LOS ALTOS HIGH SCHOOL

2018-2019 WASC SELF-STUDY

LOS ALTOS HIGH SCHOOL
SELF-STUDY REPORT

15325 E. Los Robles Avenue
Hacienda Heights, CA 91745

Hacienda La Puente Unified School District

March 18-20, 2019

"Conquerors Think, Thinkers Conquer"

Submitted to:

*Accrediting Commission for Schools of the Western Association of Schools and Colleges
and the California Department of Education*

Hacienda La Puente Unified School District
15959 E. Gale Ave.
City Of Industry, CA 91745

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Instruction: Shalom Montgomery, Juliet Gilek
Assessment and Accountability: Chris Becker, Tram Hoang
School Culture and Support: Barbara Crowther,
Andrew Formano, and Jay Laging

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Principal's Welcome

Welcome to Los Altos High School, Home of the Conquerors, and thank you for taking the time to review our 2018-2019 WASC Self-Study Report. As the proud principal of Los Altos High School, my alma mater, I could not be more excited to represent my community. We truly have the best students, staff, and families around and I could not be more honored to share the progress of our school with you.

Los Altos High School opened its gates in 1958 and currently has 1685 students in ninth through twelfth grades. We are located twenty-two miles east of Los Angeles, in the suburb of Hacienda Heights. Our school motto is "Conquerors Think, Thinkers Conquer," which is a true representation of who we are and what we strive to be. We have a long tradition of excellence in academics and extracurricular activities which has given us the reputation of being one of the best well-rounded educational schools in Southern California. Colleges strive to have students with a well-rounded educational experience and they offer our students a multitude of scholarships every year.

We have received numerous recognitions each year at Los Altos, some of which have included the California Business for Education Excellence Honor Roll, California Distinguished School, Best High Schools from U.S. News & World Report, and Newsweek's America's Best High Schools. Our students have received more recognitions than just about any school around through our five academic career paths and extracurricular activities. Those recognitions include back-to-back Ed Royce Congressional App Challenge Winners represented in Washington D.C., Engineering Electric Car National Competitions in Florida and Oregon, Health Occupation Students of America National Qualifiers in consecutive years, prestigious Performing Arts competition winners in Band, Choir, and Dance, multiple CIF Championships and Championship Qualifiers, and we were the very first high school in the country to have a running Hydrogen Internal Combustion Engine along with the history of being the first high school in the world to finish a solar vehicle race across the continent of Australia.

As a leader in creating college and career ready students, Los Altos High School provides the AVID (Advancement Via Individual Determination) program which boasts a 98% college acceptance rate. We also offer 35 Honors and Advanced Placement courses, Los Altos Academy of Engineering, Los Altos Performing Arts Academy, Health and Medical Technology courses, Digital Arts and Graphic Design courses, Business Marketing and Management courses, Leadership courses at all grade levels, and much more.

Our success is a byproduct of hard work, pride, dedication, and strong partnerships among the staff, students, parents, and community. This success has extended our community beyond our attendance boundaries as more than 15 percent of our students join us through intra-district and inter-district permits. With these partnerships, Los Altos High School produces students who have completed a-g requirements and are ready to enter the college and career world. All of these stakeholders are proud to send our students into the world ready and focused on their successful futures ahead. Together, our focus never waivers on making all students successful.

Preface

Los Altos High School's self-study process started in the spring of 2018 with the selection of Focus Group Chairs and the assignment of staff members to Focus Group categories of their choice. Our Late Start Monday meeting schedule was adjusted to make room for regular WASC Focus Group meetings and after a brief orientation of the WASC self-study process, the staff reviewed the Critical Needs and Action Plan from our 2012-2013 self-study to begin conversations about our progress as a school. In this meeting, the staff recognized the many changes that had transpired since our last self-study, and discussed the transitions and accomplishments during the last five years.

One of the most significant changes has been the transition of our, then, assistant principal into the principal role at the end of the 2016-2017 school year and the shifts in the assistant principal positions within the last few years. These changes prompted opportune discussions by the staff leadership team in revisiting the school's mission, vision, and schoolwide learner expectations. These revised statements, offering a fresh outlook at the start of the WASC process, were the beginnings of the work of self-study.

The process of writing this self-study report included thoughtful collaboration between staff members and honest feedback from students and parents. Focus Groups met several times starting in the spring of 2018 through the fall of the 2018-2019 school year, with discussions extending into department and course PLCs that resulted in reflection about how our curriculum, instruction, and assessment processes were impacting the growth of our students. The counseling and staff leadership teams worked together to create and conduct a student survey and the data was shared with staff members and parents. Focus Group chairs also met with parents on several occasions to garner their feedback and this information was shared with the staff to further shape our reflection.

In late October, Focus Groups examined their developed drafts to identify the key areas of strength and growth, which was followed by a productive discussion leading the staff leadership team to recognize the school's emergent critical needs. Examination of school data, student survey data, parent feedback, and the identified areas of strength and growth were then synthesized by this leadership team to develop our school action plan, and we look forward to seeing the impact of that plan as we continue the work of school improvement and student achievement.

Chapter I: Progress Report

Chapter I: Progress Report

Significant Developments
Los Altos High School has undergone several significant changes since the last full self-study and visitation in 2012. The adoption of the Common Core State Standards led to changes in both site and district goals to better prepare our students for college and has thus, impacted curricular and instructional shifts. Since then, our math, English, and social science departments have adopted curriculum with textbooks that are aligned to those standards, and teachers have been challenged to foster deeper levels of rigor and learning in their classrooms.

Since 2012, our student enrollment has decreased approximately 300 students. The Hacienda La Puente Unified School District has seen this decline across the district due to affordable housing limitations and the number of older families still living within its boundaries. There have also been significant changes in the administration team. Since our last self-study, eight assistant principals have come and gone, along with the departure of the previous principal during the 2016-2017 school year. Our current administration team consists of our principal and two assistant principals who have been in their roles for two years, and one new first-year assistant principal. Our current principal, who was a newly appointed assistant principal to our site at the time, was the only member of the administration team that was present during our previous WASC visit. The counseling team in 2012 consisted of five guidance counselors. Since then, an intervention counselor has been added to more effectively support those students with deeper social-emotional and mental health needs. At the beginning of the 2018-2019 school year, we lost one of our most tenured counselors to cancer. Her absence is felt deeply and a memorial scholarship, created and supported through a partnership between her family and our Renaissance student leadership group, is a lasting reminder of her legacy at Los Altos.

In preparation for the 2014-2015 full implementation of the Common Core State Standards, the Hacienda La Puente Unified School District along with Los Altos High School began a professional development plan to ensure teacher understanding of the significant shifts between the former state standards to the new national standards. Teachers were provided opportunities to unpack and understand the standards, learn new engaging instructional strategies, and explore a variety of ways to assess student learning. Teachers from all content areas worked in PLC course level teams to identify CCSS standards to focus on. Teachers were also given direction to develop essential questions for their lessons to spark real-world thinking and application, present higher-order thinking questions for daily lesson design, create lesson objectives and agendas, review and utilize academic and content-specific vocabulary, and develop end-of-unit common assessment to measure student learning.

Updates to the technology on our campus has occurred since 2012, focusing development on some areas more than others. Teachers that requested document cameras and projectors received new or updated devices. In 2018-2019, all classroom teachers and counselors were provided with new laptops and the proper connections to projectors as needed. Student accessibility to computers and internet access has improved with an update to the computers in our media center, the addition of two new computer labs, another added computer lab used for accounting and computer classes, and four new laptop carts that teachers can reserve in advance. To provide

access to the online components of newly adopted curriculum, the district has also purchased 20 laptop computers for every English class, and has plans to do the same for all social science classes within the next year.

During the 2017-2018 school year, our staff leadership team, comprised of department chairs and program leads, led the staff to review the effectiveness of our 20-minute In-School Intervention (ISI). ISI provides extended time for academic intervention within the school day with the objective of providing re-teaching or review opportunities for struggling students, allowing teachers the opportunity to meet with students in a more individualized setting, and encouraging students to achieve at their highest potential. The discussions that resulted from this review led to the recommendation to adjust the minimum grade requirements for students staying in for ISI from "C- or higher" to "B- or higher." This also led to the creation and use of the ISI monitoring tools for students and teachers, which are in varied stages of adoption.

The staff leadership team also underwent an extensive review of the school's bell schedule and its impact on student achievement. The schedule was adjusted due to the identification of an overage of minutes in the previous year's schedule and a decision was made to extend our Monday late start professional development time, which resulted in the change of our start time to 8:45am on Monday mornings. The focus of the time during Monday late start meetings is based on staff needs and currently, we have an ongoing rotation of whole-staff meetings, department meetings, PLC meetings, and WASC Focus Group meetings.

In 2018-2019, an additional prep period was given to each department chair in order to increase the focus on instruction. Those chairpersons were asked to help their departments by becoming instructional coaches, aligning instructional practices to our schoolwide goals and visiting classrooms while utilizing the school's Instructional Walk-through Tool. This tool was created by the staff leadership team in 2017-2018 as an informal method of encouraging a culture of collegiality and to promote the regular sharing of instructional best practices.

Schoolwide Critical Areas for Follow-up
The following were identified as schoolwide critical areas for follow-up during the visiting team's initial visit in 2012-2013. The summary of progress for each goal illustrates the work we have done since that time.

Goal 1: Increase proficiency on standards-based assessment in English and math.
Los Altos High School had made progress on API each year until the state suspended the STAR testing and CST scoring for all schools, with our final API score reaching 795. The CAHSEE proficiency scores had remained in the 60% range, fluctuating during the last three years of testing. In the last four years since the shift to SBAC testing, the school has been working to better understand how to read the results data and discuss the implications to our practice as educators.

As the district and site prepared to transition to the Common Core State Standards, the focus was on professional development to help familiarize teachers with the changes. During the 2013-14 and 2014-15 school years, math, English, and ELD had consistent professional development meetings at the district with outside contractors and specialized Teachers on Special Assignment (TOSAs) to usher in Common Core implementation. During this time, much collaboration

occurred within the English and math PLCs to implement the levels of rigor that would be reflected in state assessments.

When Smarter Balanced testing was adopted, teachers were provided with an overview of the test procedures, format, and types of questions, including the rationale behind and explanation of the Performance Tasks which would require students to synthesize information and draw knowledge and skills from multiple contents. Since that time, the math department has worked to familiarize students with the testing format and types of questions, and junior level English teachers have given mock performance tasks to ready students for the end-of-year testing. The curriculum adoptions that have occurred within the last four years also require deeper levels of critical thinking and reasoning, and though there has been some positive change in the quality of student work, teachers recognize the need to better understand the test to inform their understanding of student achievement on these assessments and the direct connections to classroom instruction.

In early 2018, all departments were asked to examine SBAC scores and to deeply reflect about how to better foster achievement as we worked to build our SPSA. The English department co-chairs attended training provided by CAASPP at the start of this school year and the staff leadership team has agreed that this training should be extended to all teachers. In summer of 2019, the district will be making this training available to teachers on a voluntary basis.

With the transition to the ELPAC testing for English Learners, our staff participated in training from the district's multilingual department. While the premise of the training was to familiarize teachers with the changes in the testing format, the examination of the types of questions and the breadth of content covered within the test broadened teachers' perspectives about how all content areas could be involved in bridging the gaps that exist within schoolwide literacy. Literacy goals for every content area were developed in 2017-2018 with the idea that departments would continue examining ways to promote growth in the skills of reading, writing, listening, and speaking as they relate to each respective content area.

Goal 2: Decrease the achievement gaps between subgroups.
All subgroups except for special education had met or sustained growth targets in the last three years of API reporting. The reasons for the drop in special education scores are unknown other than that of the growth in the special education population, with more students qualifying for SDC support at that time. The last year of STAR/CST testing was especially challenging as students' and parents' increased awareness that shifts would occur in light of the new standards and assessments decelerated the motivation to test well.

Frequent discussions have occurred regarding student grades and the subgroups of students that consistently struggle with behavior and academic achievement. The D/F grade reports and common assessments are two points of data that are consistent figures in PLC data discussions, with extended conversations about achievement gaps and where instructional practices are connected.

With regard to the state assessments, discussions about achievement gaps amongst subgroups is ongoing within the staff leadership team meetings. In terms of the larger ethnic groups

represented in our student body, the critical areas of need are in math for our Hispanic/Latino population with the percentage of students exceeding or meeting standards remaining steadily at about 20% in the last four years and the need to address the 7% decline in ELA scores amongst Hispanic/Latino students between the last two years. While the overall, schoolwide decline of ELA scores is an area of concern, focused conversations about addressing the gaps found in subgroup data will be helpful in determining potential causes and solutions to bridge achievement. Within our EL population, there has been some growth amongst the numbers of students meeting standards; however, the larger number of students who are not meeting standards connects to our decision to focus on literacy schoolwide. The achievement within our SED population has remained somewhat steady with a 1% drop in the last two years of students exceeding or meeting standards and a more significant 9% drop of students exceeding or meeting standards in ELA. With the change of administration in the last two years, data discussions have become more consistent; however, examination and discussion needs to extend into a more detailed focus on the CAASPP and subgroup achievement.

Goal 3: Increase career/college academic readiness
 a. Accountability to increase rigor in the classroom
 b. Further development of PLCs
 c. Vertical alignment to ensure that all students have the academic skills necessary to succeed in higher level coursework
 d. Monitoring system to measure student achievement of ESLRs with the school program

Los Altos High School has focused on increasing rigor and college and career readiness with the philosophy that students learn at high levels through problem-based and project-based experiences that increase application and analysis of content information. The basis of Common Core standards and strategies forces rigor to the forefront through depth of knowledge, text dependent assessment, close reading, and collaboration. Research-based strategies including the use of literacy standards in all courses, WICOR, close reading, annotation, essential questions, text-dependent assessments, DOK strategies, Kagan strategies, and discussion-based learning through Socratic Seminar and Philosophical Chairs are some of the instructional practices that have been adopted to increase the levels of rigor in the classroom. Teachers continue to collaborate in PLCs to share best practices and to monitor the impact of those strategies on student achievement by examining student work. The district organizes instructional walks on all campuses to monitor implementation of Common Core standards and strategies as well as RtI/MTSS strategies. Their feedback is provided to school administration and the information is shared with department chairs to guide further discussion.

We continue to monitor and provide access to rigorous learning through a-g college preparation courses, a growing AP/honors program with an open-enrollment policy, and college preparatory curricula such as ERWC in English and MRWC in math. We added a honors biology course for freshmen, increased anatomy/physiology sections, increased AP Language and AP Literature sections, divided AP Economics and AP Government into two separate year-long courses, and increased AVID sections with thoughtful alignment from 9th through 12th grades. Honors chemistry was also added to prepare students for AP Chemistry but further discussion about vertical alignment is needed as this addition has inadvertently decreased the enrollment for AP

Chemistry as a number of students have opted for the honors classification to forgo the more rigorous AP curriculum. As part of the Medical Academy, anatomy/physiology uses virtual labs, Google docs, and educational applications to provide high engagement coupled with critical thinking and application of learning to real-world scenarios. Several of our science courses are using interactive technology to support student learning with immediate feedback and collaborative opportunities during the school day.

Rigor is also found in application of concepts, content, and knowledge. In an effort to increase opportunities for students to apply their learning in regional and national academic competitions, the school site has provided staff members with training, substitutes to attend off-site training, and transportation. Some of the opportunities include Future Business Leaders of America Competition, American Math Competition, Academic Decathlon, Economic Decathlon, Mock Trial, HOSA Medical Competition, local polling training and volunteering, ACSA Speech competition, and competitions in the performing arts.

The rigors addressed in the Common Core and in state assessments have significantly altered both curriculum and instruction. Curriculum adoptions for math, English, and social science have occurred within the last four years with plans to transition the science curriculum in the next two years in response to the onset of the Next Generation Science Standards. In addition to the new math curriculum, the MRWC (Mathematical Reasoning with Connections) course has been added both to reflect the Common Core viewpoint that math is a connected work and to build the skills that would bridge students into college-level math. Teachers have adjusted their instruction to build in work that requires a depth of critical thinking, processes of reasoning, and frequent peer collaboration and discussion.

Collaboration within PLCs has grown considerably within the last five years as departments and course-level teachers have worked to align pacing, grading practices, instructional strategies, and create common assessments. There have been several discussions about consistency, and collaborative work in PLCs ensure that there is cohesion as the students move from one course level to the next. The collection and monitoring of common assessment data is an ongoing priority and data discussions occur frequently in PLCs to inform teachers about student proficiency, the causes behind the gaps in achievement, and instructional practices to foster growth. Teachers have identified the need for consistency in this kind of work so that the gaps in achievement are being more frequently addressed with the level of fidelity required to produce growth moving forward.

With the recent transitions in school administration, the staff leadership team has worked to revise the school's mission, vision, and SLOs. Though the SLOs were adapted from the previous school ESLRs, continued work to actively utilize the SLOs to measure student achievement is needed as the school moves forward on the school action plan.

Ongoing Follow-up Process
The school administration along with the Leadership Team, and Shared Decision Making team, implements and monitors the Single Plan for Student Achievement (SPSA). Each school year the SPSA is shared with stakeholders. The WASC critical areas for follow up have been integrated into the SPSA as well as the findings from data analysis on student performance. Using the

student profile as well as student performance on CAASPP testing, EAP testing, a-g completion and results from the new Dashboard system, all stakeholders are included as part of the ongoing school improvement focusing on student learning.

Los Altos High School has made significant progress in multiple areas of improvement from the 2012 Self-Study and WASC visitation. Visiting committee members supported Los Altos High School administration, staff and parent community in a positive direction by outlining target areas to focus efforts to improve student learning. During the past two years, new administration has worked with stakeholders to maintain the focus through the annual development of the Single Plan for Student Achievement.

During the 2015 Mid-Cycle Progress Report, one critical area for follow-up was given.

"The school should focus on supporting an increase in assessment data that shows students how to monitor their own progress. LAHS wishes to find a way to analyze the efficacy of their ISI program. Currently the school set some minimum criteria for assigning students to this intervention program, although the data has not been formally analyzed beyond just anecdotal evidence. The school should determine ways in which they can monitor the success of their ISI program."

Los Altos High School made changes in 2017-2018 in order to both increase achievement and to monitor ISI more effectively. The criteria for assigning students to this intervention program was altered from the minimum of a C- grade to a B-, raising the level of expectation for student achievement and asking students to apply more focused academic effort for ISI release. The staff leadership team also developed monitoring tools to better assess student progress and determine the impact of strategies utilized during the additional 20 minutes of intervention. Student progress is monitored through a biweekly check of grades, followed by a reflection completed by students about their own progress. Currently, the way in which teachers utilize these monitoring tools have some variation by department and teachers have been asked to catalog monitoring in department Google shared files. This is still a growing process for our staff and students as we work together to refine the use of ISI as a method of impacting student achievement.

Chapter II:
Student/Community Profile
and Supporting
Data and Findings

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A. General Background and History

The Community

Los Altos High School is a comprehensive four year high school that opened its doors in 1958 to the community of Hacienda Heights. At that time, Los Altos was the second of seven High Schools in the La Puente Union High School District. In 1970, the La Puente Union High School District and the Hudson Elementary District joined together to become the Hacienda La Puente Unified School District which it still remains today. Los Altos has had a fluctuating enrollment over the past 60 years, from 1,400 students to 2,850 students. Currently, Los Altos serves 1742 students and is the largest school in the Hacienda La Puente Unified School District

Hacienda La Puente Unified School District schools are among the best in the nation and have won many awards and honors, offering innovative and distinguished academic and athletic programs. The district has a Transitional Kindergarten through 12th Grade enrollment with more than 18,000 students who reside within the district's boundaries comprising of the cities of La Puente, City of Industry and the unincorporated Los Angeles County areas of Valinda and Hacienda Heights. The Hacienda La Puente Unified School District has seventeen K-5 elementary schools, six K-8 schools, four middle schools, four comprehensive high schools, one alternative high school, and an orthopedic unit for the physically handicapped, an extensive child development program, and adult education program. The district also maintains an Administration Center, an Instructional Services Center, a Multilingual Assessment Center, a Professional Library, and a Curriculum Lab. A number of supplemental programs enhance the district's basic classroom curriculum. These programs include special education, English language development, gifted and talented education, counseling, facility improvement, and compensatory education programs.

From 1953-1963, Hacienda Heights made its transition from an agricultural town full of orange and avocado groves to a suburban residential area. Hacienda Heights is an unincorporated part of Los Angeles County in the San Gabriel Valley and is located 20 miles east of Los Angeles. The area is primarily residential, composed of families from a wide cross-section of the socioeconomic spectrum. These families have careers in business, commerce and the professions. In the 2010 Census Hacienda Heights had 54,038 residents and it is estimated to have around 60,000 residents today. The community hubs of the area are St. John Vianney, the local Catholic church, and the Church of Jesus Christ, Latter-Day Saints. St. John Vianney just opened its doors again after a fire which burnt down the church 8 years ago. Hacienda Heights is also home of the largest Buddhist Temple in the Western Hemisphere, the Hsi Lai Temple.

Residents of Hacienda Heights are proud to tell others where they are from because of the tight knit community that it is. Over 86% of the population has earned a high school diploma and 36% of the population has continued their post-secondary education to earn a college or university degree. There are parks, school fields, churches, and stadiums that serve the community on a

daily basis. Some of the highlights of this community are our Fourth of July Parade, the Concerts in the Park, after-school sports programs, college fairs, and other special programs. There are many different generations of families living in Hacienda Heights, with many former residents returning to their home every year. Los Altos High School has quite a few staff members who grew up in the area and also graduated from the school.

Enrollment has decreased over the past half a decade due to decreasing enrollment in the entire district. However, we do still have around 20% of our populating that chooses to come to Los Altos High School from neighboring schools for our outstanding curricular and extra-curricular opportunities. Currently, our student enrollment is 1,742 students. This includes 447 freshmen, 471 sophomores, 410 juniors, and 414 seniors. During this time of decreasing enrollment, the school's population has decreased by around 17%.

The ethnic distribution of our student body has also seen changes over the past decade. The current demographic breakdown is 86.5% Hispanic, 4.3 % White, 5.9% Asian, and 3.3% combining for our other minority groups. Our Hispanic population continues to grow while our Asian population has declined from a high of 30% in 1998. In the 1980's, the school's enrollment was a majority of white students. As these families aged and moved out, Asian and Hispanic families moved in. These changes reflect the changes seen across the San Gabriel Valley.

The 2017-2018 school year represented the first year Los Altos High School was a full Title I school. The free and reduced lunch population has steadily increased both at Los Altos and at Los Altos' feeder schools. Due to that increase, Los Altos will receive more funds in order to provide the support services to ensure that all students are meeting the standards. With Title I funding comes additional mandates that the school must now meet and follow.

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, 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, Private Foundations, the Rotary Club, and many others.

The Staff

During the 2018-2019 school year, Los Altos has 73 total teachers including 4 ROP teachers. Of the 73 teachers, 29 are Hispanic, 29 are White, 11 are Asian, and 4 are African American. Twenty one teachers reported of having a BA/BS or BA/BS plus 30 credits and fifty two hold a Master's degree. Teachers have an average of 15 years of teaching experience, 8.5 of those with the Hacienda La Puente Unified School District. The professional support staff includes one

principal, three assistant principals, five guidance counselors, one intervention counselor, one psychologist, one part-time speech therapist, and one part-time nurse. In addition, Los Altos has 36 classified staff members, including paraprofessionals, secretaries or clerical staff, and janitorial or support staff.

Accreditation History
Los Altos High School was first accredited in 1964. Since 1964, some of the more recent accreditations are as follows:
- 2012: 6 year + mid-term visit
- 2006: 6 year + mid-term visit
- 2000: 6 year clear
- 1997: 3 year
- 1991: 6 year clear

In addition to the accreditations above, Los Altos is proud to have been recognized by Los Angeles County for excellence in the AVID program and have been an AVID Highly Certified Site for the past 4 years. In the 2017 and 2018 school years, Los Altos was also recognized by the Educational Results Partnership as a high performing, achievement gap closing school in the State of California. They have named us a Honor Roll school in partnership with the Campaign for Business and Education Excellence.

Los Altos High School Mission Statement
We, at Los Altos High School, are lifelong learners who are productive, responsible, and involved citizens — who respect and embrace diversity, honor creativity, and are committed to excellence.

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 In-School Intervention (ISI) Mission Statement
The mission of ISI is to develop the potential of all students by providing an extended period for student intervention within the school day, creating a positive environment for extended learning, motivating students to achieve their highest potential, and allowing teachers the opportunity to meet one on one with target students.

