

The Single Plan for Student Achievement

Los Altos Elementary School

School Name

19-65037-6022842

CDS Code

Date of this revision: May 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the School Plan on May 15, 2018.

II. School Vision and Mission

Mission:

We share with our community the responsibility for the education of all students. Los Altos School is committed to doing whatever it takes to ensure that all children have access to a high-quality, Common Core State Standards (CCSS) based education; and are challenged to reach their full potential. We seek to provide all students with a solid primary educational foundation of literacy and numeracy which will prepare students to become career and college ready. This includes developing students who are critical thinkers, problem solvers, creative, and technologically literate. Los Altos builds an environment where all students are provided equal opportunities in a safe, nurturing environment. Additionally, we instill an appreciation for cultural sensitivity, a positive attitude towards self and others, and the responsibility for life-long learning.

Vision:

Los Altos seeks to create a strong relationship between the home, school, and community that promotes cultural sensitivity. The school's focus is building literacy and numeracy to prepare students to become college and career ready. Together the Los Altos' staff, parents, and community stakeholders empower students to prepare for an ever-changing, diverse, competitive, and complex world.

III. School Profile

Los Altos School educates approximately 330 students in grades Transition Kindergarten (TK) through third grade. This includes a Special Day Class (SDC) for the Severely Handicapped (SH). The school also has a Transitional Kindergarten (TK)/Kindergarten combination classroom. The educational program at Los Altos is built upon the Common Core State Standards (CCSS) for English language arts, mathematics and 21st Century Skills. Board approved curricular programs and effective teaching strategies are used to deliver CCSS lessons. The English Language Arts program is a balanced literacy program designed to accelerate student learning. An Integrated English Language Development (ELD) program and designated ELD time is provided to our English learners. Integrated ELD strategies such as SDAIE and GLAD is used to provide access to the core curriculum. Staff is skilled in providing differentiated instruction to meet the various English language level needs. A Response to Intervention (RTI) program is integrated throughout the day to meet the needs of students who require intensive academic intervention.

All students in TK-3 have access to supplemental programs to meet social and or academic needs. We are affiliated with an on-site after school program, THINK Together. In addition, we have several after-school activities provided by outside agencies such as the Good News Club and Ballet Folklorico. The school site offers before school computer lab time, after school Homework Club, and tutoring for disadvantaged students. Art classes are offered throughout the year. Parent education classes are available throughout the school year. Topics range from CCSS; how to further support their child to become technological literate; health and nutrition; literacy; and numeracy. Bimonthly "Principal Cafecitos" with the principal are held and well attended. Parents and the community are a welcome commodity at Los Altos. We are committed to working together to identify and meet the individual needs of our students.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Los Altos School has designed and uses a "Continuous Improvement Model" to provide a focused approach to school priorities, support systems, and data to monitor program effectiveness. The administrator and teachers meet on a regular basis to discuss and analyze School City data from multiple assessments. Grade levels also participate in ongoing district and site level meetings to further analyze data and to plan instruction.

The site principal meets monthly with teachers to discuss data. Data analysis include curriculum embedded assessments, District Benchmarks, ELPAC, and Smarter Balanced. School City data is obtained by teachers and used as formative assessments to meet student needs through differentiate instruction. Los Altos teachers meet monthly to discuss formative and summative data. A Collaborative Communication Systems Tool is used on a trimester basis to monitor the progress of students. This data is discussed during staff meetings and teacher collaboration time.

B. Surveys

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.

C. Classroom Observations

Los Altos currently uses two models for classroom observations which includes formal and informal classroom visits. Teachers are formally observed as per the SWTA contract once or twice a year. Each formal observation consists of a pre-observation conference, an observation of a formal lesson, and a post observation conference.

Teachers are informally observed on a weekly basis. These informal observations consist of verbal feedback and/or an informal note. 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.

D. Student Work and School Documents

Current student work is displayed in all classrooms. At a minimum, each classroom displays student work that reflects work samples from English language arts and mathematics. Posted student work reflects each students' personal best. Work samples include a comment or grade to show progress towards mastery of CCSS. Student work and other documents presents evidence of communication, creativity, critical thinking, and collaboration (4 C's). Teachers are in the beginning stages of incorporating Project Based Learning (PBLs). Student work also supports and provides evidence of the implementation of district initiatives such as Thinking Maps, GLAD, WFBB, CGI and other effective research-based strategies.

E. Analysis of Current Instructional Program (See Appendix B)

Common Core State Standards drive the instruction at Los Altos School. Teachers use the district adopted programs as tools to deliver Common Core instruction. Teachers use effective research-based strategies such as Direct Interactive instruction (DII), GLAD, Thinking Maps, and CGI strategies to deliver this instruction. All teachers have been trained and have participated in co-planning and co-teaching using this strategy. Standards-based learning objectives are evident in all classrooms in all core areas. There are agreed upon non-negotiables that include standard-based instruction, academic language, higher level questioning, critical thinking, checking for understanding, and differentiation. Daily ELD rotations and Universal Access is used daily to meet the needs of all students. Integrated GLAD strategies are utilized with EI's to provide access to the core curriculum. Teachers are receiving

professional development in School City to learn how to use the system to manage and use data to make program decisions.

V. Description of Barriers and Related School Goals

Goal 1:

Based on current district scores, Los Altos will increase the percentage of students scoring in the "exceeding" and "met" bands in English Language Arts and Mathematics as determined by multiple measures.

Goal 2:

Based on current performance scores, Los Altos will increase the English Language proficiency levels of English Learners by one language proficiency level and the percentage of students attaining English proficiency as determined by multiple measures.

Goal 3: Increase parent involvement opportunities and strengthen support systems for identified at-risk students.

Barriers:

The following barriers are identified as affecting student achievement:

- *The teacher student ratio and average class size is above the state average.
- *network connectivity concerns
- *classroom teacher vacancy for part of the school year
- *attendance concerns

