School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Altos Elementary School	19-65037-6022842	May 4, 2021	May 18, 2021

Purpose and Description

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

X Schoolwide Program

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

Our Single Plan for Student Achievement is a comprehensive school-wide plan that allocates site funds for programs and resources to meet the needs of all student groups and provide support for families. The goals and actions in this plan align with the district LCAP.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent surveys are conducted annually at three levels: PTA, School Site Council, Cafecitos, and school staff. The purpose is to assess parent, community, and staff needs. This data is used to determine level of implementation and satisfaction of school-wide and district initiatives; safety; school climate; parent satisfaction; and the effectiveness of the school's academic program. The results from the analyzed data are used to select future conditions of success. Surveys include staff and student morale, Healthy Kids Survey, as well as survey analysis of documentation such as the SPSA and School Safety Plan. Additionally all stakeholders participate in the district LCAP brainstorming sessions as well as participate in the district LCAP survey.

Classroom Observations

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

Los Altos currently uses two models for classroom observations which includes formal and informal observations. The administrator follows the SWTA contract in scheduling formal observations. The formal observation consists of a pre-observation conference to discuss the lesson, an observation of a formal lesson, and a post observation conference to provide feedback and discuss next steps.

Teachers are informally observed on a regular basis. These informal observations consist of written feedback. The site administrator observes in classrooms on a regular basis as a means of supporting instruction, ensuring that all components of a balanced curriculum are in place, and that all classrooms are maximizing instructional time. Classroom observation include a focus on the implementation of Common Core State Standards (CCSS) and 21st Century Skills, academic discourse, and clear learning objectives.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Los Altos teachers and principal will analyze the following assessment pieces (at the local and state levels) using the District multiple measure tools: Renaissance STAR 360 (reading and math), Dibels (reading fluency), Interim Assessment Blocks (IAB's), Chapter or Unit tests for math and Reading Language Arts, ELPAC, and teacher/coach-created formative assessments. Data will be analyzed during vertical articulation data meetings, grade-level or PDAR meetings to determine student groupings, establish intervention/enrichment classes and design classroom instruction. (LCAP).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Los Altos staff are able to disaggregate STAR 360 data, Dibels data, and teacher created assessments and use that information to modify their instruction. Small group and one to one instruction are used to enable students to meet mastery of grade level standards. Universal Access block is implemented to ensure the needs of students are met.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members meet the requirements for highly qualified according to ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Los Altos are highly-qualified and appropriately placed according to their credential. District coaches have provided additional professional development using HMH Go Math, HMH Journeys and Benchmark Advance/Adelante. All teachers have received training in ELD standards and strategies, CGI math strategies, GLAD, Write From the Beginning, and Deconstructing of Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All school-wide professional development at Los Altos is aligned to the goals of the SPSA, and district (Board-Adopted Annual Goals) and state/federal performance goals for the CAASPP. All teachers have received training in targeting key and essential standards through the use of high-leverage instructional strategies, bell-to-bell instruction, and successful implementation of core curricula with fidelity to the standards.

Strong emphasis has been placed on Integrated & Designated ELD and strategies, Reading Informational Standards, Math Content Standards and Standards of Mathematical Practices. Staff development has mostly consisted of implementation of CGI, GLAD, and Writing.

Ongoing support for previous areas of training include ELD standards, Thinking Maps, Write From the Beginning, and GLAD Strategies.

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

Los Altos teachers have received assistance from district coaches and outside consultants. The focus this year has been successful implementation of ELA curriculum and Cognitively Guided Instruction in math. This year, some staff participated in the co-Plan /co-teach lessons with our district instructional coaches. Coaches also offered support with Think Central, district writing benchmark tests, grade level meetings, and Dynamic Learning (supplemental K literacy program). Teachers will also continue to attend refresher workshops for the effective use of Thinking Maps, Write From the Beginning, and GLAD Strategies.

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

Los Altos teachers meet weekly to participate in grade level discussions of data, student achievement, and intervention planning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

During staff meetings, teachers are engaged in the process of aligning CCSS to program materials. Teachers will implement the use of lesson plans through district adopted ELA curriculum which provides pacing, scope and sequence as well as assessments aligned to CCSS. The school has also developed priority standards for ELA and math.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classrooms implement the state-recommended number of daily instructional minutes for reading language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Los Altos teachers have access and use district-wide pacing guide.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have standards-based instructional materials available to them in all content areas.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have CCSS aligned intervention materials available to them in all content areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students performing in the "not met" or "nearly met" bands are given small group or individual attention and support in order for student to gain mastery of standards. The State adopted program also has an intervention program to be used for students who are performing two years below grade level. Underperforming students also participate in the school's Response to Intervention (RTI) program.