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

Graduates of Los Altos High School will be

1. Lifelong Learners who:
   - set and reach personal, academic, and career goals
   - utilize the support, guidance, and assistance needed to meet their own high expectations
   - develop intellectual, artistic, and practical skills needed for our global society

2. Productive Thinkers and Managers who:
   - work toward mastery of content area standards
   - problem-solve by gathering, analyzing, and interpreting data
   - think critically by organizing, summarizing, and applying information
3. Effective Communicators who:
   - read, write, listen, and speak effectively
   - creatively express ideas and concepts through presentations
   - use technology and networking tools proficiently to access, manage, interpret, evaluate, and synthesize information
4. Responsible and Involved Citizens who:
   - have explored career options and are college and career ready
   - respect and embrace diversity, honor creativity, and are committed to excellence
   - work collaboratively and cooperatively in their school and community

B. School Programs

Overview

Los Altos High School offers excellent academic and extra-curricular opportunities in order to best prepare our students for college, career, and life. Each student in HLPUSD takes four years of English, three years of math, three years of science, three years of social science, two years of physical education, one year of a Fine Art/Foreign Language, and seven year-long elective courses. Mondays are our late start staff development days beginning at 8:45am and ending at 2:57pm. Our block school day begins at 8:00am and ends at 2:58pm on Tuesdays through Fridays. Tuesday through Friday, we also offer zero period courses for students who are in need of credits or who want to advance. During the block days, we have an embedded In-School Intervention (ISI) where students can receive support from their teachers in classes where they are currently receiving lower grade marks.

Courses at Los Altos are designed to meet the Common Core State Standards, as well as address the requirements of a 21st Century learner and include standards found within the California Frameworks for ELA and mathematics. Teachers of those courses differentiate to meet the various learner needs and structured to encourage success for all students. Students struggling to earn a B or better in their classes are kept in that class for In-School Intervention (ISI), which is embedded into each class to allow the student to receive additional support in those classes.

Los Altos also offers opportunities for credit recovery. This includes summer school, access to adult education facilities, and enrollment in community college. In addition, Los Altos students have access to online credit recovery and grade improvement offered through the Adult Education Program.

Advanced Placement and Honors
Assistant Principal, Advanced Placement Coordinator - Daniel Monarrez
The Advanced Placement, AP, program is one of the preeminent programs at Los Altos High School. For the 2018-2019 school year, our AP program consist of 20 courses taught by 21 highly qualified teachers. All of our teachers have attended the mandated College Board

professional development and many choose to attend such trainings on a regular basis. AP Computer Science Principles is a new course, based on student interest, for the 2018-2019 school year. Every other year we offer certain AP courses because of a lower yearly interest in the course by students. These courses are AP Music Theory and AP Environmental Science. This school year is an "off cycle" year for both courses. In general, many of our AP courses are reflective of the decline in our total student population thus we have experienced a decline in the number of students enrolled in AP courses. However, there are certain content areas where recruiting efforts have paid off and we are seeing an increase in student enrollment.

The following are positive trends that we are seeing with our AP data. Our percentage of students passing all exams with a 3 or higher increased from the previous year (2017: 58.3% to 2018: 60.6%). The following course have increased their enrollment for the 2018-2019 school year: Biology, Calculus BC, Chinese Language, English Literature, European History, Psychology, and Studio Art. Although Biology and Calculus BC are mentioned above, an area for growth in regards to our AP program is to increase the number of students who feel academically prepared for AP courses in science and math. Growth in the number of students taking these courses will show if we are growing in this area. Our goal of increasing AP enrollment in science and math is reaffirmed by the addition of AP Computer Science Principles for 2018-2019. Additionally, we have seen an increase in the overall "mean score" in Calculus AB, Chinese Language (mean score of "5" for two consecutive years), English Language, European History, Spanish Language (mean score of "5" for five consecutive years) and US Government and Politics. Overall, we are experiencing a net growth of 107 more AP courses taken by our students for the 2018-2019 school year in comparison to the previous school year.

Although we certainly have areas to celebrate as an AP program, we understand that more work is necessary. An area that we will continue to focus on is recruitment of students into our AP courses. As a department, our guidance counselors believe strongly in the College Board's policy of open enrollment. No student at Los Altos High school will hear the word, "NO" when asking to enroll in an AP course. However, this does not preclude our counselors from providing proper recommendations to students when it comes to developing their yearly academic program. Another way we hope to increase our AP student participation is by holding our inaugural "AP Parent Night" in addition to using the tools provided by the College Board to help in the identification of students who have the potential to succeed in AP yet they are not enrolled in an AP course.

Special Education
Department Chair - Hal Evans
The Special Education Department is designed to provide special needs students, grades 9-12, with a comprehensive academic program aligned with current common core standards. Los Altos High School has approximately 160 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.

Each student has an Individualized Education Plan (IEP) containing goals and objectives specifically designed towards achieving success in the student's academic and social functioning. Special education teachers meet at least annually to hold IEP meetings while triennial meetings are held every three years, which include academic testing and psychological testing.

Los Altos serves students with mild/moderate disabilities in four different settings. Students may participate in a number of combinations of the following placements. Los Altos offers an all-day self-contained setting in a small classroom setting with some of the students in this program being able to participate in general education elective classes like art or drama. Usually, between 10-15 students participate in this class. The class does not meet a-g requirements and does not meet graduation requirements, but leads to a "Certificate of Completion." These students are working toward CAPA (CAA) standards, using state approved curriculum. These students typically continues their education within the district at the HLPUSD Adult Transition Program until the age of twenty-two.

The second placement allows students to participate in self-contained classes according to their needs. Math, Science, English, and Study Skills classes are offered in this setting and placement is determined on the student's academic needs. These students use a combination of both core and supplemental curriculum, aligned to common core standards when applicable. This type of class typically does not meet a-g requirements, but meets graduation requirements, and leads to a comprehensive high school diploma.

The third placement is for students requiring a less restrictive environment. They are placed in team classes where a special education teacher works directly with a general education teacher in providing accommodations or modifications to the curriculum, as needed. These classes are in the general education environment and are taught by both a general education and a special education teacher. These classes meet the a-g requirements and lead to a comprehensive high school diploma.

The last option is for students who attend general education classes and are monitored by a special education teacher to ensure the student is receiving any assistance that is specified in the student's IEP. All classes meet the a-g requirements and lead to a comprehensive high school diploma.

English Learners
Counselor - Patricia Higgins
During the 2017-2018 school year, there were 75 English Language Learners (EL). This year we have 97 English Language Learners, with the majority being in the freshman class. In 2017-2018 we gave the ELPAC test for the first time. Students are placed in their English class based on those results. The 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 SBAC testing their junior year. Once students have reached a higher level of proficiency, they are re-designated.

The Los Altos faculty continually encourages and supports the EL student to strive for English proficiency. 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 goals for the students to achieve. 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)
Multi-tiered Systems of Support works as a program which allows staff members to incorporate strategies that maximize student learning, help identify students who are exhibiting at-risk behaviors, and support the site team in providing and maintaining the appropriate levels of evidence-based interventions. Universal Screening is the process at the forefront of this program, 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.

In the initial years of implementation, the site team attended district trainings, organized and provided professional development for the school site, and monitored Positive Behavior Interventions and Supports (PBIS). Since the 2009 district adoption of this program, our site team has undergone significant changes, with shifts in administration impacting the plan for continued implementation and with the transition of several team members. Although this has impacted the trajectory of continued work, LAHS has continued to successfully utilize Universal Screening as a regular method of identifying at-risk students and the counseling team has continuously worked with those students to set goals and make gains toward social-emotional and behavioral growth. The addition and ongoing work of the site's interventionist to connect with students in individual and group settings has helped tremendously to maintain consistent Tier II/III interventions that meet their unique needs.

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. This team will continue to work alongside school administration, the site leadership team, and counseling team to ensure that MTSS is not only a vital part of supporting students to maximize their learning, but also a necessary component of meeting the social-emotional, behavioral, and mental health needs of students in an era where the need is becoming more evident.

Advancement via Individual Determination (AVID)
AVID Coordinator - Barbara Crowther
The AVID program was implemented at Los Altos High School in 2009. The mission of AVID, which stands for Advancement Via Individual Determination, is to close the achievement gap by preparing all students for college readiness and success in a global society. We have grown our program from a single class of freshmen in 2009 to two sections for each grade level with just over 200 students enrolled for the 2018-2019 school year. The Los Altos AVID program has consistently been recognized as a Highly Certified AVID school by AVID Center, and has been asked to apply for School Site of Distinction. Our goal is to achieve that distinction in the next few years.

We have graduated seven classes of AVID seniors and take great pride in their achievements. 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. Our AVID teachers and coordinator meet with students in the program regularly to monitor progress and encourage students to enroll in Honors or AP courses when appropriate. For the class of 2018, 45% of the students had taken at least one AP course and we are hoping to increase that number with future classes. All of our 9th and 10th grade students take the PSAT and our 11th and 12th take the SAT at least once. For the 2018-2019 school year we are fortunate that our district is funding the PSAT and SAT for all students at LAHS in October. All of our seniors apply to at least one four year college or university, and all of them submit either the FAFSA or California Dream Act application. We usually have around 98% of our seniors get accepted to at least one four year college. This number dropped to 87% with the class of 2018 as the Cal States denied a record number of qualified applicants. Our senior AVID teacher is working with the class of 2019 to identify "open" CSU campuses for students to apply to in order to help increase the number of students accepted. Once graduating, it's usually around a 50% split of students starting at a two year or a four year, and the number one factor keeping our students from going straight to a four year school is the cost.

Our AVID teachers and other content teachers on campus continue to attend AVID professional development. This is done by attending the AVID Summer Institutes or by attending pathway trainings offered through the LA County Office of Education. The AVID curriculum offers support for students by teaching and reinforcing skills in five main areas: writing, inquiry, collaboration, organization, and reading (WICOR). Our AVID teachers provide support to departments or our whole staff on these best practices as needed. The two other main components of the program are weekly binder checks and bi-weekly tutorials. We use both college tutors, usually graduates of our program who attend college locally, and senior cross-age tutors to help facilitate tutorials and provide academic support to our students.

Career Technical Education (CTE)
CTE Department Chair - Edward Richter
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. The CTE classes at Los Altos are a combination of academic work as well as practical, hands-on application of skills learned in class. At Los Altos, CTE students learn by doing.

Currently, most of the CTE classes at Los Altos hold articulation agreements with local junior colleges in order to ensure that our students arrive on campus with college credit. The goal of the CTE department is to ensure that all course offerings are a-g approved by the end of the 2019 school year. Two of the offerings in the CTE department are members of Career Tech Student Organizations. Students are able to participate in HOSA or Future Business Leaders of America while they attend Los Altos.

The teachers of all of the CTE classes at Los Altos all 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. At the meetings, everything is open for review as professionals look over course outlines and curriculum and make recommendations so that the school's programs can remain up to date and relevant.

Los Altos Academy of Engineering
CTE Department Chair and Instructor - Edward Richter
The Los Altos Academy of Engineering is a Career Technical Education program with a nearly thirty year history. The program is dedicated to introducing students to professions within STEM fields and stresses the importance of building an in demand skill set through both hands on experiences and academic work.

The program is well established at Los Altos and has a proven track record of positive student outcomes as evidenced by the program's growing alumni network. The program currently has graduates attending engineering programs at UCLA, Yale, Cal Berkeley, UCSD, and Cal Poly Pomona. Former students who now work at companies such as Northrop Grumman, Boeing, Jet Propulsion Laboratory, and Space X, to name a few.

The Los Altos Academy of Engineering has worked to improve its practices and update its course outlines to align with the state of California's Engineering and Architecture pathway. In addition, students now have the option of articulating with Mt. San Antonio College and arriving on campus with college credit in place.

The program seeks to interest students about the field of engineering through the implementation of project based learning in all levels of the class. At the introductory level, students work on a new projects about every month, where at the concentrator and capstone levels of the course, the students' learning is informed by a complex, year-long project. Typically, these year-long project extend well beyond the demands of the average school day. Students spend an average of six hours beyond the normal school day every week.

In addition to applied technical abilities they learn as the work hands on, the students build a wealth of 21st Century skills as they ask difficult questions that guide their learning and think critically as they seek to find solutions to the problems that they encounter.

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. They host and Advisory meeting every year where they invite engineers and professionals in from the outside in order to scrutinize and critique the practices of the program. In addition, they welcome in guest speakers throughout the year, most recently hosting engineers from Northrup Grumman and Southern California Edison.

Performing Arts Academy
VAPA Department Chair, Band Director - Jay Laging
The Visual and Performing Arts Department is committed to Arts education in the domains of Dance, Drama, Instrumental Music, Visual Arts, and Vocal Music. Serving over 900 students annually, the VAPA Department reaches a large proportion of the student body. The department has six teachers and some of the courses hire outside staff to assist with instruction. It is the goal of the VAPA Department to provide a rigorous education through sequenced courses so that students who choose to pursue the Arts after graduation have the skills and understanding to do so.

All courses in the VAPA Department meet a-g requirements, other than Dance PE and Marching Band PE courses. Each area offers students a sequence of courses from beginning to advanced levels to meet the needs of our students. Advanced Placement courses in Studio Art and Music Theory are offered on a yearly or biennial basis, depending on interest and school needs. Students in all of our disciplines are given real world experience through presenting works to the public, participating in adjudicated events, and interacting with professionals in the field.

The Visual Arts organize an annual Art Walk to display the work of students in all courses to the school community. Additionally, students participate in the district Art Fair and submit their work for inclusion in regional and national competitions. Students in Intermediate Dance, Advanced Dance, and Dance Team produce two concerts per year, one of which is based on student choreography. The Dance Team also competes in regional dance circuits. Drama students produce three plays annually, plus present an improvisational comedy concert. Selected students also present scenes at the annual district Drama festival. Choir students perform four concerts annually, and the two most advanced choirs participate in competitive show choir events through the Southern California Vocal Association. Students also are evaluated at choir festivals in the spring, and all levels of the choir program receive evaluations from professional educators and college professors. Instrumental music students perform in three concerts and two major fundraising performances each year. The Marching Band competes in six tournaments annually and often qualifies to appear at the Southern California Field Championships. The Jazz Band and Concert Bands attend festivals annually, where they receive evaluations from professional educators and college professors. The Winter Guard competes at events sponsored by the Winter Guard Association of Southern California, who evaluates technical, expressive, and design qualities of each performance. The Winter Percussion program competes in some years, based on funding and student interest. In 2017, students achieved 6th Place in the American Drumline Association finals.

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 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. AP Music Theory struggles to attract a high number of students,

however we attempt to offer it every other year. There have been discussions of adding a course to prepare students for the rigors of AP Music Theory, however this course has not yet been developed.

Student Leadership
Instructor, Advisor - Christopher Reeder
Associated Student Body (ASB)
The purpose of Los Altos ASB is to work collaboratively as a team to create memorable experiences and stories for the members of our Conqueror family. The primary focus of the group is to positively impact school culture through the facilitation of events such as dances, rallies, pregame tailgates, etc. where students and Staffulty are able to enjoy the Conqueror Spirit that exists at LAHS. We also serve in the role of student government by holding weekly business meetings to approve ASB budget expenditures and other school-wide ventures. Monthly Student Senate meetings allow our ASB to give a voice to all students on campus by inviting 3rd period classroom representatives to connect directly with our ASB cabinet and bring issues and concerns to the table for discussion.

Renaissance Leadership
The purpose of Los Altos Renaissance is recognize and reward all members of the Conqueror family for their various successes and accomplishments. We believe that everyone matters and has value as a part of our campus. We strive to shine our light on all Conquerors and give them a sense of worth and belonging at LAHS. We strive to achieve this goal by holding a myriad of celebrations and showcases through which we honor our fellow Conquerors. These celebrations include events such as Student of the Month, Inspirational Teacher Luncheons, Teacher Honor Guard, Academic Rallies, etc. pay tribute to not only students and teachers, but administrators and support staff as well.

Freshman Leadership
The mission of the Los Altos Freshman Leadership Team is to: 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. We spend the first semester helping the students grow as young leaders on our campus. Through readings, videos, activities and other targeted leadership lessons, the students begin to examine their personal leadership characteristics and tendencies while learning essential leadership skills such as listening, teamwork, integrity and so on. Second semester challenges the freshmen leaders to start using their skills to better the campus through outreach projects such as lunch rallies, fundraisers, peer recognitions and assisting the ASB and Renaissance Teams in their projects.

Health Occupation Students of America (HOSA)
Instructor - Ignacio Hernandez, Counselor - Eva Muñoz
HOSA is an international student organization recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE. HOSA promotes career opportunities in the healthcare industry and tries to enhance the delivery of quality health care to all people. Students involved focus on developing leadership skills while developing their

knowledge in health science education. HOSA is 100% health care, and is intended for students who have taken our Medical CTE classes and have an interest in being a future health professional. Due to this, HOSA is not a club that is open for all student, but instead, 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.

Athletics
Athletic Director - Andrew Formano
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-four different sports teams with various levels for each. Students have the opportunity to be a part of a total of fifty teams including varsity, junior varsity, freshman and freshman-sophomore for various sports.

Los Altos High School currently offers:

Fall	Winter	Spring
Football	Boys Basketball	Baseball
Boys Water Polo	Girls Basketball	Softball
Girls Volleyball	Girls Soccer	Boys Track & Field
Girls Tennis	Boys Soccer	Girls Track & Field
Girls Golf	Girls Water Polo	Boys Golf
Boys Cross Country	Boys Wrestling	Boys Tennis
Girls Cross Country	Girls Wrestling	Boys Swimming
		Girls Swimming
		Boys Volleyball
		Coed Cheerleading

Successful Varsity Programs
Los Altos High School has a storied history and a tradition of success in many of our athletic programs. The football program gets most of the notoriety having played in 16 CIF Championship games, winning 11 CIF Titles and 5 CIF Runner Ups. The football program has participated in a CIF Championship game in every decade starting with the 1960's. The two most recent additions to that list were in 2014 and 2016 when the Varsity team played in CIF Championship games, losing both. Aside from Football, the Boys and Girls Water Polo programs have also experienced recent success in CIF. In 2013 and 2014 the Boys Water Polo team made appearances in the CIF Title Game, coming up short both times. In 2015 the Girls Water Polo team was able to capitalize on the wave of water polo success and became the school's 20th team to capture a CIF Championship.

Over the past couple of years, other programs have risen to prominence with some garnering attention at the state and national level. In 2017 and 2018 the Los Altos Softball team gained local and national notoriety. The varsity team finished ranked in top 50 of California schools and in 2018 the team finished their year ranked 12th in the state and 49th in the nation. Boys Basketball is another program that has seen major success in recent years. In 2018 the team finished the season with the best record in thirty-five years and was ranked 42nd in the state.

Los Altos competes in one of the most competitive leagues in the San Gabriel Valley, the Hacienda League. Hacienda League is comprised of 6 schools in the San Gabriel Valley, however none of the other 3 district schools are included in it. Los Altos has had success in many sports during Hacienda League play. Over the past two years, league titles have been won by Football, Girls' Volleyball, Boys' Basketball, Girls' Basketball, Girls' Water Polo, Boys' Volleyball and Softball. In addition to our league champions, several more of our teams have qualified for CIF by finishing in the top three in league or earning at-large berths. In the past two years, over seventy percent of Los Altos' varsity teams have participated in CIF competition.

The following programs have qualified for CIF:

Fall	Winter	Spring
Football	Boys Basketball	Baseball
Boys Water Polo	Girls Basketball	Softball
Girls Volleyball	Girls Water Polo	Boys Tennis
Girls Tennis	Boys Wrestling	Boys Volleyball
Girls Golf		Boys Track & Field
Boys Cross Country		Girls Track & Field
Girls Cross Country		

Athlete Participation
In 2017-18 school year, there were 336 students involved in Fall Sports, 211 in Winter Sports, and 361 Spring Sports. A total of 908 students participated in athletics at Los Altos during the last school year. This number is consistent with participation numbers over the past few school years. While the total school population has declined in the past few year, athletic participation numbers have held steady. The newest program on our campus is Girls Wrestling. The participation numbers have not been large with 8 girls competing each of the last 2 years, but the wrestling program is fairly new to our campus as it was restarted 4 years ago after many years of not having a wrestling program on campus.

Faculty Involvement
The biggest change that Los Altos has recently experienced is in the coaching ranks. Los Altos has seen the number of off-campus coaches rise dramatically over the past four years. In the 2017-18 school year Los Altos employed 94 coaches and only 17 were employed on-campus in some capacity outside of coaching. This is a growing trend in our area due to the meager pay that coaches receive and the increased accountability and time expectations.

Student Enrollment
As a district, Hacienda La Puente Unified has seen a pattern in declining enrollment over the past five years. Los Altos High School has seen a similar pattern with a smaller rate of decline. Los Altos started off the 2018-2019 school year with an overall enrollment number of 1685 students

in grades nine through twelve. This is a decline of about 250 students since the previous WASC visit in the 2013-2014 school year.

The data shows a steady decline of enrollment since 2013-2014 with the exception of 2014-2015. The decline in enrollment is due to the aging community in Hacienda Heights. Many of the community members are "baby boomers" and their children have grown up and moved on, while the parents have stayed and remain in their homes.

	9th Total	9th %	10th Total	10th %	11th Total	11th %	12th Total	12th %	Total
Number of Students Enrolled									
2013-2014	510	26.2%	509	26.1%	488	25.0%	442	22.7%	1949
2014-2015	519	25.9%	514	25.6%	503	25.1%	469	23.4%	2005
2015-2016	472	24.3%	504	25.9%	484	24.9%	484	24.9%	1944
2016-2017	410	22.8%	457	25.4%	477	26.5%	457	25.4%	1801
2017-2018	458	26.7%	401	23.4%	404	23.5%	453	26.4%	1716
2018-2019	448	25.7%	472	27.0%	411	23.6%	414	23.7%	1745

Source: HLPUSD SMART and Aeries Systems

ENROLLMENT DATA BY GRADE
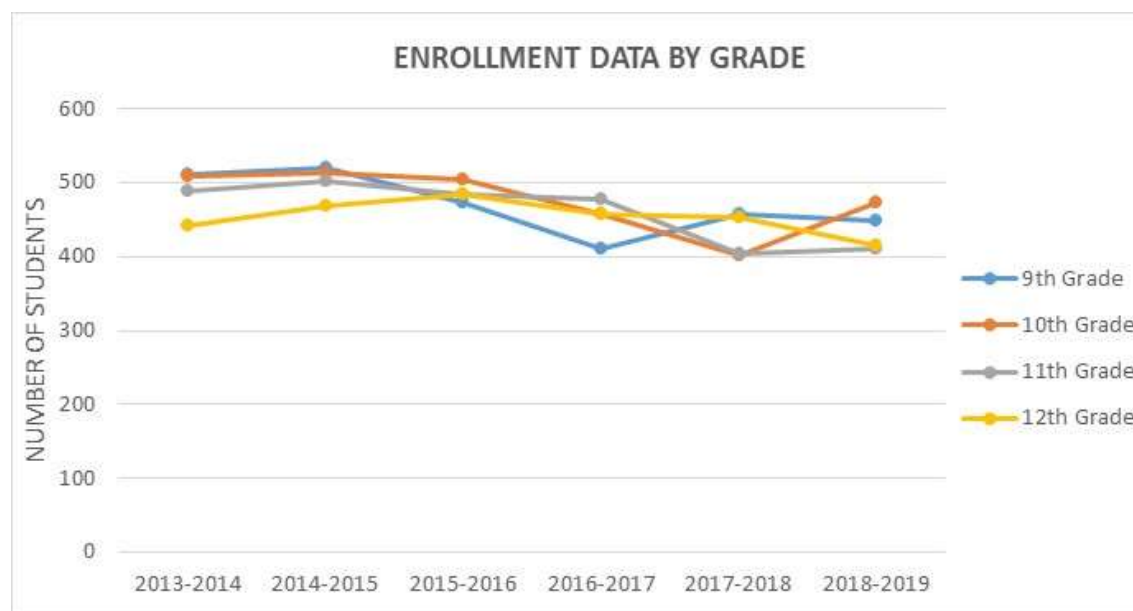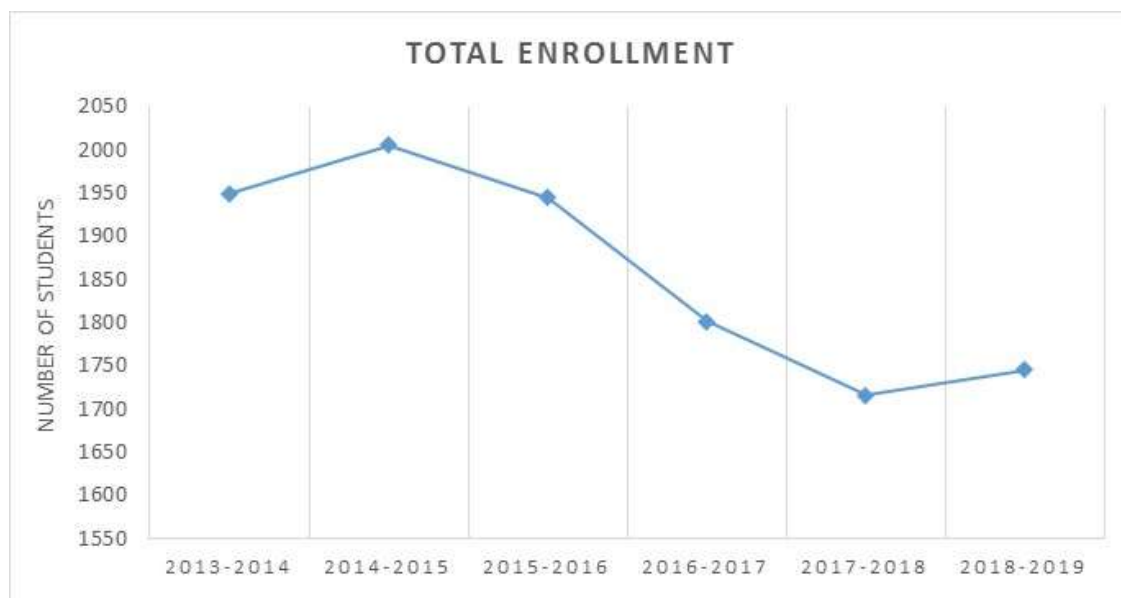
Average Daily Attendance Data

The Average Daily Attendance (ADA) at Los Altos High School has maintained a high percentage since the 2013-2014 school year, and has remained well above both state and district averages. This is attributed to the levels of student involvement in the school and its programs. Over the past two years there is an increase in that percentage which is a result of focusing more attention on attendance with consistent oversight by the assistant principal who oversees that area. The last two years reflect the highest attendance rates of the last six years.