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>LCAP Goal #1:</p> <p>Create a learning environment where students feel safe and flourish as they develop skills needed to be competitive in the 21st Century global market through full implementation of Common Core State Standards (CCSS) and effective use of technology</p>	
<p>SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Los Altos will facilitate personal student success by providing a safe and academically challenging environment in a positive school climate. Los Altos will fully implement CCSS provide access to core programs, engage and utilize data analysis, and provide support systems to increase student achievement.</p>	
<p>Student groups and grade levels to participate in this goal: All Los Altos students in grades TK-3 will participate in this goal. Student target groups include: * Hispanic * English learner * Socio-economically disadvantaged * Foster Youth * Students with Disabilities * Homeless Students * Children of military families</p>	<p>Anticipated annual performance growth for each group: Grade 3 students will participate in the CAASPP assessment at the rate of 95% or higher in ELA and Math.</p>
<p>Means of evaluating progress toward this goal: 1A: Progress made by students will be measured by longitudinal growth on district units assessments, district benchmarks, and teacher records. 1B: Progress made by students will be measured by continuous growth: *SchoolCity Assessments *District Benchmarks (ELA/Math) *Weekly/Unit Tests, Formative Assessments *Principal Observations *Teacher Evaluations</p>	<p>Group data to be collected to measure academic gains: School City Data (multiple measures): CELDT/ELPAC Tests, District Benchmark Assessments, core program unit/chapter assessments, and teacher-generated assessments. This data will be analyzed during trimester data conferences and monthly grade level collaboration meetings. Other data to be analyzed includes attendance rates, Olweus implementation surveys, Healthy Kids Survey, PBIS Intervention Support Checklist, referrals to community agencies (Whole Child, Pacific Clinics) as evidence from parent conferences, SSTs, and IEP meetings.</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.0 PARENTAL AND COMMUNITY INVOLVEMENT. The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching and learning process.				
1.1 CORE MATERIALS AND CCSS. All core and supplemental materials used in classrooms are aligned to current common core grade level content standards and are fully implemented.	Ongoing	Core materials-purchased by district Intervention Materials Intervention Aides Technology Hardware Software Maintenance	RTI 14, 333.76 Materials and supplies \$4,294 \$3,180.94	Centralized Services LCFF LCFF Title 1
1.2. ASSESSMENTS. Various forms of formative and summative CCSS based assessments are used to monitor progress towards mastery of CCSS.	Ongoing	School City		Centralized Services
1.3 DATA ANALYSIS. Data will be analyzed during grade level meetings, data conferences, and trimester reviews. This information will be used to differentiate instruction and provide enrichment/intervention in a timely manner.	Ongoing	Grade level meetings Data conferences/Tri Reviews/Roving Subs	7,155	LCFF
1.4 REPORT CARDS. Teachers and administrator will appropriately implement the District's Common Core Standards-Based Report Cards.	Dec. 2018 - Dec. 2019			
1.5 DATA ANALYSIS/PROGRAM MONITORING/COLLABORATION. Regular grade level data conferences and or professional development days (including release time for teachers) will be monitored into a centralized data system to track student progress and inform instructional practices.	Dec. 2018- Dec. 2019	Professional Development Substitutes Conferences Travel Professional Materials		LCFF allocated above
1.6 PROFESSIONAL DEVELOPMENT. Instructional training for staff which support school and district priorities including technology, common core state standards, research-based instructional strategies, and implementation of new math curriculum.	Dec. 2018 - Dec. 2019	Professional Development Substitutes Conferences Travel Professional Materials	600	LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.6a. CCSS AND SCHOOL CITY. Teachers will receive training in the Common Core State Standards as well as the new centralized management system (School City).	Dec. 2018 - Dec. 2019	Professional Development Substitutes Conferences Travel Professional Materials		LCFF Centralized Services
1.6b. THINKING MAPS. All teachers will attend Thinking Maps "Write from the Beginning" training and align instruction to school-wide and district-wide writing initiatives and prompts.	Dec. 2018-- Dec. 2019	Professional Development Substitutes Conferences Travel Professional Materials		LCFF Centralized Services
1.7 EIs AND TECHNOLOGY. All teachers will continue to receive ipads/chrome books for academic in-class intervention and enrichment for advanced students as well as struggling learners and ELs (as funding becomes available).	Dec. 2018 - Dec. 2019	Hardware Software	2,000 10,000 800 1,332 10,000 800	LCFF Title 1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>1.8. COMMON CORE STANDARDS AND RIGOR. Teachers will focus their instructional efforts on high leverage strategies/ initiatives to increase the intended rigor of the common core state standards. These strategies/initiatives include:</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Standards-aligned instructional materials, curriculum, and assessments • Deconstructing Standards (written, tested, and taught curriculum) • Participating in the CAASPP and train students in the skills needed to take the CAASPP • Continued support for the four components of Direct Interactive Instruction Standards and Measurable Objectives, Lesson Structure and Sequence, and Student Engagement (interaction, feedback, and directives) • Continued support for Thinking Maps and Write From the Beginning • Accelerated Reader • GLAD <p>Classroom Management.</p> <ul style="list-style-type: none"> • Integrating anytime, Intensive, Strategic and Supportive Academic and Behavioral Response to Intervention (RTI) strategies that focus on a positive reward system • School-wide PBIS • Continued support for the Olweus Anti-bullying Program and Character Traits <p>English Learners</p> <ul style="list-style-type: none"> • Continued support in building academic language • Continued support for designated and integrated ELD • Continued support for consistently using SDAIE strategies • GLAD Training <p>Effective Teaching/Learning Strategies</p> <ul style="list-style-type: none"> • Grouping students, as needed, to maximize instruction and learning (Differentiated Instruction) • Integrating "The Arts" into the curriculum • Implementing the 4cs "Super Skills" for the 21st Century • Utilizing technology to maximize instruction and learning • Using meta-cognitive practices to teach students how to learn about learning • Developing rigorous and relevant instruction that motivates students to achieve at higher levels: Hess' Cognitive Rigor Matrix / Webb's Depth of Knowledge Levels 	Dec. 2018- Dec. 2019	Professional Development Substitutes Conferences Travel Professional Materials		LCFF Allocated above
<p>1.9 REQUISITION FORMS. School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms.</p>	Dec. 2018 - Dec. 2019	NA	NA	NA