Evidence-based educational practices to raise student achievement

All teachers use research-based educational practices that aim at raising the achievement of all our students: checking for understanding, posting of learning objectives, total physical response (TPR); SDAIE, GLAD, Thinking Maps, and Accelerated Reader.

Parental Engagement

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

The following resources are available at Los Altos School: Services such as Operation School Bell, vision assistance, dental screenings, THINK Together after school program (ASES grant). A partnership between Whole Child and Pacific Clinics. District provided school psychologist services. The SST process, At-Risk articulation meetings with the principal.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Los Altos has a School Site Council, ELAC, and PTA. Parent groups participate in the overall development of the Single Plan for Student Achievement. Parents are given access to all the information included in the Single Plan for Student Achievement including budget information.

Funding

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

Site Categorical Funds (Services):

Title 1 $185,905.57
LCFF $57,777

Categorical funds provide a variety of on site services and opportunities for under-performing students. Services include staff to run the before school and after-school intervention classes including a Reading Club, tutoring, and extended computer lab time to work on literacy and numeracy; one library clerk; and a classified RTI aide.

Software services such Imaging Learning and Typing Agent are funded through categorical monies.

District Level Funds (Services):
Title 1 Centralized Services
Professional Development and District Coaches

Fiscal support (EPC)

School Site Funds:
General Fund, Title 1, LCFF

See budget pages

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

Annual Review and update was conducted with school staff on April 12, 2021. An annual review and update was conducted with stakeholders during a school site council/ELAC meeting on April 20, 2021

As part of the planning and parent involvement process for the annual review/update and SPSA, parent groups take part in the input and recommendation process. These parent groups periodically with the principal. All groups have parent leadership roles through the process of an election or nomination and follow the bylaws established by the team.

School Site Council (SSC)
The school site council is comprised of five parent representatives and five school representatives. All hold a vote in the decision-making goals on the SPSA for the school year. Collectively, the council determines the school goals, budget expenditures, and initiatives for the year as aligned by the SPSA. Members of the SSC give their input, opinion, and guidance to the principal on

determining goals for the year. The SPSA is monitored and evaluated on a yearly basis with the SSC through the use of the SPSA evaluation tool.

English Language Advisory Committee (ELAC)
The ELAC serves as an advisory committee. The committee is comprised of the principal, the community liaison, teachers and parent representatives that serve as a chairperson, vice-chair, secretary, and representative to the District ELAC. ALL SPSA information is shared with parents that attend the ELAC. Once the information is shared, all attendees give input, opinion, and guidance to the principal on determining goals for the year. Collectively, the committee reviews the school goals, budget expenditures, and initiatives for the year as aligned by the SPSA.

Resource Inequities

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

As a result of the needs assessment performed by SSC and ELAC, a need for after school intervention for struggling students and EL learners was identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.60%	0.3%	0.59%	2	1	2
Asian	0.90%	0.91%	0.59%	3	3	2
Filipino	0.30%	0.3%	0.59%	1	1	2
Hispanic/Latino	97.31%	96.68%	95.6%	325	320	326
Pacific Islander	%	%	0%			0
White	0.60%	1.51%	1.76%	2	5	6
Multiple/No Response	%	%	0%			0
			Total Enrollment	334	331	341

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	105	88	100
Grade 1	76	89	77
Grade 2	74	79	85
Grade3	79	75	79
Total Enrollment	334	331	341

Conclusions based on this data:

1. Based on 2019-2020 student enrollment data, the number of students increased by 10 from the previous year.
2. Across SWSD, enrollment has declined due to the following factors, lack of job opportunities, and cost of living.
3. Los Altos will continue to offer and grow the Dual Immersion program by adding one grade level per year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	163	147	126	48.8%	44.4%	37.0%
Fluent English Proficient (FEP)	6	10	21	1.8%	3.0%	6.2%
Reclassified Fluent English Proficient (RFEP)	1	6	19	0.6%	3.7%	12.9%

Conclusions based on this data:

1. Based on 2019-2020 EL Enrollment data, the number of English Language Learners has decreased by 21 from the previous year.
2. With newly enrolled students, their has been a decrease in families indicating another language other English is spoken at home on the Home Language Survey.
3. The EL Coordinator, Community Liaison, and/or Los Altos Principal will provide parent workshops to provide clarity on services available to English Language Learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	84	82	76	83	81	76	83	81	76	98.8	98.8	100
All	84	82	76	83	81	76	83	81	76	98.8	98.8	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2380.	2401.	2390.	8.43	16.05	10.53	12.05	23.46	23.68	32.53	22.22	28.95	46.99	38.27	36.84
All Grades	N/A	N/A	N/A	8.43	16.05	10.53	12.05	23.46	23.68	32.53	22.22	28.95	46.99	38.27	36.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.05	11.11	13.16	33.73	45.68	52.63	54.22	43.21	34.21
All Grades	12.05	11.11	13.16	33.73	45.68	52.63	54.22	43.21	34.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.23	15.00	13.16	49.40	50.00	50.00	43.37	35.00	36.84
All Grades	7.23	15.00	13.16	49.40	50.00	50.00	43.37	35.00	36.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.82	17.28	7.89	65.06	62.96	64.47	30.12	19.75	27.63
All Grades	4.82	17.28	7.89	65.06	62.96	64.47	30.12	19.75	27.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.64	18.52	10.53	50.60	51.85	53.95	39.76	29.63	35.53
All Grades	9.64	18.52	10.53	50.60	51.85	53.95	39.76	29.63	35.53

Conclusions based on this data:

1. Based on the 2018-2019 Overall CAASPP ELA data, the number of students in exceeding standards decreased by 5.52% from the previous year.
2. Due to the lack of tiered instruction, instruction was not differentiated for students needing acceleration.
3. The master calendar will continue to provide time for Response to Intervention, including both remediation and acceleration. Teacher collaboration will continue to focus on lesson study, data analysis, and interventions. Interventionists and the Intervention Aide will continue to push into classrooms to provide small group and one to one support. The Instructional Coach and Principal will continue to provide professional development on close reading strategies and standard deconstruction. Based on the data, we will increase grade level collaboration opportunities with the Instructional Coach to analyze assessment data and develop action plans for Writing and Performance Tasks.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	84	82	76	82	81	76	82	81	76	97.6	98.8	100
All	84	82	76	82	81	76	82	81	76	97.6	98.8	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2400.	2386.	1.22	4.94	3.95	18.29	27.16	18.42	32.93	27.16	30.26	47.56	40.74	47.37
All Grades	N/A	N/A	N/A	1.22	4.94	3.95	18.29	27.16	18.42	32.93	27.16	30.26	47.56	40.74	47.37

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.76	11.11	13.16	35.37	38.27	27.63	54.88	50.62	59.21
All Grades	9.76	11.11	13.16	35.37	38.27	27.63	54.88	50.62	59.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.54	17.28	5.26	52.44	40.74	56.58	39.02	41.98	38.16
All Grades	8.54	17.28	5.26	52.44	40.74	56.58	39.02	41.98	38.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.54	14.81	13.16	45.12	58.02	50.00	46.34	27.16	36.84
All Grades	8.54	14.81	13.16	45.12	58.02	50.00	46.34	27.16	36.84

Conclusions based on this data:

1. Based on the 2018-2019 Overall CAASPP Math data, the percentage of students not meeting standards increased by 6.63% from the previous year.
2. Building conceptual understanding was not taught in depth. Math Performance tasks were not a focus during grade level planning.

3. The Instructional Coach and Principal will continue to provide professional development on building conceptual understanding, planning with mathematical practices, and math performance tasks. We will continue to work on CGI strategies and counting collections. We will increase grade level collaboration opportunities with the Instructional Coach to analyze assessment data and develop action plans for Writing in Mathematics and responding to the Performance Tasks.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1421.8	1421.4	1430.2	1430.7	1402.3	1399.6	46	36
Grade 1	1484.4	1455.6	1494.5	1468.0	1473.9	1442.8	31	31
Grade 2	1495.6	1478.8	1486.3	1497.0	1504.3	1460.2	41	26
Grade 3	1504.1	1498.4	1504.1	1485.7	1503.6	1510.7	37	35
All Grades							155	128

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.78	13.89	23.91	44.44	28.26	27.78	*	13.89	46	36
1	58.06	12.90	*	51.61	*	29.03	*	6.45	31	31
2	51.22	11.54	29.27	42.31	*	34.62	*	11.54	41	26
3	*	8.57	37.84	60.00	*	22.86	*	8.57	37	35
All Grades	41.29	11.72	29.03	50.00	20.65	28.13	9.03	10.16	155	128