Average Daily Attendance by Month											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	**Yearly Average**
2013-2014	97.70%	94.13%	96.32%	95.32%	96.42%	94.98%	95.12%	95.36%	95.84%	97.32%	**96.08%**
2014-2015	97.66%	96.80%	96.43%	95.55%	96.43%	94.29%	95.74%	95.61%	95.48%	96.91%	**96.07%**
2015-2016	97.94%	96.41%	96.93%	96.62%	97.21%	96.12%	95.82%	95.45%	95.83%	96.21%	**96.53%**
2016-2017	98.10%	97.05%	95.40%	96.00%	96.45%	95.35%	95.03%	94.90%	95.14%	95.69%	**95.99%**
2017-2018	97.68%	96.56%	96.24%	95.68%	96.13%	96.35%	96.12%	94.50%	95.68%	96.13%	**96.21%**
2018-2019	98.40%	97.70%	97.00%	97.00%	96.60%						**98.36%**

Source: HLPUSD SMART and Aeries Systems

2018-2019 data reflects year-to-date information

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ADA DATA – YEARLY AVERAGE
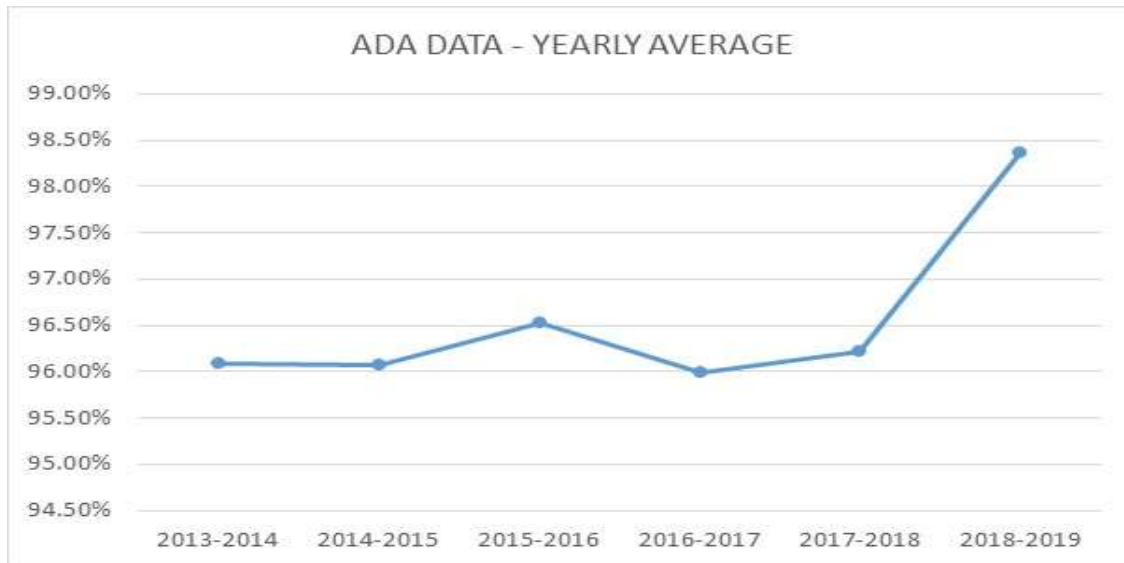
Student Enrollment by Gender

In the last six years, Los Altos has continued the trend of having more males than females in our overall student population. This data is consistent with state and district percentages of enrollment by gender.

	Number of Students Enrolled by Gender				
	Female Students	Female %	Male Students	Male %	Total
2013-2014	957	49.1%	992	50.9%	1949
2014-2015	966	48.2%	1039	51.8%	2005
2015-2016	936	48.1%	1008	51.9%	1944
2016-2017	867	48.1%	934	51.9%	1801
2017-2018	827	48.2%	889	51.8%	1716
2018-2019	857	49.1%	888	50.9%	1745

Source: HLPUSD SMART and Aeries Systems
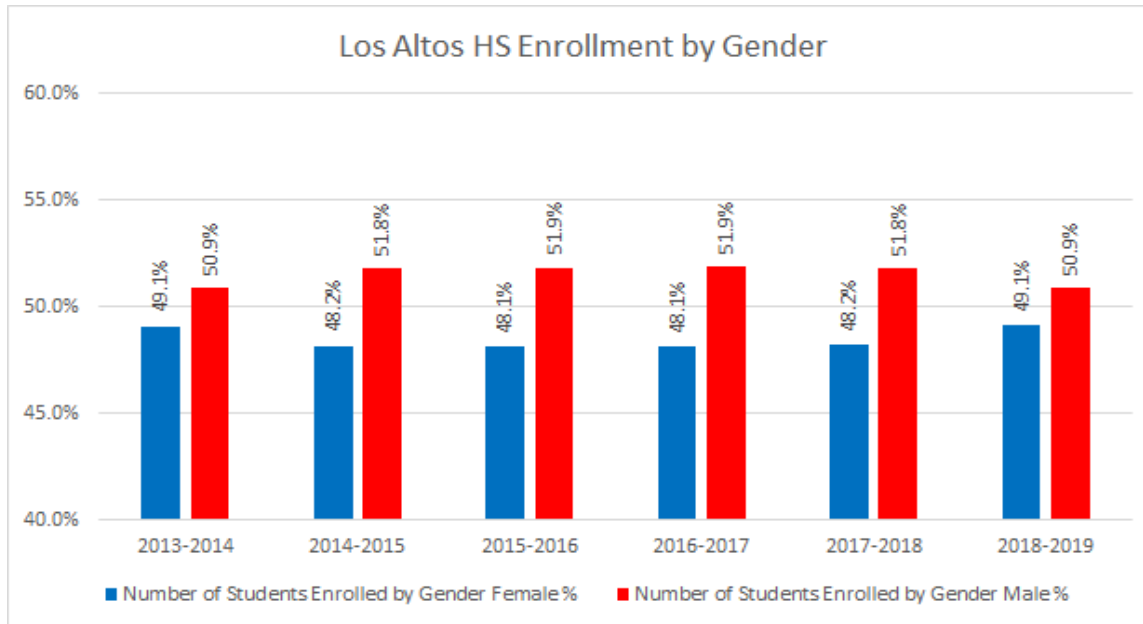
Source: HLPUSD SMART and Aeries Systems

Student Enrollment by Ethnicity

A significant portion of the student population of Los Altos High School is composed of students of Hispanic/Latino descent, which is a reflection of the surrounding community of Hacienda Heights and La Puente. Since 2013, there has been a 7% increase in the enrollment of Hispanic/Latino students which in addition to the 10% increase that had been seen between 2009 and 2012. This increase is due to the number of students choosing to attend Los Altos through the district's open enrollment policy, which allows students the opportunity to transfer to any school of choice through the submission of a permit. Within this same time period, there has been a reduction in the number of students representing our other ethnicity groups.

Percent of Students Enrolled by Ethnicity								
	African American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Pacific Islander	White	Multiple/No Response
2013-2014	1.38%	0.10%	8.46%	0.72%	81.59%	0.46%	7.18%	0.10%
2014-2015	1.29%	0.14%	7.94%	0.69%	82.86%	0.40%	6.60%	0.05%
2015-2016	1.18%	0.10%	6.69%	0.82%	85.44%	0.41%	4.68%	0.67%
2016-2017	1.28%	0.06%	6.11%	1.05%	85.95%	0.44%	4.44%	0.67%
2017-2018	0.76%	0.12%	5.94%	1.17%	86.54%	0.41%	4.31%	0.76%
2018-2019	0.95%	0.06%	5.39%	1.48%	87.49%	0.24%	3.68%	0.71%

Source: HLPUSD SMART and Aeries Systems

ENROLLMENT DATA BY ETHNICITY
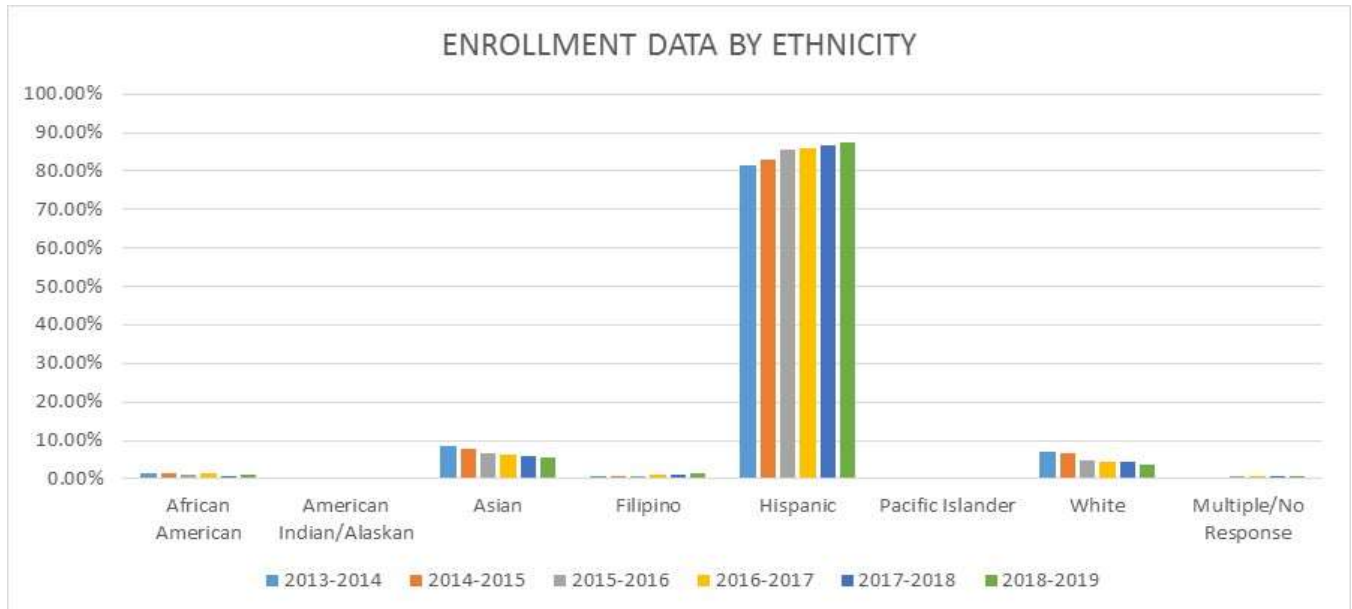
Enrollment in Special Education

Students with disabilities are a subgroup that contribute to the total student population of Los Altos High School. The range for the total percent of school population has varied from 7.7% to 10.1%. The current rate of students with disabilities that make up the school population is 9.7%. No data is available for the 2015-2016 school year. During that year, the school district rolled over IEP systems from Seasweb to our current data system Siras. All students with disabilities are placed in an environment designed to support their goals and needs according to the IEP which is used to support and track individual growth and development. This number also varies from year to year due to placement decisions by the district's Special Education Department which matches students' unique needs with the site that offers the necessary programs.

Special Education Student Numbers by Program

Students with Disabilities				
	Resource Specialist Program	**Special Day Class**	**Designated Instructional Services**	**Percentage of School Population**
2013-2014	119	31	0	7.7%
2014-2015	139	36	0	8.7%
2015-2016	*District IEP Systems Change*	N/A	N/A	N/A
2016-2017	141	29	11	10.1%
2017-2018	135	24	5	9.5%
2018-2019	131	23	16	9.7%

Source: HLPUSD Seasweb and Siras Systems

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ENROLLMENT DATA - STUDENTS WITH DISABILITIES
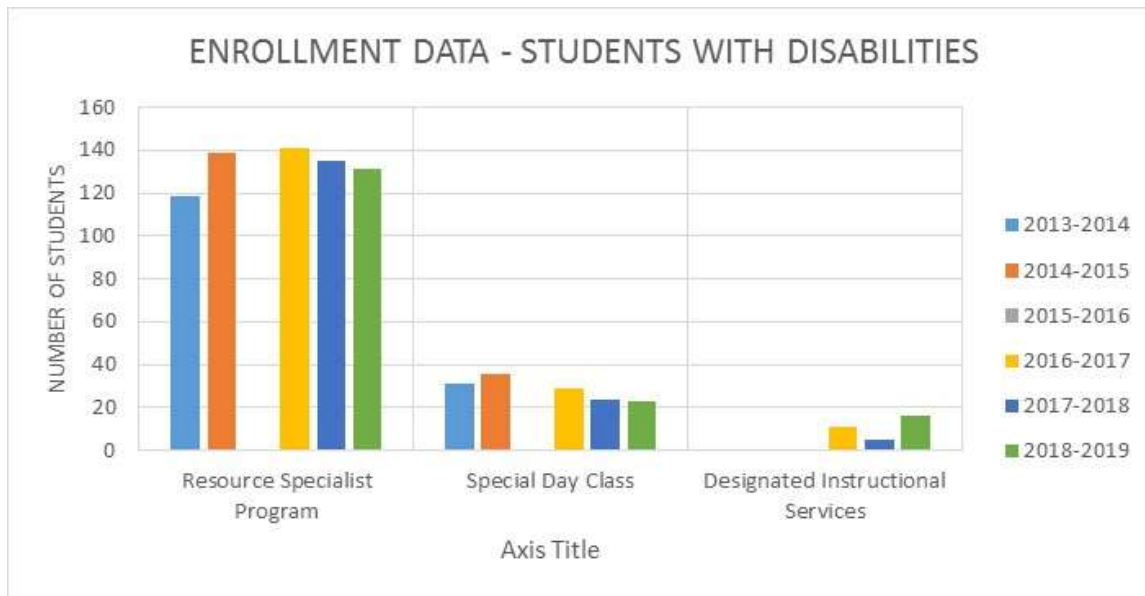
English Language Learners

English Language Learners are another significant subgroup at Los Altos. Our total numbers of English Language Learners has shown a steady decrease from 879 to 656 students between the years 2014 and 2018. There was a larger total number of English Language Learners in 2013 with 1,119 students identified as English Language Learners. This number may be an anomaly since the following years show a steady decline of English Language Learners rather than a significant drop. Each year, Los Altos has seen a decline in the numbers of the EL population that matches the decline in overall enrollment.

English Language Learners			
	English Language Learners	Fluent English Proficient	Re-Designated	Total
2013-2014	81	375	663	1119
2014-2015	98	282	499	879
2015-2016	89	265	468	822
2016-2017	87	219	437	743
2017-2018	88	194	429	711
2018-2019	91	166	399	656

ENGLISH LANGUAGE LEARNERS
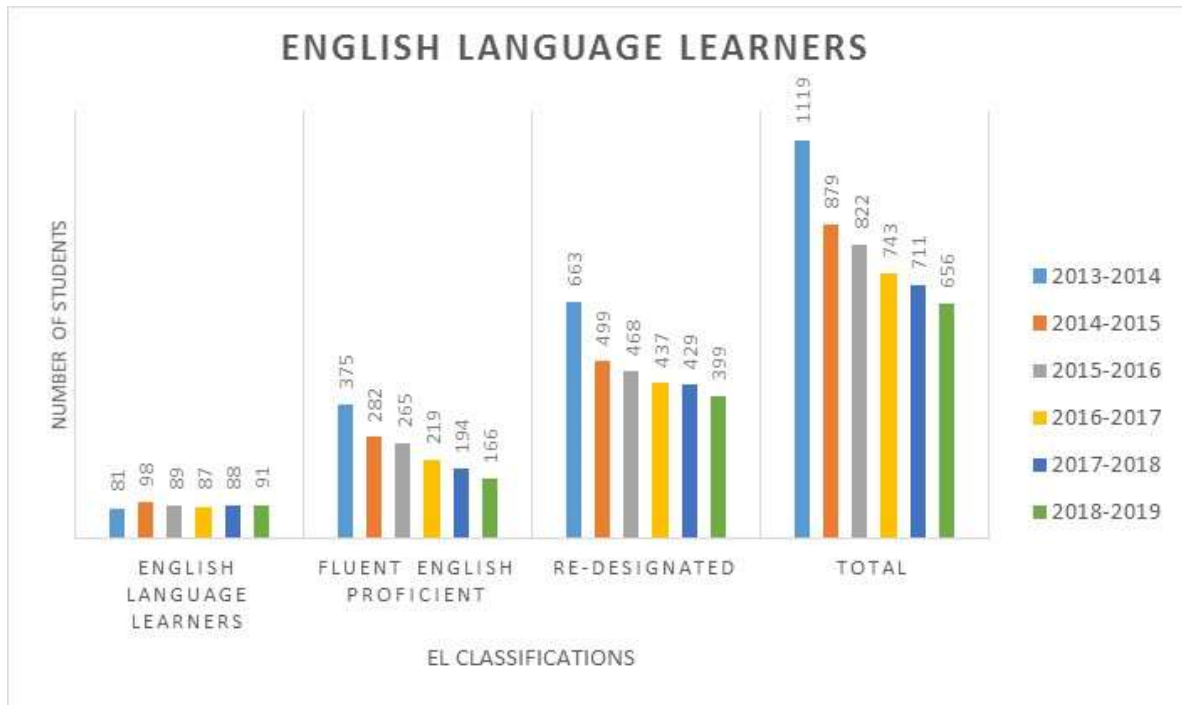
AVID Data

Our AVID program was established in the 2009-2010 school year with 35 students. Since that time, AVID has grown into one of the most successful programs at our school and currently boasts a full program with 202 students across all grade levels. This growth is largely due to the leadership of our school's AVID coordinator who has successfully shaped the entire program since its inception, learning the curriculum and teaching each grade level, then training others to do the same. Continued advertisement of the program and its benefits have also helped its growth with students who transition into high school, and the program has consistently maintained a 98% college acceptance rate every year since 2010.

2017-2018 AVID Enrollment Data			
Grade Level	AVID Students	Schoolwide	Percentage
9th Grade	58	441	13%
10th Grade	61	397	15%
11th Grade	42	400	11%
12th Grade	41	439	9%
Total	202	1677	12%

AVID Enrollment Data						
	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
9th Grade	55	61	57	63	59	54
10th Grade	44	48	50	50	61	51
11th Grade	29	47	46	44	42	60
12th Grade	21	30	44	36	41	40
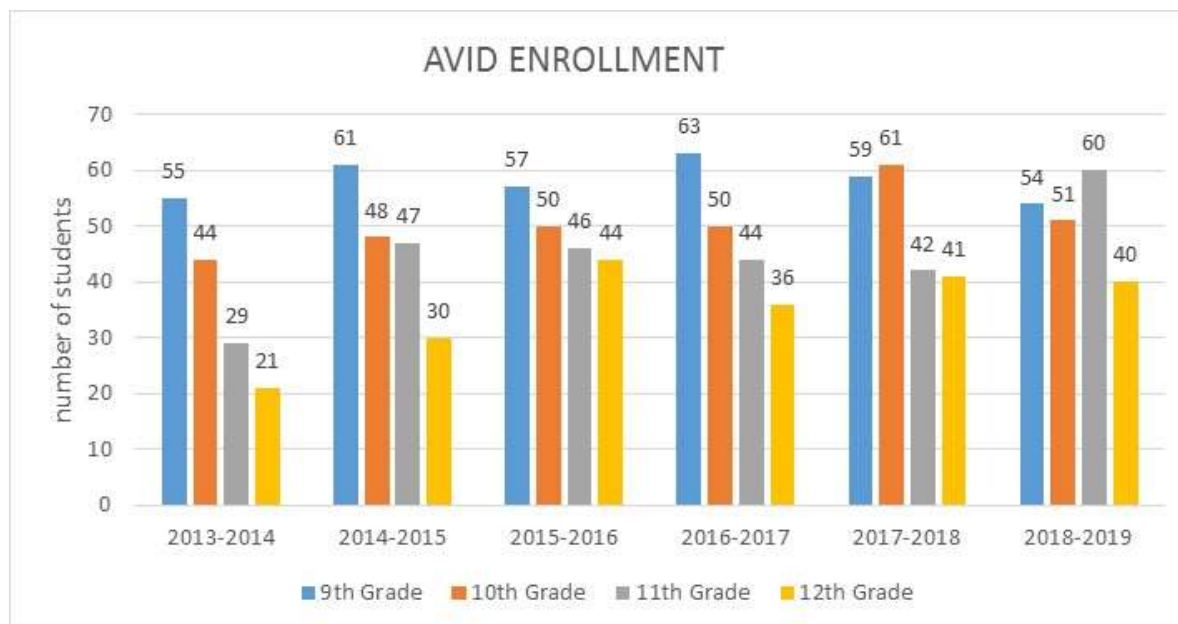
Grades Data for Varsity Athletes

Our varsity athletes work hard to perform to the best of their abilities in all areas of student life. The grade point average for each varsity team remains close to 3.0, with 13 teams achieving above that level. In 2018-2019, the cumulative GPA of all varsity teams is 3.13. Students and parents recognize the value in the ability of student athletes to be academically successful, and the balance achieved by the students in our athletic programs attracts families to Los Altos.

Varsity Athletic Teams – Grade Point Average			
Varsity Sport	**Team GPA**	**Varsity Sport**	**Team GPA**
Football	2.7	Girls Soccer	3.26
Boys Water Polo	3.23	Boys Soccer	2.7
Girls Golf	3.21	Girls Water Polo	3.21
Girls Tennis	3.47	Baseball	2.94
Girls Volleyball	3.1	Softball	3.34
Cross Country	3.24	Boys Swim	3.19
Girls Basketball	3.08	Girls Swim	2.97
Boys Basketball	3.13	Boys Golf	3.38
		Track	3.05
Total Average 3.13			

D/F Grades Data

While D and F grades is data that has been regularly discussed in PLCs and staff leadership meetings, identifying solutions to mitigate and reduce the numbers has been challenging, partially due to the number of variables that can be factored into a student's academic achievement. Our In School Intervention time was built into block schedule as a method of addressing academic needs. Since that time, there has been some variation in numbers from year to year and an ongoing discussion about the impact of ISI on student achievement. As a result of the staff leadership team's discussion in the last year, the minimum criteria for ISI release has been adjusted from "C- or higher" to "B- or higher." While this has impacted student achievement by challenging all students to achieve at higher levels, the measure of impact on students struggling with academic skills needs closer examination.

	2015-2016				2016-2017			
	Semester 1		Semester 2		Semester 1		Semester 2	
	Totals	Percent	Totals	Percent	Totals	Percent	Totals	Percent
D	1312	10.99%	1154	10.09%	1202	11.01%	1215	11.49%
F	858	7.18%	800	7.00%	862	7.90%	895	8.46%

	2017-2018				2018-2019			
	Semester 1		Semester 2		Semester 1		Semester 2	
	Totals	Percent	Totals	Percent	Totals	Percent	Totals	Percent
D	1201	11.53%	1191	8.99%	1119	11.11%		
F	1036	9.95%	968	7.31%	799	7.94%		

Physical Fitness Test Data

Each year, the Fitnessgram is administered to all 9th grade students during the spring semester in their Physical Education class. The table below demonstrates the data from 2012-2017. The students at Los Altos High School have exceeded or are very close to the percentage of students in the HFZ for the State of California. The one area of concern where Los Altos High School students consistently fall below the state average is in Aerobic Capacity and Body Composition. With the understanding that Aerobic Capacity is directly linked to Body Composition, our PE teachers have increased the amount of time students are spending on aerobic exercise during their mile runs on the track.