<p style="text-align: center;">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>
<p>1.10 COMMUNITY ENGAGEMENT. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents).</p> <p>The school will organize activities to stimulate family participation based on information gained from parent surveys in the areas of parenting, communicating, learning at home and decision-making, collaborating with the community and volunteering as evidenced by scheduled activities and parent sign-in sheets.</p>	<p>Dec. 2018- Dec. 2019</p>	<p>Printing and supplies</p>	<p>156.00</p>	<p>Title 1</p>
<p>1.11 SSC, ELAC, AND COMMUNICATION. Engagement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents). The school will annually ensure and correctly compose and elect a School Site Council and English Learner Advisory Committee.</p>	<p>Dec. 2018 - Dec. 2019</p>	<p>Materials and supplies Babysitting Translators/translations</p>	<p>400 400</p>	<p>Title 1 allocated above Title 1 Title 1</p>
<p>1.12 TITLE 1 AND PARENT ADVISORY COMMITTEE. The school will hold at least one Title-I Parent meeting and one School Advisory Committee Meeting via multiple sessions. At each meeting, parents will receive information about the school's progress towards state standards for reading, supplemental support available for Title-I students, and ways that parents/guardians can support reading at home as evidenced by agendas and minutes.</p>	<p>Dec. 2018 - Dec. 2019</p>	<p>Materials and supplies Babysitting Translators/translations</p>		<p>Title 1 allocated above 1.11</p>
<p>1.13 PARENT COMMUNICATION & STUDENT PROGRESS. The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through Trimester Progress reports, parent/teacher conferences, promotion and retention conferences, School Study Team (SST) conferences, Aeries, Class Dojo and Blackboard.</p>	<p>Dec. 2018- Dec. 2019</p>	<p>Materials and supplies Babysitting Translators/translations</p>		<p>TITLE 1 allocated above 1.11</p>
<p>1.14. TRANSLATIONS. The site administrator will communicate with parents in a language they can understand, in a timely manner, about academic proficiency levels, grade-level standards, local assessments as well as available student assistance and support. All notices, reports, statements, or records that district staff sends parents or guardians will be provided in written form and in the primary language to the extent possible. Individual parent conferences will be held at least twice each year, and as needed, to interpret student academic progress and academic goals.</p>	<p>Dec. 2018 - Dec. 2019</p>	<p>Materials and supplies Translators/translations</p>		<p>TITLE 1 Allocated above 1.11</p>
<p>1.15. TECHNOLOGY, INCREASE USE. The school will continue to increase the use of new technology to more effectively communicate with parents and to increase parent involvement and engagement.</p>	<p>Dec. 2018 - Dec. 2019</p>	<p>Materials and supplies Translators/translations</p>		<p>TITLE 1/LCFF Allocated above 1.11 and 1.7</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.16. ARTICULATION. Auxiliary services will be provided for students and parents (including transition from preschool, elementary, and middle school) * Transition IEP's will be scheduled and held for students with disabilities who are transitioning into a new school. Parents, school staff and receiving teacher will attend meetings to review IEP goals as evidenced by IEP.	Dec. 2018 - Dec. 2019	Printing		TITLE 1/LCFF Centralized Services
2. SAFE ENVIRONMENT. An environment where students feel safe and secure, and mutual respect is demonstrated by students and staff. (See Goal 5)				
2.1 OLWEUS/CHARACTER BUILDING. All students and staff have been trained to use the Olweus Bullying Prevention Program and Character Traits. An annual kick off assembly will be held and on going weekly class meetings will be held to introduce school wide rules, character traits, and progressive discipline plan.	Dec. 2018 - Dec. 2019			LCFF Centralized Services
2.2 Positive Behavior Intervention Strategies (PBIS). PBIS Teir 2 training will be provided to school site team.	Dec. 2018 - Dec. 2019	Training Substitutes Materials		LCFF Centralized Services
2.3 PROFESSIONAL DEVELOPMENT. All certificated and classified staff will participate in training aligned to their specific job classification, safety, discipline, and on the contents and goals of the SPSA, in order to better support the school sites. High-quality and friendly customer service and cross training will be the focus areas of the training. Attendance at training will be verified by sign-in sheets.	Dec. 2018 - Dec. 2019	Training Substitutes Materials		LCFF See 1.6
2.5 INTERVENTION/ENRICHMENT PROGRAMS. District approved Interventions and enrichment programs will be implemented by district staff, content experts, consultants, and or community volunteers to meet and enrich the academic needs of students and promote a safe learning environment. These programs will be provided following an Any-Time Support Model and could take place on or off school campus (i.e. Fieldtrips, assemblies, consultants, etc.)	Dec. 2018 - Dec. 2019	Extra pay Materials and supplies	3,169	TITLE 1 after/before
2.6 COACHING/COLLABORATION. Coaching will be used to build leadership capacity in the teaching staff and administration.	Dec. 2018 - Dec. 2019	Coaches	18,954.00	Title 1 District PD and coaches
2.7 SAFE LEARNING ENVIRONMENT. A more safe and secure learning environment is provided. Additional resources will be provided as funding becomes available.	Dec. 2018- Dec. 2019	Training		Centralized Services
3. POSITIVE BEHAVIOR. A culture where positive behavior is the norm and there is no tolerance for bullying.				
3.1 PROFESSIONAL DEVELOPMENT. Staff will receive training and support materials for the implementation of PBIS strategies and Olweus.	Dec. 2018 - Dec. 2019	Training Substitutes		Centralized Support
3.2 STUDENT INCENTIVES/RECOGNITION. Students will be provided opportunities to practice and develop their character traits and leadership skills. A student incentive/reward system will be implemented to increase student motivation and student achievement.	Dec. 2018 - Dec. 2019	Materials and Supplies	\$4, 219.94	LCFF
3.3 NA addressed in 2.6				

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
3.4 SAFE LEARNING ENVIRONMENT. A safe and secure learning environment is provided as funding becomes additional resources will be provided.	Dec. 2018 - Dec. 2019	Training Intervention Materials Intervention Staff		Centralized Support
3.5 COMMUNITY PARTNERS. District partners, such as Whole Child and Pacific Clinics, will continue to receive school site and district referrals on an as needed basis for students who require additional support services.	Dec. 2018 - Dec. 2019			Centralized Support
4. WELLNESS. Full implementation of the district Wellness Policy				
4.1 COMMITTEE. A site representative will continue to attend the district wellness committee meetings to ensure the school site meets and addresses the goals of the wellness policy.	Dec. 2018- Dec. 2019	Materials and printing		Centralized Support
5. HEALTH SERVICES. All students, including low income students, have access to basic health services.				
5.1 COMMUNITY PARTNERS. District partners, such as Whole Child and Pacific Clinics, will continue to receive school site and district referrals on an as needed basis for students who require additional support services.	Dec. 2018 - Dec. 2019	Support materials Support programs		LCFF/TITLE 1
6.0 SCHOOL CULTURE AND SUPPORT SERVICES. Maintain a culture characterized by trust, professionalism, and high expectations for all students, having access to a system of personal support services, activities, and opportunities at the school and within the community.				
6.1 SOCIAL EMOTIONAL NEEDS. The staff will support district efforts that cater to the unique academic and social/emotional needs of adolescents, including metacognitive strategies and university and career awareness. Staff will develop programs that prepare students for success in middle school, high school, and the university level.	Dec. 2018 - Dec. 2019			LCFF Allocated above
6.2 SPSA. School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	Dec. 2018 - Dec. 2019			LCFF Allocated Above
6.3. SSC/ELAC Engagement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): The school leadership will ensure a correctly composed and elected School Site Council and English Learner Advisory Committee.	Dec. 2018 - Dec. 2019			TITLE 1 Allocated Above
6.4 PARENT COMMUNICATION AND PROGRESS MONITORING. The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through Trimester Progress reports, parent/teacher conferences, promotion and retention conferences, Student Study Team (SST) conferences, Aeries, Class Dojo, and Blackboard: Nov./Feb./April/June/as needed.	Dec. 2018 - Dec. 2019			TITLE 1 Allocated Above
6.5 Evening Events. The school will hold a Back to School Night event in the fall to review grade level standards and expectations as evidenced by agendas and sign-in sheets. In the spring of each year, Open House events will be held to showcase student work reflecting grade level standards. Other evening or after school events such as fall festivals, Winter Concert, Winter Wonderland, etc. will be held to increase parent participation and build a sense of community.	Dec. 2018- Dec. 2019			TITLE 1 Allocated Above
6.6 PARENT EDUCATION AND EL TRAINING. The school will continue to provide parent education training that target parents of English language learners (computer lab, cafecitos, etc.)	Dec. 2018 - Dec. 2019			TITLE 1 Allocated Above

