



HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template



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

This school plan, developed by the Los Altos High School School Site Council, describes the strategies for improving student academic achievement.

For additional information regarding the school’s programs and how you may become involved locally, please contact:

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<u>School Name</u>	<u>County-District-School (CDS) Code</u>	<u>School Site Council (SSC) Approval Date</u>	<u>Board of Education Approval Date</u>
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Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Suspensions - Homeless Students

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.

For the 23-24 school year, students will continue to be supported academically, socially, and emotionally. To support students in those areas, there are four Critical Areas (WASC recommendation) that our school will continue to address during the 23-24 school year.

Goal 1: Increase expository reading and writing proficiency in all content areas through data analysis and improved use of department literacy goals. LAHS will continue to analyze student work using DIAs, CAASPP data, and teacher created assessments to determine how students are progressing. Achieve 3000 is also being used to monitor student Lexile growth.

Goal 2: Ensure that students develop 21st century skills (college and career ready) as they articulate from one grade level to the next, by creating and modifying curriculum, instruction, and assessments to integrate those skills. Our school has partnered with Mt. Sac to offer Dual Enrollment courses for all students at Los Altos. We are also the only school in the district that is partnering with Cerritos College to have students participate in the Mental Health Worker Certificate Program. LAHS also offers students 5 different CTE pathways: Medical Core, Engineering, Business, Digital Graphics, and Video Production. These pathways provide students with opportunities to gain valuable knowledge and skills that prepare them for college and career opportunities.

Goal 3: Analyze the effectiveness of the current MTSS model, especially as it concerns Tier 1 social-emotional supports, and refine the current supports already put into place. Our MTSS team is a critical component to ensuring that all students are supported socially and emotionally. We have implemented a Wellness Center to support all students with the transition back to in-person instruction. The implementation of the Wellness Center has helped create a positive school culture where students receive social and emotional support. Care Solace will also continue to be used to help increase access to and expediency of support for students and staff. Students are able to receive at any time during the week.

Goal 4: Continue implementation of ISI and consider researching other effective models for future use as part of Tier 1 systems of support. We are currently in the process of looking into other effective programs that can be used in lieu of ISI. During Leadership and Staff meetings, there have been discussions on the idea of implementing an Advisory program in our bell schedule. Teachers have the opportunity to review CharacterStrong, a curriculum that supports students' social and emotional needs.

Based on our needs assessments, there are gaps in achievement that still exist for English Learners, Hispanics and Socioeconomically Disadvantaged students on CAASPP 2022 and

NWEA/SMAP Assessments for Fall 2022. We have also found that programs and monitoring of students has improved and students in sub-categories are beginning to be targeted and their results are improving. An area we need to continue to address school wide is literacy. Our counselors will continue to monitor At-Risk students (credit deficient and lack of academic or social motivation). We will also monitor our at-risk students more closely for academic progress and intervention. Our plan is to continue credit recovery options available during the school year to keep students on track for graduation. We will also train staff on collaborative and literacy strategies throughout the year and continue to provide teachers with professional development to improve student engagement. We will involve parents and the community as partners in development and implementation of academic support plans through School Site Council. This will help decrease the achievement gap between EL, SWD, SED, Foster, and the entire student population.

Our finding for ATSI was in Homeless Student Suspensions. We entered ATSI due to having 6 homeless students suspended out of the homeless population. If we had one less, we would not have been in ATSI. Due to this, our goal is to decrease our suspensions for our homeless population of students by adding new interventions prior to suspension where applicable.

By the end of the year, all of the above will be evaluated for effectiveness through student achievement data in grade reports and test results. We will see how the gaps are closing and how we can streamline our processes to make us even more successful in the future.

School Vision and Mission

"Everything we do, we do with HEART and Conqueror Pride!"

H

Honesty

Be Courageous

Stand for the Truth

Act with Integrity

E

Excellence

Persevere Through Challenges

Be Your Best Self

Set Goals; Follow Through

A

Accountability

Be Responsible

Own Your Actions/Words

Advocate for All

R

Respect

Be Kind

Embrace Diversity

Care for Yourself and Community

T

Teamwork
Make Positive Contributions
Listen Actively
Find Common Ground

School Profile

Los Altos High School opened its gates in 1958 and currently has 1533 students in grades 9-12. We are located twenty-two miles east of Los Angeles, in the suburb of Hacienda Heights. Our School motto is, "Everything we do, we do with H.E.A.R.T. and Conqueror Pride." Our school has recently adopted five values: Heart, Excellence, Accountability, Respect, and Teamwork. These values have been shared with our school community. We have a long tradition of excellence in academics and extracurricular activities which has given us the reputation of being one of the best well-rounded educational schools in Southern California.

Major Student Groups⁵

- o 85.8% Hispanic, 6.7% Asian, 3.9% White, 1.1% Filipino, 1.0% African American, 0.5% Two or more races, 0.6% Pacific Islander
- o 66.3% Socioeconomically Disadvantaged
- o 9.9% Students with Disabilities
- o 8.2% English Learners
- o 2.6% Homeless
- o 0.9% Foster Youth

Faculty Demographics:

30 Latino
11 Asian
3 African American
31 White
1 No Response
Total = 78

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District Adopted Core Curriculum 2023-24

District Adopted Core Curriculum 2023-24

Curricular Area	Publisher	Grade Level
<u>Language Arts/Literacy</u>	McGraw Hill Education, <i>Wonders</i>	K-5
	McGraw Hill Education, <i>Study Sync</i>	6-12
	ERWC	12
<u>English Language Development</u>	McGraw Hill Education, <i>Wonders ELD</i>	K-5
	McGraw Hill Education, <i>Study Sync with Designated ELD</i>	6-12
<u>Supplementary</u>	National Geographic, <i>Inside</i>	6-8
	National Geographic, <i>Edge</i>	9-12
<u>Mathematics</u>	Houghton Mifflin Harcourt, <i>Go Math!</i>	K-8
	Houghton Mifflin Harcourt, <i>Integrated 1,2,3</i>	9-12
	McDougal Littell, <i>Algebra 2</i>	
	Larson/Hostetler/Edwards, <i>Precalculus with Limits</i>	
	Larson/Hostetler/Edwards - <i>Calculus</i>	
<u>History/Social Science</u>	McGraw Hill Education, <i>IMPACT</i>	K-8
	Pearson, <i>World History-The Modern World</i>	10-12
	Pearson, <i>US History-The 20th Century</i>	
	Pearson, <i>American Government</i>	
	Pearson, <i>Economics Principles in Action</i>	
<u>Science</u>	Twig Education, <i>Twig Science</i>	TK-5
	Discovery Education, <i>Discovery Science</i>	6-8
	Savvas Learning, <i>Savvas Science</i>	9-12

School and Student Performance Data

Student Enrollment Enrollment By Student Race/Ethnicity

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.06%	0.06%	4	1	1
African American	0.8%	1.03%	0.58%	14	17	9
Asian	6.4%	6.65%	5.91%	112	110	92
Filipino	1.2%	1.15%	0.83%	21	19	13
Hispanic/Latino	85.9%	85.78%	87.35%	1,495	1418	1360
Pacific Islander	0.6%	0.48%	0.58%	10	8	9
White	4.3%	3.87%	3.47%	74	64	54
Multiple/No Response	0.2%	0.48%	0.51%	4	8	8
Total Enrollment				1,741	1653	1557

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	450	379	373
Grade 10	448	430	366
Grade 11	437	432	423
Grade 12	406	412	395
Total Enrollment	1,741	1,653	1,557

Conclusions based on this data:

1. LAHS is showing a decrease in enrollment overall due to declining enrollment and population in our area through 22-23 SY (See Attachment)
2. Ethnicity percentages have remained steady over the past three years. (See Attachment)
3. Ethnicity populations have shown the same decline in enrollment consistent with the overall population. (See Attachment)
4. From 21-22 to 22-23, the population has continue to decline by around 90 students per year. (See Attachment)

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	129	136	151	7.40%	8.2%	9.7%
Fluent English Proficient (FEP)	547	500	465	31.40%	30.2%	29.9%
Reclassified Fluent English Proficient (RFEP)	2	14		1.6%	9.30%	

Student Enrollment “At-Risk” and Long Term English Learner (LTEL) Enrollment

2019-20

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	4	0	11	12	27	101	128
10	11	2	23	7	43	95	138
11	9	3	15	4	31	101	132
12	5	0	10	1	16	97	113

2020-21

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	2	0	34	0	36	75	111
10	3	2	30	0	35	114	149
11	6	1	20	0	27	100	127
12	13	0	24	1	38	92	130

2021-22

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	2	0	34	0	36	75	111
10	3	2	30	0	35	114	149
11	6	1	20	0	27	100	127
12	13	0	24	1	38	92	130

Conclusions based on this data:

1. EL Population has continued the steady increase increasing from 129 to 136.
2. The RFEP students increased from 1.6% in 20-21 to 9% in 21-22.
3. The EL At-Risk students decreased from 5 students to 3 students in 21-22.
4. The FEP students have decreased from 547 to 500 in 21-22.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,653	66.3	8.2	0.9
Total Number of Students enrolled in Los Altos High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	8.2
Foster Youth	15	0.9
Homeless	43	2.6
Socioeconomically Disadvantaged	1,096	66.3
Students with Disabilities	163	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	1.0
American Indian	1	0.1
Asian	110	6.7
Filipino	19	1.1
Hispanic	1,418	85.8
Two or More Races	8	0.5
Pacific Islander	8	0.5
White	64	3.9

Conclusions based on this data:

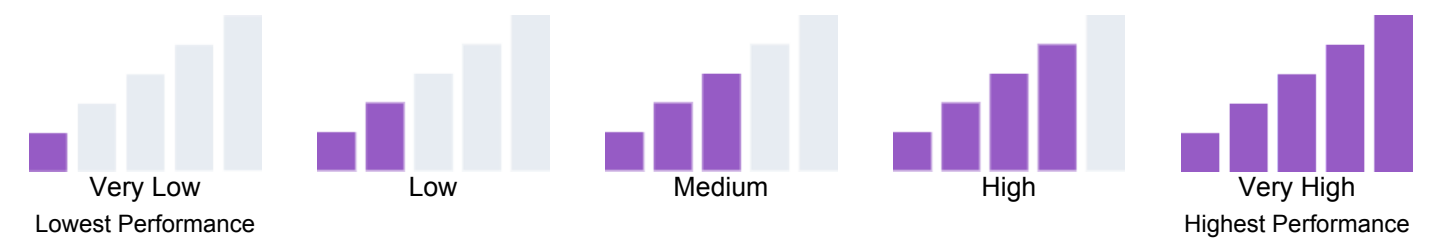
- 1. The Hispanic population remains the largest student group making up 85.8% of the populations
- 2. The EL population is 8.2% of our overall population.
- 3. Students with disabilities is 9.9% of our population and remains steady over the years.
- 4. The homeless population is 2.6% of our student body at 43 students total.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

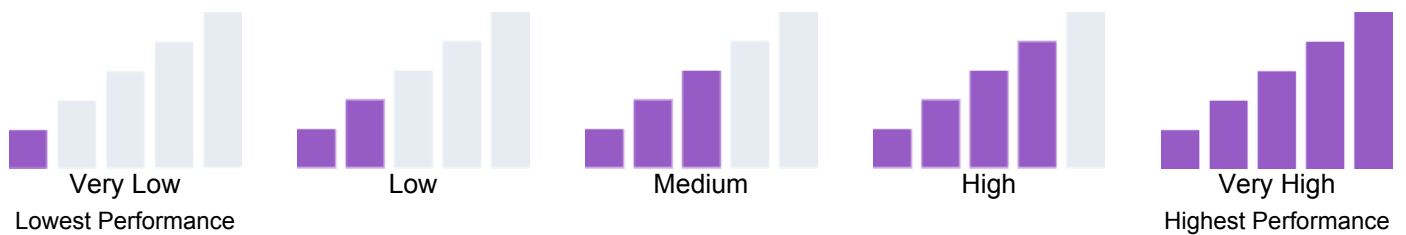
1. English Language Arts had a large increase from 22.5 points above average to 51.4 points above average.
2. Math had a positive increase of 3.9 points towards average, but still remains in the low rating.
3. Graduation rate continues to remain at a very high percentage at 97.8%.
4. Suspensions have increased the rate from 4.9% to 5.5% and is an area of focus, especially where we have reached ATSI in our Homeless population suspensions.

School and Student Performance Data

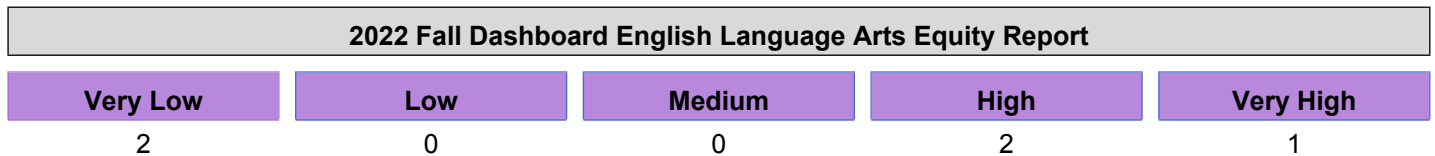
Academic Performance English Language Arts