Physical Fitness Area	2012 LAHS % in HFZ	% NI	2012 State % in HFZ	% NI	2013 LAHS % in HFZ	% NI	2013 State % in HFZ	% NI	2014 LAHS % in HFZ	% NI	2014 State % in HFZ	% NI	2015 LAHS % in HFZ	% NI	2015 State % in HFZ	% NI	2016 LAHS % in HFZ	% NI	2016 State % in HFZ	% NI	2017 LAHS % in HFZ	% NI	2017 State % in HFZ	% NI
Aerobic Capacity	67.4	32.6	62.4	37.6	62.9	37.1	63	37	71.8	28.2	63.9	36.1	67.9	32.1	63.8	36.2	67.2	32.8	63.5	36.5	75.8	24.2	61.9	38.1
Body Composition	66.7	33.3	59	41	60	40	58.9	41.1	78.8	21.2	64.2	35.8	75.1	24.9	64	36	71.7	28.3	63.8	36.2	72.7	27.3	62.8	37.2
Abdominal Strength	95.8	4.2	87	13	96.1	3.9	86.5	13.5	91.6	8.4	86.3	13.7	94.2	5.8	85.4	14.6	93.8	6.2	84.4	15.6	95.2	4.8	82.6	17.4
Trunk Extention Strength	96.3	3.7	91.4	8.6	98	2	91.3	8.7	98.1	1.9	91	9	99.6	0.4	90.6	9.4	96.8	3.2	90.3	9.7	97.4	2.6	89.7	10.3
Upper Body Strength	87.9	12.1	76.6	23.4	89.5	10.5	75.7	24.3	85.8	14.2	74.9	25.1	93.4	6.6	74.1	25.9	90.6	9.4	72.6	27.4	86.7	13.3	70.9	29.1
Flexibility	96.7	3.3	84	16	98.9	1.1	84.7	15.3	97.3	2.7	84.9	15.1	98.4	1.6	84.8	15.2	95.7	4.3	84.8	15.2	94.1	5.9	84.2	15.8

Physical Fitness Test Report: Los Altos High School and the State of California

SBAC/CAASPP Data

The English Language Arts scores below show little change over the past four years with regard to the percentage of students at "Standard Met" and "Standard Exceeded" with a drop in scores occurring the 2017-2018 school year. The English Department was given summer hours prior to the start of 2018-2019 during which time they discussed a plan to address and improve scores. The initiative to improve schoolwide literacy was also started in the last two years and schoolwide CAASPP ELA scores will continue to inform the impact of that initiative.

English Language Arts

English Language Arts				
	2014-2015	2015-2016	2016-2017	2017-2018
Standard Exceeded: Level 4	21%	24%	26%	21%
Standard Met: Level 3	42%	40%	38%	36%
Standard Nearly Met: Level 2	26%	23%	23%	27%
Standard Not Met: Level 1	10%	13%	13%	16%
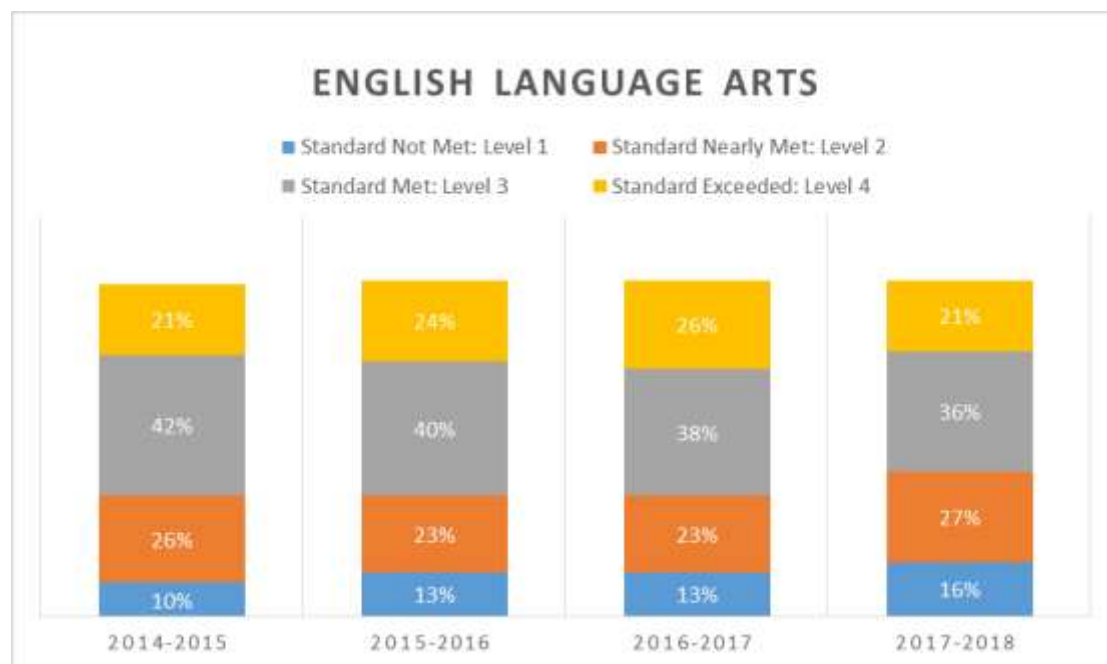
Mathematics

CAASPP scores in mathematics also shows little change over the past four years with only a slight increase in the 2017-2018 school year. With new, common core focused curriculum implementation in 2015, the math department has been working to adjust the levels or rigor and broaden the way students think about math. Teachers have also begun to familiarize students with computerized math testing by utilizing practice tests on the CAASPP website. With regard addressing student needs, teachers were given summer hours to examine this data in connection to completing the SPSA needs assessment and to begin developing a plan to improve achievement. Vertical articulation meetings with feeder middle schools, beginning in the current school year, have also begun to help improve the numbers below.

Mathematics				
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**
Standard Exceeded: Level 4	7%	6%	6%	8%
Standard Met: Level 3	17%	20%	18%	18%
Standard Nearly Met: Level 2	34%	33%	28%	30%
Standard Not Met: Level 1	42%	41%	47%	44%
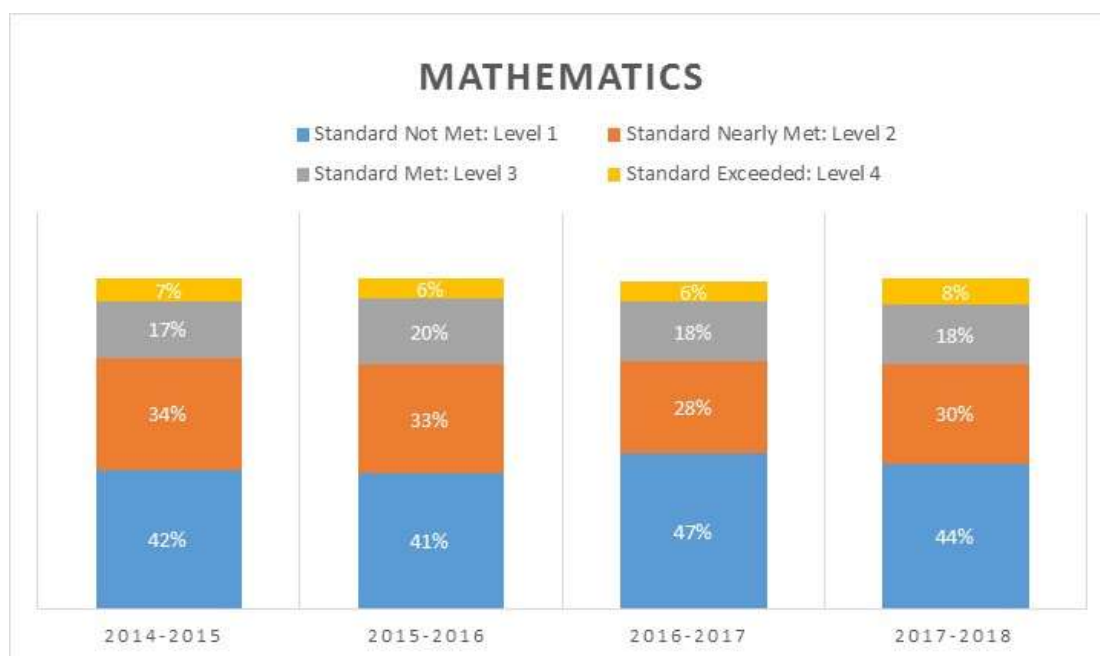
CAASPP Comparative Data – Site, District, State

Based on the 2017-2018 results, Los Altos High School has dropped slightly below the state average while maintaining their position above the district average in ELA scores. This decline has brought the ELA scores below the state average for the first time in the past four years. Our math scores show results below the state average over the past four years and have been an area of focus for the math department. The needs displayed in the CAASPP data are part of the decisions in 2018-2019 to build relationships with feeder middle schools to improve vertical articulation through a closer examination of the foundational skills students build as they progress from one grade level to the next.

English Language Arts

English Language Arts			
	LAHS	**District**	**State**
Standard Exceeded: Level 4	21%	25%	28%
Standard Met: Level 3	36%	31%	32%
Standard Nearly Met: Level 2	27%	22%	21%
Standard Not Met: Level 1	16%	23%	19%

ELA COMPARATIVE DATA
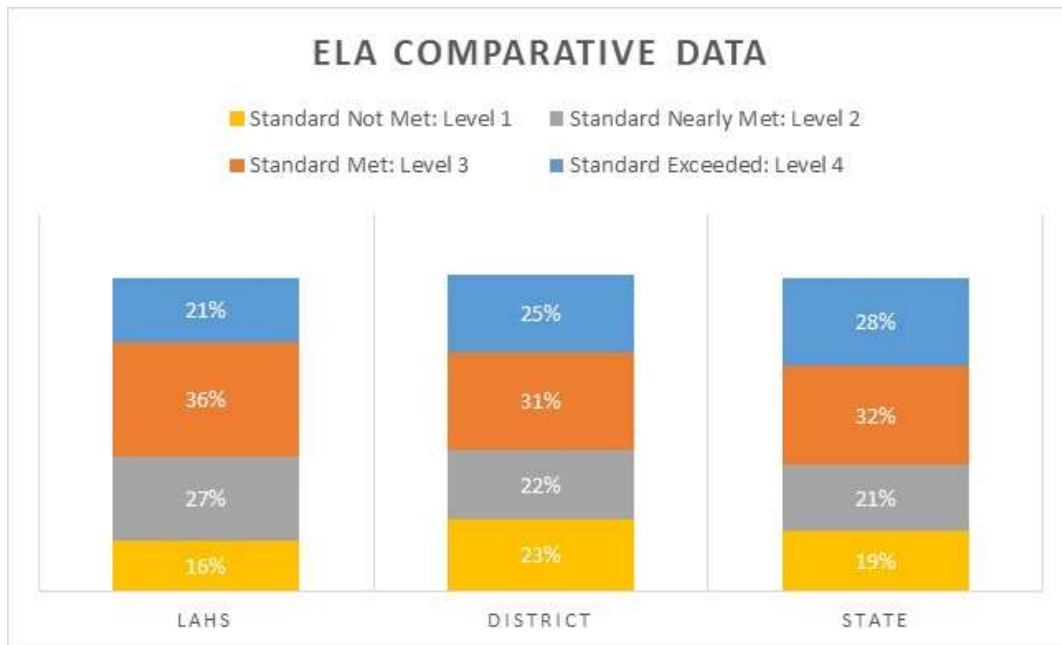
Mathematics

Mathematics			
	LAHS	**District**	**State**
Standard Exceeded: Level 4	8%	11%	13%
Standard Met: Level 3	18%	17%	19%
Standard Nearly Met: Level 2	30%	24%	24%
Standard Not Met: Level 1	44%	48%	44%

MATH COMPARATIVE DATA
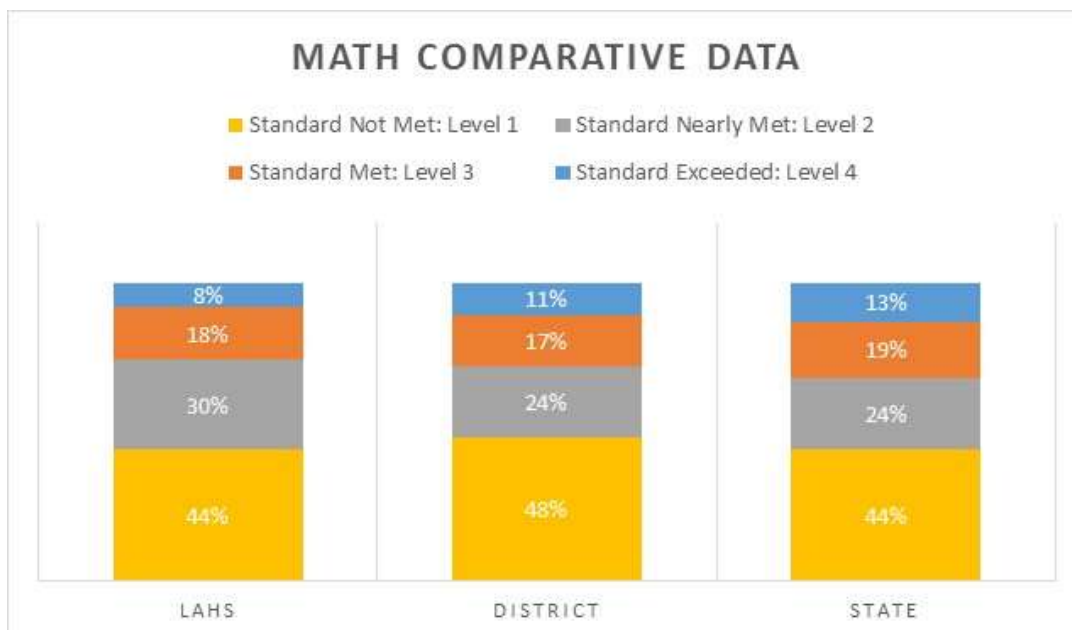
CAASPP Data by Strand

English Language Arts

The data below indicates improvements in the Listening strand in that the percentage of students "Below Standard" has dropped each year and that the percentage of students "At or Near Standard" grew to 70% in 2017-2018. There were declines in Reading that are verified in the examination of the target strengths and weaknesses report (Appendix M1), which indicates the need for students to gain fluency in the reading of text features and the interpretation of word nuances. The precise use of language and grammar in writing was also an area of concern and each of these areas will be points of focus as we continue the work of all departments to develop schoolwide literacy.

Reading: Demonstrating understanding of literary and non-fiction texts				
Area Performance Level	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Above Standard	31%	24%	32%	26%
At or Near Standard	54%	57%	51%	53%
Below Standard	15%	19%	18%	22%

Listening: Demonstrating effective communication skills				
Area Performance Level	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Above Standard	16%	18%	23%	18%
At or Near Standard	65%	67%	63%	70%
Below Standard	18%	15%	14%	12%

Writing: Producing clear and purposeful writing				
Area Performance Level	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Above Standard	39%	40%	42%	33%
At or Near Standard	49%	47%	41%	48%
Below Standard	12%	12%	16%	18%

Research/Inquiry: Investigating, analyzing, and presenting information				
Area Performance Level	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Above Standard	35%	32%	40%	38%
At or Near Standard	56%	57%	49%	45%
Below Standard	9%	11%	11%	17%

Mathematics
The strand data for math indicates that growth was found in Problem Solving and Modeling Data Analysis with steady increases over the last four years in the percentage of students "Above Standard" and a 4% decrease of students "Below Standard" between the last two years. Review of the math target data (Appendix M2) points to areas in Algebra and Functions in need of further examination. Our math department recognizes the need to continue the work in building fundamental skills and is being challenged to closely examine vertical articulation, particularly from middle to high school, to bridge skills gaps that may exist particularly in the lower levels of math.

Concepts and Procedures: Applying mathematical concepts and procedures				
Area Performance Level	2014-2015	2015-2016	2016-2017	2017-2018
Above Standard	14%	14%	12%	16%
At or Near Standard	40%	40%	33%	28%
Below Standard	46%	46%	55%	56%

Communicating Reasoning: Demonstrating ability to support mathematical conclusions				
Area Performance Level	2014-2015	2015-2016	2016-2017	2017-2018
Above Standard	11%	13%	11%	13%
At or Near Standard	64%	66%	60%	58%
Below Standard	24%	21%	30%	30%

Problem Solving and Modeling Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems				
Area Performance Level	2014-2015	2015-2016	2016-2017	2017-2018
Above Standard	8%	8%	9%	12%
At or Near Standard	57%	55%	44%	45%
Below Standard	36%	37%	47%	43%

CAASPP – Comparative Data by Ethnicity
The disaggregation of CAASPP data by ethnicity indicates that the area of most need is found in our Hispanic/Latino population with the need to address the 7% decline in ELA scores between the last two years. While there has been some growth within the last two years, math remains an area of focus as well with the percentage of students exceeding or meeting standards remaining steadily at about 20% in the last four years. The decline displayed in ELA scores in our Asian and White populations validate our focus on schoolwide literacy and continued focus on solidifying foundational math skills while bridging the assessments found in the classroom and on the test will help us foster higher achievement within all ethnic groups.

English Language Arts

English Language Arts												
	Asian				Hispanic				White			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Standard Exceeded: 4	34%	48%	65%	56%	19%	21%	22%	18%	43%	27%	43%	13%
Standard Met: 3	39%	24%	11%	16%	43%	41%	40%	37%	32%	36%	39%	53%
Standard Nearly Met: 2	21%	18%	11%	12%	27%	24%	25%	28%	18%	23%	17%	20%
Standard Not Met: 1	5%	9%	14%	16%	11%	15%	14%	16%	7%	14%	0%	13%
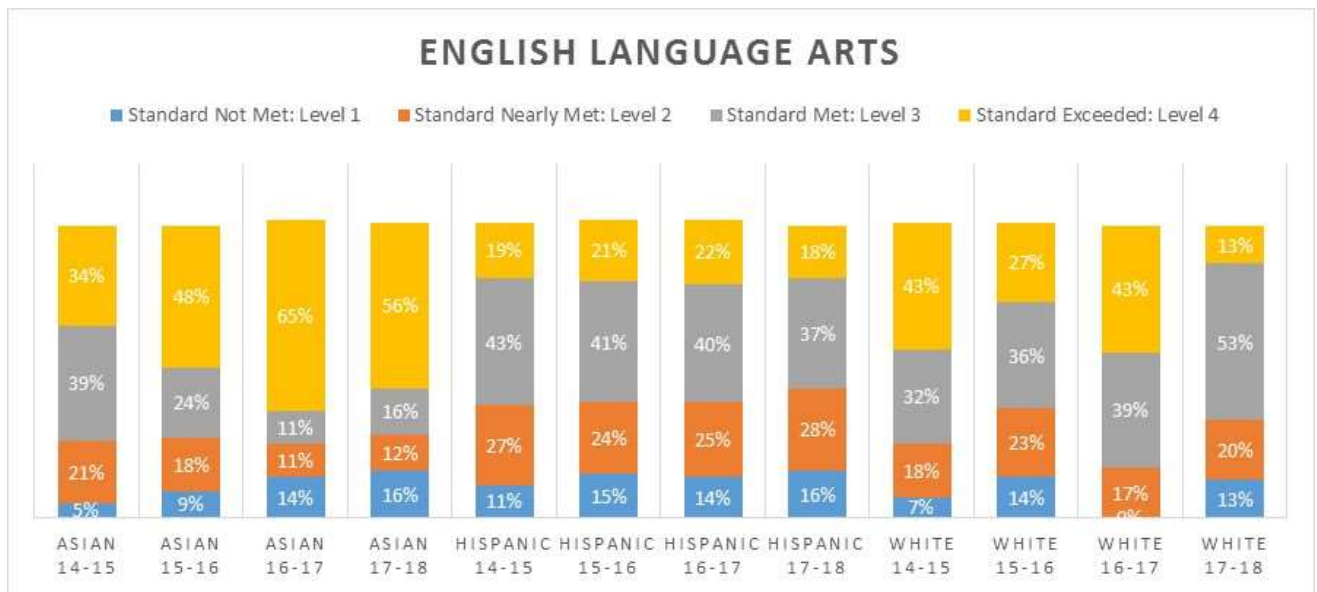
Mathematics

Mathematics	Asian				Hispanic				White			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Standard Exceeded: 4	31%	39%	35%	56%	4%	3%	4%	4%	18%	9%	13%	7%
Standard Met: 3	28%	39%	43%	12%	16%	17%	15%	18%	25%	27%	22%	33%
Standard Nearly Met: 2	13%	9%	14%	20%	35%	37%	29%	31%	32%	5%	30%	20%
Standard Not Met: 1	28%	12%	8%	12%	45%	42%	52%	47%	25%	59%	35%	40%
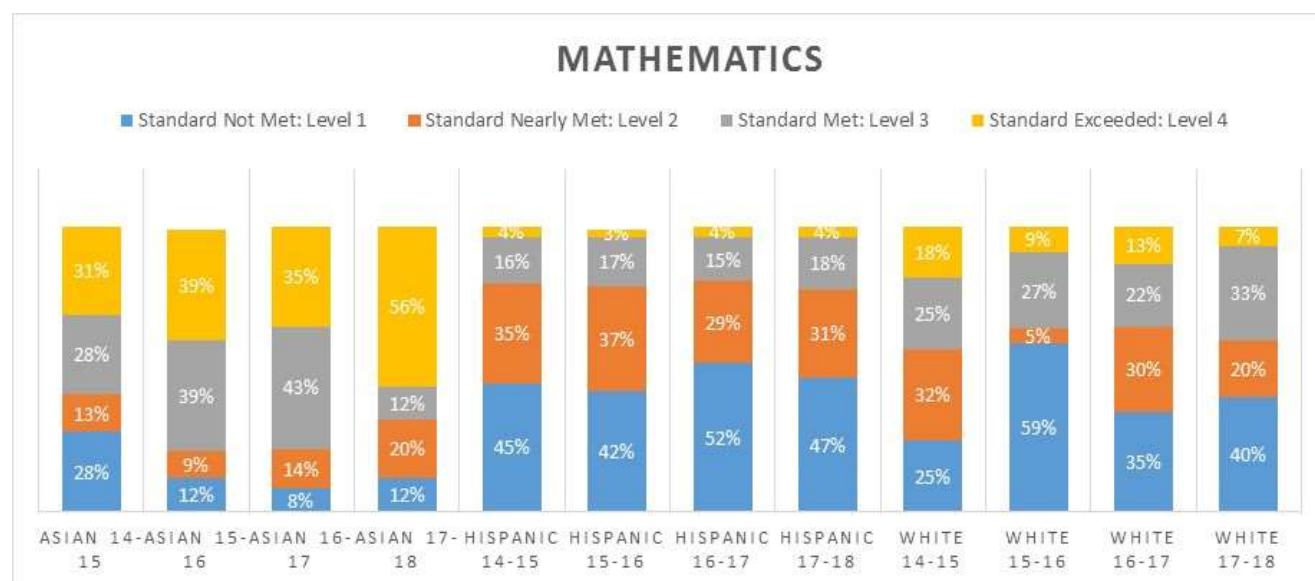
CAASPP – English Learner Data

The achievement of our EL students has been an area of improvement since the onset of the CAASPP/SBAC testing. With EL students enrolling at varied times during the school year with varied levels of language skills, inconsistencies are found in the EL CAASPP results. To help bridge ELD students into the ELA courses as they progress with language, the ELD teacher has begun to use the materials provided through the StudySync curriculum, which is used in all regular and honors English courses. Utilizing these materials has helped to introduce some of the rigors that are reflected on state assessments.