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
6.7 PUPIL ATTENDANCE. The school will provide child care, meals, and attendance incentives to encourage attendance and participation at parent meetings, trainings, workshops. These activities will be scheduled at a variety of convenient times to enable parents to participate in school-related meetings and training sessions as evidenced by meeting schedules.	Dec. 2018 - Dec. 2019			LCFF Allocated Above
6.8 COMMUNITY PARTNERS. District partners, such as Whole Child and Pacific Clinics etc., will continue to receive school site and district referrals for students who require additional support services.	Dec. 2018 - Dec. 2019			TITLE 1 Allocated Above

VI. Planned Improvements in Student Performance (continued)

<p>LCAP Goal #2:</p> <p>Provide opportunities and support for students as they develop and expand their knowledge across a broad course of study which will prepare them for college and the workforce. Increased and improved services will be provided for all sub groups.</p>	
<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Goal 1: Based on current district scores, Los Altos will increase the percentage of students scoring in the "exceeding" and "met" bands in English Language Arts and Mathematics by 5% as determined by multiple measures.</p> <p>Goal 2: Based on current performance scores, Los Altos will increase the English Language proficiency levels of English Learners by one language proficiency level and the percentage of students attaining English proficiency by 5% as determined by multiple measures.</p>	
<p>Student groups and grade levels to participate in this goal: All Los Altos students in grades TK-3 will participate in this goal. Student target groups include: * Hispanic * English learner * Socio-economically disadvantaged * Foster Youth * Students with Disabilities</p>	<p>Anticipated annual performance growth for each group:</p> <p>Hispanic. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments.</p> <p>Socio-economic Disadvantaged. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments.</p> <p>English Language Learners. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments. The percent of students meeting AMAO 1, AMAO 2, and English Proficiency will increase.</p> <p>Foster Youth. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments.</p>
<p>Means of evaluating progress toward this goal: * School City * School Diagnostic Assessments * Principal Observations * Teacher Evaluations</p>	<p>Group data to be collected to measure academic gains: * CAASPP Baseline * CELDT/ELPAC * CAPA/CMA * School City</p>

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.0 COMMON CORE STATE STANDARDS. All students will receive instruction based on Common Core State Standards (that will prepare them for college and the workforce).				
<p>1.1 MATERIALS & TECHNOLOGY. All students will have access to district adopted core and supplemental materials. These materials will be aligned to grade level CCSS in all content areas.</p> <p>Intervention/Enrichment materials will be used to meet the individual needs of students.</p> <p>School will be equipped with a computer lab, and or other technology such as ipads, document cameras, chrome books, Apple TVs, projectors, or TV monitors (as projectors).</p>	2018-ongoing	Core materials-purchased by district Intervention Materials Intervention Aides Technology Hardware Software Maintenance	NA Chromebooks \$5,000 Chromebook Carts &2500	Centralized Support See Goal 1 LCFF Title 1
<p>1.2 ASSESSMENTS.</p> <p>The CAASPP, CELDT/ELPAC, and various forms of district and program formative and summative assessments are used to monitor progress towards mastery of CCSS.</p> <p>State results are also used to set goals and monitor school site progress.</p> <p>Staff will implement a district and school site assessment schedule which includes district, program, and state assessments as well as timelines for the administration of assessments.</p>	2018-ongoing			Centralized Services
<p>1.3 COLLABORATION/PROGRESS MONITORING.</p> <p>1.3a Ongoing data will be collected and analyzed during grade level meetings, data conferences, and or trimester reviews. This information will be used to differentiate instruction and provide enrichment/intervention in a timely manner.</p> <p>1.3b Meetings will include all teachers including specialists and special education teachers. The Professional Learning Community (PLC) model will be utilized as a way to continue to improve and enhance grade level and staff meetings.</p>	2018-ongoing	Grade level meetings Data conferences Trimester Reviews	2,578	LCFF Allocated under goal 1
<p>1.4 REPORT CARD. Create rubric and weighting criteria to create greater consistency with report card grading.</p>	2018- ongoing	Release time for teachers (subs)		Allocated under Goal 1.

<p style="text-align: center;">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>
<p>1.5 TEACHING STRATEGIES. Teachers will use research based instructional strategies such as DII, Thinking Maps, SDAIE strategies, Academic Language, GLAD, Number Talks, and CGI in all grades to deliver instruction.</p>	<p>2018- ongoing</p>	<p>Professional Development Substitutes Conferences Travel Professional Materials</p>		<p>Centralized services</p>
<p>1.6 STAFFING. District will hire highly qualified staff that meet or exceed state guidelines.</p>	<p>2018-ongoing</p>			<p>Centralized services</p>
<p>1.7 INSTRUCTIONAL MINUTES. All students including Students with Disabilities and English Learners, have access to the core curriculum by ensuring daily schedules meet the required instructional time for all curricular areas as well as the required extra curricular areas (Physical Education).</p>	<p>2018-ongoing</p>			<p>Centralized Services</p>
<p>2.0 INCREASE INSTRUCTIONAL DAY. A need exists to increase the instructional day and year to ensure maximum opportunities for Title 1 and English learner students to achieve grade level standards at the same level as their peers inside and outside of the district.</p>				
<p>2.1 INTERVENTION AND SSTs.</p> <p>Disaggregated student assessment data will be used to identify students, including English learners, foster youth, homeless, and children of military families for placement into the site's intervention/enrichment programs. Intervention will be designed to support English Language Arts and or mathematics as evidenced by data.</p> <p>Intervention classes will be offered to students within their regular school day as well as after school.</p> <p>School Study Team (SST) will meet regularly to identify and monitor proposed interventions for at-risk students.</p>	<p>2018-ongoing</p>	<p>Data conferences (see 1.3) Intervention Program (see 1.1) Intervention Aides Intervention Materials SST Substitutes</p>		<p>LCFF/Title 1 allocated under goal 1</p>
<p>2.2 EXTENDED YEAR. Students with Disabilities will be invited to attend an extended school year program focusing on skills identified in students' IEPs.</p>	<p>2018- ongoing</p>			<p>Centralized support</p>
<p>2.3 THINK TOGETHER. Think Together will continue to provide extended day programs for students. Program Coordinator will meet with site staff on a regular basis to align program components to state standards and site practices. The THINK program will focus on homework support, technology, enrichment activities, and physical fitness through organized indoor and outdoor activities. THINK Together staff will submit attendance reports monthly and expense reports quarterly to the Educational Services and the Business Department</p>	<p>2018-ongoing</p>			<p>Centralized support</p>
<p>2.4 ASSESSMENT. Students taking the CAASPP who score in the did "not meet" area in English Language Arts and math will be invited to attend an intervention class.</p> <p>Universal Screener will be used to identify children who struggle in ELA and or math. Student progress will be monitored by reviewing program assessment data during data conferences.</p>	<p>2018-ongoing</p>	<p>Intervention Materials Intervention Staff (extra pay)</p>	<p>3,169 (classified) 446.47 (certificated)</p>	<p>Allocated under goal 1</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
2.5 SUMMER SCHOOL. Opportunities to increase academic proficiency will be offered to English learners and students scoring below basic on district/state assessments during the summer as funding becomes available.	2018-ongoing			Centralized support
2.6 STAFFING. Staff and or consultants will deliver intervention and or enrichment classes based on data and identified school needs as funding becomes available.	2018-ongoing	Staff (see 1.1) Consultants	2,000	LCFF
2.7 MATERIALS. Staff will use the site's identified intervention programs and additional support materials including technology to provide access to CCSS and to prepare students for the CAASPP.	2018-ongoing	Technology (see 1.1) CCSS support materials CAASPP prep materials		
3.0 STUDENTS WITH DISABILITIES. Students with disabilities meet all goals outlined in their Individualized Educational Plans (IEPs) in the least restrictive environment.				
3.1 TRANSITIONAL IEPs. Transition IEPs will be scheduled and held for students with disabilities in the spring prior to entering a new grade level setting (pre-k to kinder and 3rd to 4th grade). This articulation will ensure a smooth transition to the new school site and provide the family an offer of a Free an Appropriate Public Education in the new setting.	2018-ongoing	Substitutes	TBD	Centralized Support
3.2 PROGRAM. Students with identified special instructional needs will receive a program as determined by the IEP team decision based upon a review of individual data, ensuring appropriate accommodations and supports as defined in the IEP. This data will include, but not be limited to state test data; district benchmark data; IEP assessments; standardized assessments, teacher-made assessments; family history and parent observation; medical and psychological information and assessments; and student work products. Principal and or Admin Designee will monitor IEP implementation through regular classroom visits and the Trimester Review process.	2018-ongoing	Substitutes	Salary	TIIG
3.3 REGULAR EDUCATION. General education students will receive intervention through small group instruction with the support of an educational specialist in the area of special education. General education program will use the district adopted core curriculum and other CSSS aligned support materials.	2018-ongoing			SEE TEC
3.4 RSP. Push-in or Pull-out RSP teacher or aide will provide instruction and or support to meet the students' IEP goals and offer of FAPE. RSP will use a variety of materials such as Read Naturally, SIPPS, Phonics (Curriculum Associates), Common Core Standards Plus or other approved programs to supplement learning for students.	2018-ongoing	Intervention materials		Centralized support
3.5 SDC. Students will receive specially designed instruction in a Special Day Class (SDC). SDC will use the ULS program and other support materials to supplement learning of special education students.	2018-ongoing			Centralized support
3.6 STAFFING. Highly qualified staff with the appropriate skills to meet the goals outlined in students' IEPs. Sufficient staff that supports the mandated requirements for individual student needs will be provided to maintain caseloads as outlined in Education Codes.	2018-ongoing	Website		Centralized support