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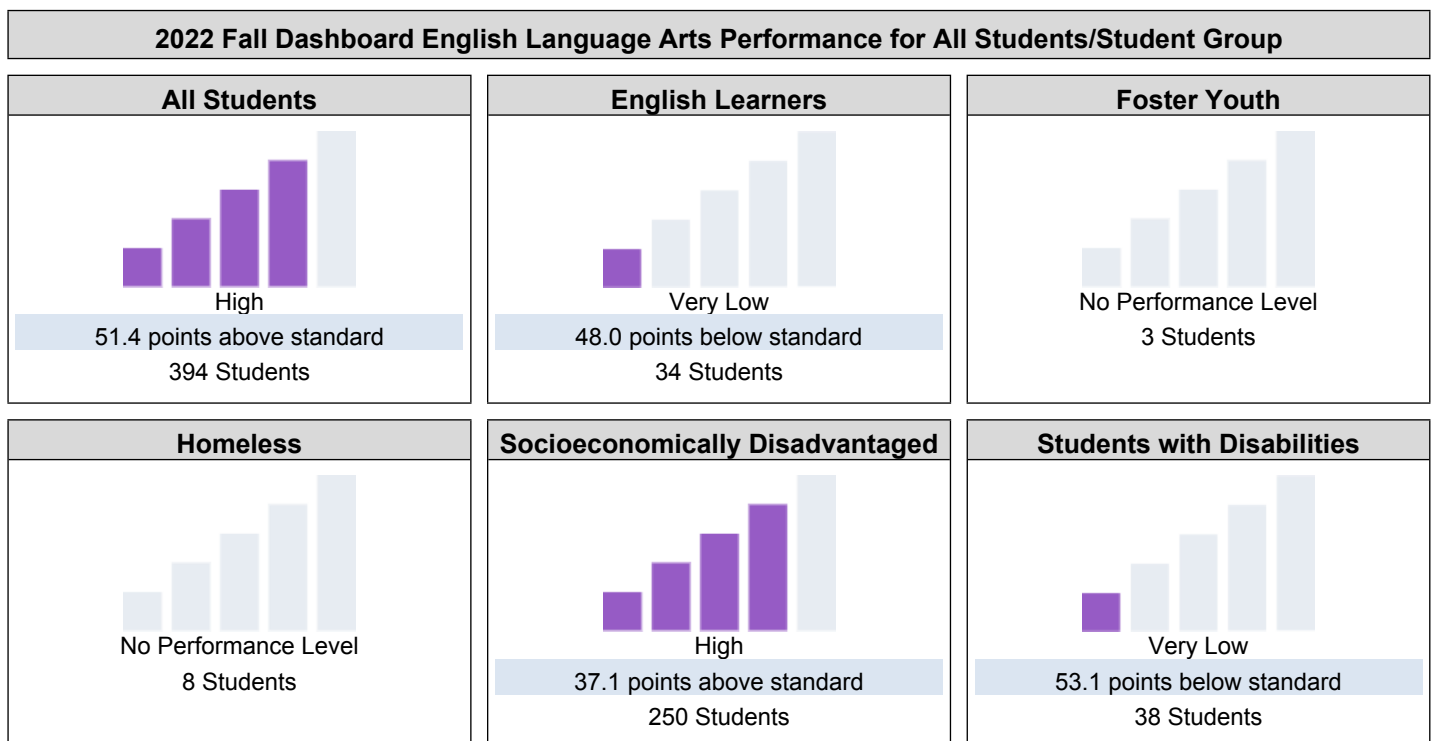
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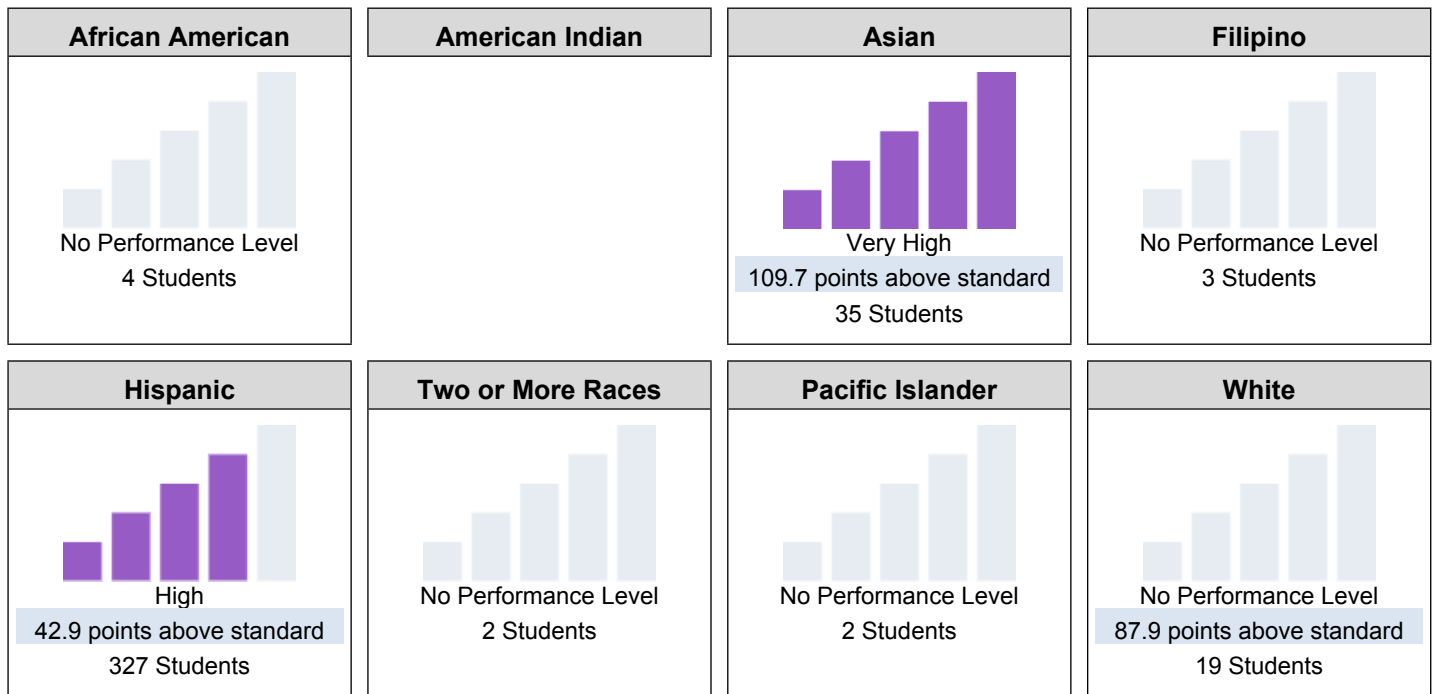
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68.5 points below standard 22 Students	10.4 points below standard 12 Students	55.7 points above standard 250 Students

Conclusions based on this data:

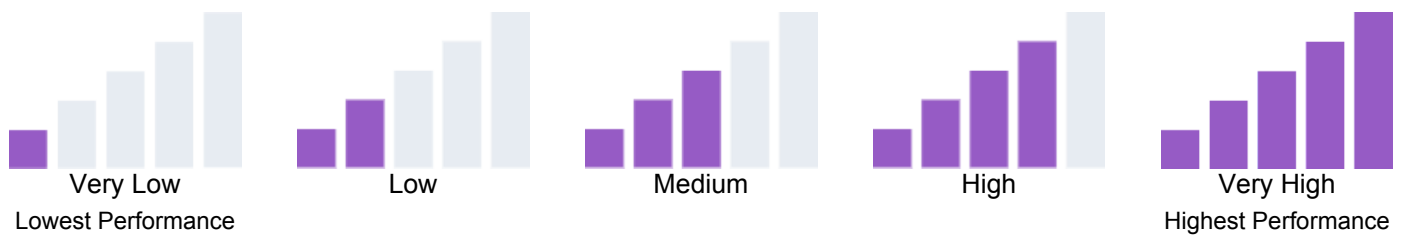
1. ELA had a large increase from 22.5 points above standard to 51.4 points above standard bringing us into the High Category.
2. Our Hispanic students had a large increase and closed the gap quite a bit improving to 42.9 points above standard.
3. There is still a gap we need to close with our current EL students as they are 68.5 points below average.
4. The reclassified ELs were 10.4 points below standard.

School and Student Performance Data

Academic Performance Mathematics

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

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



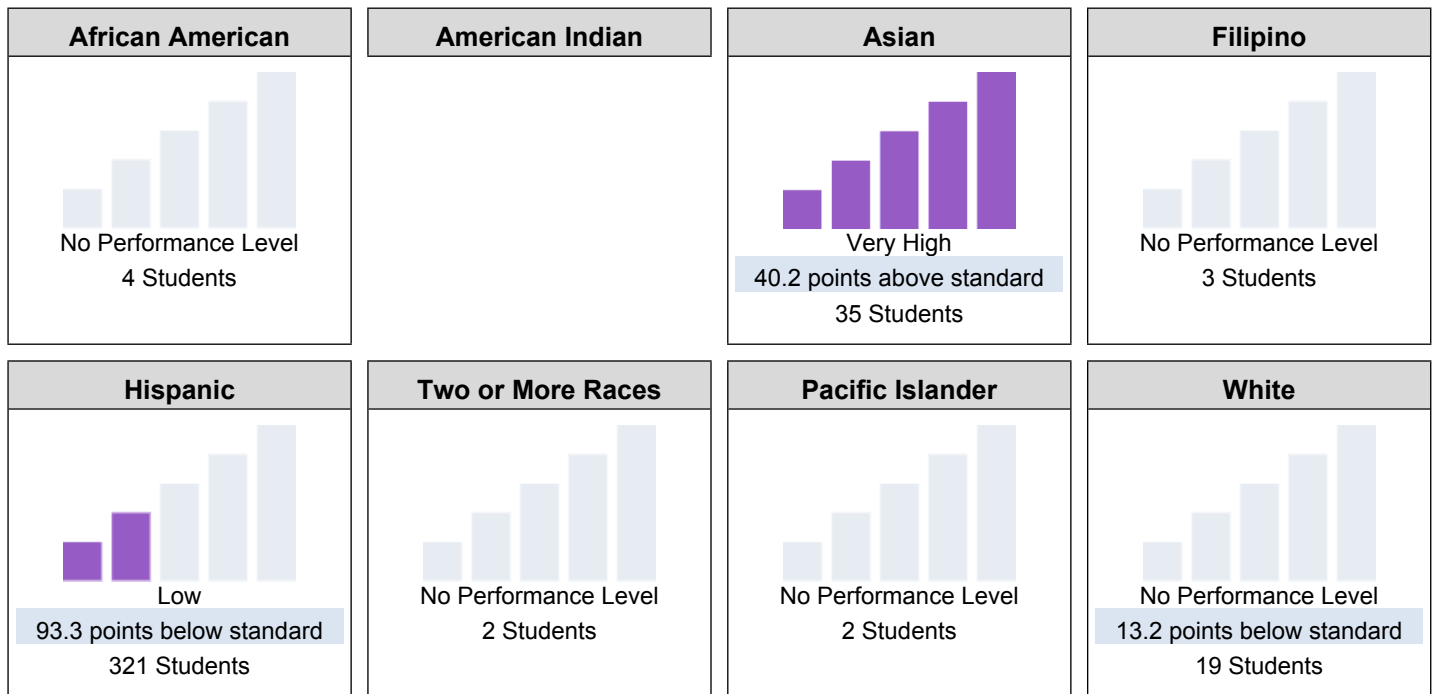
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
2	2	0	0	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <p>Low</p> <p>75.5 points below standard</p> <p>388 Students</p>	English Learners <p>Very Low</p> <p>163.3 points below standard</p> <p>34 Students</p>	Foster Youth <p>No Performance Level</p> <p>3 Students</p>
Homeless <p>No Performance Level</p> <p>8 Students</p>	Socioeconomically Disadvantaged <p>Low</p> <p>85.3 points below standard</p> <p>245 Students</p>	Students with Disabilities <p>Very Low</p> <p>165.7 points below standard</p> <p>38 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
187.5 points below standard 22 Students	118.9 points below standard 12 Students	73.8 points below standard 245 Students

Conclusions based on this data:

1. Mathematics showed a slight increase of 3.9 points below standard towards standard.
2. Our SED increased very slightly as well, however we need to close the achievement gap here as we increase our Mathematics performance.
3. Math interventions and adjustments to the pacing will continue to be made to have larger improvements in student achievement.

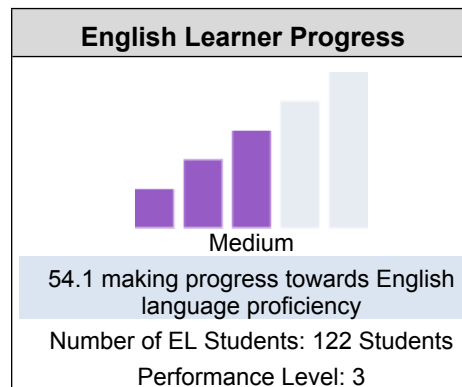
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.3%	24.6%	10.7%	43.4%

Conclusions based on this data:

1. There was a slight increase in our EL program with students progressing at least one level increasing by 1.9%.
2. 54.1 % were making progress towards English language proficiency.
3. There is still a need to continue to support students making progress towards English language proficiency.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

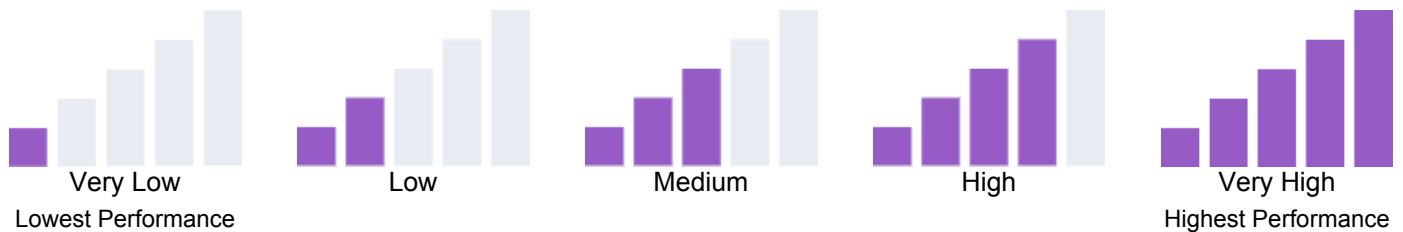
Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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



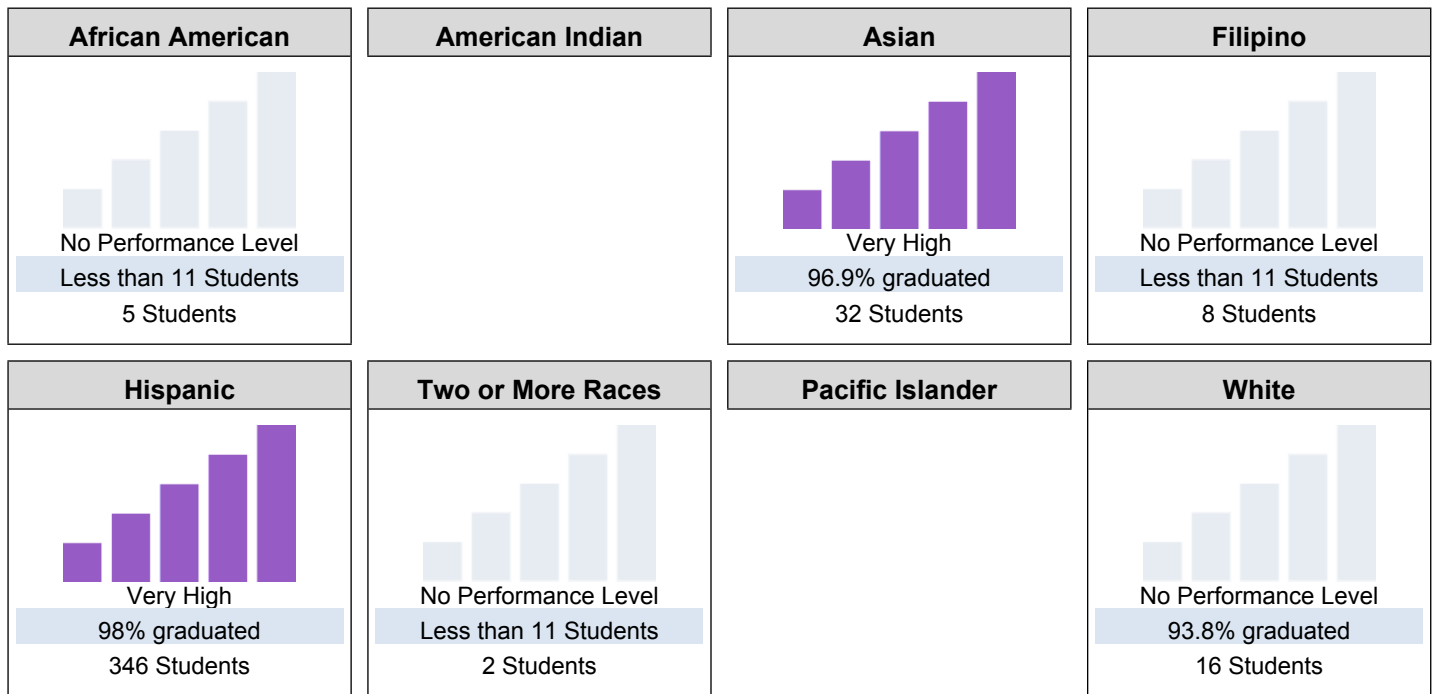
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	1	3

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group				
<div><div>All Students</div><p>Very High</p><p>97.8% graduated</p><p>411 Students</p></div>	<div><div>English Learners</div><p>High</p><p>94.9% graduated</p><p>39 Students</p></div>	<div><div>Foster Youth</div><p>No Performance Level</p><p>Less than 11 Students</p><p>5 Students</p></div>	<div><div>Homeless</div><p>No Performance Level</p><p>100% graduated</p><p>17 Students</p></div>	<div><div>Socioeconomically Disadvantaged</div><p>Very High</p><p>98% graduated</p><p>345 Students</p></div>
<div><div>Students with Disabilities</div><p>Medium</p><p>86.8% graduated</p><p>38 Students</p></div>				

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

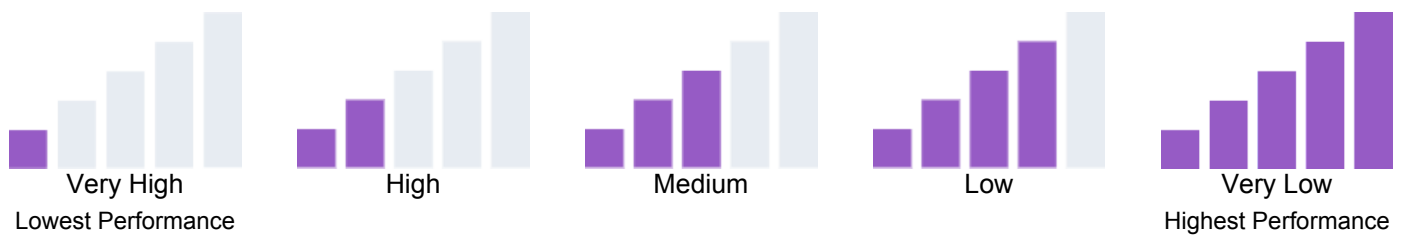
1. Graduation rate continues to remain at a high rate maintaining above a 97% rate.
2. Our homeless students had 100% graduation rate with all 17 seniors graduating.
3. SED student population also remained high at a 98% graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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



