

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Altos High School	4369094334116	March 5, 2019	

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The LAHS Site Council began the review process at its meeting on October 9, 2018, in conjunction with our review of our WASC Action Plan for our upcoming accreditation review. Input from LUCHA (the Latino parent organization), the PTSA and the ASB was incorporated, along with a review of relevant data and survey results. After reviewing all of the Action Items and Goals from our WASC Action Plan, the Site Council chose to focus on the Item: Establish and uphold material resources, teaching practices, and institutional systems to ensure an EQUITABLE experience for all students. There are seven Goals and eleven related Growth Targets in this Item. The Site Council has chosen to focus on Goal #1 “Continue to expand and improve the resources provided to address the achievement gap, such as co-teaching, peer tutors, AVID, the Academy, Skills courses, English Learner support and Special Education offerings” and Goal #7 “Course teams make more intentional decisions about their assessment and grading policies, especially those that may disproportionately and negatively impact underrepresented students. This includes our understanding of gradebook math like the use of a zero score and weighted categories, and the effects of retake policies as its focus,” given our collective interests, roles and capabilities.

In addition, Los Altos High School underwent the WASC Accreditation process in the 2018-19 school year. A comprehensive needs assessment was completed under the WASC self study and has formed the basis of the school's goals contained in the SPSA.

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	134	133	101	6.6%	6.4%	4.5%
Fluent English Proficient (FEP)	758	833	956	37.1%	39.9%	42.8%
Reclassified Fluent English Proficient (RFEP)	25	33	36	22.7%	24.6%	27.1%

Conclusions based on this data:

1. The percentage of students classified as FEP or fluent has increased.
2. The number of current ELs is decreasing.
3. The number of reclassified has remained constant.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	461	539	524	430	502	473	427	499	473	93.3	93.1	90.3
All Grades	461	539	524	430	502	473	427	499	473	93.3	93.1	90.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2641.	2688.	2678.	43	61.12	57.93	27	20.64	23.89	16	12.42	10.15	14	5.81	8.03
All Grades	N/A	N/A	N/A	43	61.12	57.93	27	20.64	23.89	16	12.42	10.15	14	5.81	8.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	49	68.48	58.77	37	23.84	31.08	14	7.68	10.15
All Grades	49	68.48	58.77	37	23.84	31.08	14	7.68	10.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	46	67.27	67.44	38	25.70	24.31	16	7.03	8.25
All Grades	46	67.27	67.44	38	25.70	24.31	16	7.03	8.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	37	51.70	44.40	52	41.48	48.41	11	6.81	7.19
All Grades	37	51.70	44.40	52	41.48	48.41	11	6.81	7.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	49	62.42	59.62	39	30.71	31.50	13	6.87	8.88
All Grades	49	62.42	59.62	39	30.71	31.50	13	6.87	8.88

Conclusions based on this data:

1. The participation rate decreased over the last year.
2. The percentage of students reaching at or above standard is unchanged.
3. The percentage of students below standard has increased.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	461	539	524	428	500	471	423	500	471	92.8	92.8	89.9
All Grades	461	539	524	428	500	471	423	500	471	92.8	92.8	89.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2667.	2685.	2689.	37	48.00	48.20	30	21.60	22.29	14	12.60	14.23	19	17.80	15.29
All Grades	N/A	N/A	N/A	37	48.00	48.20	30	21.60	22.29	14	12.60	14.23	19	17.80	15.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	55	59.64	62.34	23	20.08	18.72	22	20.28	18.94
All Grades	55	59.64	62.34	23	20.08	18.72	22	20.28	18.94

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	42	52.02	51.91	40	31.05	31.91	17	16.94	16.17
All Grades	42	52.02	51.91	40	31.05	31.91	17	16.94	16.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	40	50.30	50.74	47	36.87	38.85	13	12.83	10.40
All Grades	40	50.30	50.74	47	36.87	38.85	13	12.83	10.40







Conclusions based on this data:

1. The percentage of students meeting or exceeding standard has increased.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Graduation Rate</p>  <p>Blue</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Blue</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		
<p>College/Career</p>  <p>Blue</p>		

Conclusions based on this data:

1. Overall, students are meeting the target in most indicators.
2. The suspension rate has increased over time and is an area of close examination.

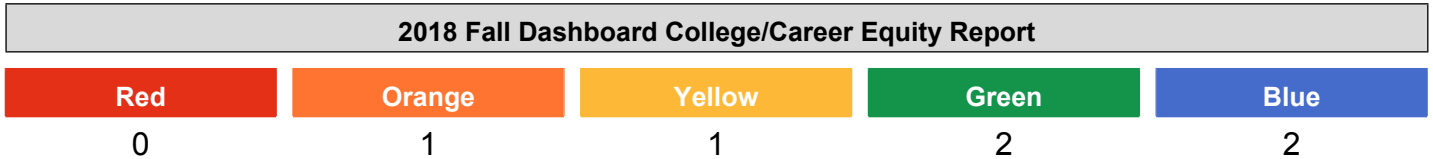
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Blue 76% prepared Increased 4.8% 529 students	<p>English Learners</p>  Yellow 23.4% prepared Increased 9.1% 47 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 50% prepared Increased 10% 14 students	<p>Socioeconomically Disadvantaged</p>  Green 52.8% prepared Increased 9.9% 159 students	<p>Students with Disabilities</p>  Orange 20.3% prepared Maintained -0.4% 79 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 94.4% prepared Maintained 1.2% 126 students	 No Performance Color 92.3% prepared 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 49.3% prepared Increased 7.1% 152 students	 No Performance Color 86.7% prepared 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 82.7% prepared Maintained 1.6% 214 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
68.8% Prepared	71.2 Prepared	76 Prepared
15.4% Approaching Prepared	10 Approaching Prepared	8.1 Approaching Prepared
15.8% Not Prepared	18.8 Not Prepared	15.9 Not Prepared

Conclusions based on this data:

- The percentage of students prepared for College and Career has increased over time.
- English Learners and Socioeconomically Disadvantaged students have made growth in this indicator.