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.30	27.78	28.26	50.00	*	13.89	*	8.33	46	36
1	70.97	41.94	*	29.03	*	22.58	*	6.45	31	31
2	60.98	34.62	31.71	46.15	*	11.54	*	7.69	41	26
3	45.95	25.71	35.14	45.71	*	17.14	*	11.43	37	35
All Grades	53.55	32.03	29.68	42.97	7.74	16.41	9.03	8.59	155	128

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.26	16.67	*	30.56	30.43	33.33	23.91	19.44	46	36
1	*	9.68	51.61	38.71	*	22.58	*	29.03	31	31
2	46.34	3.85	26.83	26.92	*	38.46	*	30.77	41	26
3	*	17.14	29.73	37.14	*	28.57	35.14	17.14	37	35
All Grades	28.39	12.50	29.68	33.59	20.00	30.47	21.94	23.44	155	128

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.70	16.67	32.61	75.00	*	8.33	46	36
1	70.97	48.39	*	45.16	*	6.45	31	31
2	65.85	38.46	31.71	50.00	*	11.54	41	26
3	*	17.14	62.16	71.43	*	11.43	37	35
All Grades	55.48	28.91	37.42	61.72	7.10	9.38	155	128

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.78	33.33	43.48	55.56	*	11.11	46	36
1	67.74	19.35	*	74.19	*	6.45	31	31
2	58.54	46.15	36.59	46.15	*	7.69	41	26
3	67.57	37.14	*	48.57	*	14.29	37	35
All Grades	55.48	33.59	34.19	56.25	10.32	10.16	155	128

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.78	11.11	47.83	72.22	*	16.67	46	36
1	48.39	32.26	41.94	41.94	*	25.81	31	31
2	43.90	3.85	31.71	57.69	*	38.46	41	26
3	*	5.71	54.05	68.57	37.84	25.71	37	35
All Grades	33.55	13.28	43.87	60.94	22.58	25.78	155	128

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	36.96	38.89	36.96	30.56	26.09	30.56	46	36
1	*	12.90	64.52	58.06	*	29.03	31	31
2	43.90	3.85	48.78	65.38	*	30.77	41	26
3	37.84	37.14	45.95	60.00	*	2.86	37	35
All Grades	36.13	25.00	47.74	52.34	16.13	22.66	155	128

Conclusions based on this data:

1. Based on Overal ELPAC 2018-2019 data, 25% of students are scoring in the Beginning level for Reading.
2. Students were not exposed to the ELPAC practice test or ELPAC like tasks. Students were not exposed to sufficient academic language during the school day.
3. The Instructional Coach and Principal will continue to provide professional development on ELD standards and ELPAC like tasks. Teachers will continue to plan integrated and designated ELD lessons during PDAR. Teachers will continue to provide students with ELPAC practice test opportunities.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
331	**88.2**	**44.4**	**2.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	147	44.4
Foster Youth	8	2.4
Homeless	16	4.8
Socioeconomically Disadvantaged	292	88.2
Students with Disabilities	37	11.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3
Asian	3	0.9
Filipino	1	0.3
Hispanic	320	96.7
Two or More Races	1	0.3
White	5	1.5

Conclusions based on this data:

1. Based on this data, 44.4% of students are English Language Learners, 88.2% are Socioeconomically Disadvantaged, and 11.2% are Students with Disabilities.
2. The above mentioned sub groups may not have access to the appropriate resources.
3. The Community Liaison will communicate with families to provide available resources and parent workshops.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. Based on 2019 data we need to increase ELA and Math CAASPP data.
2. Due to the lack of tiered instruction, instruction was not differentiated for students needing acceleration. Building conceptual understanding was not taught in depth. Math Performance tasks were not a focus during grade level planning.
3. The master calendar will continue to provide time for Response to Intervention, including both remediation and acceleration. Teacher collaboration will continue to focus on lesson study, data analysis, and interventions. Interventionists and the Intervention Aide will continue to push into classrooms to provide small group and one to one support. The Instructional Coach and Principal will continue to provide professional development on close reading strategies and standard deconstruction. Based on the data, we will increase grade level collaboration opportunities with the Instructional Coach to analyze assessment data and develop action plans for Writing and Performance Tasks. The Instructional Coach and Principal will continue to provide professional development on building conceptual understanding, planning with mathematical practices, and math performance tasks. We will continue to work on CGI strategies and counting collections. We will increase grade level collaboration opportunities with the Instructional Coach to analyze assessment data and develop action plans for Writing in Mathematics and responding to the Performance Tasks.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
39.2 points below standard	33.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.8 points	Increased Significantly ++17 points	2
72	45	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	43.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
3	Declined -14.5 points	10
	66	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 43.4 points below standard Declined Significantly -18.5 points 70	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
56.7 points below standard Increased ++8 points 35	Less than 11 Students - Data Not Displayed for Privacy 10	58 points below standard Declined Significantly -48.6 points 25

