



**LOS ALTOS HIGH SCHOOL  
ACS WASC/CDE MID-CYCLE VISIT  
SCHOOL PROGRESS REPORT**

**15325 E. Los Robles Avenue  
Hacienda Heights, CA 91745**

**April 11, 2022 – April 12, 2022**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

**Hacienda La Puente Unified School District**  
**15959 E. Gale Avenue**  
**City of Industry, CA 91745**  
[www.hipschools.org](http://www.hipschools.org)



**Board of Education**

Mr. Jeffrey De La Torre, President  
Ms. Christine Salazar, Vice President  
Dr. Joseph K. Chang, Clerk  
Mr. Anthony Duarte, Member  
Ms. Stephanie Serrano, Member

**District Administration**

Dr. Alfonso Jimenez, Superintendent  
Mr. Manoj Roychowdhury, Associate Superintendent, Business Services  
Dr. Judy A. Fancher, Assistant Superintendent, Curriculum, Assessment and Instruction, PreK-12  
Ms. Jill Rojas, Assistant Superintendent, Human Resources

**Administrative Team**

Mr. Jeffrey Hess, Principal  
Mr. Danny Hong, Assistant Principal  
Dr. Samuel Peña, Assistant Principal  
Mr. Daniel Monárrez, Assistant Principal

**Leadership Committee**

Mr. Christopher Becker, Science Department Chair  
Mrs. Diane Carrasco, School Office Manager  
Ms. Barbara Crowther, AVID Coordinator  
Mr. Hal Evans, Special Education Department Chair  
Mr. Andrew Formano, Co-Athletic Director  
Mr. Anthony Gutierrez, Mathematics Department Chair  
Mr. Esteban Hernandez, English Department Chair  
Mrs. Janice Kim, Social Science Department Chair  
Mr. Jay Laging, Visual and Performing Arts Department Chair  
Mr. Jeff Lucas, Physical Education Department Chair  
Ms. Iris Preciado, Modern Language Department Chair  
Mr. Eric Palmer, Co-Athletic Director  
Mr. Christopher Reeder, Leadership Director  
Mr. Edward Richter, Career Technical Education Department Chair  
Mrs. Tram Hoang, Guidance Department Chair

## CONTENTS

|  |    |
|--|----|
| I: Student/Community Profile Data.....                                 | 1  |
| II: Significant Changes and Developments .....                         | 16 |
| III: Engagement of Stakeholders in Ongoing School Improvement .....    | 20 |
| IV: Progress on Implementation of the Schoolwide Action Plan/SPSA..... | 22 |
| V: Schoolwide Action Plan/SPSA Refinements .....                       | 33 |

## I: Student/Community Profile Data

Include the following:

- Student/community profile that has been updated annually since the last full visit.
  - From the analysis of the updated student/community profile, include the following:
    - An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.
- ➔ Note: See ACS WASC/CDE Student/Community Profile Guide, of the ACS WASC/CDE Focus on Learning manual.

Los Altos High School is a comprehensive four-year high school that opened its doors in 1958 to the community of Hacienda Heights. This is the fourth year Los Altos High School is a full Title I School and the entire student population receives free breakfast and lunch. The ethnic distribution of our student body has also seen changes over the past decade. The current demographic breakdown is 85.6% Hispanic, 6.3% Asian, 3.9 % White, and 4.2% combining our other minority groups.

Los Altos has a variety of parent organizations. The Shared Decision Making Committee has input and is involved in many decisions that are made on our campus. Parents also have an opportunity to be involved through our English Learner Advisory Committee. Los Altos has strong parental involvement in a variety of booster clubs that have been formed through its athletic teams, academies, clubs, and the Entertainment Unit. They are a major source of raising funds to support these activities. The Los Altos Conqueror Education Foundation (LACEF) was formed in 2003. Its mission is to raise funds to enrich and improve the quality of the educational environment at Los Altos. LACEF has awarded grants to teachers who apply for money to assist in the variety of programs and instructional programs, which provide students with more opportunities to succeed along with granting scholarships to graduating seniors. Many of our programs and activities are enriched by the contributions of LACEF along with the Armed Services, Kiwanis Club, Lion's Club, the Rotary Club, private foundations, and many others.

### SCHOOL PROGRAMS

LAHS continues to offer many programs to prepare students for college and careers.

#### Advanced Placement

Our AP program consists of 23 courses taught by 20 highly qualified teachers. In recent years, we have seen a decline in the number of students enrolled in AP classes with an increase last year. This is also the second year of our AP Capstone Diploma Program. In 2020-2021 we had a total of 7 students who were enrolled in our first AP Seminar cohort while 11 students are enrolled in AP Seminar for 2021-2022. AP Research will begin this year with seven students that completed AP Seminar. Our plan is to continue to recruit students to participate in the AP Capstone Diploma Program.

Our percentage of students passing exams with a 3 or higher increased from the previous year

(2020: 58.8% to 2021: 61.22%). There was also an increase in the number of exams from 405 in 2020 to 446 in 2021. Currently, there is a net growth of 150 more exam registrations for the 2021-2022 school year in comparison to the previous school year. Although we certainly have areas to celebrate as an AP program, we will continue to focus on the recruitment of students into our AP courses.

### **Special Education**

Los Altos High School has approximately 175 students who are receiving special education services. The department is comprised of seven teachers and three paraprofessionals. It is the goal of the Los Altos High School special education department to make sure students are placed in the least restrictive environment while providing academic rigor for all our students.

### **English Learners**

Students are placed in their English class based on the results of the ELPAC testing. Teachers are closely monitoring the English Learners' progress through extended writing projects. The English department will incorporate CAASPP and EL modules to prepare students for the CAASPP testing their junior year. Once students have reached a higher level of proficiency, they are re-designated.

This population is monitored by the guidance counselors and English teachers through grades, the district interim assessments, and the Academic Performance Profile for English Learners (APPEL). The APPEL is a document where teachers set writing goals for the students based on Common Core ELD standards. The previous APPEL is given to teachers each year to see if the student met their goals and new goals are set.

### **Multi-Tiered Systems of Support (MTSS)**

Universal Screening is the process at the forefront of MTSS, and teachers are asked each fall and spring to examine their students and evaluate the levels of at-risk behaviors they may exhibit. The data from this process produces a list of at-risk students, which is then examined and discussed by the counseling team. This team collaborates to match and provide appropriate individualized interventions, adjusting the levels of support as needed.

The current site team plans to revisit PBIS strategies to strengthen the effectiveness of Tier I interventions and the site leadership team has discussed the need for more social-emotional learning schoolwide.

### **Advancement via Individual Determination (AVID)**

We have graduated nine classes of AVID seniors. Our program usually consists of around 85% first generation college-bound students, and approximately 90% qualify for the districts free/reduced lunch program. All of our students are enrolled in the appropriate a-g courses in order to meet the course requirements for college applications in California. For the class of

2019, 50% of the students had taken at least one AP course. In 2021, 40% of the students had taken at least one AP course. All of our seniors apply to at least one four-year university, and all of them submit either the FAFSA or California Dream Act application. We usually have around 98% of our seniors accepted to at least one four-year college.

### **Career Technical Education (CTE)**

Los Altos High School currently has five pathways to offer students through the Career Technical Education Department. Current program offerings include Video Production, Sports Medicine, Business, Digital Graphics, and Engineering. All programs offer introductory classes, as well as concentrators, and capstones. Currently, our Medical Core class has articulation in Medical Terminology with Mt. San Antonio College; however, we are working on establishing articulation for Business, Graphic Design, and Engineering. The teachers of all of the CTE classes at Los Altos have industry experience. In addition, each pathway holds an annual Advisory Meeting where professionals in each industry are invited to come in and review the programs.

### **Los Altos Academy of Engineering**

The program currently has graduates attending engineering programs at the top universities in the country. Former students who now work at companies such as Northrop Grumman, Boeing, Jet Propulsion Laboratory, and Space X, to name a few. Recent projects the students in the program have been involved in include the Metropolitan Water District's Solar Cup Solar Boat Race, several electric vehicle races, the Pete Conrad Spirit of Innovation Challenge, as well as the Congressional App Challenge.

Part of the culture of the program is for students to interface with the community as they develop their projects. They are responsible for writing and publishing a newsletter three times a year. They organize their own fundraisers as they seek sponsors from both grassroots and corporate levels within the community. In addition, they welcome in guest speakers throughout the year, most recently hosting engineers from Northrop Grumman and Southern California Edison.

### **Performing Arts Academy**

Courses have been added in recent years to create better sequencing of instruction. Intermediate Dance and Advanced Dance courses have been added that focus on the artistic, versus competitive, side of dance. This allows students to build sequential skills that ready them for dance opportunities after high school. Vocal Music has reinstated a Men's Choir course, which meets after school to accommodate the course scheduling of the students. The sequence for Drama has been met with challenges based on the master schedule, so Intermediate and Advanced Drama students have frequently been scheduled into the same period. We are working to increase the enrollment in these courses to allow separate scheduling of Intermediate Drama and Advanced Drama courses. This year we have now added a piano class to give students a better understanding of written music, which will help in both Choir, Band, and AP Music Theory.

## **Student Leadership**

Los Altos High School Student Leadership consists of three different classes with three different purposes. The Associated Student Body (ASB) is driven by their mission to create lasting, positive memories for all members of the Conqueror Community through events where all Conquerors are welcomed, which help to build school spirit, Conqueror pride, and campus unity. They also serve the role of student government and hold monthly Student Senate meetings and weekly business meetings to approve ASB budget expenditures.

The second student leadership class is Los Altos Renaissance. The mission of Los Altos Renaissance is to Recognize and Reward the members of our Conqueror Family for their achievements and efforts. We believe that everyone on our campus matters and we strive to make each member of our family feel seen, heard and loved. These recognitions include events such as Student of the Month, Inspirational Teacher Luncheons, Teacher Honor Guard, and academic rallies, which pay tribute to not only students and teachers, but also administrators and support staff as well.

Freshman Leadership's goals are the following: 1) Build positive and effective leaders for the Los Altos Campus. 2) Create a unified team that serves as a voice and advocate for the freshman class. 3) Serve the needs of LAHS and the surrounding community in a variety of ways. 4) Assist in fostering the positive Conqueror spirit and culture that exists at LAHS.