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
4.0 All students including low income (Title 1), English learners, Foster Youth are engaged in challenging learning experiences in the classroom that effectively help them learn the curriculum standards assessed on the CAASPP.				
4.1 ASSESSMENTS. In addition to 1.2 Assessments, data will be disaggregated and used to monitor strategies used for each of the identified subgroups (Title 1, EL, Foster Youth, and other state identified subgroups.)	2018-ongoing			Allocated above
4.2 TEACHING AND LEARNING. In addition to 1.5 TEACHING STRATEGIES, identified subgroups will have programs such as Imagine Learning, Accelerated Reader, and educational apps such as xtramath, MobyMax, Spelling City, etc.	2018-ongoing	Support materials Support programs		Title 1
4.3 TECHNOLOGY. Subgroups will be provided with a comprehensive technology program which includes resources such as ipads, laptops, chromebooks, Apple TVs, as well as apps and educational websites that promote 21st Century Learning and PBL projects. Staff will receive training in aligning CCSS, programs, strategies, and the CAASPP to build a cohesive program which prepares students for the CAASPP.	2018-ongoing	Technology (see 1.1) Hardware Software Website registration (ex. Brain Pop, Haiku Learning, etc.)	2,825	Title 1 allocated under goal 1
4.4 STAFFING. Staff will be trained in meeting the legal mandates and procedures for working with subgroups specifically foster youth, homeless, and children of military families.	2018-ongoing	Professional Development Substitutes		Title 1
5.0 ENGLISH LEARNERS. English learners make progress towards attaining proficiency or better in English annually (which will improve their abilities to meet the demands of college and the workforce).				
5.1 PROGRAM. Staff will use English Language Development Standards to design a focused program based on the English proficiency level of the students. Students will be grouped according to their ELD proficiency level for a minimum of 30 minutes per day. The district adopted ELD program will be used to deliver instruction.	Ongoing	ELD Materials Professional Development		Centralized Services
5.2 ASSESSMENT. CELDT/ELPAC will be used annually to measure growth towards English Proficiency. District data will be disaggregated to monitor English and academic proficiencies. EL site coordinator will oversee regulations and policies.	Ongoing	Data conferences (see 1.3) EL Site Coordinator Stipend		Centralized Services
5.3 STAFFING. All staff will be BCLAD/CLAD certified and receive current training on research based effective teaching strategies for ELs such as SDAIE and GLAD, etc.	Ongoing	Professional Development (see 5.1)		

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
5.4 ANNUAL GROWTH. English learners who have not made annual growth in their English acquisition skills based on review of annual CELDT/ELPAC scores, may be identified for ELD intervention and or summer school.	Ongoing	Intervention (see 1.1) Summer School Staff		Site Centralized support
6.0 Monitoring Program Effectiveness.				
6.1 A system will be in place for monitoring the implementation and effectiveness of Common Core State Standards, technological resources, assessments, and needs of the identified sub groups.	Ongoing	Substitutes Professional Development	\$28.08 per hour	Site Centralized support

VI. Planned Improvements in Student Performance (continued)

<p>LCAP Goal #3:</p> <p>Provide professional development opportunities for all staff to develop professional efficacy and ensure that high-quality instruction is provided to all students.</p>	
<p>SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Staff will have access to professional development training opportunities at the district and site level.</p>	
<p>Student groups and grade levels to participate in this goal: All staff will participate in professional development opportunities.</p>	<p>Anticipated annual performance growth for each group: Anticipated growth for all subgroups- 5% Hispanic. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments. Socio-economic Disadvantaged. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments. English Language Learners. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments. The percent of students meeting AMAO 1, AMAO 2, and English Proficiency will increase. Foster Youth. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments.</p>
<p>Means of evaluating progress toward this goal: School City Sign-ins Agendas Teacher Surveys Principal Observations Teacher Evaluations Conferences Evening Events</p>	<p>Group data to be collected to measure academic gains: School City Sign-ins Agendas Teacher Surveys Principal Observations Teacher Evaluations</p>

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. Teachers will have access to professional development</p>				