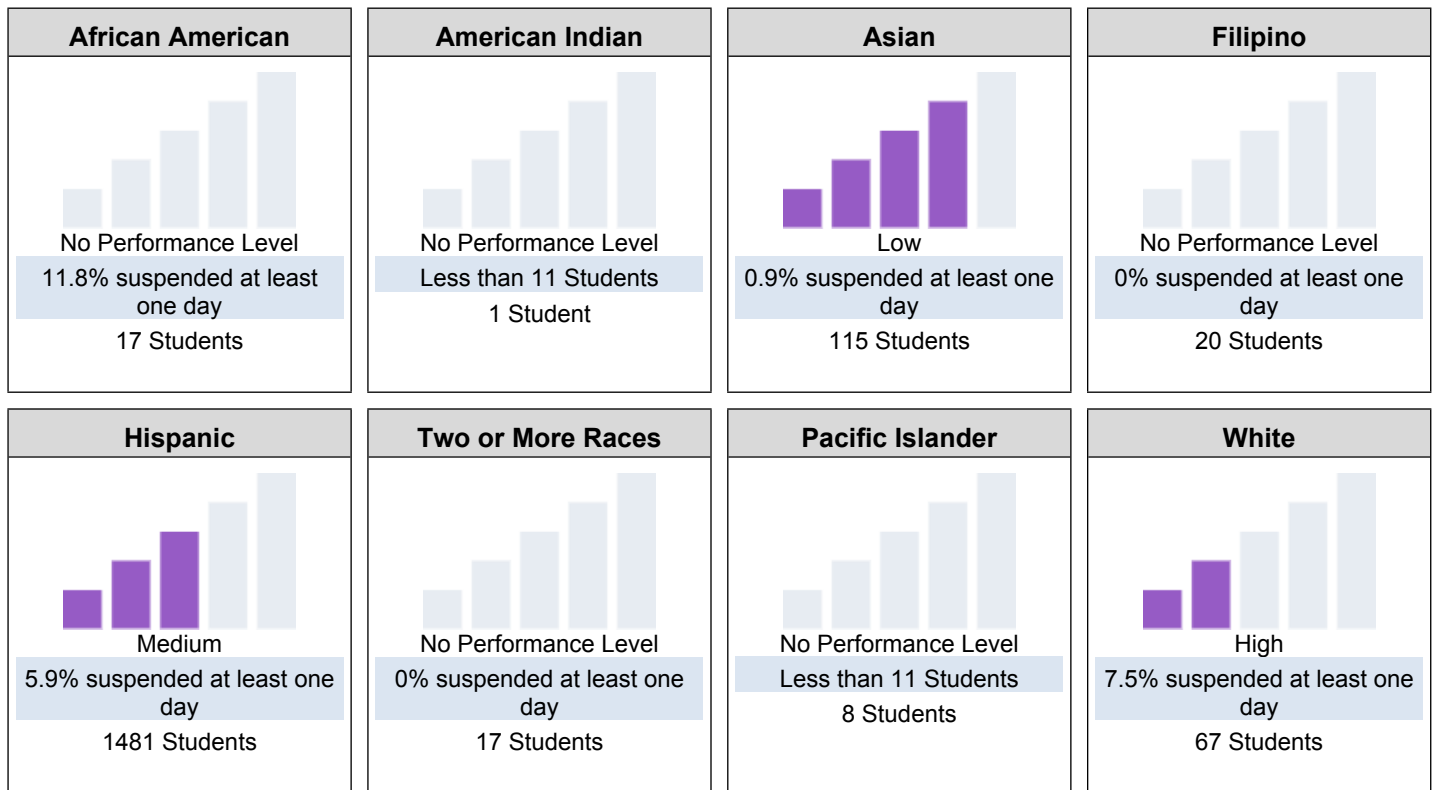
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	3	2	1	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Medium 5.5% suspended at least one day 1726 Students	English Learners Medium 6% suspended at least one day 149 Students	Foster Youth No Performance Level 31.6% suspended at least one day 19 Students
Homeless Very High 12.2% suspended at least one day 49 Students	Socioeconomically Disadvantaged High 6.5% suspended at least one day 1176 Students	Students with Disabilities High 9.1% suspended at least one day 176 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. There continues to be a need to decrease the number of suspensions for all student groups.
2. LAHS entered ATSI in our suspensions for our homeless population as 12.2% of our homeless population of 49 students were suspended, showing a need for a decrease.
3. There is a need to provide interventions prior to suspension to decrease the number of suspensions for all groups.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	424	400		0	394		0	394		0.0	98.5	
All Grades	424	400		0	394		0	394		0.0	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2633.			35.03			36.55			15.74			12.69	
All Grades	N/A	N/A	N/A		35.03			36.55			15.74			12.69	

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		32.99			53.81			13.20	
All Grades		32.99			53.81			13.20	

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		42.89			45.94			11.17	
All Grades		42.89			45.94			11.17	

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		16.75			72.08			11.17	
All Grades		16.75			72.08			11.17	

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		29.19			61.17			9.64	
All Grades		29.19			61.17			9.64	

Conclusions based on this data:

1. Overall ELA scores for 11th grade students that met and exceeded the standards has increased from 59% to 71% from 2019 to 2022.
2. There was an increase of students performing above the standard and near the standard from 84% to 88%.
3. There is a need to continue to increase student performance levels for reading, writing, listening, and research/inquiry.

School and Student Performance Data

CAASPP Results Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	424	399		0	387		0	386		0.0	97.0	
All Grades	424	399		0	387		0	386		0.0	97.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2552.			9.59			17.36			29.02			44.04	
All Grades	N/A	N/A	N/A		9.59			17.36			29.02			44.04	

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		14.51			41.19			44.30	
All Grades		14.51			41.19			44.30	

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		11.40			62.69			25.91	
All Grades		11.40			62.69			25.91	

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		9.33			65.28			25.39	
All Grades		9.33			65.28			25.39	

Conclusions based on this data:

- Over the past two tests, there was an increase of students meeting or exceeding the standard from 23% to 27%.

2. Problem Solving and Modeling/Data Analysis remains our largest area of improvement however all areas need to improve as well.
3. There was a large amount of progress in Concepts and Procedures improving from 34% to 55%

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	1543.5	1565.8		1536.8	1575.1		1549.7	1556.2		37	39	
10	1569.9	1559.3		1564.1	1562.1		1575.1	1555.8		28	36	
11	1566.7	1566.8		1559.4	1554.9		1573.6	1578.2		39	25	
12	1576.8	1578.5		1559.0	1577.4		1593.8	1579.1		24	35	
All Grades										128	135	

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	16.22	25.64		35.14	43.59		29.73	20.51		18.92	10.26		37	39	
10	25.00	25.00		39.29	41.67		10.71	16.67		25.00	16.67		28	36	
11	20.51	16.00		43.59	48.00		25.64	28.00		10.26	8.00		39	25	
12	29.17	20.59		50.00	50.00		4.17	14.71		16.67	14.71		24	34	
All Grades	21.88	22.39		41.41	45.52		19.53	19.40		17.19	12.69		128	134	

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	35.14	48.72		35.14	35.90		16.22	7.69		13.51	7.69		37	39	
10	46.43	30.56		21.43	50.00		17.86	8.33		14.29	11.11		28	36	
11	43.59	36.00		35.90	32.00		10.26	16.00		10.26	16.00		39	25	
12	37.50	35.29		37.50	47.06		16.67	5.88		8.33	11.76		24	34	
All Grades	40.63	38.06		32.81	41.79		14.84	8.96		11.72	11.19		128	134	

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	8.11	2.56		29.73	33.33		32.43	46.15		29.73	17.95		37	39	
10	17.86	5.56		28.57	36.11		25.00	30.56		28.57	27.78		28	36	
11	10.26	8.00		30.77	40.00		35.90	32.00		23.08	20.00		39	25	
12	12.50	8.82		41.67	29.41		25.00	44.12		20.83	17.65		24	34	
All Grades	11.72	5.97		32.03	34.33		30.47	38.81		25.78	20.90		128	134	

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	13.51	12.82		62.16	74.36		24.32	12.82		37	39	
10	18.52	8.33		55.56	80.56		25.93	11.11		27	36	
11	7.69	12.00		71.79	72.00		20.51	16.00		39	25	
12	8.33	11.76		75.00	70.59		16.67	17.65		24	34	
All Grades	11.81	11.19		66.14	74.63		22.05	14.18		127	134	

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	62.16	79.49		27.03	15.38		10.81	5.13		37	39	
10	64.29	75.00		17.86	13.89		17.86	11.11		28	36	
11	69.23	60.00		20.51	24.00		10.26	16.00		39	25	
12	56.52	70.59		39.13	20.59		4.35	8.82		23	34	
All Grades	63.78	72.39		25.20	17.91		11.02	9.70		127	134	

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	18.92	12.82		40.54	56.41		40.54	30.77		37	39	
10	32.14	25.00		32.14	38.89		35.71	36.11		28	36	
11	10.26	8.00		58.97	64.00		30.77	28.00		39	25	
12	20.83	14.71		50.00	58.82		29.17	26.47		24	34	
All Grades	19.53	15.67		46.09	53.73		34.38	30.60		128	134	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.70	2.56		72.97	84.62		24.32	12.82		37	39	
10	3.57	5.56		85.71	72.22		10.71	22.22		28	36	
11	20.51	24.00		64.10	60.00		15.38	16.00		39	25	
12	29.17	20.59		70.83	67.65		0.00	11.76		24	34	
All Grades	13.28	11.94		72.66	72.39		14.06	15.67		128	134	

Conclusions based on this data:

1. Overall ELPAC scores showed a slight increase in Level 4 scores from 21.88% to 22.39%.
2. There was an increase in the total number of students that participated in the ELPAC from 128 to 135 students.
3. Students showed an increase in the Speaking Domain from 64% developed to 72% developed.
4. Students showed small decreased in the Reading and Writing Domains by 2%-4%.

School and Student Performance Data

Reclassification Rate

2020-21

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Los Altos High	19734451935246	1,723	117 (6.8 %)	543 (31.5 %)	7 (7.1 %)
<u>District Total:</u>		17,826	3,259 (18.3 %)	4,763 (26.7 %)	614 (17.5 %)
<u>County Total:</u>		1,436,522	258,775 (18.0 %)	417,906 (29.1 %)	41,962 (15.4 %)
<u>State Total:</u>		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

2021-22

2021-22 HLPUSD Reclassification Rate by School			
School	# of new RFEP (from Ellevation 10/5/ 2021-10/4/ 2022)	# of EL (from 2021-22 DataQuest)	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Los Altos HS	14	136	9.30%
HLPUSD	348	3315	9.50%

Conclusions based on this data:

1. Los Altos reclassification rate increased from 1.7% to 9.3% in 2021-2022, above the county and state rates, but slightly below our district rate.
2. There continues to be an overrepresentation of FEP students at Los Altos compared to other averages.
3. EL students make up about 8% of the student population which is lower than the district and state averages.

K-12 ELA SMAP Results for 2022-23

2022-23 ELA (Reading) SMAP #1 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Los Altos HS	All Students	210	289	371	374	200	1444
	9	56	68	89	94	46	353
	10	53	70	96	86	44	349
	11	41	80	97	111	50	379
	12	60	71	89	83	60	363

2022-23 ELA (Reading) SMAP #1 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Los Altos HS	English Learners (ELs)	58	32	14	2	1	107
	Student with Disabilities (SWD)	40	27	33	22	10	132
	Socio-economically Disadvantaged (SED)	169	229	269	273	123	1063
	Homeless	*	12	*	*	*	12
	Foster	*	*	*	*	*	*

* Data for less than 11 students is not displayed to protect the anonymity of the students.

2022-23 ELA (Reading) SMAP #2 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Los Altos HS	All Students	260	288	335	300	143	1,326
	9	67	67	74	94	35	337
	10	56	70	75	69	33	303
	11	62	83	93	67	40	345
	12	75	68	93	70	35	341

2022-23 ELA (Reading) SMAP #2 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Los Altos HS	English Learners (ELs)	53	34	10	3	1	101
	Student with Disabilities (SWD)	48	33	26	14	7	128
	Socio-economically Disadvantaged (SED)	213	225	246	213	88	985
	Homeless	*	13	*	*	*	38
	Foster	*	*	*	*	*	*

* Data for less than 11 students is not displayed to protect the anonymity of the students.

Conclusions based on this data:

1. ELA SMAP #1 showed 65% of our student population at Average or above results in reading.
2. Only 49% of our SED students were Average or above in their results.

3. Our EL population had a 16% Average or above showing the need to close the achievement gap between EL and all students.

K-12 Math SMAP Results for 2022-23

2022-23 Math SMAP #1 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Los Altos HS	All Students	208	288	287	168	144	1095
	9	64	64	70	45	37	280
	10	56	78	87	51	28	300
	11	59	94	64	32	30	279
	12	29	52	66	40	49	236

2022-23 Math SMAP #1 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Los Altos HS	English Learners (ELs)	50	18	11	2	2	83
	Student with Disabilities (SWD)	32	23	15	12	9	91
	Socio-economically Disadvantaged (SED)	167	225	210	117	90	809
	Homeless	15	27	13	15	*	73
	Foster	*	*	*	*	*	*

* Data for less than 11 students is not displayed to protect the anonymity of the students.

2022-23 Math SMAP #2 Results - Grade Level

School	Grade Level	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Los Altos HS	All Students	275	317	303	232	170	1,297
	9	102	71	64	56	44	337
	10	73	86	78	61	33	331
	11	70	106	88	56	44	364
	12	30	54	73	59	49	265

2022-23 Math SMAP #2 Results - Student Groups

School	Student Groups	# Low (1-20%)	# Low Average (21-40%)	# Average (41-60%)	# High Average (61-80%)	# High (>80%)	Total # Tested
Los Altos HS	English Learners (ELs)	62	26	13	4	4	109
	Student with Disabilities (SWD)	42	22	21	9	12	106
	Socio-economically Disadvantaged (SED)	219	243	228	163	106	959
	Homeless	13	18	*	*	*	41
	Foster	*	*	*	*	*	*

* Data for less than 11 students is not displayed to protect the anonymity of the students.

Conclusions based on this data:

1. Math SMAP #1 showed 54.7% of our overall population having an Average or above score on the test.
2. Our Homeless population showed a 38% at Average or above.

3. There is a need to close the achievement gap for all student groups on the Math SMAP data.

RFEP Monitoring Report

(To upload files, convert to .bmp, .png, .gif, .jpg, or .jpeg)

2022-23 RFEP Progress Monitoring Data Report

LOS ALTOS HS

Current School

Orange = CAASPP 2022 ELA Level 1 and/or DIA#2 Level 1

Monitoring Years:

2018-19
2019-20
2020-21
2021-22

Directions:

- Complete Grades Monitoring section for ALL RFEP students listed.
- For students not making adequate progress based on 2 or more criteria, document RTI, support on RFEP Monitoring Tool.