## **Health Occupation Students of America (HOSA)**

HOSA is an international student organization recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE. HOSA is a curriculum integrated into our CTE courses: Medical Core, Sports Medicine and Personal Trainer. HOSA students compete at the state level during the HOSA State Leadership Conference and if they place top 3, they are able to attend HOSA International Leadership conference to continue competing. LAHS HOSA students are also expected to participate in numerous community service opportunities both on and off campus. The goal is to develop, educate, guide and train our future health professionals so that they are ready to help heal those in need.

HOSA is one of our longest standing programs on campus and has been around for well more than 10 years. It is one of our most sought after programs with a high enrollment every year. We have seen this program be supported by well over \$500,000 in grant money and student success is seen through their success at regional, state, and national competitions.

## **California Future Business Leaders of America (FBLA)**

California FBLA is an affiliate of Future Business Leaders of America-Phi Beta Lambda, Inc. (FBLA-PBL) is the largest business Career and Technical Student Organization (CTSO) in the world. Over 230,000 members prepare each year for a career in business. The mission of California FBLA is to bring business and education together in a positive working relationship

through innovative leadership and career development programs. We bring our mission to life through the application of our Motto: Service, Education, and Progress.

The California state chapter consists of six geographical sections, each with their own student leadership team, projects, competitive events, and conferences; Los Altos High School is a part of and competes in the Southern Section of California FBLA. California FBLA is available to any student who has participated in any of our business CTE pathway classes offered, which currently are: Business and Personal Finance, Business Marketing, and Management Leadership.

Students can choose from over 70 different events such as: agribusiness, cyber security, entrepreneurship, and personal finance. Students can complete events as individuals, part of a team, or on their chapter's team. The events are broken into four overarching categories — or types of events — each with sub-categories. The four main event types are:

1. Test
2. Presentation
3. Interview
4. Team Performance

Once a student (or team) places regionally, they move on to state competition, and when they place at state competition, they move on to national competition.

### **Athletics**

Los Altos High School's athletic programs play an integral part in the culture of the school. The programs provide opportunities for students to get involved in their educational experience and work with their peers in achieving a common goal. Los Altos' athletic programs are an excellent way for our students to get involved in the many activities occurring on campus and engage in the culture and tradition of the school. Los Altos fields twenty-two different sports teams with various levels for each with around forty percent of our student population participating in at least one sport. Los Altos High School has a storied history and a tradition of success in many of our athletic programs. Over its history, Los Altos has 302 League Championships, 58 CIF Championship appearances, with 22 CIF Titles.

### **Los Altos High School Mission Statement**

We, at Los Altos High School, are building our H.E.A.R.T. values by creating an environment for students to learn and display Honesty, Excellence, Achievement, Respect, and Teamwork. Students are guided to cultivate their potential to create life-long skills of HEART that will lead them toward future success.

### **Los Altos High School Vision Statement**

At Los Altos High School, we are committed to a shared vision of excellence in academics, curricular programs, and extracurricular programs.



## Los Altos High School School-wide Student Learner Outcomes (SLOs)

Three years ago, the staff found the need to build new SLOs in order to make them relatable for students. The staff worked for two days and came up with the values below and have begun to use those in lessons and other areas of what we do on campus.

### **HEART OF A CONQUEROR**

*“Everything we do, we do with H.E.A.R.T. and Conqueror Pride!”*

#### **Honesty**

- Be Courageous
- Stand for the Truth
- Act with Integrity

#### **Excellence**

- Persevere through challenges
  - Be your best self
- Set goals; follow through

#### **Accountability**

- Be responsible
- Own your actions/words
- Advocate for all

#### **Respect**

- Be Kind
- Embrace Diversity
- Care for yourself and community

#### **Teamwork**

- Make positive contributions
  - Listen actively
- Find common ground

## DEMOGRAPHIC INFORMATION

### Faculty Demographics

Currently, students at LAHS are served by 71 teachers. According to the California Department of Education, teachers at LAHS have an average of 14 years of experience. In the last three years, LAHS has added a total of six new teachers including one in the Special Education Department, one in the English Department, and one in the Mathematics Department this school year. Supporting the teachers and students are 4 administrators and 5 counselors. The certificated ethnicity breakdown per the CDE is as follows:

| Latino(a) | Asian | African American | White | No Response | Total |
|-----------|-------|------------------|-------|-------------|-------|
| 30        | 13    | 3                | 33    | 1           | 80    |

*Source: CDE Data: Certificated Staff by Ethnicity*

### Student Demographics

The Hacienda La Puente Unified School District has seen declining enrollment over the past three years. This has led to a decline in student enrollment for Los Altos. This data is taken from end of year enrollment summaries.

| 2018-2019 | 2019-2020 | 2020-2021 | Current Enrollment |
|-----------|-----------|-----------|--------------------|
| 1745      | 1731      | 1736      | 1646               |

*Source: HLPUSD Aeries System*

As the enrollment has stayed somewhat steady so has the ethnicity, socioeconomic, and English Learner make-up of our school. The most recent ethnicity and other relevant demographic data are as follows:

| Latino(a) | White | American Indian | Asian | Pacific Islander | Filipino | African American | Multi-Ethnic |
|-----------|-------|-----------------|-------|------------------|----------|------------------|--------------|
| 85.56%    | 4.06% | 0.12%           | 6.21% | 0.58%            | 1.22%    | 0.70%            | 1.57%        |

*Source: HLPUSD Aeries System*

| English Learners | Foster Youth | Homeless Students | Migrant Education | Students with Disabilities | Socioeconomically Disadvantaged |
|------------------|--------------|-------------------|-------------------|----------------------------|---------------------------------|
| 7.3%             | 2.2%         | 8.3%              | 1%                | 8.1%                       | 87.3%                           |

*Source: HLPUSD Aeries System*

**Attendance**

The goal attendance rate each year is 95%. Students are able to make up absences on Saturday School to recover attendance, which can help attendance data.

**Average Daily Attendance**

| 2018-2019 | 2019-2020 | 2020-2021 | Current Rate |
|-----------|-----------|-----------|--------------|
| 96.84%    | 96.72%    | 95.91%    | 95.23%       |

Source: HLPUSD Aeries System

**Student Discipline**

We are in early discussions about an on-campus suspension center where students can be referred there if they need to be removed from the classroom for the day. They are also to report there for full-day suspensions. The suspension data is as follows:

| 2018-2019 | 2019-2020 | 2020-2021 | Current Rate |
|-----------|-----------|-----------|--------------|
| 3.4%      | 4.9%      | N/A       | 5.7%         |

Source: HLPUSD Aeries System

According to the California School Dashboard, LAHS was at the Orange Level in 2019, the last time the data was reported before COVID. There was an increase of 1.5% of students suspended compared to the previous year. The highest subgroup was our African American subgroup which showed a 10.5% suspension rate. We also showed 15.8% of our Foster Youth being suspended at least once. LAHS works with our Equity and Access office of Student and Family Services in working with our suspensions of special populations along with their Youth Court Program which has shown tremendous success.

**STUDENT DATA (Three Years)**

**Smarter Balanced Assessment Consortium (SBAC)/CAASPP Data**

Our district chose to give their own district assessment for student data reporting. In 2018-2019, the data for LAHS is as follows:

**English Language Arts**

| Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
|-------------------|--------------|---------------------|------------------|
| 24.40%            | 34.75%       | 25.46%              | 15.38%           |

Source: HLPUSD Aeries System

**Math**

| Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
|-------------------|--------------|---------------------|------------------|
| 6.07%             | 17.15%       | 28.76%              | 48.02%           |

Source: HLPUSD Aeries System

This data reflects a change from the previous year as follows:

**English**

| Standard Exceeded | Change | Standard Met    | Change | Nearly Met      | Change | Not Met         | Change |
|-------------------|--------|-----------------|--------|-----------------|--------|-----------------|--------|
| 21.05% - 24.40%   | +3.35% | 36.09% - 34.75% | -1.34% | 27.07% - 25.46% | -1.61% | 15.79% - 15.38% | -0.41% |

Source: HLPUSD Aeries System

**Math**

| Standard Exceeded | Change | Standard Met    | Change | Nearly Met      | Change | Not Met         | Change |
|-------------------|--------|-----------------|--------|-----------------|--------|-----------------|--------|
| 8.31% - 6.07%     | -2.24% | 17.63% - 17.15% | -0.48% | 29.97% - 28.76% | -1.21% | 44.08% - 48.02% | +3.94% |

Source: HLPUSD Aeries System

The English Department saw slight overall gains, and the Mathematics Department saw a decline in the data. The district interim assessments have been changed and our departments are now beginning to use the SBAC IABs as part of their assessment and SBAC/CAASPP preparation as well. We hope to see an increase in SBAC/CAASPP scores as the pandemic ends and we can return to taking these assessments.

In addition to looking at scores for all students, we also look at the data of our subgroups. We have found that our English Learners and Students with Disabilities fall behind the all-students' averages. Our goals remain to close the achievement gaps between all of our subgroups. We have also found that our results since the inception of the SBAC/CAASPP assessments have gone up one or two years, then back down a year. We are setting a goal of more focus and more preparation so we can begin to see an increase in these results for years to come.

We will begin to focus on the SBAC IABs as our District Interims in Mathematics and will incorporate them into our English Department routine as well. We will give students practice on these with the testing computers. The departments have also met and have suggested using some of the following strategies.

Suggestions for the math department:

- Use SBAC released questions on a daily basis (ex: warm-ups, exit tickets, homework)
- Incorporate SBAC/CAASPP vocabulary in daily math lessons
- Shut down for a month to review and prepare for SBAC (review, no new material)
- AVID tutorials with SBAC released questions
- Group collaboration
- Common teacher collaboration
- Shared material
- Departments collaboration
- Quizzes resembling SBAC questions

The English Department will be focusing on the language of the questions (vocabulary), writing strategies, argument and rhetoric, increasing the rigor of reading, and incorporating more listening activities into the curriculum.