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.1 Common Core State Standards (CCSS): All staff will be trained on Common Core State Standards and 21st Century learning strategies. * Critical Thinking Skills/ Problem Solving Skills/Creativity/Collaboration (4C's) * Integrated Content Based Learning Across Curriculum * Deconstructing Standards * Accountable/Collaborative Talk * Basic Skills: decoding, fluency, reading comprehension * Technology	Ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies		Centralized Service Title 1/LCFF
1.2 MATH - All staff will continue to receive ongoing training to support Math CCSS and Standards of Mathematical Practices. * Staff members will continue to receive training for Think Central component of Go Math. * Staff members will receive training on various mathematical concepts: CCSS mathematical practices and strategies, Number Talks, and CGI	Ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies		Centralized Service Title 1, LCFF
1.3 ENGLISH LANGUAGE ARTS - All teachers will receive ongoing support/training for: * CCSS lesson design and content. * Horizontal and vertical collaboration at the site/district level to gain a better understanding of the structure of CCSS. * Teachers will be trained on providing multiple types text structure: informational text, literature, poetry, etc. * TK-3 teachers will be trained in Write From the Beginning program * Thinking Maps, Write From the Beginning, and GLAD * Literacy: Foundational Skills, fluency, and comprehension with a focus on informational text. * Daily Phonics Routines	Ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies		Centralized Service Title 1 / LCFF
1.4 DISTRICT LEVEL COLLABORATION: Teachers will meet monthly to collaborate on core curricular needs and to discuss best practices. *Monthly grade level meeting *Committee Meetings (site and district level): curriculum, technology, evaluation	Ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies		Centralized Service
1.5 COACHING: Teachers will be provided with ongoing access to coaching support including, but not limited to: * Co-plan/Co-teach * Demo Lessons * Lesson Study * Reading Strategies * Educational Technology	Ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter Fees Materials and supplies		See Goal 1 and 2 20% allocated to district coaches

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.6 TECHNOLOGY: Teachers will have access to professional development on 21st Century skills and computer based topics such as using technology effectively in the classroom.	Ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter Fees Materials and supplies		See Goal 1

VI. Planned Improvements in Student Performance (continued)

<p>LCAP Goal #4:</p> <p>Strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.</p>	
<p>SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) SCHOOL GOAL # 4 Strengthen communication with parents and community members to provide resources and opportunities for parents to provide meaningful input into their students' education.</p>	
<p>Student groups and grade levels to participate in this goal: All Los Altos students in grades TK-3 will participate in this goal. Student target groups include: * Hispanic * English learner * Socio-economically disadvantaged/homeless * Foster Youth * Students with Disabilities * Children of military families</p>	<p>Anticipated annual performance growth for each group: Anticipated growth for all subgroups- 5% Hispanic. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments. Socio-economic Disadvantaged. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments. English Language Learners. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments. The percent of students meeting AMAO 1, AMAO 2, and English Proficiency will increase. Foster Youth. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments.</p>
<p>Means of evaluating progress toward this goal: Written communication Blackboard messages Class Dojo School website and social media Parent surveys Parent Sign-in sheets Agendas Community Partnerships</p>	<p>Group data to be collected to measure academic gains: Written Communications Blackboard Messages Class Dojo School website and social media Parent Surveys Parent Sign-in sheets Agendas Community Partnerships</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.0 COMMUNICATION. Strengthen communication with parents and community members to provide resources and opportunities for parents to provide meaningful input into their students' education.				

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.1. COMMUNICATION. Various means of communication include, written communication, Blackboard messages, aeries.net, school website and social media, parent surveys, and community partnerships.	Ongoing	Blackboard license, school website license, duplicating costs, Class Dojo	Centralized services	District LCFF
1.2. PARENT MEETINGS. Hold regular parent advisory meetings, training, and give parents/community members the opportunity to attend within district and out of district conferences.	Ongoing	Within district and out of district conferences	\$1,356.00	Title I
1.3. CHILD CARE/TRANSLATIONS. Provide child care, translations, incentives, and rewards to encourage parent/community member participation in on-going events.	Ongoing	Child care, translation services, incentives, prizes, and rewards	Child Care 400 Translating 400	Title I
1.4. SCHOOL EVENTS. Provide opportunities for parents and community members to participate in family nights, family education opportunities, Back-to-School Night, Open House, Parent/Teacher conferences, Annual Title I meeting, etc.	Ongoing	Child care costs, materials and supplies, translation services, prizes, and rewards		Title 1 Allocated under goal 1 and 2
1.5. COMMITTEES. Appropriately constituted parent advisory committees (School Site Council, and/or ELAC, PTA, Parent Advisory Committee, etc.) serve to develop and approve the Single Plan for Student Achievement (SPSA)/Local Control Accountability Plan (LCAP) and review program effectiveness.	Ongoing	Duplicating costs	\$200.00	General fund
1.6. STUDENT PROGRESS. Parents will be informed throughout the school year about students' academic and behavioral progress utilizing the Blackboard program, Class Dojo, Back-to-School Night, Open House, Parent Conferences, and parent meetings, etc. This includes all special populations, such as low socio-economic status, Special Education, and Foster Youth, homeless, and children of military families.	Ongoing	Blackboard program, Class Dojo	Centralized services	District LCFF
1.7. SARC/ Current School Accountability Report Cards (SARC) containing all required information will be posted annually on the school website.	Ongoing	School website	Centralized services	District LCFF
1.8. EL PROGRESS. Parents of English Learners will be informed on an annual basis of their children's progress in the area of language development.	Ongoing	Duplicating costs	\$100.00	General fund

VI. Planned Improvements in Student Performance (continued)

<p>LCAP Goal #5:</p> <p>Provide a comprehensive system of support services to facilitate student success, both academically and personally.</p>	
<p>SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Create a learning environment where students feel safe and can grow and flourish as they develop skills needed in order to be competitive in the 21st Century global market.</p>	
<p>Student groups and grade levels to participate in this goal: All Los Altos students in grades TK-3 will participate in this goal. Student target groups include: * Hispanic * English learner * Socio-economically disadvantaged * Foster Youth * Students with Disabilities</p>	<p>Anticipated annual performance growth for each group: Hispanic. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments. Socio-economic Disadvantaged. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments. English Language Learners. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments. The percent of students meeting AMAO 1, AMAO 2, and English Proficiency will increase. Foster Youth. There will be an increase of students who score in the nearly met, met, or exceeded levels on district and or school site assessments.</p>
<p>Means of evaluating progress toward this goal: Olweus Surveys Parent/Student/Staff Surveys District/School Surveys Emergency Drills Data Safe School Plan PBIS Aeries Data (Discipline)</p>	<p>Group data to be collected to measure academic gains: Olweus Surveys Parent/Student/Staff Surveys District/School Surveys Emergency Drills Data Safe School Plan PBIS Aeries Data (Discipline)</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.0 SAFE ENVIRONMENT AND 21ST CENTURY. Create a learning environment where students feel safe and can grow and flourish as they develop skills needed in order to be competitive in the 21st Century global market. (Relates to Goal 3)				
1.1 HIGHLY QUALIFIED. All students will learn from a highly qualified staff member within the school environment.	2018-2019	Salaries for staff and for staff development	Cost for salaries and professional development	Centralized district budgets and school site budgets

