culture, recruitment and training will be ongoing and we expect to be much closer to our goals when we move into the new facilities that will further support our expected progress.

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 New Generation Science 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 and data to teaching staff and course teams on the student and family perspective on inequitable effects of grading policies from their points of view, using data shared with the Site Council as the basis of this feedback.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Specific questions for analysis include:

- The effect of below “F” (0) grades in a percentage-based grading scale.
- Redo/repeat opportunities on summative assignments and the effects of various related policies.
- Extended time or assessments with unlimited time for all students who need this accommodation.
- Late work opportunities and policies that may be inequitable as they relate to late work/missing work.
- The weighting of different kinds of assignments (e.g. tests vs. homework completion vs. projects) and their proportionate effect on student achievement.
- Assessments that focus on broader 21st Century Skills vs. factual content knowledge/recall.
- The quantity of work assigned to students and its relationship to ideal learning outcomes.
- The effect of assessment policies on broader 21st Century Learning Goals, like becoming a more self-directed learner.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title II Part A: Improving Teacher Quality

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Departments and Course teams focused on this goal for a major portion of their Professional Learning for the school year. Especially in connection to Distance Learning, a number of strategies were implemented to reduce the number of D/F grades, including retakes, extensions on assignment due dates, multiple opportunities to demonstrate learning, and grade-weighting systems that did not disproportionately weight completion or missing assignments.

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

Professional Learning during the 2021-22 school year is specifically focused on course teams examining and revising their existing practices to focus on changes to policies and standards that would make them more equitable and better aligned with 21st Century Learning Goals.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

This is a new goal for this year, and so the Analysis is not included.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Ongoing growth in the proportion of students and staff who report being satisfied or very satisfied with the climate of respect and professionalism they experience on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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
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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

Replacement and/or upgrading of existing technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$10,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$5,000.00

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

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

State or Local Programs	Allocation (\$)
General Fund	\$5,000.00

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

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

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 5 Other School Staff
- 6 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Wynne Satterwhite	Principal
Galen Rosenberg	Other School Staff
Elena Baquero	Other School Staff Parent or Community Member
Isabel Van Campen	Secondary Student
Michael Messner	Classroom Teacher
Darren Dressen	Classroom Teacher
Nicolas Bentancur	Other School Staff
Laura Duran	Other School Staff
Chloe Park	Secondary Student
Pedro Ruiz	Parent or Community Member
Jacob Valadez	Other School Staff
Romeo Villanueva	Secondary Student
Chloe White	Secondary Student
Chris Mesel	Parent or Community Member
Galen Rosenberg	Other School Staff
Amanda Boschken	Parent or Community Member
Azucena Castanon	Parent or Community Member
Paula Perez	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