## English Learner Data

The overall three-year trend from 2018-2021 shows that our English Learners (EL) population has steadily increased from 98 students to 129 students. Six students were reclassified in 2020-2021. This is an area that our school will continue to monitor to improve the reclassification rates of EL students.

|                  | Total English Learners | Fluent-English-Proficient Students | Students Redesignated FEP |
|------------------|------------------------|------------------------------------|---------------------------|
| <b>2020-2021</b> | 129 (7.4%)             | 547 (31.4%)                        | 6 (5.1%)                  |
| <b>2019-2020</b> | 117 (6.8%)             | 543 (31.5%)                        | 7 (7.1%)                  |
| <b>2018-2019</b> | 98 (5.7%)              | 567 (33.3%)                        | 2 (2.3%)                  |

Source: Data quest CDE, 2019

Data from ELPAC scores are listed below for 2018-2019. Due to the COVID-19 pandemic, scores are not available for the 2019-2020 school year. Overall, 25% of students reached Level 4 well developed, while 33.33% reached Level 3 moderately developed. For Levels 1 and 2, there were 20.83% that reached the somewhat developed level. There is a need to continue to support students to reach an ELPAC score of 4 in order to be reclassified.

|   | Grade 9     | Grade 10    | Grade 11   | Grade 12   |
|---|-------------|-------------|------------|------------|
| <b>Level 4<br/>(well developed)</b>       | 8 (22.86%)  | 5 (16.67%)  | 6 (35.29%) | 5 (35.71%) |
| <b>Level 3<br/>(moderately developed)</b> | 15 (42.86%) | 10 (33.33%) | 4 (23.53%) | 3 (21.43%) |
| <b>Level 2<br/>(somewhat developed)</b>   | 5 (14.29%)  | 8 (30%)     | 4 (23.53%) | 2 (14.29%) |
| <b>Level 1<br/>(minimally developed)</b>  | 7 (20%)     | 6 (20%)     | 3 (17.65%) | 4 (28.57%) |

Source: Data quest CDE, 2019

## Graduation Data

The graduation rates at LAHS continue to be at a high rate. All subgroups have maintained a high graduation rate. After every grading period, counselors run a query on students with multiple Ds and Fs and conduct meetings with students and parents on progress. Students that are still in danger of not receiving enough credits to graduate may be recommended to participate in our online credit recovery using the APEX program. APEX is offered during the school day as well as after school. The CDE Dashboard data with this breakdown has not been fully available since the pandemic began.

| Cohort Graduates by Race/Ethnicity | 2018-2019 | 2019-2020 | 2020-2021 |
|------------------------------------|-----------|-----------|-----------|
| <b>Overall</b>                     | 97.3%     | 97.6%     | N/A       |
| <b>Hispanic or Latino</b>          | 98%       | 97.6%     | N/A       |
| <b>Asian</b>                       | 92.3%     | 95.2%     | N/A       |
| <b>White</b>                       | 93.8%     | 100%      | N/A       |
| <b>English Learners</b>            | 85%       | N/A       | N/A       |
| <b>SPED</b>                        | 91.9%     | N/A       | N/A       |

Source: CDE Dashboard

**Academic Performance: College/Career Readiness**

LAHS continues to prepare students for college and career opportunities. Due to the COVID-19 pandemic, there are no scores available for the 2019-2020 and 2020-2021 school years.

|                             | 2018-2019 | 2019-2020 | 2020-2021 |
|-----------------------------|-----------|-----------|-----------|
| <b>Prepared</b>             | 42.8%     | N/A       | N/A       |
| <b>Approaching Prepared</b> | 26.5%     | N/A       | N/A       |
| <b>Not Prepared</b>         | 30.7%     | N/A       | N/A       |

Source: HLPUSD Aeries System

## Career Technical Education (CTE) Enrollment

Student enrollment in CTE pathways has shown a modest increase during the past two years.

| Pathway                 | Sections | Intro 2019-2020 | Intro 2020-2021 | Concentrator 2019-2020 | Concentrator 2020-2021 | Capstone 2019-2020 | Capstone 2020-2021 |
|-------------------------|----------|-----------------|-----------------|------------------------|------------------------|--------------------|--------------------|
| <b>Business</b>         | 5        | 104             | 70              | 35                     | 64                     | 19                 | 20                 |
| <b>Video Production</b> | 3        | 84              | 64              | 20                     | 28                     | 9                  | 8                  |
| <b>Digital Graphics</b> | 5        | 73              | 84              | 53                     | 65                     | 10                 | 16                 |
| <b>Engineering</b>      | 6        | 92              | 93              | 19                     | 26                     | 69                 | 15                 |
| <b>Medical Core</b>     | 6        | 102             | 75              | 68                     | 107                    | 18                 | 34                 |

Source: HLPUSD Aeries System

## CTE Completers

The number of completers in the CTE pathways has shown a modest increase. All pathways have increased the number of student completers for the past two years.

| Pathways                | 2019-2020 | 2020-2021 |
|-------------------------|-----------|-----------|
| <b>Medical Core</b>     | 24        | 18        |
| <b>Engineering</b>      | 5         | 19        |
| <b>Digital Graphics</b> | 6         | 10        |
| <b>Business</b>         | 8         | 17        |
| <b>Video Production</b> | 5         | 8         |
| <b>TOTAL</b>            | 48        | 72        |

Source: HLPUSD Aeries System

## Advanced Placement Course Data

Los Altos High School believes that all students should have the opportunity to enroll in Advanced Placement courses. Students enrolled in AP classes are expected to participate in the Advanced Placement exams during the month of May. At Los Altos, our mission is that students will be encouraged to work to their highest academic potential in a supportive and caring

environment. Los Altos provides 23 AP courses for all students.

For the past two years, Los Altos has seen an increase in the number of AP students participating in AP courses. There was also an increase of about 3% of students scoring a 3 or higher on exams. We will continue to have discussions on how to increase the overall enrollment in the AP program. Currently, there are 314 students enrolled in at least one AP course and 565 exam registrations.

|  | 2018-2019 | 2019-2020 | 2020-2021 |
|--|-----------|-----------|-----------|
| <b>Total AP Students</b>                     | 277       | 233       | 263       |
| <b>Number of Exams</b>                       | 481       | 405       | 446       |
| <b>AP Students with Scores 3+</b>            | 150       | 137       | 161       |
| <b>% of Total AP Students with Scores 3+</b> | 54.15%    | 58.8%     | 61.22%    |

Source: HLPUSD Aeries System

### Percentage of Ds and Fs

Student achievement and the percentage of Ds and Fs continue to be a focus for Leadership, Staff, and Department meetings. During the spring of 2020, many students struggled with the transition of distance learning due to the COVID-19 pandemic. Hacienda La Puente USD (HLPUSD) was among many districts that made the decision to grant all students Credit (CR) for courses during the spring of 2020.

|                           | D         | F         |
|---------------------------|-----------|-----------|
| <b>Math 2019 - Fall</b>   | 292 (18%) | 222 (14%) |
| <b>Math 2020 - Spring</b> | CR        | CR        |
| <b>Math 2020 - Fall</b>   | 248 (15%) | 324 (20%) |
| <b>Math 2021 - Spring</b> | 229 (14%) | 356 (22%) |
| <b>Math 2021 – Fall</b>   | 261 (17%) | 271 (18%) |



|                              | <b>D</b>  | <b>F</b>  |
|------------------------------|-----------|-----------|
| <b>English 2019 – Fall</b>   | 189 (11%) | 231 (14%) |
| <b>English 2020 – Spring</b> | CR        | CR        |
| <b>English 2020 – Fall</b>   | 171 (10%) | 287 (18%) |
| <b>English 2021– Spring</b>  | 191 (12%) | 319 (20%) |
| <b>English 2021 – Fall</b>   | 207 (13%) | 191 (12%) |

|                              | <b>D</b>  | <b>F</b>  |
|------------------------------|-----------|-----------|
| <b>Science 2019 – Fall</b>   | 172 (12%) | 144 (10%) |
| <b>Science 2020 – Spring</b> | CR        | CR        |
| <b>Science 2020 – Fall</b>   | 161 (12%) | 211 (15%) |
| <b>Science 2021 – Spring</b> | 149 (11%) | 213 (16%) |
| <b>Science 2021 – Fall</b>   | 175 (13%) | 143 (11%) |

|                                     | <b>D</b>  | <b>F</b>  |
|-------------------------------------|-----------|-----------|
| <b>Social Science 2019 – Fall</b>   | 164 (13%) | 154 (12%) |
| <b>Social Science 2020 – Spring</b> | CR        | CR        |
| <b>Social Science 2020 – Fall</b>   | 130 (12%) | 170 (15%) |
| <b>Social Science 2021 – Spring</b> | 150 (12%) | 175 (14%) |
| <b>Social Science 2021 – Fall</b>   | 178 (17%) | 153 (15%) |

|                                      | <b>D</b>  | <b>F</b>  |
|--------------------------------------|-----------|-----------|
| <b>Modern Language 2019 – Fall</b>   | 141 (14%) | 113 (11%) |
| <b>Modern Language 2020 – Spring</b> | CR        | CR        |
| <b>Modern Language 2020 – Fall</b>   | 125 (12%) | 195 (19%) |
| <b>Modern Language 2021 – Spring</b> | 148 (15%) | 161 (16%) |
| <b>Modern Language 2021 – Fall</b>   | 133 (16%) | 120 (14%) |

|                           | <b>D</b> | <b>F</b>  |
|---------------------------|----------|-----------|
| <b>VAPA 2019 – Fall</b>   | 30 (4%)  | 29 (4%)   |
| <b>VAPA 2020 – Spring</b> | CR       | CR        |
| <b>VAPA 2021– Fall</b>    | 63 (9%)  | 120 (16%) |
| <b>VAPA 2021 – Spring</b> | 63 (9%)  | 120 (16%) |
| <b>VAPA 2021 – Fall</b>   | 33 (4%)  | 56 (7%)   |

|                         | <b>D</b>  | <b>F</b> |
|-------------------------|-----------|----------|
| <b>PE 2019 – Fall</b>   | 17 (3%)   | 24 (4%)  |
| <b>PE 2020 – Spring</b> | CR        | CR       |
| <b>PE 2020 – Fall</b>   | 106 (16%) | 56 (8%)  |
| <b>PE 2021 – Spring</b> | 117 (17%) | 62 (9%)  |
| <b>PE 2021 – Fall</b>   | 52 (9%)   | 7 (1%)   |

|                          | <b>D</b> | <b>F</b> |
|--------------------------|----------|----------|
| <b>CTE 2019 – Fall</b>   | 40 (7%)  | 15 (3%)  |
| <b>CTE 2020 – Spring</b> | CR       | CR       |
| <b>CTE 2020 – Fall</b>   | 66 (9%)  | 97 (13%) |
| <b>CTE 2021 – Spring</b> | 72 (10%) | 77 (11%) |
| <b>CTE 2021 – Fall</b>   | 55 (8%)  | 14 (2%)  |

|                           | <b>D</b> | <b>F</b>  |
|---------------------------|----------|-----------|
| <b>SPED 2019 – Fall</b>   | 59 (16%) | 50 (13%)  |
| <b>SPED 2020 – Spring</b> | CR       | CR        |
| <b>SPED 2020 – Fall</b>   | 81 (20%) | 95 (23%)  |
| <b>SPED 2021 – Spring</b> | 73 (20%) | 100 (28%) |
| <b>SPED 2021 – Fall</b>   | 31 (17%) | 16 (9%)   |

Source: HLPUSD Aeries System

## **II: Significant Changes and Developments**

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

### **Administration/Office Staff**

During our last WASC visit, in 2018-2019, multiple groups mentioned that the administration turnover had been often here at Los Altos. All of them were here during the last WASC full visit in 2018-2019, however the roles of assistant principals have changed. We also have two new office staff personnel.