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's
Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or 1's

2020-21 2021-22							Test Scores		Criteria 3 Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)	
							Criteria 1	Criteria 2 (Most Recent DIA)		
							2022	2022	Final Spring 2022 Grades Yes/No	
Last Name	First Name	Current Grade Level	Student ID	Lang Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	CAASPP 2022 Level	DIA #2		
		9		RFEP	09/27/2019	no	3	N/A	D- NO	F NO
		9		RFEP	10/09/2019	no	3	N/A	A- YES	B YES
		9		RFEP	03/11/2019	no	2	N/A	D- NO	F NO
		9		RFEP	05/08/2020	no	3	N/A	A- YES	A- YES
		9		RFEP	10/23/2018	no	1	N/A	C- YES	D NO
		9		RFEP	05/10/2022	yes	1	N/A	C YES	D NO
		9		RFEP	10/09/2019	no	4	N/A	B YES	B- YES
		9		RFEP	05/08/2020	no	3	N/A	A+ YES	A+ YES
		9		RFEP	05/04/2020	no	1	N/A	B+ YES	A+ YES
		9		RFEP	03/02/2022	no	4	N/A	A YES	A+ YES
		9		RFEP	05/04/2020	no	2	N/A	A- YES	A- YES
		9		RFEP	05/23/2019	yes	2	N/A	A- YES	B YES
		9		RFEP	08/31/2022	no	3	N/A	C+ YES	C- YES
		9		RFEP	09/26/2018	no	2	N/A	B YES	B- YES
		9		RFEP	03/29/2022	yes	1	N/A	A YES	B YES
		9		RFEP	12/02/2019	no	3	N/A	B+ YES	A+ YES
		9		RFEP	02/05/2019	no	3	N/A	B YES	C- YES
		9		RFEP	02/07/2022	no	1	N/A	C- YES	B YES
		9		RFEP	02/28/2022	no	3	N/A	B- YES	B YES
		9		RFEP	01/31/2020	no	1	N/A	N/A	D- NO
		9		RFEP	05/13/2019	yes	1	N/A	A YES	A YES

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2022-23 RFEP Progress Monitoring Data Report

LOS ALTOS HS

Current School

Orange = CAASPP 2022 ELA Level 1 and/or DIA#2 Level 1

Monitoring Years:

2018-19
2019-20
2020-21
2021-22

Directions:

- Complete Grades Monitoring section for ALL RFEP students listed.
- For students not making adequate progress based on 2 or more criteria, document RTI, support on RFEP Monitoring Tool.

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's
Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or 1's

Last Name	First Name	Current Grade Level	Student ID	Lang Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	Test Scores		Criteria 3 Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)	
							Criteria 1	Criteria 2 (Most Recent DIA)		
							2022	2022	Final Spring 2022 Grades Yes/No	Final Fall 2022 Grades Yes/No
		9		RFEP	05/04/2020	no	2	N/A	A- YES	A- YES
		9		RFEP	05/08/2020	no	3	N/A	B- YES	D YES
		10		RFEP	05/20/2020	yes	1	1	C+ YES	C- YES
		10		RFEP	08/08/2018	no	N/A	1	C+ YES	B- YES
		10		RFEP	03/28/2019	yes	1	2	B- YES	A YES
		10		RFEP	04/08/2019	no	2	1	B+ YES	A- YES
		10		RFEP	10/15/2018	no	N/A	2	D- NO	C YES
		10		RFEP	02/20/2019	no	2	2	C YES	F NO
		10		RFEP	05/20/2020	yes	1	1	B YES	C+ YES
		10		RFEP	01/07/2019	yes	1	N/A	F NO	F NO
		10		RFEP	11/08/2018	no	2	N/A	B- YES	C+ YES
		10		RFEP	04/08/2019	no	4	3	A YES	B YES
		10		RFEP	05/21/2019	no	2	2	N/A	F NO
		10		RFEP	02/20/2019	yes	3	3	C YES	B- YES
		10		RFEP	10/15/2019	no	N/A	1	F NO	C- YES
		10		RFEP	04/08/2019	no	2	3	B YES	F NO
		10		RFEP	10/09/2019	no	2	3	A YES	B YES
		10		RFEP	04/08/2019	no	2	1	B+ YES	B+ YES
		10		RFEP	05/11/2022	yes	2	2	A YES	A- YES
		10		RFEP	04/08/2019	no	2	2	C+ YES	A- YES
		10		RFEP	04/08/2019	no	3	1	C YES	C+ YES

HLPUSD | Multilingual Ed/School Based Programs
October 2022

2022-23 RFEP Progress Monitoring Data Report

LOS ALTOS HS

Current School

Orange = CAASPP 2022 ELA Level 1 and/or DIA#2 Level 1

Monitoring Years:

2018-19
2019-20
2020-21
2021-22

Directions:

- Complete Grades Monitoring section for ALL RFEP students listed.
- For students not making adequate progress based on 2 or more criteria, document RTI, support on RFEP Monitoring Tool.

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's
Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or 1's

Last Name	First Name	Current Grade Level	Student ID	Lang Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	Test Scores		Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)	
							Criteria 1	Criteria 2 (Most Recent DIA)		
							2022	2022		
							CAASPP 2022 Level	DIA #2	Final Spring 2022 Grades Yes/No	Final Fall 2022 Grades Yes/No
		10		RFEP	12/09/2020	no	N/A	3	A YES	A- YES
		11		RFEP	05/21/2020	yes	2	1	A- YES	B+ YES
		11		RFEP	09/27/2019	no	3	1	A- YES	B- YES
		11		RFEP	05/04/2020	no	3	3	C- YES	C- YES
		11		RFEP	09/27/2019	no	3	3	B YES	A YES
		11		RFEP	05/20/2020	yes	1	N/A	D+ NO	C YES
		11		RFEP	04/08/2019	no	2	1	A- YES	A- YES
		11		RFEP	05/10/2022	no	N/A	2	A YES	A YES
		11		RFEP	04/29/2019	yes	2	1	F NO	F NO
		11		RFEP	09/11/2019	no	3	1	F NO	C- YES
		11		RFEP	09/27/2019	no	4	2	B YES	B YES
		12		RFEP	09/28/2018	no	4	N/A	B+ YES	A+ YES
		12		RFEP	05/21/2019	no	2	N/A	C YES	B YES
		12		RFEP	02/19/2019	no	1	N/A	C- YES	C- YES
		12		RFEP	05/10/2022	no	2	N/A	B+ YES	F NO
		12		RFEP	03/28/2019	yes	1	N/A	D NO	N/A
		12		RFEP	10/07/2020	no	2	N/A	B- YES	B- YES
		12		RFEP	11/21/2019	no	3	N/A	A YES	B YES
		12		RFEP	02/14/2019	no	1	N/A	B+ YES	A- YES
		12		RFEP	02/20/2019	no	2	N/A	A YES	B- YES
		12		RFEP	02/01/2022	no	4	N/A	A YES	B- YES

HLPUSD | Multilingual Ed/School Based Programs
October 2022

2022-23 RFEP Progress Monitoring Data Report

LOS ALTOS HS

Current School

Orange = CAASPP 2022 ELA Level 1 and/or DIA#2 Level 1

Monitoring Years:

2018-19
2019-20
2020-21
2021-22

Directions:

- Complete Grades Monitoring section for ALL RFEP students listed.
- For students not making adequate progress based on 2 or more criteria, document RTI, support on RFEP Monitoring Tool.

Grades Monitoring:

Write **Yes** if ELA Grades (reading, writing, speaking, and listening) are A's-C's, 4's-2's
Write **No** if ELA Grades (reading, writing, speaking, and listening) contain any D's, F's or 1's

							Test Scores		Criteria 3	
							Criteria 1	Criteria 2 (Most Recent DIA)	Grades Monitoring: K-5 ELA (reading, writing, listening, speaking)/English (gr. 6-12)	
							2022	2022	Final Spring 2022 Grades Yes/No	Final Fall 2022 Grades Yes/No
Last Name	First Name	Current Grade Level	Student ID	Lang Fluency	R-FEP Date (Fall 2018-Spring 2022)	SWD	CAASPP 2022 Level	DIA #2		
		12		RFEP	04/08/2019	no	3	N/A	C- YES	D- NO
		12		RFEP	01/14/2019	no	3	N/A	A YES	A YES

RFEP Monitoring Designee Name: _____ Email: _____ Phone number and extension: _____

Fall RFEP Monitoring Designee Signature: _____ Date: _____ Spring RFEP Monitoring Designee Signature: _____ Date: _____

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Conclusions based on this data:

1. There were 46 out of 65 students that met criteria 3 both Final Spring 22 Grades and Final Fall 22 Grades, improving from last years 41 out of 70.
2. More than 20% of our students that are EL are also SWD.
3. We need to continue to use student profiles to identify student groups including EL levels and RFEPs , to differentiate instruction and support ELD strategies.

D, F, I By Most Current Grading Period (Middle & High Schools only)

Summarize by subject and grade level. Please refer to example in Instructions.

Grade Breakdown Fall Semester 2022

	A's	A's %	B's	B's %	C's	C's %	D's	D's %	F's	F's %	D&F Rate
Mathematics Department	78	8.8%	124	14.1%	160	18.2%	236	26.9%	270	30.8%	57.7%
English Department	421	35.8%	282	24.0%	236	20.1%	121	10.3%	110	9.3%	19.6%
Science Department	278	27.8%	214	21.4%	200	20.0%	165	16.5%	132	13.2%	29.7%
Social Science Department	181	21.1%	220	25.6%	200	23.3%	144	16.8%	113	13.2%	30.0%
Modern Language Department	162	26.5%	146	23.9%	137	22.4%	77	12.6%	70	11.4%	24.0%
VAPA Department	399	57.4%	130	18.7%	81	11.7%	40	5.8%	45	6.5%	12.3%
PE Department	238	47.5%	111	22.2%	72	14.4%	48	9.6%	32	6.4%	16.0%
CTE Department	327	45.6%	161	22.5%	111	15.5%	62	8.6%	55	7.7%	16.3%
SPED Department	71	35.7%	38	19.1%	32	16.1%	34	17.1%	21	10.6%	27.7%

(Honors/Advanced Placement)	A's	A's %	B's	B's %	C's	C's %	D's	D's %	F's	F's %	D&F Rate
Mathematics Department	171	30.4%	189	33.6%	127	22.6%	43	7.7%	26	4.6%	12.3%
English Department	167	43.1%	126	32.8%	55	14.2%	14	3.6%	21	5.4%	9.0%
Science Department	98	36.4%	87	32.3%	45	16.7%	19	7.1%	19	7.1%	14.2%
Social Science Department	31	15.8%	59	30.1%	62	31.6%	28	14.3%	16	8.2%	22.5%
Modern Language Department	78	37.9%	59	28.6%	46	22.3%	14	6.8%	5	2.4%	9.2%
VAPA Department	15	40.5%	11	29.7%	1	2.7%	3	8.1%	7	18.9%	27.0%

Conclusions based on this data:

1. In Math, 57% of all students earned a D or F during the Fall Semester Grading Period of 2022
2. In ELA, 20% of all students earned a D or F during the Fall Semester Grading Period of 2022
3. In SPED, 28% of all students earned a D or F during the Fall Semester Grading Period of 2022
4. There has been discussion about grades school wide and especially in math to improve our D/F rates.

Resource Inequities (Required - CSI, TSI, ATSI)

All Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) schools must conduct a review of Resource Inequities with the school's educational partners as part of the required Comprehensive Needs Assessment. LEA and school-level budgeting may be considered in the review. Resource Inequities shall be addressed through implementation of the SPSA. Schools may use Resource Inequities Suggested Reflection Questions as a resource. Note that responses to questions 1 through 3 must be actionable at the school site.

Identify and describe any resource inequities identified as a result of the required needs assessment using the following prompts.

1. What actionable inequities were identified by the school?

Los Altos High School has entered ATSI under the Homeless Suspensions category. 12.2% of our Homeless student population had been suspended at least once which equaled 6 of the 49 students at Los Altos High School.

2. Which inequities are priorities for the school to address?

This inequity of ATSI - Homeless Suspensions is a priority for Los Altos High School to address.

3. How will the school address these inequities?

Los Altos High School has already begun to review the suspensions to see if consequences could be handled differently. Student suspension rate over the past three years has been identified as consistently high occurrence with more than 60% of all incidents being drug related. Los Altos will build our interventions prior to suspension for all students including our Homeless population. The school will also utilize HLPUSD's Youth Court for preventative actions of the disciplinary event. Los Altos High School will also research evidence-based practices and strategies to prevent disciplinary events and will also add to our SEL curriculum to educate students on how to prevent disciplinary events.

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

N/A

Comprehensive Needs Assessment Components

Please refer to Instructions for additional guidance.

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).

Los Altos High School provides many surveys throughout the year to gather input from various stakeholders. This input is valuable and helps guide our school to make improvements to our programs and practices. Each year, all stakeholders (SSC, ELAC, Staff, and Students) are surveyed to evaluate the efficacy of our programs, practices, and interventions. Students, staff, and parents also have the opportunity to participate and provide input to our district LCAP. The results are gathered and shared with our school site as well as the district to determine what areas need improvement. Another survey given to students was the California Healthy Kids Survey, (CHKS) an anonymous survey focusing on important areas that will guide school and student improvement. Teachers also participate and give input on the bell schedule and provide feedback on student attendance.

The Spring 2023 LCAP Student survey allowed us to gather information from students. Students shared that the Wellness Center has been a welcome addition to our school. Opportunities to receive tutoring and support from counselors supported student learning.

LCAP Parent survey revealed that parents believed that counselors were invaluable in preparing seniors for college with senior graduation checks. Parents also expressed the need to have more parents involved with school by having parent workshops or seminars on the college admissions and application process.

Classroom Observations

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

Classroom observations were conducted by school administrators throughout the school year. Each administrator had a specific department that they would oversee and observe. Informal classroom observations were conducted where administrators used the "Walk-through Tool" to give teachers feedback. Formal observations resumed for all teachers on cycle this year. During the informal observations, teachers were engaging students through many instructional strategies. Kagan strategies, tutorials, group projects, Socratic Seminar, and Critical Reading Strategies were used. Teachers are also continuing to use Canvas, the LMS platform where students can complete classwork and assessments.

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups 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 an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

State assessments for the CAASPP and CAST exams were suspended for the 2021 school year. However, students participated in DIAs that were given to all students for ELA and Math.

ELA: Data from SMAP #1 revealed that 40% (574 students) had High Average or High results. For SWD, only 24% (32 students) had High Average or High results. Our EL group had 3 students receiving High Average or High Results.

Math: SMAP # 1 results showed that 28% (312 students) had High Average or High results. SWD students scored lower than non-SWD.

There are large performance gaps between SMAP results and grades. There needs to be more instructional emphasis placed on SMAPs to improve overall scores.

Reclassification Rates: In recent data, LAHS reclassified 9.3% of EL students, which is higher than the county and state percentages. There is a need to continue to support our EL population and reclassify students that meet the criteria.

Students that participate in the AP program currently use My AP Classroom to track their progress. This allows teachers to provide specific support and ensure that students are meeting the standards. At Los Altos, all students are encouraged to participate in the AP program and there is an open access policy for all students. There is a continued need need to increase the number of students participating in the AP program and to have students score at least a 3. However, there was a large increase in students taking AP courses this year.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Los Altos High School administers common SMAP/NWEA assessments for Math, ELA, and Science. This is valuable data that allows teachers to provide intervention and fill in learning gaps. ELA and Math grade-level teams meet throughout the semester to collaborate on common assessments and instructional practices. Data from assessments are regularly discussed during PLC meetings, department meetings, and Staff meetings. Teachers are able to analyze the data and look for trends in data. This allows teachers to take the next steps in reviewing material that may need to be re-taught, and share the best instructional practices to improve student academic achievement.

There is a need to continue to discuss data and reflect on how to improve ELA and Math scores. Departments and PLCs will need to implement common assessments in addition to the SMAP/NWEA assessments that are given to students. Common Assessments may be given on a quarterly basis which will allow teachers to have more data. The data is stand alone data as the previous year was the pandemic. This will be our baseline data for next year so we can compare data. It does show that we need to improve in both Math and ELA.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Professional development for the new school year begins in August for teachers and staff. Teachers will have opportunities to review assessment data in Staff Meetings or PLC meetings. Professional Development will be needed to support the new SMAP/NWEA assessments. Course leads will meet regularly using PLC time for frequent review of data for analysis and evaluation to identify proficiency gaps in AP, SWD, EL, SED and Hispanics. NPDL will also need PD to continue its implementation

AP/Honors PLC workshops are available for AP teachers. This allows teachers to be equipped to support students with meeting the passing requirements for AP exams.