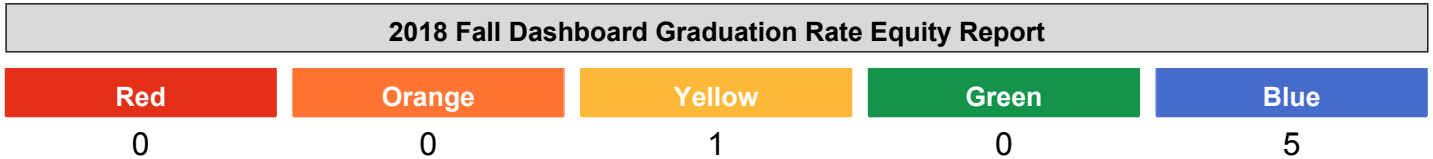
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 97.9% graduated Maintained +0.6% 529 students	<p>English Learners</p>  Blue 95.7% graduated Increased +1.9% 47 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 92.9% graduated Maintained -0.5% 14 students	<p>Socioeconomically Disadvantaged</p>  Blue 98.1% graduated Increased +2% 159 students	<p>Students with Disabilities</p>  Yellow 93.7% graduated Declined -3.2% 79 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 99.2% graduated Maintained +0.3% 126 students	 No Performance Color 100% graduated 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 96.7% graduated Maintained +0.4% 152 students	 No Performance Color 100% graduated 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 97.7% graduated Maintained +0.6% 214 students

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018
97.3% graduated	97.9% graduated

Conclusions based on this data:

1. There has been a slight increase in the percentage of students graduating, including English Learners and Socioeconomically Disadvantaged Students.
2. The declining numbers include Students with Disabilities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

From WASC Action Plan Item Equity: "Continue to expand and improve the resources provided to address the achievement gap, such as co-teaching, peer tutors, AVID, the Academy, Skills courses, English Learner support and Special Education offerings." For the purposes of the Single Plan, The Site Council will focus specifically on meeting the needs of students who would benefit from better access to and higher quality tutorial support from peers, teachers and/or other adult tutors.

Identified Need

WASC Action Plan Goals focused on EQUITY are core Items for growth we have identified in our Action Plan for the next six years. The Site Council believes it can be most effective in focusing on Goal 1 because of our resources and roles as a diverse group representative of students, parents, teachers, administrators and other staff. We believe that access to and better structures for Tutorial Support would benefit a large cross section of students, especially those who are underachieving and/or come from underrepresented groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of unique individual students using Tutorial support systems meets the learning needs of all students requiring the tutorial services	Data from Tutorial attendance	Use of Tutorial Services will be proportionate as measured by ethnicity.
Number of students who are designated by teachers as needing Tutorial support and number who actually use it.	Progress report - use Tutorial Center referrals	Students referred for Tutorial Services use those services 100% of the time.
Measure of classroom Tutors: Skills, AVID, Writing Center	Focus on effectiveness	Satisfaction survey levels to be determined.
Use of Tutorial Period	Focus on effective use	Satisfaction survey levels to be determined.
Survey of students including demographic factors of their use of organized study groups.	Initial results create baseline.	20% increase in the use of organized study groups by all measured demographic groups by the end of one year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

Not applicable. For review in Spring 2020.

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.

Not applicable. For review in Spring 2020.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Ensure assessment standards and policies are equitable

From WASC Action Plan Item Equity: "Course teams make more intentional decisions about their assessment and grading policies, especially those that may disproportionately and negatively impact underrepresented students. This includes our understanding of gradebook math like the use of a zero score and weighted categories, and the effects of retake policies." For the Purposes of this Single Plan, the Site Council will focus on providing input to teaching staff and course teams on the student and family perspective on inequitable effects of grading policies from their points of view, using data shared with the Site Council as the basis of this feedback.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Research data and survey information to share with teachers.	Gather data on current policies	Share with teachers
Consistency of retake policies at the department and course team level.	Status based on current data	Course Teams/Departments move toward more aligned and consistent use of retake policies between course teams in a department.
Students understand these policies and are able to make good decisions to make use of them.	Status based on current data	All courses at the same level (college prep/Honors/AP) within a department have aligned and consistent retake policies by the start of the 2020-2021 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title II Part A: Improving Teacher Quality

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

Not applicable. For review in Spring 2020.

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.

Not applicable. For review in Spring 2020.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$5,000
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$10,000.00

Other Federal, State, and Local Funds

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

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

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

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

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

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

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

School Site Council Membership

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

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

Name of Members	Role
Wynne Satterwhite	Principal
Erica Starks	Classroom Teacher
Elena Baquero	Parent or Community Member
Roberto Camacho	Classroom Teacher
Kelly Coble	Classroom Teacher
Darren Dressen	Classroom Teacher
Ria Freedman	Parent or Community Member
Maria Gabriel	Secondary Student
Rob Gloster	Parent or Community Member
Leah Guesman	Secondary Student
Jack Kloecki	Secondary Student
Ricardo Lopez	Secondary Student
Michelle Mejia	Secondary Student
Chris Mesel	Parent or Community Member
Mika Ng	Secondary Student
Paula Perez	Parent or Community Member
Premika Ratnam	Parent or Community Member
Blanca Rocha-Limon	Parent or Community Member
Ariel Rojas	Other School Staff
Galen Rosenberg	Other School Staff

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