Due to changes in the school site budgets and a change due to retirement, we have reduced the intervention counselor position. We will be looking to add that back in when the budget allows. The other change that is worth noting is that we now have two athletic directors. The job of the athletic director and their responsibilities has grown tremendously over the past few years.

### **AP Capstone Diploma Program**

This is the second year of our AP Capstone Diploma Program. In 2020-2021 we had a total of 7 students that were enrolled in our first AP Seminar cohort while 11 students are enrolled in AP Seminar for 2021-2022. AP Research will begin this year with a total of 7 students that completed AP Seminar. Our plan is to continue to recruit students to participate in the AP Capstone Diploma Program.

### **Bell Schedule and ISI**

The year prior to the pandemic, 2019-2020, the teachers at Los Altos High School voted to change the bell schedule and to move away from our In School Intervention (ISI). The staff worked together to come up with a hybrid schedule that included one late start day, two traditional days, and two block days. It was decided that this was the best of both worlds and gave teachers the opportunities for both the long period and seeing their students four times a week instead of just three.

During the 2020-2021 school year, we were in complete distance learning and our schedule was a block schedule based on the state guidance for instructional minutes. This school year is our first year of implementing the new bell schedule. We will evaluate the schedule all year and use that data to decide next year's bell schedule as we do each year.

### **Blackboard to Canvas**

At the beginning of the 2020-21 school year, the Hacienda La Puente Unified School District officially transitioned to the Canvas Learning Management System (LMS). Teachers were trained by our District Technology TOSAs and had continuous support throughout this past year.

Individual peer- and departmental- support helped our entire staff become proficient with Canvas.

### **MTSS and PBIS**

As a critical area of need, Los Altos High School has continued its commitment to develop and further refine our multiple tiered system of supports (MTSS) framework. It also takes a comprehensive view of students. Our school's MTSS framework includes a still developing Positive Behavioral Interventions and Supports (PBIS) system. Through PBIS, we are working to create and maintain a productive, safe environment in which all school stakeholders have clear expectations and understandings of their role in the educational process. Our behavioral expectations are defined through our commitment to (having) "H.E.A.R.T." "H.E.A.R.T." helps to define our behavioral expectations around the ideals of Honesty, Excellence, Accountability, Respect, and Teamwork.

Since returning from the pandemic, reestablishing our MTSS framework and further developing its scope of interventions has been a priority. The Universal Screener will also remain and serve as one of the global interventions that will allow us to provide appropriate interventions in as quick a time as possible.

Membership in our school MTSS Team will also need to be re-evaluated due to changes in personnel amongst other things. A goal of the school is to ensure that as many stakeholders as possible are given a voice when it comes to decisions involving our school's MTSS framework. This MTSS team will be tasked to lead the effort in solidifying the use of Tier I strategies with fidelity school wide, adopting Tier II and III interventions, and empowering our staff to meet the needs of all students.

To assist in the process of gathering intervention data, a key element of our MTSS framework, Los Altos High School is transitioning to the use of online "Intervention Referrals" via our district's student information system, Aeries. Beginning the 2021-2022 school year, every intervention referral submitted by a faculty member will be added to a database. We are certain that this increased access to timely data will be a foundational piece in helping to identify the effectiveness of our student support systems.

### **HERO to 5-Star**

LAHS has transitioned from HERO Student Behavior Management to 5-Star Students. Our Leadership programs on campus primarily use the 5-star system as they plan out the activities for students. 5-Star is now used for engagement at student events, scheduling, and for a voting system on campus. We also use 5-star for immediate messaging to our students. This will be our third year with the 5-star system, but only the second year of implementation due to the pandemic. We will expand its use this year to include a scoring system to keep track of class competitions through the engagement at student events.

### **Media Center**

The Media Center has been reconfigured this year to model itself after a College Student Center. The Media Center clerk purchased books that are more current for our student body and is expanding on the events the Media Center will host to bring more interest back into the library part of the Media Center.

### **School Messenger to Parent Square**

The Parent Square messenger system replaced the School Messenger system on July 1, 2021. We are excited to introduce and use Parent Square during the 2021-2022 school year as it will greatly improve our ability to communicate with our parents.

### **Wellness Center**

With the students returning for the first time since the pandemic began this school year, we felt it was a necessary time to open a Wellness Center on campus. We are also taking this time to dedicate it to a lost colleague here who died from cancer the first summer of the pandemic. Shalom Montgomery was an English Teacher here since 2004 and was a huge advocate for wellness. Monty's Corner Wellness Center is an area where our students can come if they are feeling anxious, worried, nervous, or just need a mental and psychological break. It will include four areas for quiet studying, listening to music, group intervention sessions, and will also be an area to talk about social issues we are facing in today's world.

### **Character Strong**

Through our examination of possible advisory curricula, we discovered the Character Strong program. This is a comprehensive education program designed to assist schools in developing strong student character and address the social-emotional needs of our campus. We agreed to purchase the curriculum with the potential of using it throughout the school year.

### **Senior Project**

After discussions with leadership and teachers, it was decided to do away with the senior project as a requirement for seniors.

### **Teacher Lounge Relocation**

In an effort to cultivate a stronger teacher community and communication, the teacher lounge was relocated and improved. A more central location, as well as additional amenities, may play a role in attracting teachers to spend more time together affecting collaboration positively.

### **Zoom**

LAHS teachers used Google Meets and Zoom when we first transitioned to Distance Learning

during the 2019-2020 school year due to the COVID-19 pandemic. At the beginning of the 2020-2021 school year we officially started using Zoom district wide.

### III: Engagement of Stakeholders in Ongoing School Improvement

- Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.
  - How were stakeholders involved in developing the schoolwide action plan/SPSA?
  - How were stakeholders involved in implementing and monitoring the schoolwide action plan/SPSA?
  - How were stakeholders involved in the preparation of the progress report?

#### Engagement of Stakeholders

Los Altos High School has multiple ways our stakeholders are engaged. This is done through multiple groups including but not limited to our entire staff in Staff Meetings, Leadership Team Meetings, Shared Decision Making/School Site Council (SDM/SSC) Meetings, English Learner Advisory Council (ELAC) Meetings, Student Senate, and our Admin Meetings. All of these groups have input in our Single Plan for Student Achievement (SPSA) and it is reviewed with Leadership and Shared Decision Making (SDM/SSC) multiple times throughout the year. The School Goals in our SPSA are developed to align with HLPUSD and LCAP goals as well as the WASC identified critical learner needs.

The ELAC consists of teachers, parents and our administrators and meets six times a year as well. Our ELAC meetings have a small amount of parents that show up and we have tried multiple different times and angles to get a higher attendance, but it still remains low. They review and add to the needs assessment process for the EL students at LAHS. Their recommendations then go to our SDM/SSC for review and additions to our school wide plan. The goal of ELAC is to make sure EL students are being supported with appropriate learning materials as well as increasing parent involvement in EL interventions for our students.

Our Student Senate meets on a monthly basis and consists of student representatives from each teacher's class for a specific period of the day. The ASB students then meet with these student representatives to both share out what is coming up for activities, share out the expenditures of ASB and how they impact students, and also to gain input on the needs of students on campus. This group has been instrumental in bringing many additional supports to students at LAHS.

The Leadership Team consists of administrators, department chairs, and program leads for everything happening at LAHS. This team meets every other week to review data, school programs, discuss big issues, review the SPSA/Action Plan and budgets and review information that needs to go out to the departments. Department meetings are every three weeks. WASC and a focus on the critical needs has been a big part of our discussions as we have been challenged during the 2019-2020, 2020-2021, and 2021-2022 school years by the pandemic.

#### Preparation of the Progress Report

We began the preparation for the Mid Cycle Progress Report in the Spring of 2021. Our Leadership Team met and discussed three meetings we would have within Focus Groups. They

were to review their sections and identify additions, deletions, or changes within their Focus Group area. These groups met virtually and went through their sections. Many of their Focus Group areas did change due to the pandemic, however, they will be moving back to many of the items listed when returning to school.

During the 2020-2021 school year, our staff met in Focus Groups four times to tighten, adjust, and revisit their Focus Group Areas. They took out information we were no longer doing and added multiple areas that were new during the pandemic. They were also able to add how the pandemic has affected student learning and teacher instruction during this time. Our Leadership team also met during the 2020-2021 school year to begin to evaluate the WASC Critical Needs and our progress within those areas. The progress was drastically slowed during the pandemic as we did not even complete one year prior to closing after our previous WASC process.

In the summer of 2021, the administration team took the document and began to build the Mid-Cycle Progress Report. It was written in pieces and our Critical Need #4 was removed regarding our ISI (In School Intervention). Our staff had decided to vote for a new bell schedule and the 20 minute Intervention periods would no longer be included. It was determined that it was not effective for our students and was not being used with fidelity.

This year, 2021-2022, our Focus Groups and Leadership Teams have continued to meet as we have returned to school from distance learning. It has been a difficult year, especially with the lack of substitute teachers and the increase in staffulty absences, but we have been able to carve out time to meet for the WASC Mid-Cycle Progress Report. Our Focus Groups have met an additional 4 times along with our Leadership Team. We reviewed all of the sections and again tightened, added, and deleted based on our return.