Teachers will provide differentiation to meet the unique learning needs of all students. Teachers will also continue to receive support from District TECH TOSAs on PD opportunities throughout the year.

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

Teachers will continue to receive support from district TECH TOSAs and department leads. District TOSAs are able to observe teachers and provide feedback on instructional practices, site technology, backwards planning, standards-based assessments, and using data to modify instruction. Math teachers will also be using Freckle math and will receive support to implement this program for students. ELA teachers will utilize Study Sync and receive ongoing PD from department leads and TECH TOSAs.

Achieve 3000 workshops will be offered to support teachers with improving literacy for all students including EL and SWD.

There is a need to continue to provide instructional assistance in curriculum, instruction, and assessment. Teachers also need more PD to support our EL and SWD population.

Teachers will also continue to be trained in NPDL strategies throughout the school year.

Additional training will be given to staff for NWEA/SMAP testing data review.

Teacher collaboration by grade level (K–8) and department (grades 9-12)

Teachers at Los Altos participate in Staff/PLC/Department Meeting Monday's where they are able to collaborate and share best instructional practices within their department and PLC meetings. This time also allows teachers to review student data and provide additional support for students in need.

Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Currently, there is a need to collaborate with feeder schools to monitor and provide intervention for students entering high school. Planning with feeder schools will allow teachers opportunities to better support students as they transition to high school.

Our sped teachers meet with incoming 9th graders for transition IEP meetings. This allows parents, students and teachers to identify the proper course placement and ensure accommodations are set.

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified.

Teachers and staff will monitor students that are close to meeting reclassification criteria. Our LTEL and ISPEL students will be given various assessment to ensure that they are making progress towards meeting reclassification criteria. (ELD work samples, APPELS 2.0). There is still a need for teachers to acquire skills and professional development on implementing designated and integrated ELD for all English Learners, utilizing the ELD standards with the academic content standards to increase language proficiency. Teachers continue to need support on how to implement ELD for all English Learners.

Extended learning activities

Student organizations, teams, and clubs participate in competitions that include English and literacy concepts and practices.

AP Teachers hold AP workshops/study groups in the spring semester to prepare for AP exams.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards

Team taught classes are provided for IEP students that have this classroom setting. This allows students to receive instruction from both a special education teacher and a general education teacher. There is a need to improve math proficiency across all grade levels. Freckle math will continue to be used to help students build math fluency. For ELA, Achieve 3000 will continue to be used to differentiate instruction to meet the needs of each individual student.

This year students have access to tutor.com. This is a tutoring resource available to all students 24/7. Students who are struggling can also meet with a peer tutor through our counselors to receive after-school tutoring (CSF). APEX credit recovery classes will be available during the school year for students.

There continues to be a need for additional support and intervention for students that are transitioning from middle school to 9th grade. Teachers need more access to innovative teaching strategies and resources to teach students that are below grade level in reading and math.

Our Homeless students will be given alternative to suspensions prior to suspensions in order to reduce our Homeless suspensions from 6 students, to below six students and more.

Evidence-based educational practices to raise student achievement of identified student groups

Teachers at Los Altos use a variety of evidence based educational practices to meet the needs of all students. The goal is to increase student achievement among all student groups.

Direct and explicit instruction is used to connect new content to prior knowledge. Teachers model concepts and processes clearly for students to follow. Teachers will also continue to scaffold learning experiences for students to practice, synthesize, and consolidate learning. Teachers will also give guided instruction in small groups to prompt, scaffold instruction, and give cues (physical, verbal, visual) to all students.

There is a need for more differentiation and timely corrective feedback. Timely and corrective feedback (Hattie, 2010) are evidence based practices that teachers will need to continue to implement in the classroom.

Our Homeless students will be given alternative to suspensions prior to suspensions in order to reduce our Homeless suspensions from 6 students, to below six students and more. Evidence Based Intervention will be evaluated by overall suspension data and homeless suspension data. We will see a decrease in suspensions overall and in our homeless population.

Parental Engagement

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

After-school tutoring is available from CSF students and teachers to support under-achieving students. Tutor.com is also available to support students who are struggling.

District workshops were also provided for students and parents. Topics that were given during workshops include: Self-care/mindfulness, healthy relationships, and understanding the reality of vaping. This year our school continued to add to the Wellness Center. This has helped under-achieving students find a place to receive social and emotional support.

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of categorical programs

Los Altos High School has established a strong family community among students, staff, and parents. Our students and staff have adopted and continue to practice five specific values for the school: Honesty, Excellence, Accountability, Respect, and Teamwork. Each value has been shared with students and continues to be the focus for students to learn and implement in their daily lives.

Throughout the school year there are many opportunities for parents and students to participate in. Our school also offers various committees for students and community members to participate in. Parents, students, teachers, and other school personnel are involved in the SSC and ELAC meetings. These are monthly meetings where members can contribute and make recommendations on various school programs. School Site Council develops, approves and monitors and evaluates the SPSA. ELAC provide input and advise into the EL action plan of the SPSA.

Students, parents, and teachers also participate in LCAP meetings to give feedback on areas of success and areas for growth.

Our District Advisory CTE Committee allows students, parents, teachers, and industry partners to evaluate CTE programs. Members complete the Comprehensive Local Needs Assessment (CLNA) to determine how well our students are performing.

Parents and Teachers will work together to learn and review NWEA/SMAP data. This will give a better understanding of the data for all involved in the results.

Parents will be involved in NPDL activities as we go through the year.

Funding

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

Throughout the year supplemental materials (such as AVID Road Trip) will be purchased to support the implementation of CC Standards in all classrooms to support literacy. Administration will allocate an FTE for an APEX class within the master schedule.

There is a need to continue to support and close the achievement gap among EL and SWD students. Students will need additional support to increase math and ELA proficiency.

Educational Partners' Involvement

Comprehensive Needs Assessment Process

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

1. Date that the activity occurred
2. Group(s) involved (e.g., SSC, ELAC, Leadership Team, teachers, grade-level teams, parents, vertical teams, departments, etc.)
3. Activities related to the collection and analysis of data (e.g., SBAC results, student group results, discussing grade-level assessment reports, charting areas of strength and areas for growth on SMAP or common assessments, using an analysis protocol to analyze academic performance data, organizing district benchmark assessment data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)

1. Date	2. Group(s)	3. Description of Activities Related to Collection and Analysis of Data
7/29/2022	Leadership	Grade-level assessment reports, analyze academic performance data, reviewing trend data
09/03/2022	ELAC	Provide input to SSC on needs of EL students.
09/15/2022	SSC	Annual Evaluation
10/14/2022	LCAP Student Committee	Student LCAP Meeting
10/18/2022	ELAC	Provide input to SSC on needs of EL students
10/20/2022	SSC	SPSA Monitoring Process
01/24/2023	ELAC	Provide input to SSC on needs of EL students
02/02/2023	SSC	Comprehensive Needs Assessment
03/07/2023	ELAC	Provide input to SSC on needs of EL students
03/16/2023	SSC	Comprehensive Needs Assessment
03/07/2023	LCAP Parent Committee	Parent LCAP Meeting
04/18/2023	ELAC	Provide input to SSC on needs of EL students
04/20/2023	SSC	Review SPSA Goals and approve 22-23 SPSA

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

SPSA Timeline

Timeline	SPSA Life Cycle
January/ February 2023	<ul style="list-style-type: none"> Review current status of 2022-23 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Conduct 2023-24 Needs Assessment & summarize conclusions for all students & student groups Based on needs, develop priorities and goals, aligned to Title I, LCFF/LCAP, & WASC for HS Budget development for 2023-24 SPSA (preliminary budget estimates) Engage educational partners in the process – SSC, ELAC, staff, LT, PLCs, students, community
March	<ul style="list-style-type: none"> Continue to review 2022-23 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Alignment of 2023-24 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development Align 2023-24 Title I and LCFF S&C fiscal resources to address priorities, goals and actions Develop 2023-24 SPSA Planned Improvements/Goals to address identified needs with evidence-based actions/strategies ELAC advisement to SSC regarding development of the EL Plan in 2023-24 SPSA
April	<ul style="list-style-type: none"> Continue to review 2022-23 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services Continue March activities to write/update 2023-24 SPSA to ensure educational partners' engagement and legal SSC approval SSC to approve 2023-24 SPSA 2023-24 SPSA completed in DTS and SPSA Synopsis emailed to MESBP by Friday, April 28, 2023
May	<ul style="list-style-type: none"> MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	<ul style="list-style-type: none"> Recommend 2023-24 SPSAs for Board of Education Approval –June 8, 2023
August/ Sept	<ul style="list-style-type: none"> Recommendation: Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting Implement and monitor 2023-24 SPSA Begin 2022-23 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2023 CAASPP, Summative ELPAC and SMAP results
October	<ul style="list-style-type: none"> Complete 2022-23 Annual Evaluation in DTS with SSC Based on 2022-23 Annual Evaluation, revise 2023-24 SPSA actions/expenditures in DTS as needed to reach goals for student achievement Email MESBP when DTS revision is completed – by October 27, 2023
November/ December	<ul style="list-style-type: none"> Continue 2023-24 SPSA implementation – Title I program & LCFF/LCAP aligned actions & strategies Use formative and interim assessments & performance tasks to monitor all students & student groups' progress

2. Description of SSC and ELAC/Other Advisory Group Involvement in SPSA Process:

California *Education Code (EC)* Section 64001 requires that an SSC develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually. **All HLPUSD Schools utilize the above SPSA timeline to guide their annual process.**

The SPSA involves a continuous development, implementation, and monitoring cycle. The SSC develops a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. **SSC and ELAC meeting agendas and minutes include the following steps of this continuous cycle:**

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. ELAC and other advisory groups/stakeholders provide input to the SPSA and district LCAP.
4. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp Title I allocations match SPSA planned Title I expenditures.
5. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
6. Recommend the SPSA to the local governing board.
7. Receive local governing board approval and implement the plan.
8. Monitor and evaluate effectiveness of the implementation.

Annual Evaluation

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal.

ANALYSIS

Please add a new row for each Metric Indicator and Expected Outcome.

English Language Arts School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
---------------------------------------	-------------------------

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 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.

Math School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 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.

English Learner
School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 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.

School Climate
School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis
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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 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 FOR IMPROVING STUDENT ACHIEVEMENT

HLPUSD PLAN ALIGNMENT MATRIX

LCAP Priorities	LCAP Performance Indicators	Types of Actions & Strategies	SPSA Strategies	Board of Education Goals
Conditions of Learning: Basic Services	-Rate of Teacher Misassignment -Access to Standards Aligned Textbooks -Facilities in Good Repair	-High Quality, Credentialed & Assigned Teachers -Standards Aligned Curriculum and Textbooks -Facilities in Good Repair -Safe, Secure, Positive Schools -Core Program & Services, Material, Supplies, Equipment	Strategy 3, 4, 8	Goal 2, 3, 5
Conditions of Learning: Implementation of CA Academic Standards	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Student Groups -Professional Development – Implementation of Standards -PLC Implementation -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
Conditions of Learning: Course Access	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Target Student Groups (EL, SWD, Foster...) -A-G Courses, College & Career, Electives, Signature Programs, AP, IB, CTE, VAPA, STEAM, GATE	Strategy 2, 6, 8, 10, 12	Goal 2
Pupil Outcomes: Student Achievement	-Performance on State Tests (CAASPP/SBAC) -College & Career/UC/CSU Requirements -EL Language Proficiency (ELPAC) -EL Reclassification Rates -AP Pass Rates -Early Assessment Program -District Interim Assessments	- Address the Academic Needs of All Students, Student Groups, Most At-Risk -Use & Analysis of State and Local Assessment Data -Academic Instructional Program Implementation & Supports -Academic MTSS and Tiered Intervention -College and Career Readiness -English Learner Program, Designated & Integrated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of SMAPs, Local Assessments, and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Evidence-Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
Pupil Outcomes: Other Student Outcomes	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Speech and Debate -Physical Fitness Test	Strategy 2, 3, 5, 7, 8, 9, 12	Goal 2
Engagement: Parent Involvement	-Seek Parent Input in Decisions -Promotion of Parent Involvement	-SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
Engagement: Student Engagement	-Attendance Rates -Chronic Absenteeism Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral Rtl & MTSS - Tiered Interventions	Strategy 2, 4, 5, 6,	Goal 2

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
Engagement: School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral Rtl/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment -California Healthy Kids Survey	Strategy 3, 5, 8, 9, 10, 11	Goal 5

SPSA Strategies:

- Strategy 1: Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups
- Strategy 2: Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials
- Strategy 3: Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff
- Strategy 4: Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)
- Strategy 5: Teacher collaboration by grade level (K-8) and department (grades 9-12).
- Strategy 6: Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)
- Strategy 7: Extended learning activities
- Strategy 8: Services provided by the regular/core program that enable underperforming students to meet grade level standards.
- Strategy 9: Evidence-based educational practices to raise achievement of identified student groups
- Strategy 10: Resources available from family, school, district, and community to assist under-achieving students
- Strategy 11: Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs
- Strategy 12: Services provided by categorical funds that enable under-performing student to meet standards



Hacienda La Puente Unified School District
District Goals for Student Achievement
School Plan for Student Achievement (SPSA)
2023-24

ACTION PLAN: ENGLISH LANGUAGE ARTS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS: All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard ELA- All Students	2.5 above standard	Increase by 3 pts or more
School Dashboard ELA- Low Income	11.7 below standard	Increase by 3 pts or more
School Dashboard ELA- English Learner	29.8 below standard	Increase by 4 pts or more
School Dashboard ELA- Foster Youth	98.6 below standard	Increase by 5 pts or more
School Dashboard ELA- SWD	93.5 below standard	Increase by 5 pts or more
School Dashboard ELA- Homeless	53.6 below standard	Increase by 4 pts or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA- All Students	51.68% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- Low Income	46.25% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- English Learner	21.59% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Foster Youth	17.08% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- SWD	14.27% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Homeless	30.44% Met/Exceeded	Increase by 3% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMAP Reading- All Students	33% scored \geq 61% of peers in national norm reference test	Increase by 3% or more
SMAP Reading- Low Income	27.3% scored \geq 61% of peers in national norm reference test	Increase by 3% or more
SMAP Reading- English Learner	10.1% scored \geq 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- Foster Youth	9.7% scored \geq 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- SWD	8.4% scored \geq 61% of peers in national norm reference test	Increase by 4% or more
SMAP Reading- Homeless	16.7% scored \geq 61% of peers in national norm reference test	Increase by 3% or more

ACTION PLAN: MATHEMATICS

GOAL FOR STUDENT ACHIEVEMENT - MATHEMATICS: All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Math- All Students	43.6 below standard	Increase by 3 pts or more
School Dashboard Math- Low Income	58.2 below standard	Increase by 3 pts or more
School Dashboard Math- English Learner	61.4 below standard	Increase by 3 pts or more
School Dashboard Math- Foster Youth	132.8 below standard	Increase by 5 pts or more
School Dashboard Math- SWD	143.1 below standard	Increase by 5 pts or more
School Dashboard ELA- Homeless	53.6 below standard	Increase by 3 pts or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Math- All Students	35.62% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- Low Income	29.99% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- English Learner	18.01% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Foster Youth	17.07% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- SWD	6.78% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Homeless	14.10% Met/Exceeded	Increase by 4% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMAP Math- All Students	31% scored >= 61% of peers in national norm reference test	Increase by 3% or more
SMAP Math- Low Income	25.7% scored >= 61% of peers in national norm reference test	Increase by 3% or more
SMAP Math- English Learner	16% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- Foster Youth	9.6% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- SWD	7.7% scored >= 61% of peers in national norm reference test	Increase by 4% or more
SMAP Math- Homeless	11.7% scored >= 61% of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: ENGLISH LEARNERS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LEARNERS: All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	55.1%	Increase by 1% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Level 4	24.4%	Increase by 1% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	9.5%	14% or higher