English Language Arts

English Language Arts	ENGLISH LEARNERS				NON ENGLISH LEARNERS			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Standard Exceeded: 4	0%	0%	6%	0%	21%	24%	29%	22%
Standard Met: 3	0%	12%	0%	8%	45%	44%	40%	36%
Standard Nearly Met: 2	27%	41%	22%	38%	26%	20%	23%	27%
Standard Not Met: 1	73%	47%	72%	54%	8%	13%	10%	15%
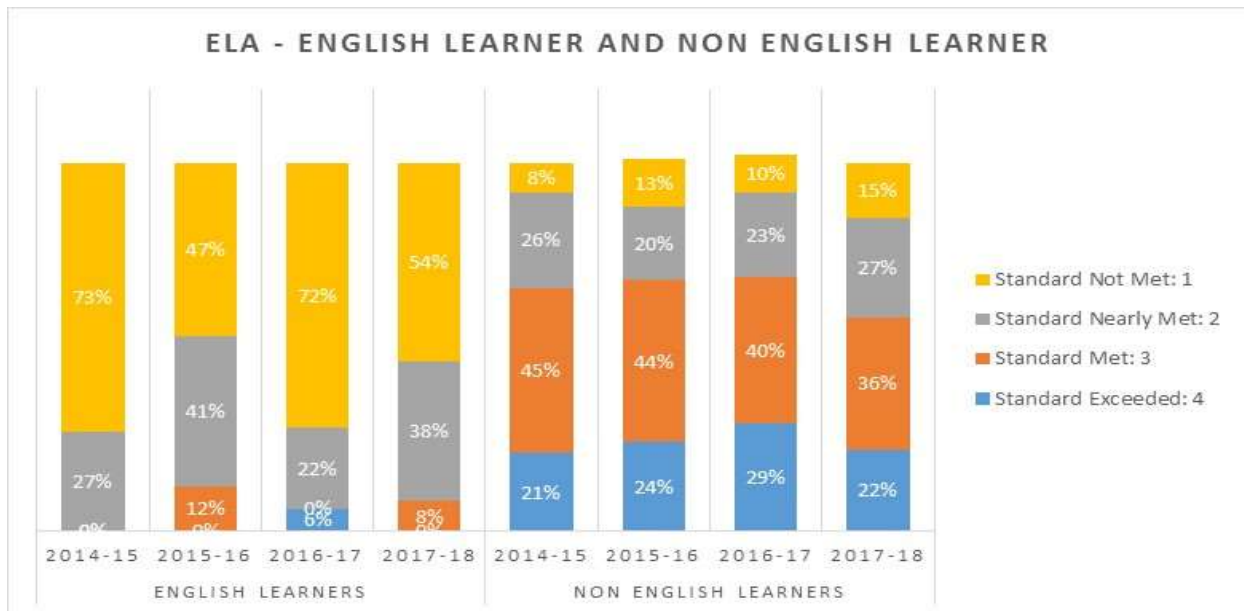
Mathematics

Mathematics								
	ENGLISH LEARNERS				NON ENGLISH LEARNERS			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Standard Exceeded: 4	0%	0%	11%	0%	5%	5%	6%	9%
Standard Met: 3	0%	24%	17%	0%	16%	20%	18%	18%
Standard Nearly Met: 2	8%	12%	6%	15%	39%	32%	29%	30%
Standard Not Met: 1	92%	65%	67%	85%	40%	43%	46%	43%
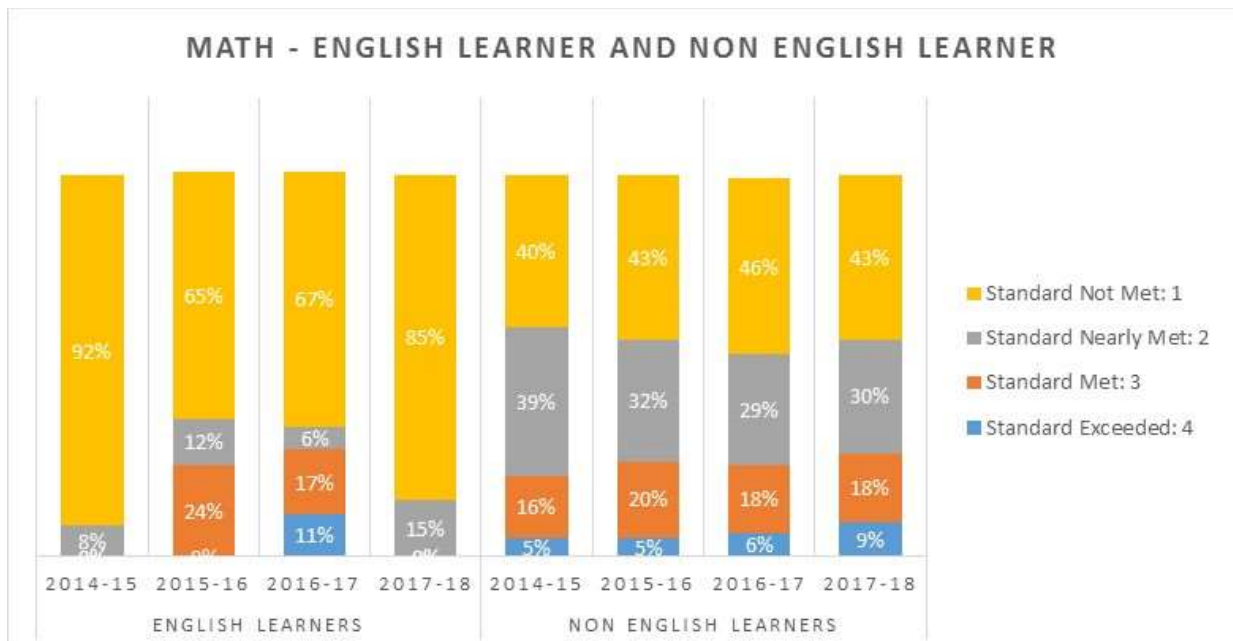
CAASPP – Socioeconomic Data
While the gap between our non-SED and SED populations is smaller than the state gaps, there is room for improved student achievement in both ELA and math. The work to bridge these gaps is through our use of Title I funds to provide additional payment for teachers willing to provide focused qualifying students. Teacher volunteers are provided hours throughout the school year to provide this tutoring and students are referred to Title I tutoring by the counseling team.

English Language Arts

English Language Arts								
	SED				NON SED			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Standard Exceeded: 4	17%	18%	23%	16%	22%	32%	33%	31%
Standard Met: 3	40%	41%	37%	35%	43%	37%	40%	36%
Standard Nearly Met: 2	28%	25%	26%	30%	26%	20%	18%	23%
Standard Not Met: 1	14%	16%	15%	19%	10%	11%	9%	11%

ELA - SED COMPARATIVE DATA
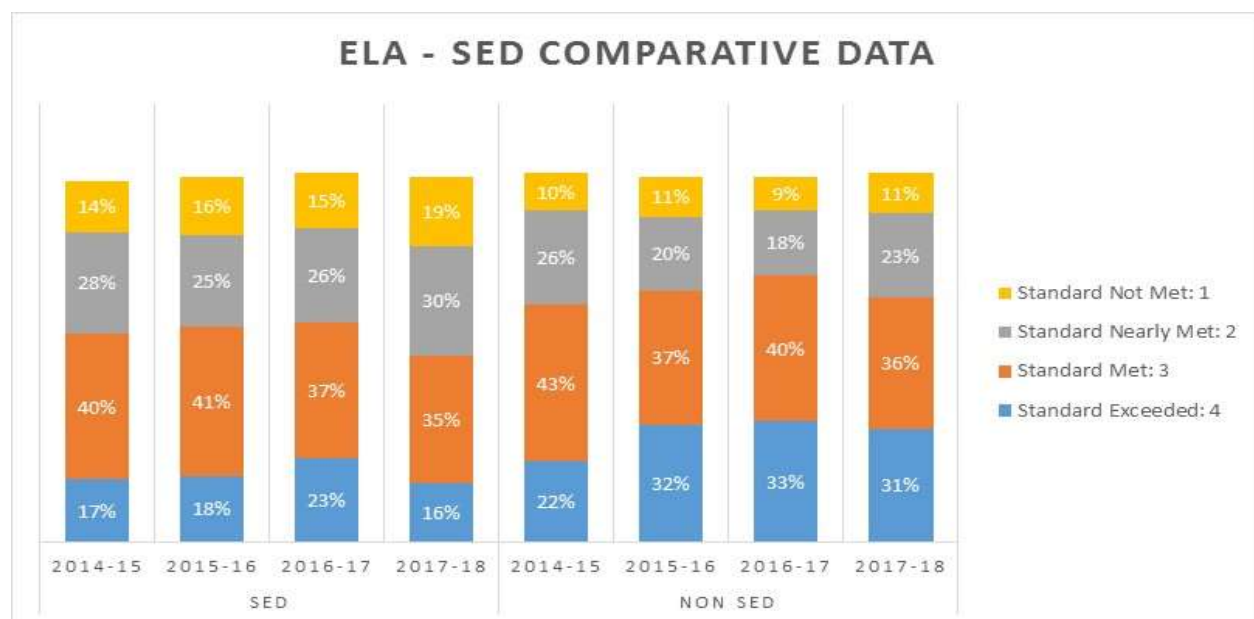
Mathematics

Mathematics								
	SED				NON SED			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Standard Exceeded: 4	4%	3%	5%	7%	8%	11%	10%	11%
Standard Met: 3	9%	17%	18%	17%	19%	24%	19%	19%
Standard Nearly Met: 2	39%	35%	27%	29%	32%	29%	31%	32%
Standard Not Met: 1	48%	44%	50%	47%	41%	36%	40%	38%

MATH - SED COMPARATIVE DATA
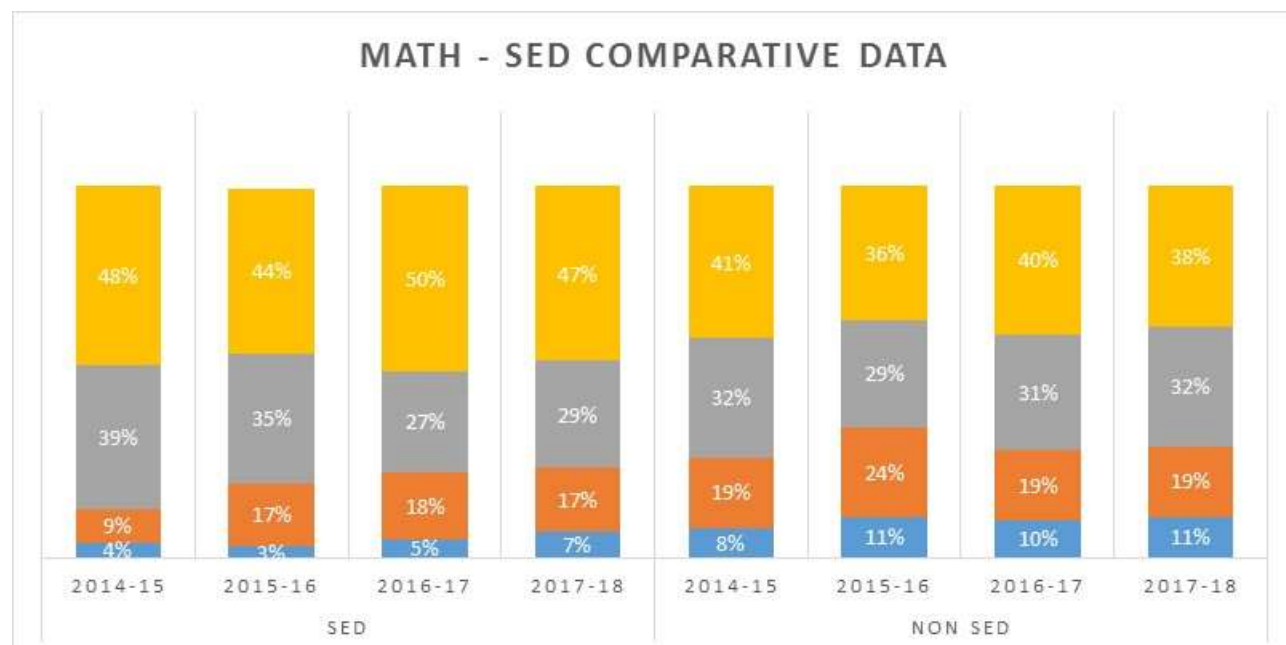
Advanced Placement Course Enrollment and Testing Data

Los Altos currently offers 13 honors courses and 22 AP courses, and is continually seeking to expand its rigorous course offerings. Having adopted the College Board's open enrollment policy, our goal is to continue to expand the program with regard to breadth of courses and student enrollment. In 2018-2019, AP Computer Science was offered for the first time and AP Human Geography is set as a potential offering in 2019-2020.

To promote the growth in AP course enrollment, one strategy will be to more effectively examine students' capabilities in courses that can advance into an honors or AP level within a given content area. Students who are unaware of their potential to successfully take on these academic challenges, we believe, should be given every opportunity to do so, thereby fully maximizing the benefits of the open enrollment policy.

Los Altos High School AP Courses		
AP American Government AP Biology AP Calculus AB AP Calculus BC AP Chemistry AP Computer Science AP Economics - Macro AP Economics - Micro	AP English Language AP English Literature AP Environmental Science AP European History AP Mandarin Chinese AP Physics 1 AP Physics 2	AP Music Theory AP Psychology AP Spanish Language AP Spanish Literature AP Statistics AP Studio Art AP United States History

Honors Courses		
Biology Honors Chinese 3 Honors Chemistry Honors English 1 Honors English 2 Honors	Integrated Math 1 Honors Integrated Math 2 Honors Integrated Math 3 Honors Pre-Calculus Honors	Spanish 2 Honors Spanish 3 Honors Spanish 4 Honors World History Honors

AP Exam Pass Rates 2015-2018

With open enrollment providing more students access to the rigors of AP courses, our pass rates have fluctuated over the past few years. The number of exams taken by our students have also declined, which has been impacted by the overall declining enrollment. With the open enrollment policy, working with AP and honors teachers to utilize instructional practices that effectively build capacity in our students is necessary, and creating a smoother path of vertical articulation within content areas is an ongoing work in PLCs.

Schoolwide AP Pass Rates

	2015	2016	2017	2018
Total Students	391	344	283	**269**
Total Exams	703	595	488	**478**
Passing Rate %	61.6%	64.2%	58.3%	**60.6%[+]**

AP Pass Rates by Course

Course	2016		2017		2018	
	Total Exams	Mean Score	Total Exams	Mean Score	Total Exams	Mean Score
AP Biology	34	2.00	68	2.35	58	2.25+
AP Calculus AB	39	2.23	32	2.72	22	2.77+
AP Calculus BC	25	2.76	11	**4.45**	13	**3.69**
AP European History	24	2.33	23	2.00	8	2.63+
AP Chemistry	17	2.59	7	**3.14**	7	2.42
AP Chinese	16	**4.44**	6	**4.50**	14	**4.50**
AP English Language	122	2.55	96	2.66	76	2.71+
AP English Literature	63	2.89	34	2.97	40	2.53
AP Environmental Science	-	-	-	-	15	2.53
AP Macro Economics	12	**3.42**	12	**4.00**	6	2.33
AP Micro Economics	12	**3.50**	14	**3.64**	7	**3.00**
AP Music Theory	11	1.91	-	-	11	2.36+
AP Physics 1	1	**4.00**	24	2.71	15	1.93
AP Physics C	4	2.50	1	**5.00**	10	**3.10**
AP Psychology	55	**3.45**	32	**3.47**	47	**3.28**
AP Spanish Language	34	**4.65**	21	**4.43**	22	**4.46+**
AP Spanish Literature	13	**4.23**	11	**3.27**	4	**3.50+**
AP Statistics	21	2.38	14	**3.29**	14	**3.07**
AP Studio Art	10	2.70	-	-	13	**3.08+**
AP US History	51	2.10	51	1.96	46	1.98+
AP US Government	15	2.93	19	2.63	18	**3.17+**

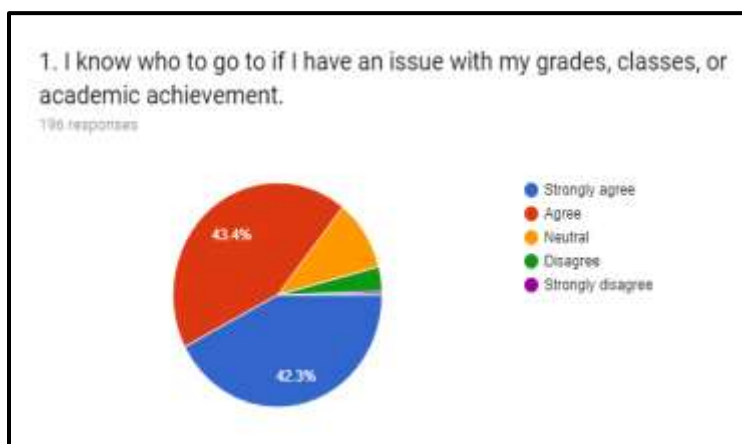*-Bolded numbers indicate mean score of a "3" pass rating*

- + indicates improvement in scores from previous year

Student Survey Data

In the spring of 2018, the staff leadership team developed student survey questions based on the five WASC categories and previous surveys utilized to measure school culture. The survey was given over the course of two days to a total of 196 students, covering all four grade levels, and was randomized to obtain a capture of all subgroups of students. The survey had a total of 52 questions with Likert scale responses and 3 open-ended questions that allowed for elaboration. The following data displays the questions and response percentages that reflect the highest and lowest ratings, which were then correlated to determine students' views on the schools areas of strength and growth.

Category A: School Organization and Governance

The responses in this category reflected that a strong percentage of students are aware of the resources available to them for their academic needs. Responses about the effectiveness of staff in addressing bullying and harassment were dispersed with 26.6% of respondents in the "disagree" to "strongly disagree" ratings and 34.2% in the "neutral" rating. These ratings reflected the need to strengthen the staff's understanding about how student interactions are handled with some discussion about possible misunderstandings between behaviors that would qualify as bullying versus those that can deemed as negative interactions.

1. I know who to go to if I have an issue with my grades, classes, or academic achievement.
196 responses

Strongly Agree	43.40%	
Agree	42.30%	85.70%
Neutral	10.20%	
Disagree	3.60%	7.20%
Strongly Disagree	3.60%	

5. LAHS staff addresses bullying and harassment of students appropriately.
196 responses
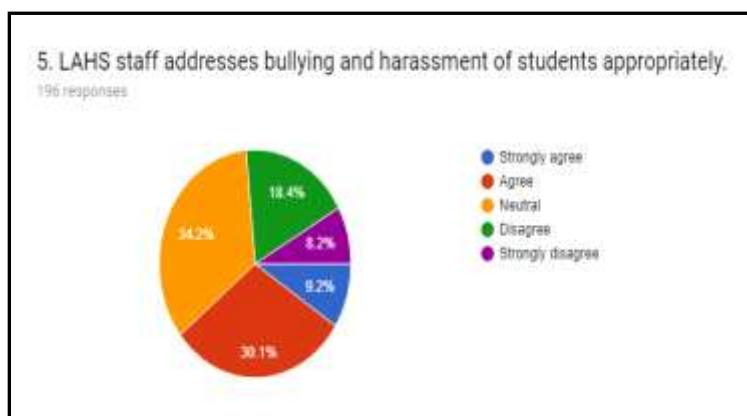
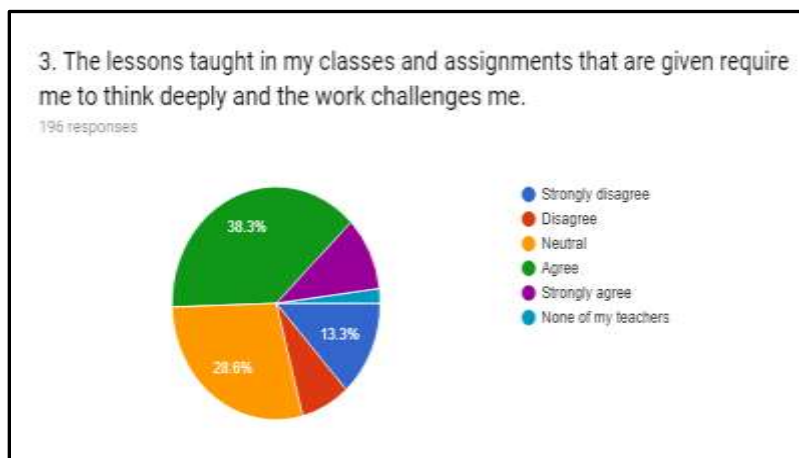|		
Strongly Agree	9.20%	
Agree	30.10%	39.30%
Neutral	34.20%	
Disagree	18.40%	26.60%
Strongly Disagree	8.20%	

Category B. Curriculum
Responses indicate that a strong percentage of students feel that the materials used in classes are effective and the learning objectives and expectations are made clear. 48.5% of students agreed with some degree that their lessons were challenging and rigorous and 46% agreed to some degree that the activities in class connected to their college and or career goals.

1. I am aware of the learning objective or goal for the day, and my teacher goes over the objective or standards with the class.
195 responses

Strongly Agree	25.10%	
Agree	49.20%	74.30%
Neutral	17.90%	
Disagree	7.70%	7.7
Strongly Disagree	0.00%	

2. The instructional materials used in my classes are effective tools for helping me learn (textbook, workbook, technology, etc.)
196 responses

Strongly Agree	25.00%	
Agree	48.00%	73.00%
Neutral	18.90%	
Disagree	6.10%	8.10%
Strongly Disagree	2.00%	

3. The lessons taught in my classes and assignments that are given require me to think deeply and the work challenges me.
196 responses
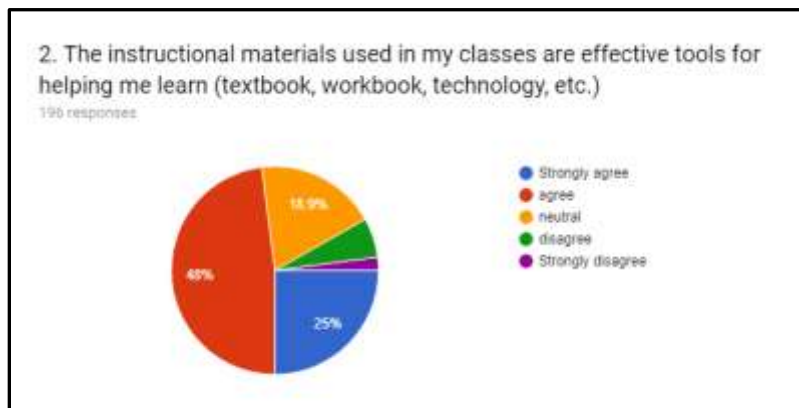
Strongly Agree	10.2%*	
Agree	38.3%*	48.50%
Neutral	28.6%*	
Disagree	7.7%*	21%
Strongly Disagree	13.3%*	

The Likert scale available for this question was inverted, leading to possible errors in responses
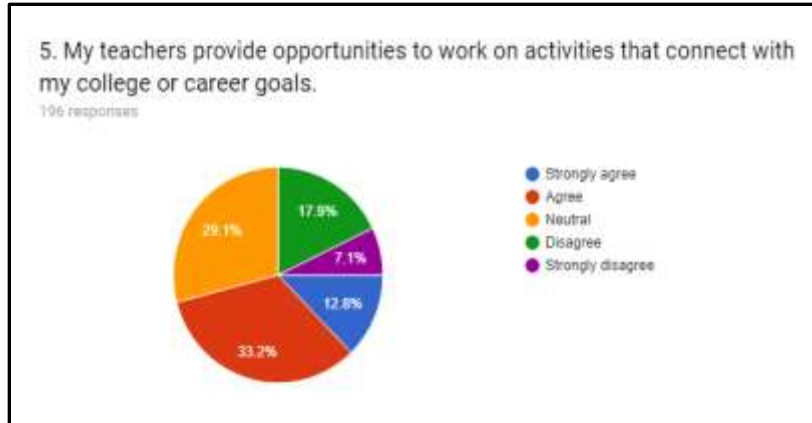
Strongly Agree	12.80%	
Agree	33.20%	46.00%
Neutral	29.10%	
Disagree	17.90%	25%
Strongly Disagree	7.10%	

Category C: Instruction

The strongest response in this category showed that 68.9% of students agreed to some degree that teachers were using varied strategies for engagement. The lowest ratings displayed in this category reflected a need for teachers to obtain student feedback about their learning, with only 38.8% of students agreeing to some de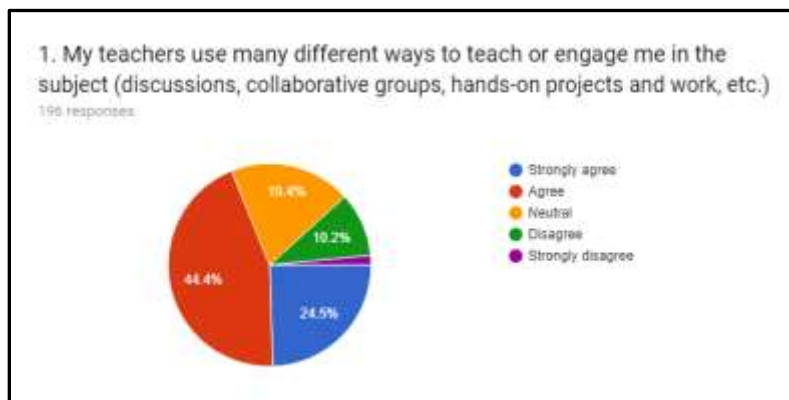gree that this regularly occurs, and a need to better utilize re-teaching strategies with 55.6% of students responding that this was a common practice.