At this time, Nadine Elwood (WASC) was able to review the draft for us as WASC was still looking for a chairperson. Once this was finished, one of our English Teachers volunteered to edit the document. He did a great job and reduced the number of pages based on suggestions by Nadine Elwood. Since then, we have met as a staff to review the changes again. We also have met in Leadership to our Schoolwide Action Plan to be current based on our findings and what we have made progress on during the pandemic and since the previous visit. The staffulty will meet a few more times prior to our Virtual Visit this Spring to go over the document.



## IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.
- Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.
- Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.
- ➔ **Note: If any recommended growth areas were not included in the school's schoolwide action plan/SPSA, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.**

There were four critical areas for follow-up from the last WASC visit.

### 1. Increase expository reading and writing proficiency in all content areas through data analysis and improved use of department literacy goals.

18 teachers from the English and Math Departments were trained by representatives from the Los Angeles County Office of Education on "Analyzing Student Work and Using Interim and Digital Library Systems to Inform Teaching and Learning."

The CAASPP Summer Institute focused on three items.

1. An overall review of [caaspp.org](http://caaspp.org) and its resources for teachers
2. SBAC Interim Assessments, Practice and Training Tests, Smarter Balanced Content Explorer
3. Scoring of SBAC Tests, including the performance tasks

Participants were able to log in and see the results of the SBAC IAB's and identified training tests they administered to their students at the end of the 2018-2019 school year. The training went through the individual results of students, overall class results, and how to identify specific areas of need for their students and classes. This was the first type of training like this administrators and teachers had been provided and gave everyone a better grasp of the CAASPP Site, all of its resources, and data tracking for the assessments.

Participants were also guided through the various assessments and libraries offered on the CAASPP site. The Practice and Training Tests were the first guided training in this part and participants were able to take some of the tests themselves. They also provided training on the directions for giving these tests where students use their SSID numbers so teachers can get results. Next was the SBAC IAB's and its data management. ELA and Math were split up for this part of the training and were able to walk through the various IABs. In discussions, teachers were able to begin a map of when each specific IAB would be best to use during the school year

to provide the best resources for both student training of the SBAC tests and how it relates to what is being taught at that time. The last part of this section of the training was the Smarter Balanced Content Explorer where participants were again led as a whole group on the additional resources they have to use in their classes that help gear students up for CAASPP/SBAC testing.

The final part of the Summer Institute was the explanation and walkthrough of how SBAC tests are scored, with more emphasis on Performance Tasks. The presenters took participants through a series of SBAC used questions for ELA and Math. Participants actually took the test questions as if they were the students testing and mostly chose to use the grade level at the tables they were seated at. Once they completed these questions, the presenters were able to provide instruction on the points breakdown and how the points were given for each part of the questions. The Performance Task training was much more insightful and gave everyone a much better understanding of what was needed to improve student performance on the CAASPP SBAC testing.

The next school year, at the second staff meeting of the year, specific teachers were chosen from the training to provide a presentation to the staff on how CAASPP/SBAC testing was scored. The training focused on how students would improve on answering questions in classes through written and verbal responses.

One of our AVID teachers provided a professional development training to our staff on Focused Note-Taking in January 2019. Most of our teachers previously used Cornell Notes, but we wanted to make a shift towards Focused Note Taking to increase our students' writing proficiency in all content areas. Cornell notes follow a deliberate format, but we wanted to teach our students how to organize their thoughts, to think about their learning and to summarize what they read. Each department discussed how they would implement Focus Note Taking within their departments.

- Teachers found that the Focused Note-Taking process gives students freedom in how they write their initial notes, but requires a reflective process of all students. Students complete most types of notes, including worksheets, lecture guides, reading passages, and many more. The main idea is that students revisit the content, which helps with improving their depth of knowledge and retaining the information.
- The Visual Arts incorporated the use of One-Pagers for focused note taking of the textbook. Students create notes in visual format with concise, brief written information of the assigned chapters.

The English Department did not use IABs since the SBAC/CAASPP was suspended in 2019-2020 and 2020-2021. The Hacienda La Puente Unified School District decided to use the StudySync Readiness Screener and two benchmarks as an alternative formative assessment. The English Department reviewed their class results and identified 3-5 reading and writing standards that our students struggled with the most. They discussed why our students were struggling with those standards and what they could do differently to address their needs. The English Department identified some common target standards that they agreed to address.

- Conduct short as well as more sustained research projects to answer a question
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- Cite strong and thorough textual evidence to support analysis
- Make inferences supported by accurate textual evidence

During the 2020-2021 school year, the Math Department created worksheets inspired by CAASPP questions and current curriculum for students to access during the Monday asynchronous time during Distance Learning. The Integrated Math 3 team used Quizizz to help students study for the IAB's. Pacing guides were adjusted and supplemented by all levels to review math techniques and strengthen math skills while acquiring current level skills. This was done with the goal to help students bridge the gap between the current curriculum and materials needed to be more successful on future assessments and IAB's. The Math Department also looked at the results of IAB's to discuss the challenges students faced in distance learning and ways to address them.

As part of the school's effort to improve literacy, the teachers in the Math Department have been using literacy strategies, including having students summarize in a paragraph what they have learned in class that day, answer the essential question for the day, and read definitions of academic vocabulary and use the new words in context.

For the 2021-2022 school year, the Math Department is transitioning to the use of Freckle Math to help monitor student progress. Previously, Freckle Math was only offered to students taking Math 1 courses, but this is now offered to students in all math courses, self-contained classes and ELD courses. Students can easily track their growth and progress. We are expecting to see significant growth with our students to address some of the learning gaps that they experienced during distance learning.

We piloted Achieve3000 in February 2020 with a select group of teachers who taught 9<sup>th</sup> grade Freshman Focus, English Learners and Special Education students. This expected Lexile growth increased for students who completed a minimum of two or more Achieve3000 lessons per week. This was a target goal that we set for our students. We discovered that some articles aligned with our StudySync texts, which was an added bonus. Students were also able to match the Lexile levels to careers and college/university majors.

The trainer scheduled a follow up visit with our teachers in April 2020. Unfortunately, the individual follow up did not occur with our district transitioning to distance learning. We were not able to fully utilize the benefits of Achieve3000 that school year.

When we started the 2020-2021 school year in the fall, we were able to schedule six virtual Achieve 3000 training sessions via Zoom. In addition, we purchased additional licenses, which allowed us to increase the number of teachers that could access Achieve 3000. We opened it up to every teacher that taught 9th English since we wanted to focus our efforts on our incoming freshman students.

For the 2021-2022 school year, HLPUSD purchased additional licenses and gave all teachers in the English department the opportunity to use it with their students due to any achievement gaps that might have occurred during distance learning from the previous year. This transition has not come without struggles as getting the entire English Department to buy-in has been difficult.

The Social Science Department has been using department benchmarks to assess student learning and mastery of material. Included in the benchmark is a DBQ essay prompt. U.S. History and World History teachers will meet and analyze data from these department tests as well as discuss student progress in thesis development defending of that thesis using evidence. DBQ assessments are guided by the department's literacy standards.

Department benchmarks were temporarily halted during distance learning, but are in the process of being re-introduced for the 2021-2022 school year and beyond.

Another support for students' achievement is the use of tutoring. CSF tutoring continues as there has been parent requests and success in this peer tutoring model. CSF students are required to volunteer 20 hours per year in tutoring their peers. Counselors match and schedule tutor. CSF reviews the qualification of CSF members and their academic standing.

Tutor.com is a new online tutoring support resource purchased by HLPUSD. This tool can be accessed through Canvas and will provide students with live 24/7 tutoring for all subjects and is available to all students.

The Modern Language Department has implemented the use of Focused Note Taking across all Spanish levels. Students are expected to include at least three study questions of their own to check their understanding of the lesson and complete a coherent and thorough summary of their notes where they answer the Essential Questions to help them reflect on their learning. This is written in English for lower Spanish levels, and in Spanish for the higher levels. Besides using the Focused Note Taking format, we also incorporate graphic organizers for vocabulary, literacy analysis, and Infographics.

### **OVERALL IMPACT:**

The implementation of Focused Note Taking (along with Cornell Notes) increased our students' writing proficiency and improved their depth of knowledge across the curriculum. We received positive feedback from both staff and students. Teachers noticed that Focused Note Taking gave students the benefit of reflecting on their learning while building their vocabulary. Students noticed how it increased their ability to retain the information that they were learning.

Freckle Math was implemented which not only improved students' math skills, but their literacy skills as well. Students summarized what they read, answered the essential question for the day, and defined new academic words which they used in context. This allowed them to become better prepared for the CAASPP test with new literacy skills and strategies.

The use of specific literacy strategies with our students resulted in higher expectation for literacy across the board. Students have become more confident in their literacy and we expect our data to reflect their recent growth.

**2. Ensure that students develop 21st century skills (college and career ready) as they articulate from one grade level to the next, by creating and modifying curriculum, instruction, and assessments to integrate those skills**

Our school has partnered with Mt. San Antonio College to offer Dual Enrollment courses for all students at Los Altos. In the 2019-2020 school year, we offered Music Appreciation and our first dual enrollment course followed by Fire 1, which was offered in the spring of 2020. For Fall 2020, we offered Introduction to Interviewing and Counseling, which was completed online. Due to low student enrollment, we were unable to offer a dual enrollment course for the Fall of 2021. Counselors will continue to recruit students for the Spring of 2022 where American Sign Language (SIGN 101 - ASL) will be an available course offered for students.

Currently, we are the only school in our district that is partnering with Cerritos College to have students participate in the Mental Health Worker Certificate Program. Students who receive a B or higher and complete an internship are able to receive a Mental Health Worker Certificate that will allow them to be eligible for an entry-level job in mental health.

Students have opportunities to join a Career and Technical Student Organization (CTSO). We currently offer Future Business Leaders of America (FBLA) and Health Occupations Students of America (HOSA). There is a need to offer additional CTSO opportunities for students. We recognize the importance and role that CTSOs have on student learning and will seek opportunities to offer a CTSO for each pathway at Los Altos.