Conclusions based on this data:

1. Based on 2019 Dashboard data, all students declined by 10.8 points.
2. Due to the lack of tiered instruction, instruction was not differentiated for students needing remediation or acceleration.
3. The master calendar will continue to provide time for Response to Intervention, including both remediation and acceleration. Teacher collaboration will continue to focus on lesson study, data analysis, and interventions. Interventionists and the Intervention Aide will continue to push into classrooms to provide small group and one to one support. The Instructional Coach and Principal will continue to provide professional development on close reading strategies and standard deconstruction. Based on the data, we will increase grade level collaboration opportunities with the Instructional Coach to analyze assessment data and develop action plans for Writing and Performance Tasks.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
46.6 points below standard	48.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.4 points	Maintained -1.9 points	2
72	45	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	49.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
3	Declined -13.7 points	10
	66	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 49 points below standard Declined -13.9 points 70			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
62.4 points below standard Declined -6.7 points 35	Less than 11 Students - Data Not Displayed for Privacy 10	47.6 points below standard Declined Significantly -18.6 points 25

Conclusions based on this data:

1. Based on 2019 Dashboard data, all students declined 10.4 points.
2. Building conceptual understanding was not taught in depth. Math Performance tasks were not a focus during grade level planning.
3. The Instructional Coach and Principal will continue to provide professional development on building conceptual understanding, planning with mathematical practices, and math performance tasks. We will continue to work on CGI strategies and counting collections. We will increase grade level collaboration opportunities with the Instructional Coach to analyze assessment data and develop action plans for Writing in Mathematics and responding to the Performance Tasks.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
42.4 making progress towards English language proficiency
Number of EL Students: 85
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.7	32.9	4.7	37.6

Conclusions based on this data:

1. Based on this data, 21 students decreased one level.
2. Students were not exposed to the ELPAC practice test or ELPAC like tasks. Students were not exposed to sufficient academic language during the school day.
3. The Instructional Coach and Principal will continue to provide professional development on ELD standards and ELPAC like tasks. Teachers will continue to plan integrated and designated ELD lessons during PDAR. Teachers will continue to provide students with ELPAC practice test opportunities.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	No Performance Color
13.7	9.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.8	Declined -0.5	10
351	154	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
11.1	14.6	26.1
Increased +2.8	Increased +3	Increased +8.9
18	314	46

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 13.3 Increased +1.4 338	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

1. Based on this data, overall chronic absenteeism increased by 2.8 points.
2. Parents are not aware of attendance guidelines.
3. The Community Liaison, Principal, and Admin Designee will make phone calls home, hold parent information meetings, send information home, and hold SART meetings.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
0.6	0	Less than 11 Students - Data Not
Increased +0.3	Maintained 0	10
358	159	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Blue
0	0.6	0
Maintained 0	Increased +0.3	Maintained 0
18	320	46

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 3		No Performance Color Less than 11 Students - Data 3	No Performance Color Less than 11 Students - Data 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 0.6 Increased +0.3 345	No Performance Color Less than 11 Students - Data 1		No Performance Color Less than 11 Students - Data 5

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.3	0.6

Conclusions based on this data:

1. Based on this data, overall suspension rates increased 0.3 points from the previous year.
2. Students may be unclear on school expectations and procedures.
3. Capturing Kids Hearts will be fully implemented school wide. Refresher lessons for PBIS expectations. Parent conference,SST or IEP will be held to confirm students needs have been addressed and all necessary services have been offered.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture & Climate

LEA/LCAP Goal

Create a learning environment where students feel safe within a strong and positive school culture that is collaborative, unbiased, and inclusive of all student groups.

Goal 1

Los Altos will facilitate personal student success by providing a safe and secure environment where mutual respect is demonstrated by students and staff.