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.2 ALL STUDENTS. All students, including Foster Youth , Children of Military families, special needs, English Learners, and high achieving students, socio-economically dis-advantaged, and other students will have equal access to the school's educational program.	2018-2019	Salaries for staff costs and for funds and resources for various educational programs	Cost for salaries and for resources and various educational programs	Centralized district budgets and school site budgets
1.3 INSTRUCTIONAL MATERIALS. All students, including special needs, English Learners, foster youth, GATE students, socio-economically disadvantaged, and other students will have full access to standards-aligned instructional materials at school and at home.	2018-2019	Cost and for instructional materials and supplies	Cost for materials and supplies	Centralized district budgets and school site budgets
1.4 SCHOOL LIBRARY AND TECH LAB. Students will have full access to the library during the school day as well as before and or after school so they can utilize technology and receive support for their school work.	2018-2019	Salary for library clerk and teacher extra-pay for tutoring	<ul style="list-style-type: none"> • \$40,000 for library clerk salary and benefits • \$15,000 for teacher extra pay and benefits for before and after school tutoring 	Centralized district budgets and school site budgets
1.5 SUPPORT PROGRAMS AND COMMUNITY. The school provides a safe, clean, well-maintained, and orderly learning environment that nurtures learning and provides a focus on continuous school improvement. The Olweus program, the PBIS program, and partnerships with Pacific Clinics and the Whole Child among other organizations, support the social and emotional health and development of our students so they feel safe and engaged in their learning.	2018-2019	Costs of materials, supplies, and training for our various programs.	\$3,000	Centralized district budgets and school site budgets
1.6 WILLIAMS. The school complies with Williams requirements for school cleanliness and orderliness.	2018-2019	Salary for school and district custodians and maintenance personnel	Costs of school and district custodians and maintenance personnel salaries	Centralized district budgets
1.7 THINK TOGETHER. The school works with THINK Together to provide an after school program that assists students with a safe environment to do their homework and participate in physical activity and enrichment.	2018-2019	The cost the THINK Together program	\$900,000	ASES Grant
1.8 21ST CENTURY SKILLS. Provide opportunities for volunteers, content experts, and consultants to enhance students' 21st Century Skills	2018 -2019	The cost of content experts, and consultst	\$2, 000	Centralized Services. Volunteers, content experts, and consultants
1.9 DATA. The following data and resources will be collected and analyzed to monitor progress:Olweus surveys, parent and staff surveys, Emergency Drill forms, Aeries discipline log, PBIS, and Safe School Plan.	Ongoing			

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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 3	75	84		73	83		73	83		97.3	98.8	
All Grades	75	84		73	83		73	83		97.3	98.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 3	2404.9	2380.9		14	8.43		23	12.05		26	32.53		37	46.99	
All Grades	N/A	N/A	N/A	14	8.43		23	12.05		26	32.53		37	46.99	

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 3	15	12.05		41	33.73		44	54.22		
All Grades	15	12.05		41	33.73		44	54.22		

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 3	18	7.23		44	49.40		38	43.37		
All Grades	18	7.23		44	49.40		38	43.37		

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 3	10	4.82		67	65.06		23	30.12		
All Grades	10	4.82		67	65.06		23	30.12		

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 3	21	9.64		47	50.60		33	39.76	
All Grades	21	9.64		47	50.60		33	39.76	

Conclusions based on this data:

- 1.

Appendix A - School and Student Performance Data (continued)

CAASPP Results (All Students)
Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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 3	75	84		73	82		73	82		97.3	97.6	
All Grades	75	84		73	82		73	82		97.3	97.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 3	2408.6	2384.5		3	1.22		32	18.29		34	32.93		32	47.56	
All Grades	N/A	N/A	N/A	3	1.22		32	18.29		34	32.93		32	47.56	

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 3	15	9.76		41	35.37		44	54.88	
All Grades	15	9.76		41	35.37		44	54.88	

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 3	11	8.54		53	52.44		36	39.02	
All Grades	11	8.54		53	52.44		36	39.02	

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 3	11	8.54		58	45.12		32	46.34	
All Grades	11	8.54		58	45.12		32	46.34	

Conclusions based on this data:

1. CAASPP results indicate that Los Altos has achieved an overall decline of 21.7 points in ELA. from 2015-2016 to 2016-2017.

2. CAASPP results indicate that Los Altos has achieved an overall decline of 22.7 points in Math. from 2015-2016 to 2016-2017.

Appendix A - School and Student Performance Data (continued)





Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K					8			33			58				
1		14		9	26		55	42		25	14		11	5	
2	5			11	17		45	46		25	27		14	10	
3	11	2		30	40		43	45		8	11		8	2	
Total	5	5		17	27		48	43		19	20		11	5	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	0
English Learner Progress (1-12)		1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	3
Mathematics (3-8)		3	3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism
African American	1	1	*
Asian	1	1	*
Filipino	1	1	*
Hispanic or Latino	370	40	10.8
Did not Report	1	1	*
Two or More Races	1	1	*
White	1	1	*
Male	188	24	12.8
Female	197	18	9.1
English Learners	191	14	7.3
Students with Disabilities	41	5	12.2
Socioeconomically Disadvantaged	351	37	10.5
Foster	1	1	*
Homeless	37	6	16.2
Kindergarten	115	23	20.0
Grades 1-3	270	19	7.0
Grades K-8	385	42	10.9
Total	385	42	10.9

Conclusions based on this data:


- 1.

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		385	Very Low 0.5%	Maintained -0.2%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		385	Very Low 0.5%	Maintained -0.2%
English Learners		191	Very Low 0%	Declined -0.4%
Foster Youth		4	*	*
Homeless		37	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged		351	Low 0.6%	Maintained 0%
Students with Disabilities		41	Very Low 0%	Maintained 0%
African American		4	*	*
Asian		4	*	*
Filipino		1	*	*
Hispanic		370	Very Low 0.5%	Maintained -0.2%
Two or More Races		2	*	*
White		2	*	*

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		142	Medium 69.0%	Increased +3.7%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.4%
English Learner Progress (1-12)		Medium 69.0%	Increased +3.7%
English Language Arts (3-8)		Low 55.7 points below level 3	Declined Significantly -30.6 points
Mathematics (3-8)		Low 56.7 points below level 3	Declined Significantly -32.6 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:


1.

School and Student Performance Data





Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		80	Low 47.5 points below level 3	Declined Significantly -21.7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		80	Low 47.5 points below level 3	Declined Significantly -21.7 points
English Learners		41	Low 55.7 points below level 3	Declined Significantly -30.6 points
Foster Youth		1	*	*
Homeless		5	*	*
Socioeconomically Disadvantaged		76	Low 49.2 points below level 3	Declined Significantly -22.2 points
Students with Disabilities		15	Very Low 76.8 points below level 3	
African American		1	*	*
Asian		1	*	*
Hispanic		77	Low 48.2 points below level 3	Declined Significantly -23.3 points
Two or More Races		1	*	*

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - English Learner Only	40	Low 60.4 points below level 3	Declined Significantly -16.9 points
English Only	36	Low 44.3 points below level 3	Declined Significantly -22.3 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


- 1.