The five CTE pathways that we currently offer are Medical Core, Engineering, Business, Digital Graphics, and Video Production. Students who participate in a CTE pathway gain valuable knowledge and skills that prepare them for college and career opportunities. Although students are gaining valuable learning experiences in CTE courses, there is still a need to offer industry-standard testing and certification opportunities. In 2019-2020, our CTE teachers were able to offer Precision Exams for students. These exams allowed students to demonstrate their learned skills and knowledge for in-demand careers. Students had opportunities to complete a pre exam and a post exam. Below are a few exams that students participated in the following:

- 21st Century Success Skills - 30 students participated with an average score of 69%
- Marketing Fundamentals - 30 students participated with an average score of 72%
- General Financial Literacy - 60 participated with an average score of 71%
  - (33 students were certified)
- Video Production I - 76 students participated with an average score of 68%
- Video Production II - 41 students participated with an average score of 57%
- Digital Graphics Arts I - 13 students participated with an average score of 63%

Teachers have requested more training with Precision Exams. We plan to offer additional

training opportunities to prepare teachers and increase student participation. This may also help with increasing the number of students that complete a pathway. Total student completers did increase from 48 students in 2019-2020 to 72 students in 2020-2021. This was a positive increase and we plan to continue to build on this during this school year.

Medical Core articulation with Mt. San Antonio College in medical terminology received a 95% pass rate with 30 students. Sports Medicine articulation with Mt. San Antonio College in athletic training also received a 95% pass rate with 10 students. However, articulation continues to be an area of growth in the CTE program.

The COVID-19 pandemic has challenged teachers to modify instruction. During the spring of 2020, teachers delivered instruction online through distance learning. Students and staff were immersed in technology such as Zoom, Canvas, Gizmos, Flipgrid, Peardeck, Soundtrap, and Smart Music. During this time students also completed surveys through Zoom and participated in breakout rooms. In order for students to participate fully in distance learning, laptops were offered to any students in need. This allowed students to have access to curriculum and participate in distance learning. Currently, classrooms have laptop carts available for students, which grants them access to more technology platforms during instruction and also eliminates the need for many paper-based assignments through Canvas.

Monday lessons were also developed by our administration team and given to teachers to deliver to students during the pandemic. The Monday lessons included the H.E.A.R.T. Monday lessons also included life skills and wellness lessons to support all students.

During the 2019-20 academic year, we had a soft launch of our onsite career center, the Conqueror Discovery Center (CDC). The overarching vision of the center is to provide information and highlight as many career pathways as possible in an effort to empower all students. The first task included cleaning out a classroom space, room G4. With the help of student volunteers, we were able to repaint the room and add some inspirational artwork that aimed at creating both a welcoming and motivating environment. Next, we focused on getting some traction in the center. We successfully hosted several guest speakers from high-interest career fields such as Nursing and Law Enforcement. Then everything ceased as the pandemic transitioned us into distance learning. This academic year, we are currently in the works of assembling a CDC club. We have already pitched the idea to both of our leadership groups (ASB and Renaissance) on campus and have received some interest. We hope to have this club established by the end of the year. What we would like to carry out this year includes the following: college representative visits, guest speakers on high-interest career fields and hot job markets, including alumni contacts, mini/ focused career fairs, workshops on areas such as interview pointers on how to write an effective personal statement and hopefully more. Additionally, the Counselors and CDC club members will soon be in the CDC room (G4) every Friday to be accessible for any post-secondary questions as well as students will have access to iPads to research and explore college and career options.

The Science department continues to implement the Next Generation Science Standards (NGSS) in our classrooms. The pandemic slowed our transition from implementing those standards, but

as we return to our classroom coupled with new textbook adoptions in Biology and Chemistry, we will continue to create and modify curriculum to integrate 21st century skills that will serve them throughout their educational and professional lives.

### **OVERALL IMPACT:**

Los Altos High School offers dual enrollment courses through Mt. San Antonio College to our students. We introduced Sociology and Fire Tech courses this past fall. For this spring 2022, we will be offering American Sign Language. This exciting opportunity will give our students an opportunity to explore future careers and develop 21<sup>st</sup> century skills like critical thinking, adaptability, problem solving, communication and technology. They also have a head start with college credits.

Our CTE Medical Core Academy teacher Mr. Ignacio Hernandez oversees the Health Occupations Students of America (HOSA) program. His students can receive college credit through a partnership with Mt. San Antonio College since his classes articulate with the Medical Terminology and Introduction to Athletic Training course. Students develop 21<sup>st</sup> skills through hands-on training to become CPR/defibrillator certified. They also develop communication and critical thinking skills through video conference with medical doctors and professionals.

We are the only high school in our district that offers a Mental Health Worker Certificate Program through a partnership with Cerritos College. Students have an opportunity to apply for an internship and an entry-level position in mental health after they successfully complete the program. We will continue to look for new opportunities to prepare our students for college and career opportunities.

### **3. Analyze the effectiveness of the current MTSS model, especially as it concerns Tier 1 social-emotional supports, and refine the current supports already put into place.**

Los Altos High School remains committed to supporting the social-emotional needs of all of our students. A critical component of doing so is our school's MTSS team. Our MTSS team is comprised of an assistant principal, school counselor, interventionist and one representative from each of the school's departments. The MTSS team for 2021-2022 will not include an interventionist as the budget did not allow that position to be filled. However, members of our school's support staff will be added to the MTSS team. We understand that all stakeholders bring ideas and experiences that can benefit our student population.

Prior to the pandemic, the MTSS team worked on developing our Multi-Tiered Systems of Supports. The first step was to create a strong base of Tier I strategies that all teachers would use with fidelity. We accomplished this by having our teachers identify effective and research-based strategies that they have used with success, then selecting the ones we believe will benefit our students the most. The MTSS team created a questionnaire to gather teaching strategies. Our Tier I and Tier II supports were being developed during the 2019-2020 school year when things came to a halt due to the pandemic. These remaining elements of our framework will be developed during the current school year.

Sample Tier I strategies selected by LAHS teachers:

1. Greeting at the door
2. Relationship building, 1:1 conversations
3. Creating a positive and safe environment
4. Establishing classroom expectations
5. Positive reinforcement (positive notes home, complementing strengths)
6. Showing that we care, showing interest and modeling expected behavior
7. Being available for students, being approachable
8. Talking with students about both academic/ non-academic areas
9. Being honest, consistent and following up
10. Utilizing the 4 A's (attention, appreciation, affection and acceptance)
11. Teacher-parent relationship

An important resource in helping us support our students is our Universal Screener tool. Traditionally, and with the support of HLPUSD's Student Services Department, we have conducted the screener two times per school year, in the fall and spring and used the data to provide more intense support for the identified students. Our guidance counselors play a pivotal role in supporting many of these students.

Our MTSS team was also in the process of refining our Positive Behavioral Interventions and Supports (PBIS) system when our school year came to an abrupt end. We chose to connect our behavioral expectations to a commitment to having "H.E.A.R.T.". "H.E.A.R.T." is our adopted values and helps to define our behavioral expectations around the ideals of Honesty, Excellence, Accountability, Respect, and Teamwork.

During the pandemic, our MTSS team shifted their efforts towards distance learning. This led to the creation of our "Distance Learning H.E.A.R.T. expectations." Through this document, our expectations for positive behavior during distance learning were shared and reinforced with our students. Another way of supporting students socio-emotionally during distance learning involved our "Monday Wellness Lessons." Through these lessons, students were presented positive messages, helpful strategies and opportunities to virtually interact with their peers.

As we return for the 2020-2021 school year, we are in the process of rebuilding our MTSS team. The new MTSS team will finalize our pyramid of interventions ensuring that all students are receiving the necessary support.

The 2021-2022 school year welcomed our students like no other. As a way of supporting our students' mental health, we opened our school year with "WOW," our "Week of Welcome." Our "Week of Welcome" turned the first three days of school into a positive opportunity for our students to reconnect with our school community in a safe and welcoming manner. There were three days of learning what it means to be a Conqueror, inside and outside of the classroom, building connections with peers and adults, signing up for clubs during our Involvement Fair, and strengthening our school community.



Beginning with the 2021-2022 school year, our students and staff will have access to our Wellness Center, “Monty’s Corner.” Our Wellness Center provides our students with one more opportunity to receive mental health support. Our Wellness Center was developed by a team of teachers and its operations are entrusted to a member of our English Department that also holds a PPS credential, Ms. Nicole Meylor.

Beginning of the 2021-2022 school year, Care Solace was introduced to the staff as another resource to support students' mental health. This referral resource provides live online assistance by connecting students with counseling services based on each student’s needs. Students, parents and staff have access to Care Solace and can fill out the referral.

We also believe in the importance of supporting our students’ socio-emotional health on a regular basis. Site funds were utilized to purchase “CharacterStrong,” a resource providing high engagement SEL lessons that are relevant and appealing to high school students. For the current year, we have a select group of teachers piloting the program. The goal, with the support of all stakeholders, is to create a regular time from our bell schedule to teach these lessons. Our teachers must vote to create this SEL class time, which will take place in spring 2022.

In partnership with HLPUSD, we continue to offer Youth Court as an alternative to suspension. This option allows students to go before a jury of their peers and be held accountable for their actions within a positive social network of support. This restorative justice program serves as a Tier III intervention from our MTSS framework. Through our guidance department, we added a “Big Sis, Big Bro” program to support incoming 9th and 10th graders. While in its infancy, we look forward to offering new Conquerors one more opportunity to connect to someone on campus in a positive and productive manner.

### **OVERALL IMPACT:**

The implementation of the Wellness Center has helped create a positive school culture where students receive social and emotional support. Students can receive support from the Wellness Center during lunch, and during 5th and 6th periods. The Wellness Center has not only provided support to students, but to staff members as well.

Care Solace has also been implemented this year and has helped increase both access to and expediency of support for students and staff. Students and staff are able to receive support at any time during the week. The quick access of support from Care Solace has led to more referrals for intervention from students.

Recently, students participated in sexual assault seminars that were led by English teachers and our AVID Coordinator. This led to valuable discussions around sexual assault and students shared positive feedback. The seminars have also sparked interest in students wanting to learn more on topics related to social media and well-being. Leadership will continue to discuss potential seminars and/or presentations for students.