Identified Need

Based on stakeholder needs assessments, increase social, emotional, and behavioral learning opportunities to provide for a safe and secure school environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Data	Based on 2019 Dashboard data, 26.1% of students with disabilities in Grades TK-2 had 10 or more absences. 12.8% of students with disabilities in Grades 4-6 had 10 or more absences. Based on 2019 Dashboard data, 0.6% of students that are socioeconomically disadvantaged in Grades TK-3 have been suspended at least once. 2% of students with disabilities in Grades 4-6 have been suspended at least once.	Increase attendance of students with disabilities in Grades TK-6. Decrease the suspension rate by 1% in Grades TK-6.
Healthy Kids Survey	35 or 51% of 5th grade students participated. 6 or 17% of the participating students stated they "sometimes" felt safe at school.	Increase participation of Healthy Kids Survey by 75% or greater.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Tiered Fidelity Inventory	4 out of 10 students were able to recite the school wide expectations.	Increase the number of students that can recite the school wide expectations by 75% or greater.
Capturing Kids Hearts Admin and Staff Checklists	100% of classrooms have created a social contract.	Increase the number of students using the social contract to self monitor by 25% or greater.

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

Strategy/Activity 1

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

All students

Strategy/Activity

1.1 Programs and materials that will support attendance and positive behavior.

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)
	District Funded 4000-4999: Books And Supplies Attendance incentives, PBIS incentives
3000	LCFF 5000-5999: Services And Other Operating Expenditures Program to support Capturing Kids Hearts
1000	LCFF 4000-4999: Books And Supplies Materials for PBIS and Character Education

Strategy/Activity 2

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

All Students

Strategy/Activity

1.2 Meetings and support to assist with the ongoing implementation of positive behavior strategies and activities.

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)
	District Funded 1000-1999: Certificated Personnel Salaries MTSS Team, Instructional Leadership Team
1500	LCFF 2000-2999: Classified Personnel Salaries Classified extra support
500	LCFF 3000-3999: Employee Benefits Classified extra support
3324	LCFF 1000-1999: Certificated Personnel Salaries Extra hours Leadership Team

Strategy/Activity 3

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

All students

Strategy/Activity

1.3 Assemblies and events to promote a positive and safe school climate.

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)
1000	LCFF 5000-5999: Services And Other Operating Expenditures PBIS and Character Education events

Strategy/Activity 4

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

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

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

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

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

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

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

Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Continuous Improvement

LEA/LCAP Goal

Utilize research-based practices and a cycle of continuous improvement based on data to support a broad course of study, which will prepare students for the 21st century global market.

Goal 2

Los Altos will fully implement CCSS provide access to core programs, engage and utilize data analysis, and provide support systems to increase student achievement.

Identified Need

Based on local and state assessments, increase opportunities for deconstruction of standards, data analysis, planning, and reflection.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 ELA	STAR 360 ELA Data Kindergarten average SS 633 Kindergarten DI average SS 648 First Grade average SS 680 First Grade DI average SS 725 Second Grade average SS 237 Third Grade average SS 290 Fourth Grade average SS 317 Fifth Grade average SS 441 Sixth Grade average SS 526	All grade levels will increase SS by 100 points.
STAR 360 Math	STAR 360 Math Data First Grade average SS 349 First Grade DI average SS 350 Second Grade average SS 412 Third Grade average SS 486 Fourth Grade average SS 569 Fifth Grade average SS 648 Sixth Grade average SS 681	All grade levels will increase SS by 100 points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Los Altos decreased from 39.51% in ELA in 2018 to 34.21% in 2019.	Los Altos will increase from 34.21% in ELA in 2019 to 40% in 2021.
CAASPP Math	Los Altos decreases from 32.10% in Mathematics in 2018 to 22.37% in 2019.	Los Altos will increase from 22.37% in Mathematics in 2019 to 35% in 2021.
Fluency	71% of First Grade students met or exceeded standard. 36% of Second Grade students met or exceeded standard. 43% of Third Grade students met or exceeded standard. 42% of Fourth Grade students met or exceeded standard. 42% of Fifth Grade students met or exceeded standard. 33% of Sixth Grade students met or exceeded standard.	Los Altos will increase met/exceeded standard by 15% in all grade levels.
ELPAC	4 students in Grades 4-6 are scoring level 1. 24 students in Grades 4-6 are scoring level 2. 26 students in Grades 4-6 scoring level 26. 1 student in Grades 4-6 scoring level 4. 15 students reclassified in Grades K-6.	Decrease the number of LTEL students by 25% in Grades 4-6.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students including Socio Economically disadvantage, Hispanic, Foster Youth, and Students with Disabilities.

Strategy/Activity

2.1 Programs and materials that will increase student achievement in ELA, math, and ELD.

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)
10000	Title I 4000-4999: Books And Supplies Web-based programs
2500	LCFF 4000-4999: Books And Supplies Web-based programs
1000	LCFF 4000-4999: Books And Supplies AVID supplies
10,000	LCFF 4000-4999: Books And Supplies Materials and supplies to supplement core program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including Socio Economically disadvantage, Hispanic, Foster Youth, and Students with Disabilities.