School and Student Performance Data





Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		79	Low 47.8 points below level 3	Declined Significantly -22.2 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		79	Low 47.8 points below level 3	Declined Significantly -22.2 points
English Learners		40	Low 56.7 points below level 3	Declined Significantly -32.6 points
Foster Youth		1	*	*
Homeless		5	*	*
Socioeconomically Disadvantaged		75	Low 48.7 points below level 3	Declined Significantly -20.6 points
Students with Disabilities		15	Low 56.5 points below level 3	
African American		1	*	*
Asian		1	*	*
Hispanic		76	Low 47.7 points below level 3	Declined Significantly -22.8 points
Two or More Races		1	*	*

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - English Learner Only	39	Low 58.7 points below level 3	Declined Significantly -20.4 points
English Only	36	Low 40.3 points below level 3	Declined -14.3 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

- 1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	65.4%	69.0%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	25.9 points below level 3	47.5 points below level 3
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Mathematics	25.6 points below level 3	47.8 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	0.7% (3)	0.5% (2)

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Los Altos teachers and administration use state and local assessments to drive instruction. All teachers obtain information from the the District data processing tool School City. These assessments are analyzed and used to drive instruction to meet individual student needs. These assessments include program assessments, district assessments, and 3rd grade CAASPP data.

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

Los Altos staff are able to disaggregate benchmark data 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

3. Status of meeting requirements for highly qualified staff (NCLB)

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

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Principal has participated and successfully completed AB 75 training.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 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 Journeys. All teachers have received training in GLAD, Write From the Beginning, Deconstructing Standards, and PBIS.

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

Professional development at Los Altos School is aligned to the SPSA, District Goals and CAASPP. Strong emphasis has been placed on Reading Informational Standards, Math Content Standards and Standards of Mathematical Practices. Staff development has mostly consisted of implementation of Go Math, GLAD, Deconstructing CCSS, and School City.

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

7. 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 our newly adopted ELA curriculum Journeys 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 benchmark tests, grade level meetings, and Dynamic Learning (supplemental K literacy program). Teachers will also continue to attend refresher workshop for the effective use Thinking Maps, Write From the Beginning, and GLAD Strategies.

8. Teacher collaboration by grade level (EPC)

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

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

During staff meetings, teachers are engaged in the process of aligning CCSS to program materials. Teachers will implement the use of lesson plan through HMH Journeys which provides pacing, scope and sequence as well as assessments aligned to CCSS. The school has also developed priority standards and a priority standards map which identifies focus standards by month.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

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

11. Lesson pacing schedule (EPC)

Los Altos teachers have access and use district-wide pacing guide. Staff has also mapped priority standards across the months of the school year.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

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

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

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

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

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. HMH Journeys program has intervention strategies embedded into the program. 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.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Los Altos teachers use scientifically research-based educational practices such as Direct Interactive Instruction (pair-share, checking for understanding, posting of learning objectives, accountable student talk, Total Physical Response (TPR); SDAIE; GLAD; and Thinking Maps.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Los Altos students have a wide range of opportunities for increased learning time after-school and before school. This includes a before school computer lab class, Homework Club, and tutoring. In addition, the school purchased AR and Imagine Learning software programs.

17. Transition from preschool to kindergarten (Title I SWP)

All incoming kindergarten students are given a readiness assessment as well as a language assessment. All kindergarten parents are invited to an orientation to become familiar with school-wide policies and procedures. Students that are coming from the early learning center have a transitional IEP.

Involvement

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

Los Altos has the support of the local McDonald's owner who has donated backpacks filled with school supplies to all our first grade students and the local 7-11 who has donated certificates for complimentary food items. The Whole Child and Pacific Clinics have provided individual counseling sessions to our students with social and or emotional issues. The Good News Club provides a weekly after school class to students interested in faith formation. The school has currently has its own donation center "Paws With a Cause" to assist underachieving students (books, academic games, and clothing).

19. Strategies to increase parental involvement (Title I SWP)

Parent involvement is maintained through various parent groups such as PTA, DAC, ELAC and School Site Council. There is also school-wide evening events such as Back to School , Open House, Title 1 meeting, Fall Festival, Winter Concert, Frosty Fun Night, Father-Daughter Dance, Parent Computer Lab Time, Principal Cafecitos (Informal Meetings with the Principal), and parent workshops. The school also has a Parent Ambassador whose primary job is to increase parent involvement and invite parents to be active partners in their child's education.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Los Altos has a School Site Council 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

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Site Categorical Funds (Services):

Title 1 \$25269.00 plus \$1,204 (parent involvement)
LCFF \$40,363.00

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 Homework Club, tutoring, and extended computer lab time to work on literacy and numeracy; one library clerk; and a classified RTI aides.

Software services such as AR and Imagine Learning are also funded through categorical monies.

District Level Funds (Services):

Title 1 \$20,620.00
Professional Development and District Coaches

22. Fiscal support (EPC)

School Site Funds:
General Fund, Title 1, LCFF

District Funds:
Title III-LEP, Title 1, LCFF, ASES Grant, Lottery Fund for Textbooks and general textbook fund.

Appendix D - Title I Allocations

Appendix E - Recommendations and Assurances (Los Altos Elementary School)

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
X	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: May 2018

Attested:

Genevieve Silebi		
Typed Name of School Principal	Signature of School Principal	Date

Mr. B. Woodward		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

South Whittier School District
Los Altos Elementary School
Three-Way School Compact

Teacher Section

At Los Altos, we understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Teach grade level skills and content
- Strive to address the individual needs of the child
- Communicate with you regarding your child's progress
- Provide a safe, positive, and healthy learning environment for your child.
- Correct and return appropriate work in a timely manner
- Communicate homework and class work expectations.

Teacher's signature Date

Student Section

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Get to class on time every day
- Take my school folder home to my parent(s) every day
- Take my folder to school every day
- Return completed homework on time
- Be responsible for my own behavior
- I agree to read 15 to 30 minutes daily

Student's Signature Date

Parent Section

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Ensure that my child arrives at school on time each day
- Encourage my child to complete his/her homework
- Review all school communications and return school folder daily
- Attend Back to School Night, Parent-Teacher Conferences, Open House, and other school events
- Encourage my child to engage in reading activities at least 15 minutes every day
- Provide a place for my child to do homework
- Make sure my child gets adequate sleep and has a proper diet
- Support the schools' and districts' homework, discipline, and attendance policies

Parent's Signature Date

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership: Los Altos Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Genevieve Silebi	X				
Blaine Woodward		X			
Lorrene Lake		X			
Karen Metcalfe		X			
Maegan Esquer			X		
Fabiola Mondragon				X	
Sandy Rodriguez				X	
Yuliana Gonzalez				X	
Idalia Garcia				X	
Yasbet Valtierra				X	
Numbers of members of each category	1	3	1	5	N/A

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.

Budget By Expenditures