#### **4. Continue implementation of ISI and consider researching other effective models for future use as part of Tier 1 systems of support.**

**PRIOR Rationale:** The use of instructional minutes, both for the students being kept in for ISI and those that are being released for ISI, needs to be more effectively managed and monitored. While progress has been made through the development of a monitoring tool and in altering the release criteria from “C- or higher” to “B- or higher,” there is a need for more oversight to ensure that ISI is being used effectively to promote student achievement for all students. We recognize the need to provide the teaching staff with professional development for successful implementation and the need to ensure that successful implementation is occurring schoolwide.

**Update of ISI Status:** The LAHS bell schedule was revised for the 2020-2021 school year by M.O.U. (Memorandum of Understanding) vote from staff and with administration approval. The ISI portion of the schedule was only on block days, and the bell schedule was revised to include only two block days per week. The ISI portion of the block days was eliminated in the new schedule. This schedule was not implemented, as the school was on a distance learning schedule for the 2020-2021 school year.

Much of our baseline data was based on our D, F, I grade data and our growth targets were based on seeing a decrease in those grades. Over time, we have not seen a decrease in the D, F, and I’s that we could directly correlate with the implementation of ISI. We were also looking at the effectiveness of ISI and part of that data was numbers of students released to break if they had above a C. That data did not match as we had more students out during ISI than the grades indicated. This led to our understanding that ISI was not used with fidelity amongst all teachers. The lack of fidelity was related to the overall “buy-in” of the staff and had been around for years.

All of these contributing factors led LAHS to the conclusion that ISI was ineffective and it had run its course. As said, the ISI portion of the block days has now been eliminated. On block days, staff are now using the 20 minutes they previously didn’t have for both intervention for all students or more instructional time for instruction. This will effectively give all students, and not a select amount of students, 120 more minutes of instructional time with their teachers each week.

#### **OVERALL IMPACT:**

ISI data revealed that the use of ISI did not positively influence student achievement. This led to many discussions with Leadership, and ultimately the decision was made to eliminate ISI altogether. One contributing factor was that many teachers did not use the dedicated time effectively due to a lack of buy-in and/or proper training. There was also not a significant decrease in the D & F rate across all content areas. The elimination of ISI resulted in 120 additional instructional minutes each week.

Currently, our school is looking into other effective programs that can be used in lieu of ISI. During Leadership and Staff meetings, there have been discussions on the idea of implementing an Advisory program in our bell schedule. Teachers have the opportunity to review

CharacterStrong, a curriculum that supports students' social emotional needs. This may be used to support students as they have now transitioned to full in-person learning. The bell schedule will continue to be discussed this semester and teachers will vote on the type of schedule for the 22-23 school year. Staff recognizes the need to support all students through some type of intervention program that is embedded in the bell schedule.

## V: Schoolwide Action Plan/SPSA Refinements

- Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school's most recent schoolwide action plan/SPSA.

### Critical Need #1

#### Goal: Schoolwide Focus on Literacy Development

Los Altos High School will increase expository reading and writing proficiency in all content areas through improved use of department literacy goals.

#### Rationale:

The most recent CAASPP and ELPAC data are shown below. Due to the COVID-19 pandemic, there is no recent CAASPP data available for years 2020-2021.

Leadership and PLCs recognized that literacy development continues to be an area of need across all content areas. In 2017-2018, we began the effort to promote school wide growth in literacy and created department goals. PLCs were asked to develop content-specific literacy goals. In that same year, with the shift to the ELPAC, staff received professional development to review the task types that would appear on this test so that all content areas could actively engage the skills to support achievement amongst English Learners. The examination of the CAASPP data and the D/F/I data during the work on the SPSA comprehensive needs assessment in early 2018-2019, also helped determine and shape this goal. Leadership also recognized that professional development for CAASPP training and literacy development in all content areas was needed to ensure that instructional planning and practice in all courses was consistently rigorous, connected with the skills of language acquisition, and supportive of students struggling in this area.

Moving forward, the growth targets for CAASPP and ELPAC will remain the same for 2021-2025. This will allow Leadership and PLCs to continue supporting student literacy development during the loss of learning in 2020-2021.

#### Baseline Data:

##### CAASPP ELA Test and EAP

- 2018-2019 (59.15% Met or Exceeded)
  - 24.40% of students Exceeded Standard
  - 34.75% of students Met Standard
- 2019-2021 results are not available due to the suspension of testing as a result of the pandemic.

##### ELPAC Data

- 2018-2019 (25% Proficient)
  - 25% Well Developed (24 students)
  - 33.33% Moderately Developed (32 students)
  - 20.83% Somewhat Developed (20 students)

- 20.83% Minimally Developed(20 students)
- 2019-2020 results are not available due to the suspension of testing as a result of the pandemic.
- 2020-2021 (21.88% Proficient)
  - 21.88% Well Developed (28 students)
  - 41.41% Moderately Developed (53 students)
  - 19.53% Somewhat Developed (25 students)
  - 17.19% Minimally Developed(22 students)

**Reclassification Data (2020-2021)**

- Total Enrollment: 1,723
- English Learners: 117 (6.8%)
- Fluent English Proficient: 543 (31.5%)
- Students Redesignated FEP: 7 (7.1%)

**Growth Targets**

- CAASPP ELA Test and EAP - 2% increase each year; 10% increase at the end of 5 years (2021-2025)
- ELPAC Test – 2% increase in Well Developed and Moderately Developed each year; 10% increase at the end of 5 years (2021-2025)
- Student Reclassification – Students consistently enrolled at LAHS will improve 1 score band each year while enrolled at LAHS

**School wide Learner Outcomes**

- Lifelong Learner
- Effective Communicator

| Critical Need #1<br>School wide Focus on Literacy Development   |                              |                      |                                      |                                    |                                    |
|---|------------------------------|----------------------|--------------------------------------|------------------------------------|------------------------------------|
| Steps   | Facilitator/Involved Parties | Resources            | Timeline                             | Monitoring and Reporting           | Assessment of Improvement          |
| <i>Targeted professional development in literacy strategies</i> |                              |                      |                                      |                                    |                                    |
| 1. Identify strengths and weaknesses in each content area       | -All teachers                | -Late start PLC time | -Ongoing yearly basis in departments | -Meetings minutes<br>-Student work | -List of common literacy struggles |

|  |   |   |  |  |   |
|--|---|---|--|--|---|
| 2. Plan professional development                                       | -Administration<br>-Leadership Team/Chairs                | -Leadership meetings<br>-All-staff meetings<br>-District PD options                 | -Completed summer of 2019.<br>-Will revisit after pandemic if additional are needed          | -Leadership meeting minutes                    | -PD options and materials   |
| 3. Targeted content specific professional development                  | -Dependent on availability<br>-Literacy Committee         | -Dependent on results of previous step  | -Literacy Committee formed in Fall of 2018.<br>-Due to pandemic, will continue in Fall 2022  | -Meeting minutes<br>-Timesheet of participants | -Plans for use within curriculum                                  |
| 4. Implementation of strategies  | -Individual teachers<br>-Literacy Committee               | -Materials provided and curriculum (non-fiction text, skills development materials) | -Literacy Committee formed in Fall 2018.<br>-Due to pandemic, will continue in November 2022 | -PLC examination of student work               | -Summative assessment<br>-Interim testing<br>-CAASPP mock testing |
| <b><i>Increase teacher and student capacity for CAASPP testing</i></b> |   |   |  |  |   |
| 1. CAASPP training   | -Administration<br>-Leadership Team/<br>Department Chairs | -Training provided by CAASPP  | -Completed   | -Meeting minutes<br>-All-staff meeting agenda  | -On-site professional development plan to train all teachers      |
| 2. Examination of test elements (content, skills)                      | -ELA and Math teachers                                    | -CAASPP materials<br>-Frameworks<br>-Standards                                      | -Bootcamp (review) to begin March 2022   | -PLC meeting minutes                           | -Plans for implementation<br>-Created materials                   |
| 3. Examining comparative test data                                     | -All staff<br>-PLCs<br>-Administration                    | -CAASPP website<br>-Mastery Connect   | -Did not complete this during the pandemic, however, this continued during the Fall of 2021  | -Testing data<br>-PLC meeting minutes          | -Data chats   |

|   |               |   |   |                  |   |
|---|---------------|---|---|------------------|---|
| 4. On-site professional development : sharing of best practices | -All teachers | -Applicable curriculum<br>-CAASPP testing materials | -Ongoing within department will begin school wide in Fall of 2022 | -Meeting minutes | -Formative student work<br>-Summative assessment data |
|---|---------------|---|---|------------------|---|

**Critical Need #2**

**Goal: School wide Career Skills Integration**

Los Altos High School will ensure that students develop 21<sup>st</sup> Century skills as they articulate from one grade level to the next, by creating and modifying curriculum, instruction, and assessments to integrate those skills.

The career skills committee met during the 2019 school year to develop a plan for career skills/technology integration. A range of career and tech skills was identified to focus on, with possible suggestions for integration in curriculum. This information was not shared with the staff before the school recessed due to Covid-19 in March, 2020. Some of the skills discussed in this committee related closely to the LAHS Senior Project, which was recently eliminated. The tech and career skills discussed could possibly be incorporated into an advisory period that continues to be a hot topic of discussion.

**Rationale**

In order for LAHS to offer opportunities for all students, including those who may struggle to meet the demands of the a-g academic requirements, the integration of 21<sup>st</sup> Century skills will be a focus area so that there are clear connections between coursework and career readiness. In addition to the established articulation of CTE course pathways, we will examine areas of the curriculum that can be adapted to develop essential career-ready skills with cross-curricular work, technology integration, and vertical articulation with opportunities for students to explore and develop their career interests and goals.