Strongly Agree	24.50%	
Agree	44.40%	68.90%
Neutral	19.40%	
Disagree	10.20%	20.40%
Strongly Disagree	10.20%	
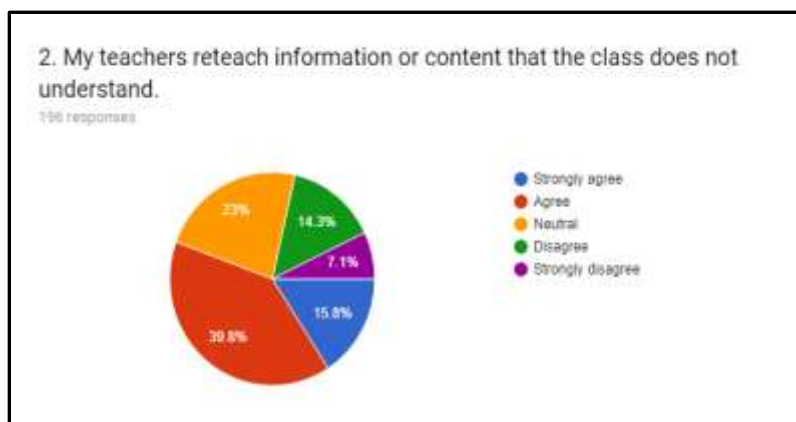
Strongly Agree	15.80%	
Agree	39.80%	55.60%
Neutral	23.00%	
Disagree	14.30%	21.4
Strongly Disagree	7.10%	

Strongly Agree	10.20%	
Agree	28.60%	38.80%
Neutral	31.60%	
Disagree	21.90%	29.60%
Strongly Disagree	7.70%	

Category D: Assessment and Accountability

Student respondents felt that they were aware of their own levels of achievement and the progress they were making with 77% of students agreeing to some degree. 38.5% of students agreed to some degree that teachers offered regular and timely feedback about their achievement.
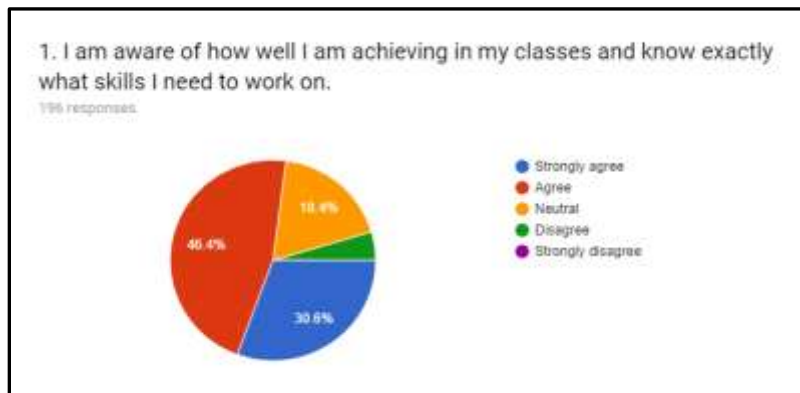
Strongly Agree	30.60%	
Agree	46.40%	77.00%
Neutral	18.40%	
Disagree	4.60%	4.60%
Strongly Disagree	0.00%	
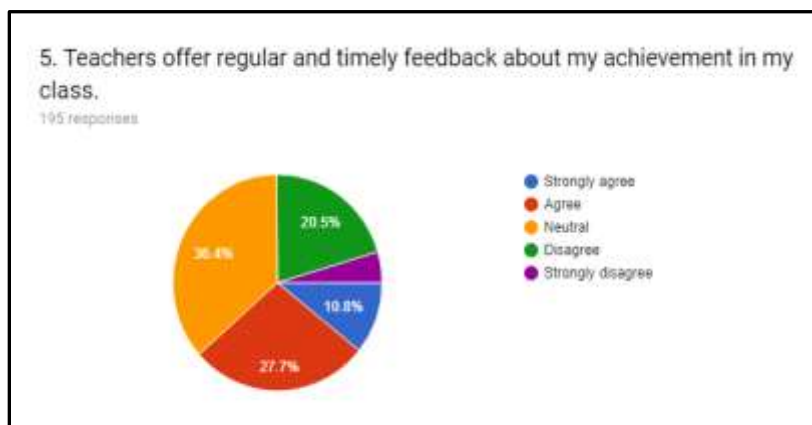
Strongly Agree	10.80%	
Agree	27.70%	38.50%
Neutral	36.40%	
Disagree	20.50%	25.1
Strongly Disagree	4.60%	

Category E: School Culture

85.6% of student respondents felt that the school offers a variety of extracurricular activities. 48% of students agreed to some degree that the school has a safe, clean, and orderly environment for learning, which is an area of growth and the staff leadership team also closely examined student responses to the resources available for social-emotional support as 17.4% of students disagreed to some extent and 27.7% of students gave a "neutral" rating.
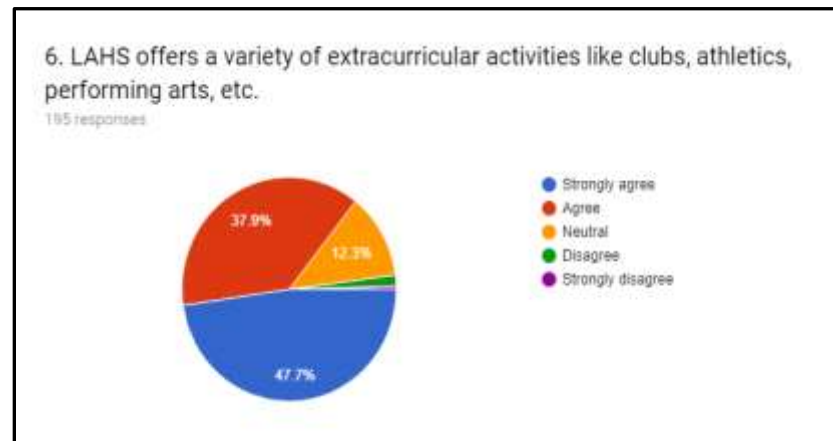
Strongly Agree	47.70%	
Agree	37.90%	85.60%
Neutral	12.30%	
Disagree	1.50%	2%
Strongly Disagree	0.50%	
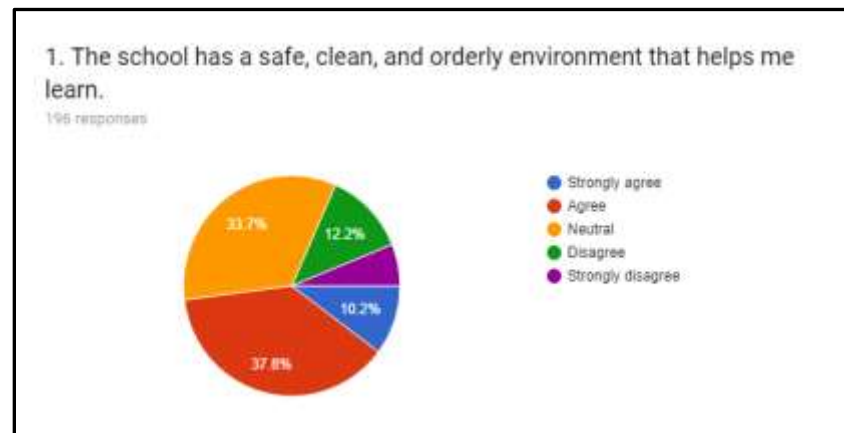
Strongly Agree	10.20%	
Agree	37.80%	48.00%
Neutral	33.70%	
Disagree	12.20%	18.30%
Strongly Disagree	6.10%	
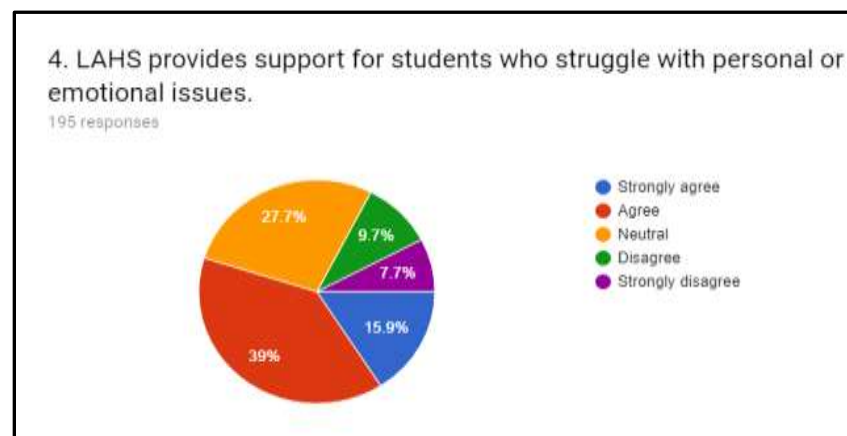
Strongly Agree	15.90%	
Agree	39.00%	54.90%
Neutral	27.70%	
Disagree	9.70%	17.40%
Strongly Disagree	7.70%	

Chapter III:
Self-Study Findings

CHAPTER III: SELF-STUDY FINDINGS

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts
Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The recent redevelopment of the school's mission statement was based on information about student achievement, the school's breadth of programs, and the staff's beliefs about what is expected of all students. State standards, global competencies, and the district's priorities for instruction as listed in the LCAP are also imbedded, reflecting our belief that all students, through the course of their study and experiences at LAHS, will be college- and career-ready for the 21st century and beyond. The vision statement was developed to reflect our focus on strengthening all aspects of the school with the understanding that it will be revisited as the school's action plan takes shape throughout the reflective processes that are undertaken each school year. **Mission Statement:** We, at Los Altos High School, are lifelong learners who are productive, responsible, and involved citizens—who respect and embrace diversity, honor creativity, and are committed to excellence. **Vision Statement:** At Los Altos High School, we are committed to a shared vision of excellence in academics, curricular programs, and extracurricular activities.	-Student achievement data: grades and CAASPP scores -Leadership team agenda and minutes -CCSS standards for literacy, mathematical practices, district LCAP -Discussion of state standards and district priorities

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.
A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Mission Statement In the transition leading up to the 2017-2018 school year, the staff leadership team recognized the opportunity to revisit and refine the focus and direction of the school. Utilizing the existing mission statement and the ideas for revision that had been previously developed, this team, alongside the new administration team, examined the CCSS literacy standards, standards for mathematical practices, and the 7 district goals for instruction to refine school priorities. Subsequent meetings involved extended discussions, including a review of student achievement information, our breadth of programs, and our desired expectations for all graduates and all staff. Versions of the mission statement were then developed and collaboratively edited, and a final version was discussed within department meetings to gain further input and consensus from the teaching staff before it was finalized and posted in all classrooms. Plans for periodic review of this statement during the annual discussion of student achievement, the SPSA, and WASC Action Plan are in development by the administration team.	-Collaboration documented in leadership team's shared files -Previous drafts -Sharing of literacy and math standards and 7 district priorities -Review of academic and extracurricular programs, CTE programs, achievement data including semester grades, comparison data of graduates pursuing college vs. career
Schoolwide Learner Outcomes To further clarify the direction and focus of the school, the leadership team discussed the need to update and revise schoolwide expectations listed in our former ESLRs into Schoolwide Learner Outcomes. In 2018, a small committee was created within that team to develop SLOs by examining, editing, and updating the previous expectations outlined in the school's Expected Schoolwide Learning Results. Once edited, the revised SLOs were sent to the team and to student leadership groups for additional input prior to final approval by the leadership team and staff. These SLOs will be further discussed during the 2018-2019 school year and plans for periodic revision will be developed by the staff leadership team.	-Previous school ESLRs -School SLOs -Revisions documented in email and shared files -Leadership team meeting minutes

School Vision	-Leadership team meeting agenda and minutes
The desire to examine and strengthen all aspects of the school led the leadership team to craft the school's vision statement. The current statement, which reflects a commitment to excellence in all areas, will be revisited and refined as the staff embraces opportunities to turn reflective practice into a defined, long-term action plan based on student needs.	

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Once consensus was built by the staff, the school's mission statement was printed for all classrooms as a method of informing students and all other school stakeholders. The SLOs were shared with the staff at the beginning of this current school year and the mission statement, vision statement, and SLOs will be shared with the student body through PowerPoint presentations developed by the school's leadership team. To gain student input into the Schoolwide Learner Outcomes, the school leadership team's draft was shared with the student leadership groups and with AVID program juniors before they were finalized in the spring of 2018. Parents were also informed of the revisions to these statements during evening meetings in the fall of 2018.	-Mission statement posters in classrooms -WASC guide PPT for students -Parent Focus Group agenda -Drafts of SLO development

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
Board policies and procedures are posted and updated on the district website and policies pertinent to the school staff are revisited at the start of each school year. Other policy issues and or updates are made clear through communication between district administrators and LAHS administration. LAHS administrators provide a continuous relay of information to staff, students, and parents through a variety of methods including: email, staff meetings, department meetings, staff leadership meetings, Remind bulletins, student and staff handbooks, informational posters in classrooms, and monthly Student Senate meetings. Policies and instructions regarding the engagement of parent and community participation in site governance is detailed in the SSC/SDM Parent Roles PowerPoint, available on the school website.	-District website -District board meeting minutes -Student/staff handbooks -Policy information (posted in all classrooms) -Staff/department meeting minutes -Leadership team meeting minutes -Student Senate meeting agendas -SSC/SDM Parent Roles PowerPoint

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
The district's Network and Computer Services (NCS) department regularly communicates policies related to online instruction through email communication to staff members. This includes information pertaining primarily to internet safety. NCS staff also schedules visits to the campus to support staff members by updating and upgrading classroom technology. Internet safety lessons for students, designed for every grade level, are also required by the district via curriculum adapted from Common Sense Media. Workshops for online instruction and technology integration are also made available to teachers through district professional development (PD) opportunities. These workshops include information regarding online instructional practices and online curriculum.	-Regular email communication from NCS department -NCS staff visitation -iHeat ticket documentation -District PD list -Staff/department meeting minutes -Internet Safety curriculum

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.
A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
Parental Involvement Parents and the school community can engage in the governance of the school by becoming part of Shared Decision Making (SDM), English Learner Advisory Committee (ELAC), the annual Local Control Accountability Plan (LCAP) meeting, the annual Title I meeting, and or monthly district board meetings. A PowerPoint presentation detailing information about the opportunities for parental involvement is also available on the school website. These opportunities have been advertised to parents through email and personal contact, but consistency and participation representative of the entire student body has been difficult to garner. The work planned for the parent focus groups during the WASC self-study process hopes to strengthen partnerships and build an avenue for parents to become more involved at LAHS.	-SDM, ELAC, Title I meeting minutes -District board meeting minutes -SSC/SDM Parent Roles PowerPoint
Student Involvement In addition to the opportunity to exercise student leadership through participation in the Associated Student Body, Renaissance, or freshman leadership, students can become involved in school governance through Student Senate, SDM, and the annual LCAP student advisory meeting. Providing more intentional opportunities for facilitating and utilizing student voice through the latter mediums is a continued need, and solidifying the processes and frameworks to ensure consistency in student participation has been part of ongoing conversation between school administration and the site leadership team.	-ASB, Renaissance, freshman leadership meeting agendas -Student Senate meeting agendas -SSC/SDM agendas -Leadership team agendas

Uniform Complaint Procedures
A2.3. Indicator: School leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
School administration works to ensure understanding of the district's Uniform Complaint Procedures (UCP) by reviewing them at the beginning of the year with all staff. Informational handouts regarding the Williams Act are provided to all teachers to be displayed in their classrooms with translation provided in Spanish and Mandarin Chinese to ensure that all students, parents, and staff understand the procedures. The District Annual Information Handbook outlines policies and procedures for uniform complaints and an electronic copy is	-Staff/department meeting minutes -District Annual Information Handbooks -Williams Act handouts posted in all classrooms -SSC/SDM Parent Roles PowerPoint -SDM, Title I meeting minutes

available on the district and school websites. UCPs are presented during the SDM and Title I meetings with parents each year. The SSC/SDM Parent Roles PowerPoint, available on the school website, also guides parents through the district's uniform complaint procedures.	

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts
Broad-Based and Collaborative
A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.
A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Site Leadership The staff leadership team has undergone a significant shift in the last two years with respect to collaborative planning, monitoring results, and examining impacts on student success. With more latitude given by administration for open discussion, all members have become active collaborators in developing more effective processes to address student achievement. Discussions about how to involve all stakeholders in the decision-making process continue and all members are in agreement that efforts need to be made to ensure all involved parties have an active voice in the growth and progress of the school. This shift produced monitoring tools like the Instructional Walkthrough Tool and the ISI Monitoring Tool and the work of implementation and examination of their impact needs to occur as more of the instructional staff begins to adopt them into regular practice. The process of continuous school improvement has included an annual review of the site discipline policies, CAASPP and D/F/I grades data, school schedule and impact of ISI, and an end-of-year review of course offerings. Administration of school-wide, topical surveys have added to these discussions and the leadership team has been planning to build a school climate survey that can be given annually to better assess the state of the school and the impact of school programs.	-Leadership team agenda, meeting minutes -Development of Instructional Walkthrough and ISI Monitoring Tools -Regular examination of D/F/I data -Regular review of school rules/processes: tardy policy, cell phone policy, dress code -Surveys: school schedule surveys for staff and students, Healthy Kids Survey

Collaborative Planning and PLCs Collaboration with regard to school improvement amongst staff members is facilitated through department PLCs. Department chairs facilitate discussions about various topics that impact student learning and bring member- or department-specific issues to leadership meetings for discussion. They are also responsible for disseminating information discussed during leadership meetings to their departments.	-Leadership meeting minutes -Email communication between department chairs and department members
Department and course-level PLC meetings include discussion and collaboration focused on student achievement and they have been instrumental in ensuring teachers' understanding of the state standards, district and site goals, and curriculum adoptions. Discussion to create common pacing and assessments is balanced with discussion about struggling students and instructional best practices, including how teachers are utilizing time in class, time during ISI, and assignments and projects for formative and summative assessments. Examination of student work and assessment data inform teachers to make instructional decisions and plan the curriculum. Adjustments to instruction are made regularly and in most departments, collaboration extends to work with district TOSAs and district PLCs, where department chairs from across the district meet to discuss the impact of the curriculum, pacing, instruction, and assessment.	-Department meeting agendas and minutes -District curriculum committee meeting minutes
Administration Team In addition to the improvement efforts promoted within the staff leadership team, LAHS administration has also implemented various measures in response to student achievement data. Each of the four administrators are oversee a specific set of departments and conduct observations of the teachers in those departments. The objectives for professional development guide the staff and department meetings and specific trainings are planned as needed. In 2018, ELPAC test training through the district's multilingual department was provided to update all staff about the changes the test has undergone and how those changes will impact students, particularly the EL population.	-Teacher observation records -ELPAC test training and professional development -Critical needs discussion -Examination of CAASPP data, student grades data
PLC collaboration has been encouraged and supported through the regular addition of more department and PLC time during Monday Late Start meetings and all-day PLC meetings can be scheduled by department chairs and or course-leads for collaborative planning. A data chat tool was also created to encourage more regular and thorough examination of data and	-PLC meetings, professional growth days

student work, and the PLCs have been more involved this school year in examining CAASPP and student grades data to identify the school's critical needs for the SPSA.	
Counseling Team Collaboration amongst counseling staff is primarily focused on improving the personal, social, academic and career needs of our students. The great need for personal and social emotional counseling has been alleviated with our interventionist who meets with students one-on one and in small groups. The continued use of Universal Screening has allowed us to adapt Tier II/III strategies to address individual needs. In considering the size of our school, we have also examined and researched opportunities to refer Tier III students to outside agencies to more effectively meet their needs.	-Universal screening results -Group Counseling, Peer Mentoring Groups, Check-in Check-out (CICO), and Individual Counseling -Department meeting agendas and minutes
For career and academic counseling, we also collaborate with teachers to plan grade-level appropriate lessons in career and college exploration based on results from online programs such as CaliforniaColleges.edu and CaCareerZone.org. We continue to look for better ways to incorporate these lessons in cross-curricular areas so that the information is connected to all subject areas and opportunities are created for teachers to extend student learning.	-CCGI lessons and reports

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
Student learning is measured and examined through the CAASPP data, student grades and D/F/I lists, and common assessment data. This school year began with the staff's participation in the SPSA comprehensive needs assessment, which included an examination of CAASPP and student grade data. Departments were tasked to discuss what the data revealed about the school's critical needs, framed within the work of their unique content areas. This information was thoughtfully developed and sent to administration to be included in the SPSA, and more discussion will occur about how these needs will be matched with budgetary planning. Consistent monitoring of these needs and the work to meet	-Staff Meeting minutes -Site PD agendas -SPSA comprehensive needs assessment -SDM meeting minutes

those needs will continue throughout the year through Late Start Monday staff meetings, department meetings, and SDM meetings.	

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Staff Leadership Team School administration and the staff leadership team regularly engage in shared decision-making about school policies, schoolwide goals, student achievement, student behavior, and the needs of the staff. Department chairs continuously garner input and feedback from department members and the meeting minutes from each bi-weekly leadership team meeting are shared to all staff via email, with the expectation that subsequent feedback and or questions should filter back through the respective chairpersons. Departments engage their members in shared decision-making with open discussions and democratic voting, and results are shared in the leadership team meetings as well as in the all-staff meetings.	-Leadership meeting agendas and meeting minutes -Department meeting agendas and meeting minutes -Discussions about ISI best practices and schoolwide monitoring -Voting about school schedule options
Responsibility and Self-Reflection At the start of each new school year, all instructional staff members are asked to reflectively write their Individual Development Plans (IDP) and submit them to a designated administrator. The collaborative work in department PLCs facilitate opportunities for self-reflection, as teachers share best practices and evaluate the effectiveness of specific lessons on their students. Examination of student work and common assessment data also provides a window into the relationship between teacher instruction and student learning and holds teachers accountable to the responsibility to support students in the learning process. Teachers understand that they have a responsibility to update student grades weekly in the Aeries system and communicate with parents via phone, email, and or conferences as necessary. Teachers recognize that their regular and frequent contact with students allows them unique opportunities to observe any irregularities in behavior and or achievement, and	-IDP forms -Updated grades in Aeries -PLC meeting minutes -Documentation of parent communication (emails, phone records, conference notes) -Communication between instructional staff and counseling staff -ISI monitoring for teachers and students -Instructional Walkthrough Tool

they successfully communicate their concerns with the counseling staff. The use of ISI time has been an ongoing discussion, particularly in the last two years, and teachers are being asked to document the use of that time so that its effectiveness as an intervention tool can be measured. The Instructional Walkthrough Tool was also created with the hope that regular classroom visitations between staff members would expand the work of collaboration and reflection.	
School administrators conduct informal visitations of the classrooms, sending positive feedback about the effective instructional strategies observed, and engage with teachers in reflective discussions after conducting formal observations. They also make efforts to regularly visit PLC meetings to be involved in the process of reflection and decision-making in support of student learning.	-Teacher observation forms, classroom visitation emails, meeting observation notes

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
Internal Communication Regular internal communication between the staff occurs primarily through email and is supported through the Remind application. Daily announcements are read over the intercom and the Weekly Bulletin is sent out via email to all staff and through the Remind application to all parents in English and Spanish. Flyers and posters advertise upcoming events and are managed by program and club advisors. The principal sends out a regular newsletter and encourages the staff to share accomplishments, updates, reminders, and shared successes of colleagues, students, and school programs. The school website, which was recently renovated, is regularly updated with current information. Most school issues, needs, and or changes are discussed during leadership team meetings and the information is communicated to all staff through their department chairs in addition to the meeting minutes which are shared via email.	-Staff emails, messages on Remind -Weekly Bulletin (English, Spanish) -Principal's newsletter -Leadership meeting minutes and department meeting minutes -flyers, posters
Planning Planning primarily occurs during department and PLC meetings during Late Start Mondays and additional time is	-Department and course PLC meeting minutes

scheduled between course level teachers during lunch or after school to ensure alignment and communication. Opportunities to schedule department or PLC days are also available in case more concentrated time is needed for planning. Administrative planning occurs on a weekly basis during meetings between the principal, assistant principals, activities director, and athletic director. In 2018-2019, planning meetings have been scheduled with departments and staff members from the two feeder middle schools to discuss more effective vertical articulation. Conflict Resolution Conflicts regarding instruction, student learning and behavior, and school policies are typically discussed between departments with department chairs bringing issues to administration or to leadership team meetings. More particular or immediate issues can be resolved by involving department chairs, counselors, and or administrators and, if necessary, with the participation and support of a union representative.	-Administration team meeting minutes -Schedule for vertical articulation meeting/planning -Email correspondence -Leadership meeting minutes -Administrative documentation

A4. Staff: Qualified and Professional Development Criterion
A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff
A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Qualified Staff The school is staffed by highly qualified educators who have completed the necessary requirements for effective teaching. The process for hiring typically involves the department chair and or additional teachers successful in their respective content areas, and the department chair, course leads, and members are involved in providing an orientation of expectations to the newly hired members.	-Staff profile -Hiring process notes, rubrics -New teacher orientation materials

When new staff is hired, orientation occurs through the department chair and the department members. New teacher orientation meetings have also been in place in the past when the number of new hires necessitated a group onboarding process.	
	-TIP program meeting agenda -TIP program activities and online portfolio
New Teacher Induction Program (TIP) The district manages TIP, an induction program for new teachers in which they are paired with a qualified mentor teacher with successful experience. One-on-one meetings occur weekly between the mentor and mentee and monthly, district-wide meetings are also held for all participants to discuss needs, progress, and program updates. When a participating teacher is not able to be paired with a mentor in their exact content area, he or she is connected with an alternate content support provider with whom they collaborate with monthly.	
	-professional development day schedules, materials -voluntary professional development menu of options, participant lists -workshop agendas -participant testimonials
Focused Programs and Professional Development In 2016-2017, based on the agreed terms of the past contract, the district provided a professional development day for its teachers, focusing part of the day on introducing Kagan strategies and dividing the rest of the time between curriculum, content, and or site-based needs. Summer opportunities were also offered and sign-up lists were assembled prior to the end of that school year. Since that time, the district has offered numerous voluntary PD opportunities throughout each school year to match teachers' contractual agreements, sending out a menu of options for individuals who were interested in extending their professional growth. The options have ranged from content-specific workshops to workshops covering topics from technology to social-emotional learning and classroom management.	
	-District curriculum committees meeting minutes -PLC meeting minutes
Departments are involved in district-wide curriculum committees that meet regularly throughout each school year to refine curricular goals, set pacing calendars, share instructional best practices, and align expectations.	

Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.
A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
District policies are reviewed at the start of each year and information is also distributed via email and reiterated in the staff handbook. Posters with information about policies including Uniform Complaint Procedures and codes of conduct for students are also handed out to all teachers to be posted in each classroom. If an issue regarding policy arises, clarification is typically provided in a staff-wide meeting and or through email communication. The district also regularly sends emails to students and parents with seasonal or immediate updates of information with hard-copy flyers to distribute to all students.	-District policy PPT presentations -Staff handbook -School policies/codes posted in classrooms

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.
A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
In addition to the professional development (PD) provided by the district, professional development opportunities occur at the site level. In past years, the instructional staff has participated in Capturing Kids' Hearts, Explicit Direct Instruction (EDI), and Schlechty training and participants have agreed that more work was needed in making sure consistency was measured school-wide and that effectiveness also needed to be examined. In 2016, the staff participated in additional Kagan training to supplement the first two days of the training program provided by the district. In the spring of 2018, ELPAC training was provided to support literacy in all content areas. With literacy set as a school-wide area of need, Administration and the staff leadership team is having ongoing discussion about the professional development	-Capturing Kids' Hearts, EDI, Schlechty training -Kagan training -Leadership team meeting minutes

needed by staff in this area as well as in understanding how the CAASPP test correlates with lessons and instruction in the classroom.	-NGSS training -AP training -AVID Summer Institute -WICOR training, use of strategies and activities in the classroom
Departments and individual teachers can seek out professional develop opportunities with time provided to department and or course-level PLCs to develop PDs as needed. AP training has been provided to prepare teachers teaching the courses for the first time, to update teachers on instructional practices, and to develop more effective discussions about vertical articulation between honors and AP courses. AVID teachers and a few content area representatives have attended the AVID summer institute, with positive feedback about how the learning has impacted classroom instruction. The AVID site coordinator has also provided schoolwide professional development on WICOR strategies which has led numerous teachers to adopt the regular use of focused note-taking, close reading strategies, collaborative listening and speaking activities, and student-led tutorials.	
Administration has been supportive in providing the time and resources to teachers and departments actively seeking professional development. Since social science teachers have undergone a recent shift in their state standards and a textbook adoptions, follow up meetings will help to solidify teachers' understanding and planning for the year. Instructional staff members working in the team-teaching setting have also voiced some need in developing their partnerships in ways that would strengthen instruction for regular education and special education students.	-Social science PD plan -Leadership team meeting agenda, Special education PLC meeting agenda

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<u>Teacher Observation</u> Administration conducts informal visits of all classrooms throughout the school year, sending positive feedback about instructional practices they observed. Teachers are on an observation cycle with formal observations conducted every other year by a designated site administrator. Each observation consists of a pre-observation, observation, and post-observation meeting allowing teachers the opportunity to	-Notes and feedback emails from administrators' informal visitations -TalentEd website - formal observation documents

reflect on their planning, instruction, and the impact on student achievement while the administrator facilitates the reflection and provides feedback. This process is documented on the district's TalentEd site and can be accessed by the teacher and the administrator at any time. Teachers have agreed that creating a culture where informal observations by administrators and colleagues are regular and consistent would benefit the staff and promote professional growth and this is an area the staff would like to develop.	
At times, department chairs will conduct informal observations and to encourage the staff to interact more collegially, the leadership team developed the Instructional Walkthrough Tool in order to create a culture in which all teachers regularly observe one another as a method of professional development, collaboration, and growth. This tool includes all of the schoolwide expectations and is a comprehensive checklist of the effective strategies we have discussed as a staff.	-Instructional Walkthrough Tool -notes from department chairs' informal visitations
Administrators regularly communicate with teachers who need additional support, connecting them with resources within their department and/or other district staff who might help in the coaching process. They are advised about best practices for instruction and classroom management as well as any professional development opportunities that may be available.	-Email documentation -Formal observation documents
In-School Intervention Monitoring ISI monitoring was a topic of continued discussion during the 2017-2018 school year and the leadership team worked to develop an effective monitoring tool to measure student growth and progress. The monitoring tool was altered and adjusted according to teacher feedback and continues to be a topic of discussion and development.	-Leadership team meeting agenda/minutes -ISI Monitoring Tool, drafts developed from feedback

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts
Allocation Decisions and Their Impact
A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide

learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
The school's mission, vision, and SLOs as well as the assessment of critical student learning needs are considered when writing the SPSA to clarify the year's specific goals. Resource allocations are, therefore, guided by and aligned with those same needs and goals. Involvement in resource allocations decisions occurs within departments as members have the opportunity to voice future needs at the close of one year in planning for the next. Requests for additional materials and or resources also occurs through the department chairs who bring the requests to administration or to leadership team meetings for discussion. Preliminary drafts of the budget have been presented to the staff leadership team and to SDM for review with opportunities to raise questions and or concerns prior to obtaining approval from both stakeholder groups. The impact on student learning has been measured through culminating assessments, student grades, successful course articulation, and graduation rates. Successful learning has also been validated through parent focus groups and student surveys.	-Department critical needs analysis -Department email correspondence -Leadership team meeting minutes -SDM meeting minutes -Past SPSA documents -Budget allocation documents
Within the last three years, much of the budget was allocated towards increasing access to technology with the addition of a computer lab and two laptop carts to meet the demands of 21st Century learning and to increase capacity for CAASPP testing. New laptops for staff members were also purchased at the end of last year to give teachers updated access to web-based materials and to encourage more technology integration in all content areas in order to stimulate and promote student learning.	-Technology based assignments -Regular use of computer labs and laptop carts

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The district conducts an LCAP survey every year encouraging the staff, students, and parents to provide their perspective on the needs of district schools. The data from these surveys are compiled and brought to the district LCAP committee, which is comprised of parents who are also involved in SDM and ELAC groups from numerous schools in the district. This group discusses and then creates priorities which then become the district LCAP plan.	-LCAP survey data
School Budget The principal works with the administration team, department chairs, and program leads to develop the school budget, allocating funds based on the school's needs. The principal works with the school office manager to make sure record keeping is in compliance and the district accounting staff reviews and verifies the budget. Additionally, the district partners with auditors to check records, ensuring that funds are properly managed.	-Annual budget records
ASB Funds As a budget separate from the general school budget, the district has created procedures to ensure proper compliance with requirements mandated by state law. The student members of the elected and appointed Associated Student Body make decisions about how they want to spend this money, making sure their expenditures are approved in the meeting minutes prior to the funding being spent to ensure that decisions are thoughtful, researched, and properly documented. This process, guided by the ASB advisor and the ASB bookkeeper, has helped students to be more mindful about their expenditures. Audits of the ASB budget occur every year with a thorough review of records to make sure expenditures are supported by proper processes and documentation. A representative from the district also provides an evaluation prior to this audit by working with the ASB bookkeeper who works with the ASB treasurer to review these documents.	-ASB clerk records -ASB treasurer records

Boosters Booster programs are in place to support several school programs, functioning as their own entities with separate bylaws and auditing processes. The Los Altos Conqueror Educational Foundation (LACEF), a booster program which partners with the school, also functions as its own entity and utilizes budgeting and auditing processes to ensure that funds are handled properly.	-Booster budget documentation per each program

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.
A5.3. Prompt*: Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
Facilities Maintenance Maintenance issues can be communicated to the appropriate personnel by creating "tickets" through the iHeat system and issues are resolved accordingly. Issues or needs in the classroom are also communicated directly to administration and the team works with the custodial staff to ensure that maintenance issues become resolved. Within the last two years, LAHS administration has worked with the district to make various improvements to school facilities including repainting of hallways, reworking outdoor areas for more vegetation, increasing seating areas for students, and adding clear and representative signage on the outside perimeters of the school. The art teachers have also worked with students to paint murals around the school, adding student expression to the walls of the campus. The school continues to work with the district to address issues that arise through the proper channels that are in place. Bond Measure BB, passed in 2016, will also allow some opportunity for facilities maintenance and upgrades and staff members look forward to these upcoming improvements.	-Facility and Maintenance records -Repainted areas, grass and plants added in quad and school entrance, newly added benches in hallways, sign in front of school and on fencing around stadium perimeter
Functional Needs A few teachers' classroom assignments have been moved in the past to better accommodate learning environments for specific content areas, to better facilitate teacher collaboration, or to accommodate higher numbers of students within certain courses. During testing windows, classes have, at times, been temporarily relocated to provide the most effective environments for student achievement.	-Classroom moves: student leadership A-wing, consolidation of departments within wings, art courses G-wing, special education classroom/conference area -CAASPP testing, NGSS, AP,

| 21st Century Classrooms
The oversight committee of the district's Measure BB bond for 21st Century classrooms is continuing to develop a plan to accommodate teachers' needs and priorities at the primary and secondary levels. Model classrooms were created at various sites to show some of the capabilities of a modern classroom and we eagerly anticipate the improvements planned for the near future.

Since 2012, our school site has upgraded our existing computer labs, added an additional lab, and purchased four mobile laptop carts to expand student access to technology. Also, cabinets with 20 laptop computers were added to English classrooms to accommodate the online components of their new curriculum and to encourage further incorporation of technology elements into instruction. | PSAT testing locations

-21st Century Classroom committee agenda, members' notes

-upgraded computers, added lab and laptop carts
-English department laptops |

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Instructional Materials Needs for instructional materials are discussed in department meetings and in staff leadership team meetings and communicated with school administration. The budget and school priorities are then examined as the basis for expenditures. Conversations about schoolwide, department, and or program needs are ongoing and within the last three years, school administration has been helpful in approving purchases that align with school priorities like Kagan materials and portable whiteboards for student collaboration, and schoolwide subscriptions to web-based programs like the EBSCO database and turnitin.com. Though there may be some delays in acquiring the purchased materials, procedures are in place for requesting and purchasing materials such as consumable texts and lab materials, and Administration and clerical staff have been helpful in supporting these efforts.	-Textbook acquisition for Math and English -Invoice records -Kagan materials -Portable whiteboards -Schoolwide subscriptions to turnitin.com, EBSCO database

Textbooks Textbook adoptions are directed by the district, which appoints a committee to research and review potential materials prior to making final decisions. This was the process that was utilized for the 2013 adoption of the Math curriculum, the 2016 adoption of the English curriculum, the 2018 adoption for the AP literature course and social science curriculum, and Science departments will undergo the process within the next two years.	-Textbook adoption committee meeting agenda/minutes
As the demands of 21st Century learning continue to develop, the need to acquire more technology will be an ongoing need. Communication between teachers and administration about these needs is, therefore, also ongoing and staff members have also been given opportunities to voice their needs in meetings facilitated by the district in the planning of expenditures related to the Measure BB bond that was recently approved by our community.	-District meetings for Measure BB -District meetings to discuss use of bond measure funds

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
The school site has the opportunity to utilize the budget toward meeting critical student needs and the professional growth of the staff. Although the hiring of full-time staff is based upon student enrollment numbers, our site is in our 4th year of having a full-time interventionist who has been an invaluable asset in meeting the social-emotional needs on our campus.	-Budget records -LAHS District PD enrollment data -Student enrollment
In addition to the increased department and PLC time provided during Late Start Mondays, our site allots department-wide planning and professional growth days, budgeting in substitute teachers to support the instructional staff in this way. Formal and informal observations by administrators offer feedback and opportunities for self-reflection and growth, and the opportunity to participate in content-specific conferences have also been worked into the budget to increase opportunities for professional growth.	-PLC Agenda/Meeting Notes -Late Start Calendar -Admin observation records -AVID summer institute, AP conferences, UCI writing project winter conference

The district provides new teachers with mentoring and coaching through the Teacher Induction Program (TIP) and our site has, in the past, provided monthly new teacher meetings to acclimate groups of new teachers. The district continues to offer a variety of professional development opportunities throughout the year sending a menu of options for teachers to sign up based on their own needs and interests.	-TIP information and materials -District PD menu, schedule, and enrollment data

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The LCAP budget is based on the SPSA and the needs assessment that departments participated in at the beginning of this school year. The needs assessment information is used to create the SPSA which then guides the LCAP budget. The funding is created to address the needs with the purchase of materials and supplies, transportation, textbooks, technology, tutoring hours, additional hours for planning for staff, and substitutes for PLC planning and professional growth days. Once the SPSA and the budget plans are completed, both are once again reviewed by the staff, leadership, and then approved by SDM, before being sent to the district. Though this process has proved to be effective, the staff, staff leadership team, and Administration team has agreed that the work of long-range planning would benefit from more opportunities to obtain additional input from all stakeholders.	-LCAP Budget -District approvals -SDM meeting notes

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified critical student learning needs)

The recent shift of the administration team has been the stimulus for the school to clarify its direction through revisiting its mission, vision, and Schoolwide Learner Outcomes. Collaboration between stakeholders has grown with the increase in PLC and department meetings and with the consistency of staff leadership meetings. Regular communication has also strengthened collaboration as multiple measures are used to relay information to all stakeholders including the consistent sharing of leadership team meeting minutes and the implementation of data chats as well as the use of social media and the Remind application to advertise school events, opportunities, and achievements with parents and the surrounding community. Site and district opportunities for professional development are provided and channels of communication regarding needs for instructional or curricular planning are in place.

The regular practice of examining student achievement and realigning the direction of the school (in the form of the school's mission, vision, and SLOs) will be put into place at the start of each year, and strategic methods to obtain student voice and engage parents will help to increase opportunities for stakeholder involvement. A more focused site plan for professional development and shared resources, especially in the area of technology, will ensure active participation and promote regular measures of the direct impact on student achievement.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

1. Internal communication and transparency has improved with the principal's weekly updates, regular sharing of minutes from staff leadership meetings, use of the Remind application, and increased PLC time during Late Start Mondays.
2. External communication to parents and students has improved through the consistent use of Bulletins (in English and Spanish), the use of the Remind app, Back-to-School Night, parent conferences, social media platforms, and use of Aeries.
3. Opportunities for professional development have been available through the district PD offerings, time provided to departments for PLC pull-out days, increased PLC time during Late Start Mondays, and the overall receptiveness of Administration in approving requests to attend conferences and seminars.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

1. Seek to increase input from all stakeholders including staff, students, and parents in the decision-making process by better utilizing structures already in place.
2. Create a regular process to annually review mission/vision/SLOs (SPSA, Action Plan), making sure to obtain input from all stakeholders and also embed the messaging into our instruction and school culture.
3. Although we have made strides in creating access to technology, more work needs to be done in this area so that resources are available to all classes.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts
Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Our teachers continue to utilize strategies from current content-specific educational research, participating in professional development and conducting their own research to provide viable, rigorous, and meaningful instruction. In 2017, departments were asked to identify literacy goals and we are continuing to develop a plan to utilize effective reading and writing strategies in all content areas. All course PLCs have been working on alignment as a focal strategy to maintain a viable, meaningful instructional program and common syllabi, pacing guides, and assessments have been developed in order to provide curricular consistency between course levels and to assist with vertical articulation. AP training has also been provided, with extended opportunities for some honors course teachers, to improve vertical alignment among classes.	-Department literacy goals, use of reading and writing strategies in all content areas -Common syllabi, course pacing guides, common assessments, PLC meeting agendas -AP training for AP course and honors teachers
Math In 2017-2018, Mathematical Reasoning with Connections (MRWC) was adopted by the district as a senior math course, designed to improve the math abilities of college-bound students who may not be majoring in math or science. DNA Math is an ongoing professional development offered by the district to math teachers promoting innovative practices aimed to improve their knowledge and skills in teaching all levels of math. The Task-Question-Evidence process from DNA Math has helped teachers to promote critical, creative, and independent thinking in their students through "just-in-time" rather than "just-in-case" scaffolding. The process requires students to work on a task, address individual misconceptions, undergo a process of inquiry, and show evidence through their	-MRWC curriculum -DNA summer training and professional development during the school year -PLC agendas -Syllabi for all courses -Vertical articulation agendas -MDTP assessment and data

work. The Math Diagnostic Test Placement (MDTP), developed by the CSU system, has helped teachers to identify students' areas of strength and weakness to address gaps in knowledge at the beginning of each year.	
English The StudySync curriculum was adopted in 2016 to ensure that courses aligned with the Common Core State Standards, to address development of literacy skills, and to meet the demands of a 21st Century classroom. The district paired this adoption with a set of student laptops in every English class, allowing access to the curriculum's online components which promote collaboration, research, and interactive reading. The curriculum requires students to think critically by answering questions based on a depth of knowledge scale by conducting multiple, close reads of a singular text. Course PLCs have supplemented the curriculum with Kelly Gallagher's articles of the week, articles from the NewsELA website, TED talks, and other reputable sources in order to provide students with multiple opportunities to practice the essential skills required by each unit of study. Teachers of senior-level courses utilize ERWC (Expository Reading and Writing Curriculum), developed with John Edlund's rhetorical literacies by the CSU system in an effort to prepare 12th grade students for college-level expository reading and writing.	-StudySync online and text-based curriculum -ERWC curriculum -Articles of the Week, NewsELA articles, TED talk assignments
Modern Language The department actively seeks workshop and professional development opportunities to develop skills in Comprehensible Input and Total Physical Response Storytelling (TPRS) as instructional strategies to develop language acquisition.	-COACH world language workshops -District PDs
Social Science The introduction of the recent framework and literacy standards has been the catalyst for many updates to the social science curriculum for the 2018-2019 school year. The department has adopted new textbooks for all courses with the exception of AP courses and this adoption aligns with the implementation of the new literacy standards including consumables and resources that integrate skills aligned with these standards. Revised pacing calendars for all courses align with the needs of the new framework to include primary sources and documents as well as an emphasis on qualitative and quantitative analysis of charts,	-Common assessments updated to meet current framework and literacy standards. -New textbook adoption aligned with new framework and literacy standards. -Pacing calendar updated to meet Social Science framework.

graphs, and maps. There is also a shift in the type of questions that mirror the skills in the literacy standards and the addition of a Discussion Based Question (DBQ) for each common assessment. These changes require a depth of knowledge and level of critical thinking that will add to the rigor of our courses, and students and teachers will continue to be challenged as they adjust to heightened expectations.	
Science Science teachers have participated in and utilized instructional training including AP workshops, NGSS implementation workshops, and site PLC planning time to maintain a current and viable instructional program. These trainings and planning time have led to teaching strategies that include the use of Vernier probes for data collection, online simulations, and blackboard (LMS). Teachers benefit from ongoing yearly training to align classroom curriculum to changing standards. PLCs foster teacher collaboration to develop common assessment, analyze student data, and share best practices, which has been invaluable in ensuring building meaningful instruction for all of our courses.	-AP Workshop training -NGSS workshop (LACOE) -Vernier probes for data collection -Blackboard, Aeries -Online simulations (PhET) -Inquiry based lessons -Common assessments -Vertical course collaboration -AVID strategies -Kagan Strategies
CTE CTE department practices are informed and updated by Advisory meetings when experts working in specific industrial sectors come in and advise teachers and students on current practices. These meetings serve to keep the curriculum up-to-date and relevant to industry expectations.	-Advisory meeting materials
VAPA The Visual and Performing Arts department adapts and updates curriculum by accessing developments in the field through various conferences held by reputable associations within teachers' respective fields. Collaborative learning, flipped classrooms, offering student choice, and use of technology in the arts are some of the ways the department strengthens its curriculum.	-Southern California School Band and Orchestra Association Conference -Southern California Vocal Association Conference -AP Studio Art training -California Arts Education Association conference

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or*

national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

Findings	Supporting Evidence
Courses are aligned with the a-g requirements and the academic standards for college- and career-readiness are defined in each course through consistent and collaborative review in department and course-level PLCs. Each course conducts an annual review of common syllabi and pacing guides that are based on the State Standards. These act as guides for teachers as they plan instruction and ensure that the work in each class is preparing students to meet and/or exceed graduation requirements. District and common assessments also help to align classes to pace according to the established guidelines and provide data to indicate whether students are meeting requirements set by the standards. AP courses are consistent with the College Board requirements and are approved through the AP course audit, are taught with current expectations of the College Board, and are designed to prepare students for the rigors of college courses.	-a-g course list -Course syllabi -Pacing guides
Counselors at LAHS base their academic planning for all students on a-g requirements rather than the minimum graduation requirements, enabling all students the eligibility for college at the end of four years. Academically driven students are encouraged to pursue honors and AP courses to challenge their levels of rigor and to help them reach their highest potential as they make plans for college and career.	-Grade level course lists - a-g course list
Lab requirements for the science courses, including wet labs, are in line with a-g standards and the inquiry based nature of the NGSS standards supports this academic requirement. The NGSS model for the district also requires the earth science standards to be incorporated into the biology, chemistry, and physics courses.	-Course syllabi and pacing guides
The medical core and business courses are a-g approved and engineering is currently applying for a-g approval. These CTE courses have articulated with the community colleges in the area (Mount San Antonio College and Rio Hondo Community College) and include a job research unit where students work progressively to identify necessary professional requirements and certifications, develop a professional resume and cover	- a-g approval documentation -Job Research Unit activities and assignments

letter, and complete both print and online applications to simulate the rigorous application process in today's competitive job market.	