Strategy/Activity

2.2 Meetings, personnel, and support to meet and enrich the academic needs of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF 1000-1999: Certificated Personnel Salaries Substitutes for Data meetings, Grade Level meetings, Learning Walks, Coaching Cycles, Professional Learning opportunities
139429.18	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Assemblies and events that enrich core curriculum.

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)
1000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Fieldtrips, Assemblies, and Programs

Strategy/Activity 4

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

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 5

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

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 6

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

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 7

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Educator Leadership

LEA/LCAP Goal

Provide a strong educator support system for all staff to develop professional efficacy and strong engagement, to ensure a focus on student success, achievement, and empowerment in order for all students to achieve their greatest potential.

Goal 3

All staff will have access to professional development training opportunities at the district and site level.

Identified Need

Provide training for AVID, dual immersion, ELD, mainstreaming, and educational technology.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance sign in sheets, reflection forms, walkthrough checklists.	All teachers have received professional development in CGI and ELD.	Increase use of a strategy taught during a professional development measured by a walkthrough checklist.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1 Programs and materials to support 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.

Amount(s)	Source(s)
	District Funded

	4000-4999: Books And Supplies AVID materials

Strategy/Activity 2

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

Strategy/Activity

3.2 Extra hours to extend and support 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.

Amount(s)	Source(s)
3000	LCFF 1000-1999: Certificated Personnel Salaries Extra hours to support trainings in ELD, AVID, Dual Immersion, and other district/site initiatives

Strategy/Activity 3

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

All Students

Strategy/Activity

3.3 Conferences and 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.

Amount(s)	Source(s)
2500	LCFF 1000-1999: Certificated Personnel Salaries Registration for conferences and workshops that support district/site initiatives

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family and Community Engagement

LEA/LCAP Goal

Strengthen communications and facilitate trusting partnerships with parents and community members by providing resources and opportunities for parents' active engagement in their child's education.

Goal 4

Strengthen communication and increase participation of parents and community members by providing resources and opportunities for families to engage in their students' education.

Identified Need

Based on stakeholder assessment data, increase parent training to help navigate technology, build knowledge of school programs, and increase participation on social media.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Communication Reports		Increase parent communication
Parent Attendance		Increase parent attendance

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students including Foster Youth, Socio Economically disadvantaged, and English Language Learners.

Strategy/Activity

4.1 Programs and materials to engage families and stakeholders in their child's education.

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)

200	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Subscription to online communication programs such as Canva and Smore
268	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies for parent workshops and engagement
1300	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and Supplies for Family Education Nights

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students including Foster Youth, Socio Economically disadvantaged, and English Language Learners.

Strategy/Activity

All Students including Foster Youth, Socio Economically disadvantaged, and English Language Learners.

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)
500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra hours for community liaison and other classified staff to support parent needs and child care

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students including Foster Youth, Socio Economically disadvantaged, and English Language Learners.

Strategy/Activity

4.3 School events to provide resources and opportunities for meaningful engagement for all families.

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)
1500	Title I 1000-1999: Certificated Personnel Salaries Extra hours to support Family Educational Nights
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Family Education Nights Consultants

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

MTSS

LEA/LCAP Goal

Provide a comprehensive, multi-tiered system of support within academics, behavior, and social-emotional services to facilitate student success, which includes increased and improved services for all student groups.

Goal 5

Los Altos will provide academic and behavioral strategies to meet the needs of all students.

Identified Need

Based on stakeholder needs assessments, increase academic & socio emotional intervention support before, during, and after the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 ELA	STAR 360 ELA Data Kindergarten average SS 633 Kindergarten DI average SS 648 First Grade average SS 680 First Grade DI average SS 725 Second Grade average SS 237 Third Grade average SS 290 Fourth Grade average SS 317 Fifth Grade average SS 441 Sixth Grade average SS 526	All grade levels will increase SS by 100 points.
STAR 360 Math	STAR 360 Math Data First Grade average SS 349 First Grade DI average SS 350 Second Grade average SS 412 Third Grade average SS 486 Fourth Grade average SS 569 Fifth Grade average SS 648 Sixth Grade average SS 681	All grade levels will increase SS by 100 points.
Office Referrals	25 office referrals were placed in 2019-2020.	Decrease office referrals by 25%.
Check in/Check Out	5 students were placed on check in/check out.	Decrease check in/check out referrals by 25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SST Referrals	13 SST referrals in 2020-2021.	Decrease SST referrals by 25%
Wellness Referrals	49 Wellness Referrals were placed in 2020-2021. 3 of 6 students attended 3rd grade social emotional group.	Increase participation in social emotional groups

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy:5.1-Programs and materials to support and enhance the comprehensive systems of support.