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

GOAL FOR SCHOOL CLIMATE: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Suspension Rate- All Students	3.2%	Decrease by 0.3% or more
School Dashboard Suspension Rate- Low Income	3.8%	Decrease by 0.3% or more
School Dashboard Suspension Rate-English Learner	3%	Decrease by 0.3% or more
School Dashboard Suspension Rate- Foster Youth	15.7%	Decrease by 2% or more
School Dashboard Suspension Rate- SWD	6.4%	Decrease by 0.5% or more
School Dashboard Suspension Rate- Homeless	6%	Decrease by 0.5% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion Rate	0.05%	Maintain or decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS "Safe or Very Safe" Overall Perception- Grade 5	72%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 7	74%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 9	57%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 11	74%	Increase by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 5	69%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 7	67%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 9	52%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 11	48%	Increase by 1%

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Dashboard Graduation Rate- All Students	96%	Increase or Maintain
School Dashboard Graduation Rate- Low Income	95.9%	Increase or Maintain
School Dashboard Graduation Rate- English Learner	92.3%	Increase or Maintain
School Dashboard Graduation Rate- Foster Youth	87%	Increase by 1% or more
School Dashboard Graduation Rate- SWD	85.5%	Increase by 1% or more
School Dashboard Graduation Rate- Homeless	91.8%	Increase or Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DataQuest 5yr Cohort Graduation Rate- All Students	92.6%	Increase or Maintain
DataQuest 5yr Cohort Graduation Rate - Low Income	92.5%	Increase or Maintain
DataQuest 5yr Cohort Graduation Rate – English Learner	80.8%	Increase by 1% or more
DataQuest 5yr Cohort Graduation Rate - Foster Youth	69%	Increase by 1% or more
DataQuest 5yr Cohort Graduation Rate - SWD	79.5%	Increase by 1% or more
DataQuest 5yr Cohort Graduation Rate - Homeless	86.4%	Increase or Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS Dropout Rate	1.92%	Maintain or Decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TK-8 Attendance Rate- All Students	90.8%	Increase by 1%
TK-8 Attendance Rate- Low Income	87.1%	Increase by 2%
TK-8 Attendance Rate- English Learner	88.6%	Increase by 2%
TK-8 Attendance Rate- Foster Youth	85.3%	Increase by 2%
TK-8 Attendance Rate- SWD	81.5%	Increase by 3%

TK-8 Attendance Rate- Homeless	83.3%	Increase by 3%
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
9-12 Attendance Rate- All Students	91.1%	Increase by 1%
9-12 Attendance Rate- Low Income	89.8%	Increase by 1%
9-12 Attendance Rate- English Learner	89.3%	Increase by 1%
9-12 Attendance Rate- Foster Youth	85.0%	Increase by 2%
9-12 Attendance Rate- SWD	82.7%	Increase by 3%
9-12 Attendance Rate- Homeless	85.6%	Increase by 2%

Metric/Indicator K-8	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate- All Students	35.1%	Decrease by 5% or more
Chronic Absenteeism Rate- Low Income	38.2%	Decrease by 5% or more
Chronic Absenteeism Rate- English Learner	32.1%	Decrease by 5% or more
Chronic Absenteeism Rate- Foster Youth	33%	Decrease by 5% or more
Chronic Absenteeism Rate- SWD	49.4%	Decrease by 6% or more
Chronic Absenteeism Rate- Homeless	51.6%	Decrease by 6% or more

Metric/Indicator 9-12	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate- All Students	28.4%	Decrease by 5% or more
Chronic Absenteeism Rate- Low Income	31.2%	Decrease by 5% or more
Chronic Absenteeism Rate- English Learner	33%	Decrease by 5% or more
Chronic Absenteeism Rate- Foster Youth	42%	Decrease by 6 % or more
Chronic Absenteeism Rate- SWD	46%	Decrease by 6% or more
Chronic Absenteeism Rate- Homeless	48.8%	Decrease by 6% or more

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Language Arts

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - ELA

All students, particularly Students with Disabilities, English Learners, and Socioeconomically Disadvantaged student groups, will increase their achievement in English Language Arts as measured by:

Identified Need

Students of low income, English Learners, and foster youth are struggling to read closely and analytically, preventing them from understanding a wide range (literary and informational) of texts. There are large performance gaps between DIA results, grades, and CAASPP data. There needs to be more instructional emphasis placed on DIAs to improve overall scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a. CAASPP 2022 - All Students (11th Grade)	1a. Performing at 71% Met or Exceeded	1a. Increase Met/Exceeded by 3% by Spring 2024
2a. ELA SMAP #1 - All Students 2b. ELA SMAP #1 - English Learners 2c. ELA SMAP #1 - Students with Disabilities 2d. ELA SMAP #1 - Socio-economically Disadvantaged	2a. Performing at 51.6% High Average/High 2b. Performing at 2.8% High Average/High 2c. Performing at 24.2% High Average/High 2d. Performing at 37.3% High Average/High	2a. Increase High Average/High by 3% by Fall 2023 2b. Increase High Average/High by 3% by Fall 2023 2c. Increase High Average/High by 3% by Fall 2023 2d. Increase High Average/High by 3% by Fall 2023
3a. Fall 2022 DFI rate for ELA non Honors or AP Classes 3b. Fall 2022 DFI rate for ELA Honors or AP Classes	3a. Performing at 19.6% D/F Rate 3b. Performing at 9.0% D/F Rate	3a. Decrease by 3% by Fall 2023 3b. Decrease by 2% by Fall 2023

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

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

August PD - Staff, and faculty analyzing data. This will be done as a whole group to disaggregate the data by student groups with highest 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. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

None Specified
Professional Development (Conferences & Workshops)
Review district assessments in ELA and Math.

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

2.1 ELA Course Level PLC - Course leads will meet regularly using PLC time for frequent review of data for analysis and evaluation to identify proficiency gaps in AP, SWD, EL, SED and Hispanics.
2.2 ELA Department will collaborate for vertical alignment for standards and skills

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. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

13000

Source(s)

LCFF S&C
Teacher Release Time-Subs (Including benefits)

	2.1 ELA grade level teams will meet a minimum of once a semester to collaborate on common assessments and instructional practices. PLC agendas and minutes will be kept as record.
9,824	LCFF General Teacher Release Time-Subs (Including benefits) 2.1 ELA grade level teams will meet a minimum of once a semester to collaborate on common assessments and instructional practices. PLC agendas and minutes will be kept as record.
12000	LCFF S&C Teacher Release Time-Subs (Including benefits) 2.2 After reviewing of Data, Vertical teams will review standards and skills that need to be taught for student success at the next level.

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

- 4.1 AVID Weekly and Road Trip Nation
- 4.2 Study Sync supplemental novels
- 4.3 Achieve 3000 (District Funded) - Professional Development Trainings and Coaching Sessions.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
2000	LCFF S&C Professional Development (Conferences & Workshops) 4.1 AVID Weekly and Road Trip Nation will be utilized as supplemental reading material and to support college and career readiness. This will be used in AVID classes and cross-curricular support classes.
6000	LCFF S&C Books (Excluding core textbooks)

	4.2 ELA teachers will utilize Study Sync supplemental novels to support common core and student skill levels.
0	District Funded Supplemental Instructional Materials (Including technology devices <\$500 per item) 4.3 ELA teachers will utilize Achieve 3000 to support common core and student skill levels in reading and writing.



Strategy 7 - Extended learning activities

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

AP Study Groups after school or held on Saturday's.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF S&C
Teacher Workshop/Additional Hrs (Including benefits)
AP teachers will hold AP workshops/study groups in spring semester to prepare for AP exam

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

8.1 Team taught classes
8.2 Monitor EL students through APPELS

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	<p>None Specified</p> <p>8.1 RSP students are placed in team taught classes based on IEP requirements. This allows students to receive support and receive rigorous curriculum in the general education setting.</p>
0	<p>None Specified</p> <p>8.2 Progress of EL students will be monitored by the counselor and through teacher input to APELS. Goals in APPELS will give individualized modifications for students to support their acquisition of English and meeting the standards of CAASPP</p>

Goals, Strategies, & Proposed Expenditures

Goal Subject

Math

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - Math

All students, particularly Students with Disabilities, English Learners, and Socioeconomically Disadvantaged student groups, will increase their achievement in Mathematics as measured by:

Identified Need

All students, including EL, SWD, and foster are struggling with math literacy. Students need support with problem solving and data analysis. Students also need to support with analyzing data and remembering different procedures for various concepts learning in math classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a. CAASPP 2022 - All Students (11th Grade)	1a. Performing at 27% Met or Exceeded	1a. Increase Met/Exceeded by 3% by Spring 2024
2a. Math SMAP #1 - All Students 2b. Math SMAP #1 - English Learners 2c. Math SMAP #1 - Students with Disabilities 2d. Math SMAP #1 - Socio-economically Disadvantaged	2a. Performing at 28.5% High Average/High 2b. Performing at 4.8% High Average/High 2c. Performing at 23.1% High Average/High 2d. Performing at 25.6% High Average/High	2a. Increase High Average/High by 3% by Fall 2023 2b. Increase High Average/High by 3% by Fall 2023 2c. Increase High Average/High by 3% by Fall 2023 2d. Increase High Average/High by 3% by Fall 2023
3a. Fall 2022 DFI rate for Math non Honors or AP Classes 3b. Fall 2022 DFI rate for Math Honors or AP Classes	3a. Performing at 57.7% D/F Rate 3b. Performing at 12.3% D/F Rate	3a. Decrease by 5% by Fall 2023 3b. Decrease by 3% by Fall 2023

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

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

August PD - Staff, and faculty analyzing data. This will be done as a whole group to disaggregate the data by student groups with highest 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. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

None Specified

Teachers will review district DIA data to determine areas of student need

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELS and SWDs

Activity

2.0 Math course level PLC time
2.1 Math department collaboration time
2.2 Honors and AP Teachers will backwards map

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. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

9000

Source(s)

LCFF S&C
Teacher Release Time-Subs (Including benefits)



	2.0 Math course level teams will meet throughout the semester to collaborate on common assessment and instructional practices.
9,824	LCFF General Teacher Release Time-Subs (Including benefits) 2.0 Math course level teams will meet throughout the semester to collaborate on common assessment and instructional practices.
8000	LCFF S&C Teacher Release Time-Subs (Including benefits) 2.1 Teachers will review data and vertical teams will review standards and skills that need to be taught for student success at the next level.
0	None Specified 2.2 Meet as a PLC to backwards map in regard to student skills for AP success

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

3.0 AP Training
3.1 Course Leads Reviewing Data

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. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
6000	LCFF S&C Professional Development (Conferences & Workshops) 3.0 AP Teachers will attend an AP Summer workshop or 1 day training during the school year to stay current with AP standards
9000	LCFF S&C

Teacher Release Time-Subs (Including benefits)
3.1 Course leads will meet bi-monthly during late start PLC time to review data and best practices to support AP, SWD, EL, SWD and Hispanics to narrow proficiency gaps.

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

NA

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

Teacher PLC Time

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

None Specified

PLC time will be used to align instructional strategies to support student proficiency.

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

Math Teachers Collaborating with feeder school math teachers

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

4750

Source(s)

LCFF S&C
Teacher Release Time-Subs (Including benefits)
Math teachers will collaborate with feeder school math teachers at District training or site arranged meeting to discuss student needs and best instructional practices

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

FBLA/Academic Decathlon/Science Olympiad

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

1000

Source(s)

LCFF S&C
Supplemental Supplies
Student organizations, teams, or clubs participate in competitions that include math concepts and practices.

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

8.0 Renaissance Learning - Freckle Math
8.1 Team Taught 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Contracted Services 8.0 Teachers will be able to use Freckle Math as a program to help support and increase math fluency.
0	None Specified 8.1 RSP students may be placed in team taught classes according to their IEP. This allows students to receive support from the general education teacher as well as the special education teacher.

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

Scaffold and differentiate and give feedback to 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
3700	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) Teachers will also continue to scaffold learning experiences for students to practice, synthesize, and consolidate learning. Teachers will also give specific feedback to support student learning.

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

APEX Credit Recovery 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

None Specified

Students with significant gaps in math skills may be placed in credit recovery classes for additional math support.

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

SSC/SDM and ELAC

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

None Specified

Parents, students, teachers, and other school personnel are involved in the SSC/SDM and ELAC meetings. These are monthly meetings where members can contribute and make recommendations on various school programs.

School Site Council develops, approves and monitors and evaluates the SPSA and approves expenditures and categorical programs. ELAC provides input into the EL action plan of the SPSA.

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

Supplemental Materials 


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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

3000

Source(s)

LCFF S&C
Supplemental Supplies 

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Learners

LEA/LCAP Goal

All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - English Learners

English Learners will increase their achievement as measured by:

Identified Need

EL students need collaborative activities to help them read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information. Teachers must offer ELD students anchor texts that support ELs in composing of essays, reports, and presentations.

Annual Measurable Outcomes



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a. ELPAC 2022 Level 3 and 4	1a. Performing at 67.8% Level 3 and 4	1a. Increase ELPAC Level 3 and 4 by 4% in 2023-2024
2a. Reclassification Rate	2a. 9.3% reclassification rate	2a. Increase Reclassification Rate by 4% in 2023-2024
3a. ELA SMAP #1 - English Learners	3a. Performing at 2.8% High Average/High	3a. Increase High Average/High by 3% by Fall 2023

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

English Learner Planned Improvements must include evidence-based activities to address Designated and Integrated ELD, LTELs, EL and RFEP monitoring and reclassification.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)
All EL students.

Activity

Counselors meeting with EL students to review ELPAC data.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified Counselors meeting with EL students to monitor progress and help students develop goals for language proficiency

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All EL students

Activity

2.0 Departments will review monthly PLC data and review APPEL data/DIAs. Teachers and staff will monitor students that are close to meeting reclassification criteria. Our LTEL and ISPEL students will be given various assessment to ensure that they are making progress towards meeting reclassification criteria. (ELD work samples, APPELS 2.0).

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. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified 2.0 Teachers will be given time in late-start PLC to discuss student progress and will also be given release days to plan lessons and assessments that will support EL's, LTEL and RFEP students in making academic progress.

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All EL students

Activity

District ELD Trainings

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. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

5000

Source(s)

LCFF S&C
Professional Development (Conferences & Workshops)
ELD teachers will attend District ELD trainings as scheduled by District Professional Development

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All EL students

Activity

ELD support materials online

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

5000

Source(s)

LCFF S&C
Supplemental Supplies
Additional support materials such as Study Sync and subscription renewed to support EL student in academic progress.



2000

LCFF General
Supplemental Supplies
Additional support materials such as Study Sync and subscription renewed to support EL student in academic progress.

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All EL students

Activity

Explicit Instruction followed by connecting new content to prior knowledge

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

None Specified

Teachers giving explicit instruction first and connecting new content to prior knowledge

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

NA

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

NA

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

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

NA

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

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

All EL Students

Activity

9.1 Provide explicit performance feedback (rubrics), and provide high-quality vocabulary instruction throughout the day.
9.2 Use student profiles to identify student groups including ELS and RFEPs, to differentiate instruction while using agreed upon coming integrated ELD strategies in the classroom.

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified
	9.1 Teachers supporting and giving students performance feedback
0	None Specified

9.2 Student profiles used to differentiate instruction and support increasing learning for EL students.

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

NA

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All EL students

Activity

11.0 ELAC Meetings - This committee allows parents to provide input to SSC on the EL plan in the SPSA.

11.1 Parent Education Meetings - Items to be purchased would be small snacks and printable handouts.



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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

2000

Source(s)

LCFF S&C

Supplemental Supplies

11.0 A minimum of 5 ELAC meetings will be held throughout the year to gather input and recommendations from parents. Any input or recommendations will be shared with SSC.

4632

Title I Parent Involvement
Supplemental Supplies

11.1 Counselors will host a series of meeting throughout the year to education students and parents on topics such as A-G requirements, graduation requirements, financial aid, college admissions.