**Baseline Data**

- 1. CCGI annual grade-level curriculum -100% Participation
- 2. 2021-2022 CTE Program Enrollment (numbers indicate students enrolled)

|  | Introductory   |    | Concentrator     |    | Capstone         |    |
|--|----------------|----|------------------|----|------------------|----|
| <b>Health Science and Medical Technology</b> | Medical Core 1 | 72 | Sports Medicine  | 93 | Personal Trainer | 33 |
| <b>Arts, Media, and</b>                      | Video          | 6  | Video Production | 25 | Video Production | 7  |

|  |                               |    |                        |    |                     |    |
|--|-------------------------------|----|------------------------|----|---------------------|----|
| <b>Entertainment – Video Production</b>                  | Production I                  |    | II                     |    | III                 |    |
| <b>Arts, Media, and Entertainment – Digital Graphics</b> | Digital Graphics I            | 66 | Digital Graphics II    | 51 | Digital Animation   | 17 |
| <b>Business and Finance</b>                              | Business and Personal Finance | 68 | Business Marketing     | 72 | Business Management | 26 |
| <b>Engineering</b>                                       | Principles of Engineering     | 87 | Engineering Technology | 26 | Applied Engineering | 14 |

### 3. 2020-2021 CTE Sequence Completion Data

| 2020-2021 CTE Sequence                            | Number of Students |
|---|--------------------|
| Health Science and Medical Technology             | 18 students        |
| Engineering and Architecture                      | 19 students        |
| Arts, Media, and Entertainment – Digital Graphics | 10 students        |
| Arts, Media, and Entertainment – Video Production | 8 students         |
| Business and Finance                              | 17 students        |

#### Growth targets

- Identification or development of projects integrating career skills in every course
- Future CTE Pathways to be developed in Arts, Media, and Entertainment in Dance, Drama, Choir, and Band
- Increase CTE Program enrollment to have a minimum of 30 students in each section for each CTE Pathway by 2024-2025
- Increase in CTE Sequence completion by 2-4 students per year, with the exception of Engineering and Architecture

#### School wide Learner Outcomes

- Lifelong Learners
- Responsible and Involved Citizens



| <b>Critical Need #2<br/>Plan for School wide Career Skills Integration</b> |  |  |  |   |   |
|--|--|--|--|---|---|
| <b>Steps</b>   | <b>Facilitator/Involved Parties</b>                                    | <b>Resources</b>   | <b>Timeline</b>  | <b>Monitoring and Reporting</b>   | <b>Assessment of Improvement</b>  |
| <b>Identification and Integration of Career Skills</b>                     |  |  |  |   |   |
| 1. Identify Targeted 21 <sup>st</sup> Century skills                       | -Leadership<br>-All Staff<br>-Career Skills Committee                  | -Adult School<br>-Core curriculum<br>-Precision Exams in CTE classes           | -2 CTE teachers in 2019-2020<br>-Did not use 2019-2020 due to pandemic<br>-21-22 expand to all CTE teachers<br>-Looking for new tools for Grade Level Career projects in Spring 2022 | -Leadership meetings<br>-PLCs<br>-Senior Project Committee has been removed | -Grade-level career projects<br>-Career elements in curriculum<br>-Career Skills rubric<br>-Senior Project rubric has been eliminated |
| 2. Reexamine Senior Project  | -Senior Project committee<br>-All staff                                | -Career skills<br>-Senior Project handbook<br>-Community Service opportunities | -Research and development: 2019-2020<br>-Senior Project has been eliminated  | -Senior Project Committee   | -Senior Project rubric  |
| 3. Curriculum across courses   | -PLCs<br>-Leadership Team<br>-Articulation Team<br>-CC Dual Enrollment | -Feeder schools<br>-Core curriculum – TOSAs<br>Mt. SAC, Rio Hondo, Cerritos    | -Met four times from 2018-2019<br>-Due to lack of subs did not complete in 2020-2021<br>-Restart in 22-23  | -Department meeting minutes<br>-Common Syllabi<br>-Dual Enrollment Courses  | -Career skills rubric<br>-Student work<br>-Dual Enrollment data   |
| 4. Creating School wide Career Rubric                                      | -Rubric Committee  | -CA CTE standards<br>-College and Career Readiness Standards                   | -Moved to 22-23 school year  | -Rubric Committee<br>-All staff   | -Rubric data  |

| <b><i>Use of Technology and Integration of Technology Skills</i></b> |   |   |                            |  |                    |
|--|---|---|----------------------------|--|--------------------|
| 1. Create calendar to manage use of available technology             | -Office manager<br>-Administration<br>-Media Clerk      | -Calendar tool  | -Completed                 | -Media Center                                      | -Calendar Data     |
| 2. Establish School wide Expectations for Classroom Technology Use   | -Leadership<br>-Technology Committee                    | -Tech TOSAs<br>-Tech experts (teachers)<br>-Google Classroom<br>-Canvas<br>-1-1 laptops for students<br>-Class sets for most subjects | -Completed due to pandemic | -Canvas has now been implemented<br>-Parent Square | -Canvas data       |
| 2a. PD Plan  | -Leadership<br>-Technology Committee<br>-Administration | -Tech TOSAs<br>-External Technology supports<br>-Weekly Canvas PD during pandemic<br>-AVID Digital training during pandemic           | -Complete due to pandemic  | -Canvas has been implemented                       | -Canvas usage data |
| 2b. Student Training   | -Technology Committee<br>- Teachers                     | -Tech TOSAs<br>-Tech supports<br>-Classroom<br>-Teachers<br>-Laptops  | -Completed due to pandemic | -Canvas has been implemented                       | -Canvas usage data |

**Critical Need #3**

**Goal: Strengthen MTSS - Tier I**

Los Altos High School will refine expectations for school wide Tier I supports, utilizing proactive classroom management strategies and creating opportunities for social emotional growth to better support student learning.

LAHS integrated an advisory period for the 2020-2021 school year remote learning schedule. The class met each Monday, for approximately 1 hour, and delivered a range of social/emotional lessons, driven by the LAHS HEART values. Certain “life skills” based lessons were also implemented into this curriculum. This school year, Care Solace has been used to submit referrals for students that need social emotional support. About 86% of the referrals this year were due to depression or anxiety.

**Rationale**

Students have returned to in-person learning for the 21-22 school year. There have been some challenges with student behavior this school year now that students have returned from distance learning. The referral and suspension data reflect the need for development and support of social-emotional skills amongst our students, particularly at the 9<sup>th</sup> and 10<sup>th</sup> grade levels. There is a continued need to revisit positive behavior supports and proactive classroom management strategies.

### Baseline Data

#### Suspension Data

| Grade Level      | Number of Suspensions Fall 2021 | Number of Suspensions 2020-2021                | Number of Suspensions 2019-2020 (August-February) |
|------------------|---------------------------------|--|---|
| 9 <sup>th</sup>  | 12                              | <i>No suspensions due to Distance Learning</i> | 17  |
| 10 <sup>th</sup> | 22                              | <i>No suspensions due to Distance Learning</i> | 17  |
| 11 <sup>th</sup> | 17                              | <i>No suspensions due to Distance Learning</i> | 19  |
| 12 <sup>th</sup> | 8                               | <i>No suspensions due to Distance Learning</i> | 16  |

#### Universal Screening

|                  | Fall 2021 | Spring 2021 | Fall 2020 | Spring 2020 |
|------------------|-----------|-------------|-----------|-------------|
| 9 <sup>th</sup>  | 32        | 37          | 19        | 49          |
| 10 <sup>th</sup> | 48        | 32          | 28        | 41          |
| 11 <sup>th</sup> | 19        | 50          | 46        | 43          |
| 12 <sup>th</sup> | 16        | 19          | 20        | 21          |

#### California Healthy Kids Survey (2019-2020)

|                                    |           |
|------------------------------------|-----------|
| High Expectations-adults in school | 61% agree |
| Academic Motivation                | 72% agree |
| School is usually clean and tidy   | 44% agree |
| Perceived safety at school         | 55% agree |
| Promotion of parent involvement    | 47% agree |

#### Care Solace Data (2021-2022)

|                           |    |
|---------------------------|----|
| Warm Handoffs (referrals) | 51 |
| Family-initiated cases    | 2  |

**Growth targets**

- With the increase in fidelity of Tier I and Tier II MTSS Interventions, there will be a decrease in suspension days per incident of 5% per year
- With the increase in fidelity of Tier I and Tier II MTSS Interventions, there will be a 5% decrease in the number of students per grade level in Universal Screening
- With the increase in fidelity of Tier I and Tier II MTSS Interventions there will be a 5% decrease in Interventionist referrals
- Growth in ratings on Student Survey – 15% increase each year

**School wide Learner Outcomes**

- Productive Thinkers and Managers
- Responsible and Involved Citizens

| <b>Critical Need #3:<br/>Plan to Strengthen MTSS - Tier I</b>  |  |  |  |   |                           |
|--|--|--|--|---|---------------------------|
| Steps  | Facilitator/Involved Parties   | Resources  | Timeline   | Monitoring and Reporting  | Assessment of Improvement |
| 1. MTSS- Tier 1<br>a) Solidify MTSS Team<br>b)Identify schoolwide proactive classroom management strategies (PD and ways to assess implementation) | -MTSS Leads<br>-MTSS Team<br>-Guidance counselors  | -n/a<br>-Ryan Ramos and SFS Department<br>-CSF Tutors  | -Ongoing   | -Care Solace<br>-Tutor.com<br>-Wellness Center<br>-Mentoring Program to be added in 22-23 | -Data reports             |
| 2. Peer and Group Counseling<br>a) Peer<br>b)Group   | -Jessica Lujan and counselors<br>-Lead Counselor and Counseling Team<br>-Nicole Meylor (Wellness Center) | -Student and Family Services<br>-SEL Curriculum Guide<br>- Student/Family Services<br>-Wellness Center | -Did not take place this year due to a shortage of counselors. Will restart for 22-23.<br>-Group Counseling began in Wellness Center | -Group sessions<br>-pre/post assessment   | -Student exit survey      |

|  |  |  |   |  |   |
|--|--|--|---|--|---|
| <p>3. Schoolwide Instruction for “See something, text something”</p>         | <p>-Administration Team and staff</p>  | <p>-Posters/Flyers in classrooms<br/>-Added to Canvas</p>  | <p>-Ongoing<br/>-October 2021 added to Canvas<br/>-January 2022 presented to student body on first day of second semester</p> | <p>-Email/Qualtrics Report</p>                   | <p>-Usage reports</p>                                       |
| <p>4. Increase student voice – student survey<br/>-Create Student Survey</p> | <p>-Leadership Team/<br/>Counselors<br/>-Administration<br/>-Student Senate<br/>-Student LCAP Committee<br/>-School Site Council</p> | <p>-Access to computer labs/technology<br/>-Student Senate receives more feedback on student voice now</p> | <p>-Will revise Spring 2022 with pandemic questions<br/>-Create School Climate Survey</p>                                     | <p>-Survey results (annual)<br/>-Spring 2022</p> | <p>-Leadership examining results and sharing with staff</p> |