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)
500	LCFF 4000-4999: Books And Supplies Book Club material and supplies
500	Title I 4000-4999: Books And Supplies Math Intervention materials
6476.39	Title I 5000-5999: Services And Other Operating Expenditures Intervention and Enrichment support for ELA, ELD, Math, and Technology
500	Title I 4000-4999: Books And Supplies ELD Intervention materials
500	Title I 4000-4999: Books And Supplies ELA Intervention materials
500	Title I 4000-4999: Books And Supplies

	Books and supplies to support struggling readers
500	Title I 4000-4999: Books And Supplies Materials, supplies, and computer software to support struggling readers and EL learners
5000	LCFF 4000-4999: Books And Supplies Library books and supplies
18552.76	LCFF 5800: Professional/Consulting Services And Operating Expenditures Consultant to support Music program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.2 (personnel)Meetings, personnel and supports to provide interventions or enrichment opportunities based on student needs.

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)
14000	Title I 2000-2999: Classified Personnel Salaries Intervention aides
10000	Title I 1000-1999: Certificated Personnel Salaries Extra pay for before school and after school intervention (certificated)
1500	Title I 2000-2999: Classified Personnel Salaries Extra pay for before and after school intervention (classified)
200	LCFF 2000-2999: Classified Personnel Salaries Extra pay to support PBIS rewards
200	LCFF 2000-2999: Classified Personnel Salaries Extra pay to support Art program

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$245,950.33

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 I	$185,905.57
Title I Part A: Parent Involvement	$2,268.00

Subtotal of additional federal funds included for this school: $188,173.57

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 ($)
	$0.00
LCFF	$57,776.76

Subtotal of state or local funds included for this school: $57,776.76

Total of federal, state, and/or local funds for this school: $245,950.33

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
	0.00
LCFF	57,776.76
Title I	185,905.57
Title I Part A: Parent Involvement	2,268.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	162,753.18
2000-2999: Classified Personnel Salaries	17,900.00
3000-3999: Employee Benefits	500.00
4000-4999: Books And Supplies	34,268.00
5000-5999: Services And Other Operating Expenditures	10,476.39
5800: Professional/Consulting Services And Operating Expenditures	20,052.76

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	11,824.00
2000-2999: Classified Personnel Salaries	LCFF	1,900.00
3000-3999: Employee Benefits	LCFF	500.00

4000-4999: Books And Supplies	LCFF	20,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	19,552.76
1000-1999: Certificated Personnel Salaries	Title I	150,929.18
2000-2999: Classified Personnel Salaries	Title I	15,500.00
4000-4999: Books And Supplies	Title I	12,500.00
5000-5999: Services And Other Operating Expenditures	Title I	6,476.39
5800: Professional/Consulting Services And Operating Expenditures	Title I	500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,768.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,324.00
Goal 2	166,929.18
Goal 3	5,500.00
Goal 4	4,268.00
Goal 5	58,929.15

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:

2 School Principal

6 Classroom Teachers

2 Other School Staff

9 Parent or Community Members

N/A Secondary Students

Name of Members	Role
Genevieve Silebi	Principal
Alicia Gonzalez	Classroom Teacher
Laura Stillman	Classroom Teacher
Rachel Spratta	Classroom Teacher
Victor Ruesga	Other School Staff
Indira Houtenbrink	Parent or Community Member
Sandy Rodriguez	Parent or Community Member
Paula Tirburcio	Parent or Community Member
Magda Duran	Parent or Community Member
Peter Camalich	Parent or Community Member
Carmen Durand	Principal
Danyelle White	Classroom Teacher
Cristal Pearson	Classroom Teacher
Olegario Acosta	Classroom Teacher
Iris Camarena	Other School Staff
Martha Palomares	Parent or Community Member
Fabiola Mondragon	Parent or Community Member
Rocio Laguna	Parent or Community Member
Idalia Santos	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 May 4, 2021.

Attested:

Principal, Genevieve Silebi on May 4, 2021

SSC Chairperson, Ms. Alicia Gonzalez on May 4, 2021

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 Stakeholder 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.