Goals, Strategies, & Proposed Expenditures

Goal Subject

School Climate and Engagement

LEA/LCAP Goal

GOAL FOR SCHOOL CLIMATE: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

School Goal - School Climate

All students, particularly Students with Disabilities, English Learners, and Socioeconomically Disadvantaged student groups will increase achievement as measured by:

Identified Need

There is a need to in

Provide more academic, social, and emotional support for students in 2023-24. Students will be returning from distance learning and may have challenges adjusting to in-person learning. There is also a need to support high-risk students that are EL, SWD, foster students, and SED students. Universal Screening will be used to help identify student subgroups in need and reduce the number of suspensions for the 22-23 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a. 2022 Graduation Rate - All Students 1b. 2022 Graduation Rate - English Learners 1c. 2022 Graduation Rate - Students with Disabilities 1d. 2022 Graduation Rate - Socio-economically Disadvantaged	1a. Graduation Rate of 97.8% 1b. Graduation Rate of 94.9% 1c. Graduation Rate of 86.8% 1d. Graduation Rate of 98.0%	1a. Increase Graduation Rate to 98% by Spring of 2024 1a. Increase Graduation Rate to 96% by Spring of 2024 1a. Increase Graduation Rate to 90% by Spring of 2024 1a. Maintain Graduation Rate to 98% by Spring of 2024
2a. 2022 Suspension Rate - All Students 2b. 2022 Suspension Rate - English Learners 2c. 2022 Suspension Rate - Students with Disabilities	2a. Suspension Rate of 5.5 % suspended at least one day 2b. Suspension Rate of 6.0 % suspended at least one day 2c. Suspension Rate of 9.1 % suspended at least one day	2a. Decrease Suspension Rate by 1% by Spring of 2024 2b. Decrease Suspension Rate by 1% by Spring of 2024 2c. Decrease Suspension Rate by 1% by Spring of 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2d. 2022 Suspension Rate - Socio-economically Disadvantaged 2e. 2022 Suspension Rate - Homeless	2d. Suspension Rate of 6.5 % suspended at least one day 2d. Suspension Rate of 12.2 % suspended at least one day	2d. Decrease Suspension Rate by 1% by Spring of 2024 2d. Decrease Suspension Rate by 2.3% by Spring of 2024
3a. Advanced Placement Participation	3a. 24.6% of student population enrolled in AP courses	3a. Increase Advanced Placement Participation by 2%

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

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

1.0 Universal Screening
1.1 California Healthy Kids Survey (CHKS)

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. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

0

Source(s)

None Specified

1.0 Teachers will complete Universal Screening for their students once a semester. MTSS team will review data to determine students in need of Tier 2 and Tier 3 interventions. This may also help with reducing the number of suspensions.

0

None Specified

1.1 CHKS will be conducted through the English/Social Science classrooms and Staff will take survey online. Data will be used to assess student engagement and environment.



Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

Counselors attending workshops

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. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
3400	LCFF General Professional Development (Conferences & Workshops) Counselors will attend workshops on UC and CSU requiriements

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

Athletic Directors Conference

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. Specify the budget reference. Additionally, provide a brief description of the expenditure. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
3500	LCFF General Professional Development (Conferences & Workshops)

To help foster a safe learning environment, the Athletic Director will attend the Athletic Directors Conference

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

Support Materials

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

Source(s)

22071

LCFF General
Equipment/Replacement (\$5,000+ per item)
Support materials for classes. Copy machine and basic support materials for class instruction, parent and staff meetings such as paper, ink, headphones for SBAC

6000

LCFF S&C
Equipment/Replacement (\$5,000+ per item)
Support materials for classes. Copy machine and basic support materials for class instruction, parent and staff meetings such as paper, ink, headphones for SBAC

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

5.0 Monthly PLC Late Starts
5.1 Leadership Meeting

Proposed Expenditures for this Strategy/Activity

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

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.



Amount(s)	Source(s)
5000	LCFF S&C Teacher Release Time-Subs (Including benefits) 5.0 Monthly PLC Late Starts will collaborate, review student data and share best practices regarding school-wide areas of focus such as AVID, AP Alignment, Literacy, and MTSS support for At-Risk students.
9148	LCFF General Teacher Release Time-Subs (Including benefits) 5.0 Monthly PLC Late Starts will collaborate, review student data and share best practices regarding school-wide areas of focus such as AVID, AP Alignment, Literacy, and MTSS support for At-Risk students.
4000	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 5.1 Leadership team will meet during the summer to plan Late Start Monday's, staff development, and dates for implementation of action plans.

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

AVID Outreach

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
4000	LCFF S&C Supplemental Supplies AVID Coordinator along with teachers and student leaders will conduct an outreach to

feeder middle schools to recruit for LAHS programs and perform interviews for AVID.

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

7.0 Field Trip Transportation
7.1 6th Period Teaching Assignment
7.2 Athletic Participation
7.3 Canine Searches
7.4 Academy Programs
7.5 LAHS Performing Arts
7.6 LAHS Engineering

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.



Amount(s)

Source(s)

7582.84

LCFF S&C
Contracted Services
7.0 Transportation for student groups to travel to other sites for educational experiences such as FBLA, HOSA, Engineering Academy, Mock Trial, and AP classes

7800

LCFF S&C
Certificated Staff (Including benefits)
7.1 6th period teaching assignment will allow for more access to curricular courses

8000

LCFF General
Equipment/Replacement (\$5,000+ per item)
7.2 Maintaining sports equipment such as football helmets and pads

800

LCFF General
Contracted Services
7.3 To monitor and maintain a safe learning environment, random canine searches will be conducted

3000

LCFF S&C
Supplemental Supplies

	7.4 CTE & Academy Programs are open to all students. Buses for field trips, instrument repair and supplemental materials to support the career strands will be purchased throughout the year
3500	LCFF General Supplemental Supplies 7.4 CTE Pathways and Academy Programs are open to all students. Buses for field trips, instrument repair and supplemental materials to support the career strands will be purchased throughout the year
29583	LCFF S&C Equipment/Replacement (\$5,000+ per item) 7.5 Signature Program
29583	LCFF S&C Equipment/Replacement (\$5,000+ per item) 7.6 Signature Program

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

8.0 MTSS Monitor Interventions

8.1 Renaissance/ASB - World's Greatest Schools

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF S&C Supplemental Supplies 8.0 MTSS team will review and monitor interventions for Tier 2 and 3 students
6000	LCFF S&C Professional Development (Conferences & Workshops) 8.1 Renaissance and ASB students will attend World's Greatest Schools Conference. Students

learn strategies on how to promote a positive and safe learning environment on campus.

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

AVID Tutors

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)

6000

Source(s)

LCFF S&C
Contracted Services
College students will be hired as AVID tutors to support academic study teams within the AVID classes and as role models for students

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy


(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

10.0 Additional Security

10.1 Lab Materials

10.2a At Risk Counselor (Title I) 

10.2b Additional Counselor (LCFF) 

10.3 Saturday School

10.4 AP Exams

10.5 Guidance Counselor

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
12800	LCFF General Classified Instructional/Support Staff (Including Benefit) 10.0 For a safe learning environment, additional security hours will be allocated for 2 full time security during the school day.
10011.16	LCFF S&C Supplemental Supplies 10.0 Lab materials for visual and hands on instruction
19489	LCFF General Supplemental Supplies 10.1 Lab materials for visual and hands on instruction
80181	Title I, Part A Certificated Staff (Including benefits) 10.2 Counselor will maintain student records of interventions applied for Tier II at-risk students and other pertinent data. Individual progress will be monitored via attendance, grades, and teacher input. Counselor will maintain monthly monitoring, feedback forms, student data, progress reports and end of year evaluations for Tier II at-risk students. Counselor will also serve as an information link between the school and the At-Risk student's home environment by giving and receiving verbal and written information in students' and families' first language.
55297	LCFF S&C Certificated Staff (Including benefits) 10.2 Counselor will collaborate with other counselors on student support needed in the classrooms. Counselor will conduct workshops during and /or after school regarding academic support skills and student social/emotional skills.
5000	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 10.3 Security will be provided for Saturday School to promote a safe and positive learning environment
5000	LCFF S&C



	Supplemental Supplies 10.4 To lower the cost of advanced placement exams for disadvantaged students
112593	LCFF S&C Certificated Staff (Including benefits) 10.5 Guidance Counselor will collaborate with other counselors on student support needed in the classrooms. Counselor will conduct workshops during and /or after school regarding academic support skills and student social/emotional skills.

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

11.0 School Communication
11.1 Membership with WASC

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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
1200	LCFF General Supplemental Supplies 11.0 School will use many avenues to communicate with parent groups (Instagram, Aeries, ParentSquare, Facebook, Web page, Marquee and mail). Need for additional paper printing and postage.
1200	LCFF General Supplemental Supplies 11.1 Collaborating with WASC committee as well as LCAP meetings.

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

(Identify All Students and/or one or more specific student groups)

All students, ELs and SWDs

Activity

12.0 A-G Support Tutoring - Learners will increase grade percentages and move toward A-G completion.

12.1 AVID Summer Workshop - staff will be trained in good teaching practices to support student learning.

12.2 Supplemental Materials - Materials to supplement student learning.

12.3 EBSCO Research Software - Research software is used by English Classrooms.

12.4 View Sonic IP7550



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. Specify the budget reference. Additionally, provide a brief description of the expenditure.



Amount(s)

Source(s)

12164

Title I, Part A

Contracted Services

12.0 Support tutoring will focus on academic gaps and providing structured support time for students to meet A-G requirements and focus on effective learning habits, note-taking strategies, study skills, and other essential skills for academic success



10000

LCFF S&C

Professional Development (Conferences & Workshops)

12.1 AVID Coordinator and a team of teachers will attend the AVID summer workshop to review program and be trained in content area strategies.

17804

LCFF General

Supplemental Supplies

12.2 Supplemental technology such as software upgrades and LCD projectors and media card reader are purchased to support students in ELA and math.

4650

LCFF S&C

Supplemental Supplies

12.3 EBSCO Research Software is available to students in Media Center and labs

10475

Title I, Part A

Contracted Services

12.4 CoVitality Survey for Mental Health:
Students will take a survey twice a year and the results will give counselors and staff targeted information to help better our students social emotional health on campus.

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 Title I Funds Provided to the School Through the Consolidated Application (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$107,452.00
Total Title I Funds Budgeted for SPSA actions and strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$107,452.00
Total CSI Funds Provided to the School from the LEA	\$
Total CSI Funds Budgeted for SPSA actions and strategies to meet goals in the SPSA	\$

Federal, State, and Local Funds

Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$4,632.00
Title I, Part A	\$102,820.00

Subtotal of federal funds included for this school: \$107,452.00

State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF General	\$124,560.00
LCFF S&C	\$410,550.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$535,110.00

Total of federal, state, and/or local funds for this school: \$642,562.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF General	124,560.00
LCFF S&C	410,550.00
None Specified	0.00
Title I Parent Involvement	4,632.00
Title I, Part A	102,820.00

Expenditures by Budget Reference

Budget Reference	Amount
Books (Excluding core textbooks)	6,000.00
Certificated Staff (Including benefits)	255,871.00
Classified Instructional/Support Staff (Including Benefit)	17,800.00
Contracted Services	37,021.84
Equipment/Replacement (\$5,000+ per item)	95,237.00
Professional Development (Conferences & Workshops)	35,900.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	0.00
Supplemental Supplies	92,486.16
Teacher Release Time-Subs (Including benefits)	89,546.00
Teacher Workshop/Additional Hrs (Including benefits)	12,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Contracted Services	District Funded	0.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	District Funded	0.00
Classified Instructional/Support Staff (Including Benefit)	LCFF General	12,800.00
Contracted Services	LCFF General	800.00
Equipment/Replacement (\$5,000+ per item)	LCFF General	30,071.00
Professional Development (Conferences & Workshops)	LCFF General	6,900.00
Supplemental Supplies	LCFF General	45,193.00
Teacher Release Time-Subs (Including benefits)	LCFF General	28,796.00
Books (Excluding core textbooks)	LCFF S&C	6,000.00
Certificated Staff (Including benefits)	LCFF S&C	175,690.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	5,000.00
Contracted Services	LCFF S&C	13,582.84
Equipment/Replacement (\$5,000+ per item)	LCFF S&C	65,166.00
Professional Development (Conferences & Workshops)	LCFF S&C	29,000.00
Supplemental Supplies	LCFF S&C	42,661.16
Teacher Release Time-Subs (Including benefits)	LCFF S&C	60,750.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	12,700.00
	None Specified	0.00
Professional Development (Conferences & Workshops)	None Specified	0.00
Supplemental Supplies	Title I Parent Involvement	4,632.00
Certificated Staff (Including benefits)	Title I, Part A	80,181.00
Contracted Services	Title I, Part A	22,639.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	47,824.00
Goal 2 - Math	54,274.00
Goal 3 - English Learner	18,632.00
Goal 4 - School Climate	521,832.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement Job Title: Counselor Employee Name: Jessica Lujan	
Funding Resource: Title I Percent FTE: 58	Funding Resource: LCFF S&C Percent FTE: 42
<p>1. Maintain student records for all grade levels of interventions applied for Tier II at-risk students and other pertinent data. Individual progress will be monitored via attendance, grades, and teacher input. Progress will be shared with parents.</p> <p>2. Collaborate with teachers, counseling staff, Administration and outside agencies to determine Tier II at-risk intervention plans to accelerate the growth for all at-risk students in any grade in meeting CCCS in ELA and/or math. Monitor the students served. Share individual intervention plans with parents.</p> <p>3. Serve as an information link between the school and the At-Risk student's home environment by giving and receiving verbal and written information in students' and families' first language.</p> <p>4. Monitor progress and appropriate schedule placement for At-Risk students.</p> <p>5. Work with current counselor staff regarding available support and placement of At-Risk students.</p> <p>6. Work with existing counselors and staff to identify students in grades 9-12 who are at-risk of not graduating to give additional support and guidance to meet graduation and post-graduation plans.</p>	<p>1. Maintain a small caseload of alpha students</p> <p>2. Maintain monthly monitoring, feedback forms, student data, progress reports, and end of year evaluations for students under their alpha</p> <p>3. Coordinate parent outreach for Alpha caseload of students.</p> <p>4. Hold workshops during and/or after school regarding academic support skills and student social/emotional skills</p> <p>5. Work collaboratively with counselors on additional student supports outside of the classroom setting.</p>

2022-2023 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student- first name
Jeff Hess	X				
Patricia Bowman		X			
Jason Gervais		X			
Sean Holbrook		X			
Stephen Mack		X			
Lizzette Bravo			X		
Melissa Carrillo				X	
Rita Castillo				X	
Isabel Godoy				X	
Crystal					X
Jada					X
Jasmine					X
Numbers of members of each category:	1	4	1	3	3

Elementary SSC Composition: 10 member minimum. Half the members are the principal, 3 classroom teachers, 1 classified staff. Half the members are 5 parents or other community members.

Secondary SSC Composition: 12 member minimum. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

2022-2023 English Learner Advisory Committee (ELAC)

California Education Code describes the requirement that each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee, and each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Cedric Parks	X			
Jessica Lujan		X		
Katharina Chung		X		
Marcia Sainz		X		
Victoria Garcia			X	
Aida Perez			X	
Numbers of members of each category:	1	3	2	

ELAC Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

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 school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students.

The SSC sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

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.

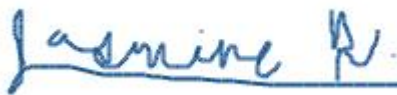
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: April 20th, 2023

Attested:



Principal, Jeff Hess on 4/21/2023



SSC Chairperson, Jasmine Rodriguez on 4/21/2023

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. For further guidance on 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/guidanceusesinvestment.pdf>

Complete questions 1 through 10 for EACH evidence-based intervention that will be implemented:

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

X Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students

English Learners

Foster Youth

X Homeless

Race/Ethnicity – Specify

Socioeconomically Disadvantaged

Students with Disabilities

3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p.7 of USDE’s guidance “Using Evidence to Strengthen Education Investments”)

Strong

Moderate

X Promising

4. Rating Rationale: Indicate the source that was used to determine the rating.

Evidence for ESSA: <https://www.evidenceforessa.org/>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Social-Emotional Learning Interventions (RAND) - <https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf>

Attendance Playbook - <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>

X [https://www.google.com/search?q=Can+Restorative+Practices+Improve+School+Climate+and+Curb+Suspensions%3F+An+Evaluation+of+the+Impact+of+Restorative+Practices+in+a+Mid-Sized+Urban+School+District.+Research+Report.+RR-2840-DOJ+\(2018\)&rlz=1C1GCEB_enUS964US964&oq=Can+Restorative+Practices+Improve+School+Climate+and+Cu](https://www.google.com/search?q=Can+Restorative+Practices+Improve+School+Climate+and+Curb+Suspensions%3F+An+Evaluation+of+the+Impact+of+Restorative+Practices+in+a+Mid-Sized+Urban+School+District.+Research+Report.+RR-2840-DOJ+(2018)&rlz=1C1GCEB_enUS964US964&oq=Can+Restorative+Practices+Improve+School+Climate+and+Cu)

rb+Suspensions%3F+An+Evaluation+of+the+Impact+of+Restorative+Practices+in+a+Mid-Sized+Urban+School+District.+Research+Report.+RR-2840-DOJ+(2018)&aqs=chrome..69i57.2119j0j7&sourceid=chrome&ie=UTF-8
Other-Specify and Provide Link to Study:

5. Intervention Status: Indicate if this is a new or continuing Intervention.

X New

Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

Can Restorative Practices Improve School Climate and Curb Suspensions? An Evaluation of the Impact of Restorative Practices in a Mid-Sized Urban School District. Research Report. RR-2840-DOJ (2018)

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).

Restorative Practices (No funding needed), Youth Court, Detention in Lieu of Suspension, Education on Offenses in Lieu of Suspension GOAL 4 STRATEGY 8

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

Evidence Based Intervention will be evaluated by overall suspension data and homeless suspension data. We will see a decrease in suspensions overall and in our homeless population. Homeless Suspensions will decrease by 1.

9. If answered, "continuing" to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered "new" to question #4, write "NA"

N/A

10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)

\$ 0

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. For further guidance on 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/guidanceusesinvestment.pdf>

Complete questions 1 through 10 for *EACH* evidence-based intervention that will be implemented:

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students
English Learners
Foster Youth
Homeless
Race/Ethnicity – Specify
Socioeconomically Disadvantaged
Students with Disabilities

3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p.7 of USDE’s guidance “Using Evidence to Strengthen Education Investments”)

Strong

Moderate

Promising

4. Rating Rationale: Indicate the source that was used to determine the rating.

Evidence for ESSA: <https://www.evidenceforessa.org/>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Social-Emotional Learning Interventions (RAND) - <https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf>

Attendance Playbook - <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>

Other-Specify and Provide Link to Study:

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New

Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s) .

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

9. If answered, "continuing" to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered "new" to question #4, write "NA"

10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)

\$

HACIENDA LA PUENTE MIGRANT EDUCATION PROGRAM



MIGRANT EDUCATION PURPOSE

- ▀ Goal is to ensure migrant students:
 - ▀ reach high academic standards
 - ▀ graduate with a high school diploma/high school equivalency
 - ▀ are prepared for responsible citizenship, college or career
- ▀ Supplemental Services
 - ▀ Health Services
 - ▀ Supplemental Instruction
 - ▀ Parent Involvement

HEALTH



Free Health Services

- Vision
- Dental
- Other Health Services




SUPPLEMENTARY INSTRUCTIONAL SERVICES

Regular School Year

- Online tutoring that operates as a natural extension of each student's core learning environment.
- Academic Counseling (8th - 12th)
- Apex A-G (9th – 12th credit recovery)
- Parent Meetings/Workshops
- Academic Field Trip

REGIONAL SERVICES

- USC Third Space Youth Institute
 - Cal Poly (Gr. 6-12) RESIDENTIAL Program
 - Cal Poly (Gr 4 & 5) VIRTUAL STEM
 - Cal State San Marcos (Gr. 9-12) 9-Day Migrant Scholars Summer Institute
 - The Science at Sea Program (Gr. 7-8)
 - The Residential Mini Corp Program at Camp Clear Creek
- 

PARENT INVOLVEMENT

- Parent Advisory Council (PAC)
- Regional Parent Advisory Council (RPAC)
- State Parent Advisory Council (SPAC)
- Parent Leadership Retreat
- State Parent Conference
- Regional Parent Conference
- Regional Parent Mentors' Project
- Youth Summit for Parents of Students in Gr. 6-12



MIGRANT STUDENTS ARE ELIGIBLE FOR SCHOLARSHIPS!

★ **MIGRANT EDUCATION PROGRAM** ★
PROGRAMA DE EDUCACION MIGRANTE
Regional Parent Advisory Committee (RPAC)
Concilio Consejero Regional de Padres


Citrus College

District/School/District:
Hacienda La Puente Unified School District

School/School:
Los Altos High School

College/College:
Colegio Comunitario Citrus /
Citrus Community College

Student/Major:
Profesor de Educación de Música/Music Teacher



Daniela Perez
\$600 award

- Workman High School
- Wrestling
- Football
- Migrant Education Program

**The 12th Annual
Asian Pacific Heritage Event
The Cambodian Cultural Experience**

*Virtual Path to Success
Scholarship Award*



Citrus College
Cosmetology

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 School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

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[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, specifically addressing CSI and ATSI identification as applicable.

School and Student Performance Data

Review the given or requested data with Educational Partners. Document 3-5 conclusions about the data, highlighting schoolwide and student group(s) strengths and area(s) of need. If a school is identified as CSI or ATSI, specifically analyze data that contributed to school's eligibility.

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.]

Comprehensive Needs Assessment

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided. Highlight successes and gaps/needs reflected in the data in the Conclusion of each data section.

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). Surveys in this section are defined as an

investigation of the opinions or experiences of a group of people, based on a series of questions. These can be completed in large or small groups (schoolwide, advisory meetings, staff meeting) through a written or oral collection of responses.

Classroom Observations

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

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups 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 an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups. Describe how data was shared and what groups it was shared with. Describe what strategies are in place to facilitate the use of state and local assessments to modify instruction and improve student achievement.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials. Describe how data was used by Leadership, grade levels, PLC's etc. to monitor student progress and modify instructions.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Based on needs reflected in the analysis of data and the current instructional program, to what level is professional development (LSF, Site PD days, Staff meetings, etc.) aligned to this need. *Not Aligned, Mostly Aligned, Always Aligned.*

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) Description of support and training provided by district personnel (Teacher Specialists in Math, ELA, ELD, etc.) and site personnel (TTL, Literacy Coaches, etc.)

Teacher collaboration by grade level (K-8) and department (grades 9-12) Description of how often teacher collaboration takes place in order to address needs and plan instruction based on ongoing data analysis? *Always, Sometimes, Never*

Teacher collaboration in transition planning (Pre-K – TK – Kindergarten; Elementary – Middle; Middle – High)

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified

Extended learning activities

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards. Describe to what level differentiated instruction and small group instruction is evident in classrooms. *Not Evident, Mostly Evident, Always Evident.*

Evidence-based educational practices to raise student achievement of identified student groups. Using the What Works Clearinghouse link, <https://ies.ed.gov/ncee/wwc/> describe what evidence based interventions are being implemented to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students. Describe the level of availability of resources (books, technology, tutoring, etc.) from the above groups. *Always Available, Occasionally Available, Never Available*

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of Title I programs. Description of the process and procedures followed to ensure SSC member active participation in categorical programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

Funding

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

Educational Partner's 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.]

Annual Evaluation

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.]

Goals, Strategies, & Proposed Expenditures

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies and Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy using the “Strategy #” 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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” and/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.]

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 Title I Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of Title I 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. This amount is manually inputted.
- **Total Title I Funds Budgeted for SPSA Actions and Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all Title I 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. This amount is manually inputted.

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.]

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Categorical & Supplemental Funding

Federal Funding Program	Purpose
Title I Part A	<p>Title I, Part A: A federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.</p> <p>Schoolwide (SWP) Program: To fund a comprehensive school plan to upgrade all the instruction in a high-poverty school. Supplemental funds to help meet the needs of low-achieving students in the highest-poverty schools.</p>
State Funding/ Local Control Funding Formula	Purpose
LCFF – Supplemental & Concentration	<p>LCFF Supplemental & Concentration Funds: Calculated on the basis of the number and concentration of unduplicated low income, foster youth, and English learner pupils. The purpose is to ensure increased or improved services for the unduplicated pupils, above and beyond the regular program, with the intent to improve outcomes for the unduplicated pupils. Funds must target the unduplicated student groups, but may be used to increase or improve services schoolwide if 40% or more pupils in a school are unduplicated.</p>

Appendix D: School Parent Involvement Requirements

Each school served with Title I, Part A funds shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. Provide parents of participating children:
 - A. Timely information about programs under Title I, Part A;
 - B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - C. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible;
5. If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

Appendix E: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

California Department of Education

[DataQuest Home](#) / [Enrollment Report](#)

2022-23 Enrollment by Subgroup

Los Altos High Report (19-73445-1935246)

[+ Report Description](#)[+ Report Options and Filters](#)

Subgroup	Enrollment
English Learners	151
Foster Youth	6
Homeless Youth	45
Migrant Education	0
Students with Disabilities	157
Socioeconomically Disadvantaged	1,097
All Students	1,557

California Department of Education

[DataQuest Home](#) / [Enrollment Report](#)

2022-23 Enrollment by Subgroup

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[+ Report Description](#)[+ Report Options and Filters](#)

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Homeless Youth	45
Migrant Education	0
Students with Disabilities	157
Socioeconomically Disadvantaged	1,097
All Students	1,557

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Grade

Los Altos High Report (19-73445-1935246)

+ [Report Description](#)+ [Report Options and Filters](#)

Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec
Los Altos High	1,557	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	24.0%	23.5%	27.2%	25.4%	0.0%

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Report Totals

Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12
Los Altos High	1,557	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	24.0%	23.5%	27.2%	25.4%
Hacienda la Puente Unified	16,206	8.4%	7.3%	7.3%	7.3%	7.7%	7.7%	7.7%	7.7%	7.6%	0.0%	7.6%	7.5%	7.8%	8.5%

Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12
<u>Los Angeles County</u>	1,313,935	8.5%	6.9%	6.9%	7.1%	7.3%	7.4%	7.4%	7.5%	7.5%	0.0%	8.5%	8.5%	8.2%	8.3%
<u>Statewide</u>	5,852,544	8.5%	7.0%	7.0%	7.2%	7.3%	7.4%	7.5%	7.5%	7.5%	0.0%	8.2%	8.2%	8.3%	8.4%

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Ethnicity and Grade

Los Altos High Report (19-73445-1935246)

[+ Report Description](#)[+ Report Options and Filters](#)

Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ur So
African American	9	0	0	0	0	0	0	0	0	0	0	3	3	1	2	
American Indian or Alaska Native	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
Asian	92	0	0	0	0	0	0	0	0	0	0	15	21	19	37	
Filipino	13	0	0	0	0	0	0	0	0	0	0	5	1	4	3	
Hispanic or Latino	1,360	0	0	0	0	0	0	0	0	0	0	334	323	372	331	
Pacific Islander	9	0	0	0	0	0	0	0	0	0	0	1	0	6	2	
White	54	0	0	0	0	0	0	0	0	0	0	12	12	13	17	

Two or More Races	8	0	0	0	0	0	0	0	0	0	0	1	3	3	1
Not Reported	11	0	0	0	0	0	0	0	0	0	0	2	3	4	2
Total	1,557	0	0	0	0	0	0	0	0	0	0	373	366	423	395

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Report Totals

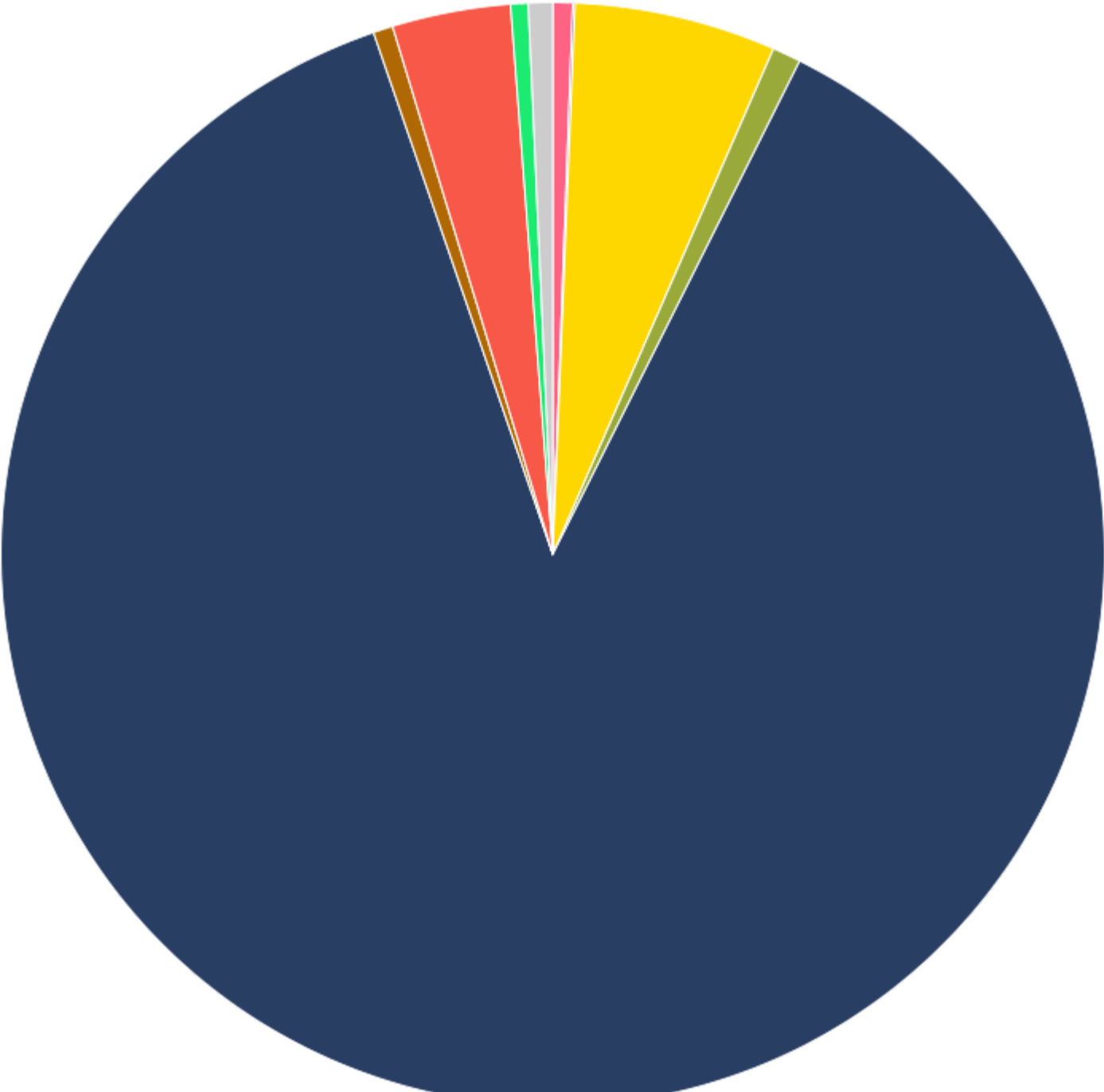
Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10
<u>Los Altos High</u>	1,557	0	0	0	0	0	0	0	0	0	0	373	366
<u>Hacienda la Puente Unified</u>	16,206	1,369	1,177	1,189	1,175	1,244	1,242	1,253	1,240	1,229	0	1,225	1,218
<u>Los Angeles County</u>	1,313,935	111,951	90,092	90,592	92,867	95,407	97,248	97,876	98,773	98,451	0	111,432	111,369
<u>Statewide</u>	5,852,544	495,811	408,992	412,063	422,562	427,660	433,631	438,615	440,296	436,192	0	482,164	482,613

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Enrollment by Ethnicity

African American American Indian or Alaska Native Asian Filipino Hispanic or Latino
Pacific Islander White Two or More Races Not Reported



+ Enrollment by Ethnicity Chart Data

Enrollment by Grade



<https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=19734451935246&agglevel=school&year=2022-23>