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
Our SLOs were developed by examining and incorporating the CCSS, district priorities, and 21st Century skills and, therefore, reflect the expectations for college and career readiness in all content areas. The values defined by the SLOs are reflected in units and chapters of study, and the lessons presented in each content area promote lifelong learning, critical thinking, management, communication, and citizenship. Grade- or course-level common assessments determine mastery and growth, and offer teachers comparable data that allow them to align instruction, pacing, and curriculum.	-Leadership meeting minutes - examination and synthesis of site, district, state expectations -PLC meeting minutes -Pacing guides
Department literacy goals were based on the Common Core Literacy Standards and we are continuing to examine what literacy development looks like in every content area as we work to make this a schoolwide effort. Most departments also utilizes Kagan matrix seating, a heterogeneous seating arrangement that offers opportunity for collaboration and thoughtful discussion among students. In addition, teachers' integration of AVID WICOR strategies like reciprocal teaching, synectic thinking, and other lesson plans that promote critical thinking reflects the core values of the SLOs and helps prepare students for college and career.	-Department literacy goals -Kagan strategies facilitate communication and collaboration -WICOR strategies
English There is a direct correlation between the English CCSS, site SLOs, and student work with the StudySync instructional paths offering online components that require formal and informal research, close reading of text, extended writing projects, and full-text studies. The StudySync curriculum also offers collaborative learning opportunities congruent with college- and career-readiness with assignments like online	-StudySync curriculum: online components including Blasts, research assignments, close reading and DOK Think and Focus questions

Blasts, a platform where students respond to current event topics and peer review students' work. The digital platform where students interact academically, resembles the college experience.	
Social Science In an effort to integrate concepts/skills taught in the classroom and SLOs, the department has developed a series of projects that are content specific with an emphasis on building SLOs specific skills.	-Economics Budget Project -Civics Project Citizen
Science The NGSS standards dictate the academic work done in the science classroom and PLC meetings have enabled teachers to strategize and share the work of effective implementation. The instructional strategies reflected in the SLOs are an expectation in all courses and continuous collaboration amongst teachers ensure that this is evident in all courses.	-PLC meeting minutes
VAPA There is consistency between curricular standards, student outcomes based on course outcomes as evaluated by state associations, the College Board, student matriculation into arts majors, and the pursuit of careers in arts.	-Performance data including adjudication sheets
CTE Advisory meetings with industry personnel help evaluate whether educational approaches and course work are aligned with industry standards. The articulation agreements with Mt. SAC and Rio Hondo College also promotes and certifies congruence in articulation.	-Advisory meeting notes

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
While the units of study within some content areas allow an easy integration of multiple disciplines, the school leadership team recognizes the need for more cross-curricular work schoolwide. Examination of the cross-curricular work	-Leadership meeting agendas -Examination of CAASPP data in Student Needs Assessment

required in the CAASPP performance tasks and computer adaptive test and student performance data further emphasized this need and this, in addition to schoolwide literacy, will be areas of continued discussion through the 2018-2019 school year.	-SPSA
English Each grade-level English course integrates disciplines like science, social science, and the arts through full-text studies and research projects. The Senior Project, currently facilitated by ERWC teachers, integrates research and community service with the skills of argumentative writing. Students examine a variety of topics and utilize the skills of reading, research, synthesis, evaluation, writing, communication, and presentation as they develop the progressive markers of the year-long project. All English teachers integrate outsourced materials like TED Talks, varied news outlets, EBSCO, NewsELA, and other resources used to support instruction and to make sure the curriculum is supplemented with current and viable information.	-Full-text studies: *The Federalist Papers*, the Constitution, *Things Fall Apart, The Immortal Life of Henrietta Lacks, Night, etc.* -Research projects, essays, presentations -Senior Project
Journalism The journalism course uses the nationally recognized Journalism Education Associations curriculum for high school journalism with lessons on credibility, integrity, and accuracy. Journalism and Advanced Journalism (Yearbook) uses site-licensed industry standard Adobe Creative Cloud and Graphic Design principles--skills that prepare students as they transition into their careers.	-Journalism assignments -*The Conqueror* -Advanced yearbook weekly assignments -*Los Recuerdos* yearbook
Math While integration between the math department and other departments is somewhat limited, literacy skills are being challenged with all math teachers including real-life problems which include reading interpretation. New textbooks have been adopted throughout 2017-2018 that are more aligned and articulated from one level to the next for AP Statistics and AP Calculus.	-Statistics book: *The Practice of Statistics* by Daren Starnes -*Calculus for the AP Course*, Sullivan, Miranda, Second Edition -Math 1: Business Plan -Statistics final project
Social Science Social Science and English courses have conducted informal cross curricular collaboration. With the alignment of historical movements and documents and corresponding grade-level novels, teachers have worked together to make sure that the	-AP U.S. History and AP Language: Declaration of Independence, Transcendentalism

presentations of materials, content, and subsequent discussions overlap with social science providing context and relevant details and English providing a literary lens of accessing the curriculum.	-Honors World History and Honors English 1: Holocaust, *Night*
Science The most challenging aspect of curriculum integrity in the science department is the change to NGSS standards and the integration of the Earth Science Standards in the Biology, Chemistry, and Physics courses. The science department classrooms are integrated well with the math and English curriculum in that the chemistry and physics courses teach a great deal of math concepts, and all science courses require technical and expository writing in the process of communicating lab results. Outsourced curriculum is also used to supplement the textbooks with a variety of unique instructional activities.	-Earth Science integration -Notebook/Lab book -Vertical Alignment
VAPA Arts disciplines include references and study of historical and aesthetic movements to give context to the curricular material. Students use these sources to help create a more detailed and faithful final product in a performance or a piece of art. Literacy is explored in the visual art classes through the reading of period-specific pieces of literature and written and oral art critiques which sharpen students' use of art-specific vocabulary. The performing arts disciplines continue to explore cross-curricular work through a variety of projects and examination of historical and cultural connections within the pieces that are performed.	-Visual Art: student pieces reflecting historical and aesthetic movements -Dance: cultural dance projects -Band and Choir: performance pieces reflecting various cultures and historical periods

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
While independent collaboration between feeder schools has been ongoing within some departments in past years, more concentrated efforts to improve vertical articulation and the	-Vertical articulation meeting schedule and agendas

transition of freshman students have begun in 2018-2019. In meetings between the English, math, science, and social science departments from three schools (LAHS, Newton Middle School, Orange Grove Middle School), teachers continue to discuss student achievement, curricular goals, and pedagogical best practices to strengthen skills articulation as students transition to high school.	
VAPA Ongoing articulation continues within the arts programs to ensure successful transition between middle school feeder programs, with frequent collaborative opportunities including instructor visitations to the middle school programs and ongoing facilitation of after school programs. Students in music programs receive evaluations and clinics from college professors annually and the feedback from professors directly impacts course instruction, leading to higher student achievement of arts standards.	-After school vocal program -After school color guard program at Newton Middle School -Weekly after school art program at Orange Grove Middle School
CTE The department has ongoing articulation with community colleges in the area. In business math, course curriculum is provided by a Mt. SAC professor and units of credit are available for students taking business math, bookkeeping, and accounting 1. Grades of C or better in the fall and spring semesters earn college credit to Mt. SAC and can be transferred to other California public colleges. In terms of middle school articulation, the engineering teacher meets with the principal of Newton Middle School and its teachers to better coordinate STEAM classes.	- Articulation with Mt. SAC and Rio Hondo College -STEAM articulation with Newton Middle School
Counseling Team Each year, feeder schools are invited to Los Altos for an orientation which provides an opportunity for 8th grade students to learn information about our varied programs and to interact with student representatives from the programs. A parent meeting is also conducted during the same week to discuss the information shared with their students. Counselors follow up with an on-site visit to each feeder school helping students select classes while providing the opportunity to ask specific questions. During each fall, representatives from colleges and universities are regularly come to campus to present information covering topics such as admissions, school culture, academic programs,	-Academic and registration workshops at Orange Grove and Newton middle schools. -High school discussion forums at OGMS and NMS covering obstacles and recommendations for middle -Personal tours of LAHS -Eighth Grade Orientation -Future Conquerors campaign -College representative

and tuition. In September 2018, Los Altos also hosted the district college fair where students from the community met with representatives and attended workshops focused on college admissions.	visitation schedule -District College Fair schedule, workshop list
Our local community colleges, Mt. SAC and Rio Hondo, hold multiple workshops to help students with registration, testing and the overall transition to their school. Los Altos has articulation with Mt. SAC for selected CTE courses, providing the opportunity to receive college credit (i.e. Medical Core test and Medi 90 course credit). Students also take concurrent enrollment courses through Rio Hondo for enrichment and/or credit. LAHS also articulates with the Hacienda La Puente Adult School where students can take CTE introductory courses.	-Connect 4 program - Mt. SAC and Rio Hondo -CTE articulation reports
Student Leadership Every October, our student leadership team hosts the Middle School Leadership Conference. Student leaders from feeder middle school are invited to interact with current LAHS student leaders. The day's activities, consisting of a rally and several small and large group sessions, engage the middle school leaders through activities designed to initiate reflection and conversation between the students about the issues facing their campuses. The high school leaders also provide concrete ideas in how to implement positive change. The event serves as a link between the student leadership programs at all the schools, allowing for easier transitions for students as they transition from middle school to high school.	-Middle School Leadership Conference schedule

B2. Access to Curriculum Criterion
All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts
Variety of Programs — Full Range of Choices
B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.
B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Throughout each school year, the counseling office meets individually with students at each level to discuss their	-One-on-one meeting schedules, academic progress and planning

academic progress and their unique ambitions to create plans for college and/or career. All students have the opportunity to choose their classes or audition for programs in pursuit of their interests and goals regardless of their level of experience. LAHS also offers an open policy for all students interested in taking honors and AP classes and we are continuing to expand these opportunities to previously underrepresented populations.	sheets -AP sign-up lists, AP/honors course rosters and demographic data
College and Career Guidance and Exploration Our ongoing partnership with California College Guidance Initiative (CCGI) has provided valuable college and career exploration tools, which are utilized at all grade levels to help students identify their interests and develop pathways in pursuit of their goals. Visitations from college representatives from around the state and the country are scheduled consistently each month to provide information sessions for all interested students.	-CCGI assessment facilitation schedule and corresponding materials -College representative visitation schedule
Additionally, annual and demographically-relevant local and national scholarship opportunities have been strategically gathered over the years for our students, and these opportunities are advertised and accessible through our guidance office and media center.	-Advertised scholarship opportunities in weekly school bulletin, information provided in guidance office
To encourage further hands-on college exploration, a college trip is planned each year with scheduled visitations to six colleges and universities throughout California. Counselors work to organize significant time to tour each campus, reconnecting with alumni to give tours colored by their unique insights and arranging staff chaperones to additionally guide students' experiences. This trip provides an opportunity that is not otherwise available to most students and the annual participation of up to 50+ students of all grade levels has been evidence of success.	-College trip advertisements, informational meetings, agenda, student lists
The district has arranged for students at every grade level to take the PSAT or the SAT test at no cost. A PSAT results meeting is also provided to guide interested students and parents in college requirements. The Armed Services Vocational Aptitude Battery (ASVAB) assessment is offered once a year for interested students and local military recruiters make annual visitations, providing information to students who are interested in pursuing military careers.	-PSAT given to all sophomores and interested juniors and freshman, PSAT results meeting presentation information -ASVAB assessment advertisement and administration

The counseling department also arranges seasonal workshops, guiding students through the college application and financial aid processes, and works with our local community colleges to provide placement testing to ensure that all students have the opportunity to pursue a higher education should they choose to do so.	-College application workshop information -Financial aid workshop -Mt. SAC and Rio Hondo College placement tests
<u>AVID Program</u> The AVID program has been instrumental in increasing equitable opportunities for our students in their future pursuits. Our program's cohort culture of progressive courses from freshman to senior year, has helped students to reinforce their academic and organizational skills in preparation for post-secondary education.	-AVID 4-year program and curriculum, college acceptance and demographic data
<u>Career Week</u> Career Week offers students the opportunity to reflect upon and explore their career choices. The student leadership groups work to organize speakers from a variety of fields and student sign-ups, providing opportunities for direct engagement with seasoned professionals who lend their expertise about job descriptions, experiences, and requirements.	-Career Week schedule and student participation sign-up lists
<u>Academic Courses</u> *Math* MRWC (Mathematical Reasoning With Connections) was added in the 2017-2018 school year to give seniors another choice of an a-g math course. It is activity based instruction designed to improve math skills for college bound students who may not be majoring in math or science. It is open to any student who successfully passes Math 3. This course was modeled after the English counterpart, ERWC and offers an articulation agreement with three schools - Cal State San Bernardino, Cal Poly Pomona, Riverside Community College.	-MRWC curriculum
English Expository Reading and Writing Curriculum (ERWC) courses were developed for senior-level English classes, based on California State University college readiness requirements. These courses are designed to address post-secondary preparation with a focus on nonfiction reading and expository writing through six-week modules investigating a variety of social issues. Senior Project includes research of current social issues and hands-on learning through community service and	-Senior Project -Grade-level research projects

formal presentation. In addition, the English department completes research projects at every grade level requiring effective research, formal essay writing using MLA format, and formal presentations, which articulates toward and mimics post-secondary work. *CTE* Our CTE department provides a variety of leveled opportunities for pre-technical training. Three-year career pathways have been set up for students interested in pursuing careers in the engineering, medicine, business fields, and graphic/video arts and courses provide hands-on training from introductory to advanced, capstone courses. Portfolios and resumes are created within these courses to assist in readying students for the professional world and students are being trained in current, industry-standard equipment, software, and programs.	 -Engineering courses -Medical core and sports medicine courses -Business math, management, and marketing courses -Graphic arts courses -Video production courses
Social Science Social Science has projects designed for students to provide opportunities for career exploration. Projects entail student led research for specific careers, their salary information, education requirements, and living expenses. Other projects include a stock market simulation with financial planning skills embedded in the project. These projects provide an opportunity for students to investigate the specific skills and pathways involved in current popular career choices.	-Economics Budget Project, stock market simulation
Science All science courses are considered career- and college-preparatory courses. The range of science courses at Los Altos High does accommodate a range of career and college options. A number of AP science courses are offered, allowing the students to experience college-level work, and the opportunity to earn college credit.	-AP Biology, AP Chemistry, AP Physics
VAPA Students have a sequence of courses in the arts disciplines which provide them with a pathway to college majors or careers in the arts. Students are also made aware of workshops, summer academies, and conferences for more direct experience of the exact nature of careers in the arts are available and they can experience real-world scenarios through auditions, evaluated performances, and competitions. AP Music Theory and AP Studio Art is offered, providing	-Communication of opportunities through newsletters, email, announcements -AP Music Theory and AP Studio Art syllabi

students with access to college level curriculum and the rigors of professional-level work.	

Accessibility of All Students to Curriculum, including Real World Experiences
B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.
B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Rigorous, relevant, and coherent curriculum is adopted, developed, and utilized by all departments through continuous collaboration in department and grade-level PLCs. Opportunities for real-world applications are provided through activities and projects as listed by department below. All students also have the opportunity to pursue more academically rigorous coursework through our open enrollment policy for honors and AP courses. English StudySync and ERWC function as the core curriculum, which offer rigorous, relevant, and coherent lessons based on Common Core standards with authentic learning experiences centered on real-world and college application. The grade-level research projects integrated into the curriculum require rigorous work which mimics college-level research and presentation skills. The integration of StudySync's online components create a hybrid learning experience, which mirrors the 21st Century college experience. Teachers collaborate to supplement textbook materials with texts and multimedia elements, often reflecting current events to create real-world learning environments centered on cooperative learning and critical reading and writing. Math In 2016, the district adopted an integrated math curriculum that incorporates real-world applications to student work throughout three levels of math. Our courses have utilized project based learning principles, requiring students to apply math concepts to real world applications. Lesson performance tasks are available at the end of each section and provide a good way to get students to learn the math concepts in depth. In 2017, MRWC was piloted at three schools including Los Altos. The course is designed to strengthen students' math skills by using a collaborative approach that emphasizes the mathematical practices.	-PLC collaboration and lesson plans -StudySync online components -ERWC modules investigating social issues and build skills to prepare students for Cal State college readiness -Pre-calculus: Clinometer Project - incorporation of trigonometry into real-world situations -Math 3: Shark Tank Project - creation of real-world product applying mathematical concepts, business principles, presentation skills. -MRWC curriculum

Social Science In Social Science one of the main access points to real world applications are through field trips and internships. Civics students are encouraged to intern at local political candidate offices as well as volunteer at polling places during local elections. AP Government students are assigned a real life federal case where the class role plays and creates arguments alongside the actual lawyers in the case. The students then visit the court and go to the assigned judge's private office to ask questions regarding the case. The students sit in on the entire case and conduct their own verdict process.	-Civics political candidate internship -Economics Federal Reserve field trip -AP Government Federal Court case
Science In the science department, problem based, and project based learning are utilized to connect content to the real world. Science instruction mirrors real world situations, where people are required to collect data and make an informed decision to solve a problem. Inquiry based lessons, especially labs (where project and problem based lessons are the norm), are the embodiment of that dynamic. Scientific method directly applies to real world problem solving. In this regard, science classes at Los Altos High challenge students in ways similar to real world situations.	-Physics Bridge Project -Anatomy/Physiology: Water baby project, Food Expo -Biology: Disease project -Environmental Science: Environmental Problem Project -Chemistry: Environmental Health Project
CTE CTE Instructors are required to have a minimum field experience of three years within their industry sector. This experience ensures students are exposed to knowledge and material relevant to one industry. Projects included are related to real world problems that arise in a normal working environment. All CTE classes require students to participate in career exploration and to develop a resume and cover letter.	-Various projects -Career exploration activities -Advisory meetings
VAPA Students participate in competitions for art, Los Altos Entertainment Unit (LAEU), choir and dance. This allows students to interact with professionals and are often evaluated on professionalism in addition to their performance. The arts provide a complete and sequenced curriculum that follows a clear pathway to careers in the arts as well as the potential to pursue arts majors in college. The inherent nature of arts programs replicates real world experiences, such as auditions, performances, juried art	-Master Schedule -List of opportunities for audition, performance, showcases

shows, evaluations of performances, teaching others, and continual growth in the knowledge and skills needed in the discipline.	

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Counselors meet with students from each grade level a minimum of twice per year. These meetings cover class placement including college preparatory and advancement placement scheduling, schedule changes, individual credit/graduation checks, and academic progress including focused discussions of D/F/I grades.	-Graduation check forms -transcripts -D/F/I data
Class presentations for each grade level cover important topics such as graduation requirements, on-campus resources, extracurricular activities, the necessity of maintaining good grades, learning how to read a transcript, a-g requirements, credit recovery options, high school and college entrance exams, registration, college admissions, career exploration, financial aid, and scholarships. California College Guidance Initiative (CCGI) is implemented via assigned classroom lessons for all grade levels and address a variety of areas related to college searches and career selections as examples.	-AP potential reports (10th grade PSAT results) -Grade level PowerPoint -Extracurricular activities and programs handouts -Programs and CTE brochures -CCGI student portal accounts -CCGI reports
Grade-level parent meetings are held to communicate information and expectations. Students who are behind in credits are given options for recovery which includes online instruction (APEX), adult school, summer school and Mt. SAC's high school program. Other options include online offerings through Brigham Young University (BYU) and National Virtual High School. Students who would like to advance their coursework have the option of concurrent enrollment at Rio Hondo.	-Parent sign in sheet -Parent letters and forms - Referrals to credit recovery options APEX and BYU reports
Parents and staff collaborate in IEP meetings, parent conferences, and Student Focus Team (SFT) meetings. Teachers frequently communicate with parents, and some parents extend their collaboration with teachers to discuss their student's college, career, and educational goals and academic articulation towards these goals.	-Parent communication records -Parent conference sign-in lists

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
LAHS counselors work closely with representatives from local universities and community colleges to ensure that students are not only informed, but also ready for postsecondary options. Students at every grade level complete lessons that deal with exploring careers, colleges and postsecondary options. By senior year, all students would have completed an interest profiler test, where they answer questions pertaining to their personal interest that will match them to possible careers. They are able to complete these activities as many times as needed, so that they can continue to grow throughout their time at LAHS.	-CaliforniaColleges.edu reports of completed activities -Enrollment/participation in Connect 4 program with Mt. SAC or Rio Hondo -College application workshop attendance -Parent workshop attendance lists -Individualized academic plans
During junior and senior years, counselors meet with students individually to create individual plans that they can follow to achieve their future goals, which is shared with parents. Parent workshops are conducted to discuss grade level information, college preparation, and FAFSA information. College workshops are held during lunch and after school to help students complete their applications correctly.	
The effectiveness of these strategies and programs are evaluated by reviewing the information students have completed and saved on CaliforniaCollege.edu, the percentage of students who participate in the Rio Hondo and/or Mt SAC Connect 4 programs, and the percentage of students who apply to and attend a 4-year university.	-CaliforniaCollege.edu data -Rio Hondo and Mt. SAC program participation data -4-year university attendance data
Another important strategy to facilitate the transition to college would be the defaulted enrollment of students in a-g qualified courses. This ensures that each student is put on a path to be college eligible. Deviations to this policy are made as necessary to accommodate student graduation from Los Altos, but by default, the average student will be able to fulfill college course requirements.	-Grade level course lists
Rigorous coursework for each course prepares our students for college- or career-level coursework and one invaluable measure is the feedback of our alumni who are experiencing college coursework and their parents who attest to this.	-Alumni testimonial/communication -Parent Focus Group data

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified critical student learning needs)

The curriculum at Los Altos is effective in rigor, relevance, and accessibility and aligns with state standards. The continued collaboration of PLCs has been a strength, as teachers have worked to keep materials current and relevant for student learning and continued professional development opportunities to ensure teachers' understanding and use of these materials. Although all students have equal access to schoolwide programs and personal learning plans that lead towards graduation, a career focus needs to be integrated into the curriculum to address career readiness and more cross-curricular collaboration needs to occur to ensure clear connections in learning. While curricular materials are challenging, we need to improve in providing consistent rigor in all classrooms and content areas. Additionally, despite recent curriculum adoptions in multiple content areas and increased schoolwide access to technology, we need to make sure that technology is being effectively utilized in each content area.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength
1. Opportunities for career learning outside of the classroom.
2. New curriculum through textbook adoption process has been aligned to state standards and teachers have been sourcing current, content-related materials to supplement the textbook.
3. Professional development has been focused on content and administration has been open to providing AP training, which has been timely for many teachers.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth
1. In order for the curriculum to mirror the format of the SBAC exams, more cross-curricular collaboration needs to take place. Cross-curricular models should be created and modeled, then shared with middle schools.
2. Consistency in levels of rigor need to be implemented and maintained. As all classes reflect higher levels of rigor, the residual effect should be an increase of student willingness to take and be successful in AP courses.
3. To address the student population that are not college-bound, we need to explore and provide opportunities to develop essential career-ready skills.
4. Technology in the classroom needs to become more consistent and streamlined. Schoolwide training in technology resources (i.e. Google Classroom) should be planned so that the technology component will be integrated into the curriculum. For content areas in which there are curricular deficits in the textbooks, outside resources are needed to supplement the curriculum and budget allocations should be considered to address this need.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion
To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts
Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.
C1.1. Prompt*: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
Students of all abilities and backgrounds are involved in challenging and relevant work that is guided by state standards and thoughtfully planned by department and course PLCs. This planning has been guided by common course and grade-level syllabi, pacing guides, and assessments, which display the expectations for students' mastery of skills.	-PLC meeting minutes -CCSS training -Depth of Knowledge training -Common pacing Guides, syllabi, assessments
The transition to the CCSS has challenged the teaching staff to provide opportunities to challenge student learning in work that facilitates achievement of academic standards and leads to college and career readiness. The use of Kagan strategies and collaborative activities engage all students in paired, group, and whole class discussions that challenge and assess depths of understanding. All content areas utilize AVID WICOR strategies to engage students in relevant work through focused note-taking, collaborative discussion, and writing activities that extend learning. All content areas focus on inquiry and reflection, evidence- and discussion-based answers, depth of knowledge, research, and have shifted to place the focus on processes rather than on the production of answers.	-WICOR strategies: Socratic Seminar, Philosophical Chairs debates, student-led tutorials, writing to learn -Kagan training -Student work in all content areas
Course PLCs utilize project-based learning and real-life scenarios in order to engage students to encourage critical thinking, apply a variety of skills, and bridge academic standards to the real world. Collaborative examination of student work within the PLCs is a priority and content chairpersons have discussed the need to make this more of a consistent practice. Re-teaching and differentiation strategies are being utilized school-wide to address continued needs.	-PLC meeting minutes

By encouraging students to enroll in rigorous classes through universal access to AP/Honors courses, students encounter challenging, relevant curriculum that provides opportunities to college level work and credit.	-AP/Honors open enrollment policy
English classes engage students in the rigorous process of learning through various modes of writing, including literary and rhetorical analysis, narrative, expository, argument, and synthesis of multiple documents with prompts that align to the CCSS. In social science courses, students examine primary sources in order to evaluate authors' points of view as well as historical perspective and argument. In math courses, students engage in higher level thinking while examining mathematical processes and conducting quantitative and qualitative analyses.	-Short and extended writing assignments -Primary source evaluation activities -Projects in Integrated Math 1-3, statistics, calculus
In the science courses, digital classrooms and labs build in real-life experience and require critical thought through the collection, interpretation, and processing of data with technical writing being utilized to extend learning. In the modern language courses, students engage in authentic communication embedding the explicit study of cultures. The integration of cultural products, literary topics, customs and traditions help students gain a deeper understanding and connection to self, texts, and world.	-Science labs and lab reports -Digital classrooms -Modern language Seal of Bi-literacy
Students in the visual and performing arts regularly engage in a rigorous curriculum which is continuously challenged and refined through presentation and performance. Evaluation by professionals in the field ensure that developed skills and produced work meet a level of rigor that is established by professional and state standards.	-Evaluations: Southern California School Band and Orchestra Association, Southern California Vocal Association, CADID, HLPUSD Art Show, regional art show competitions
The annual advisory meetings conducted in all CTE courses provide opportunities to ensure rigor, with professionals from varied industry sectors meeting with teachers to evaluate course materials and offering input regarding practices that are current within each field.	-CTE advisory meeting materials and evaluative feedback -Student participation in Career Technical Service Organizations
In their senior year, all students are required to engage in self-initiated research and writing, investigating a topic that leads into a culminating project, which integrates effective research skills, academic writing, community service, and presentation skills.	-Senior project, project presentations

Student Understanding of Learning Expectations
C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Teachers utilize varied methods to introduce and clarify the expectations for learning activities as well as assignments that assess formative and summative achievement. Most teachers write the agenda on the whiteboard as a means of visually reminding students of the learning objectives for the day, the week, or for the unit, and teachers also utilize essential questions as a means to guide students in connecting learning to the expected outcomes.	-Class agendas -Essential questions (lessons, units, daily activities) -Review of standards
Written instructions and prompts are reviewed with verbal explanation and clarifying activities, and rubrics are commonly used to identify expectations for proficiency and to provide feedback about student progress. Frequent checks for understanding which include informal questioning, think-pair-share, quick writes, teacher tests and common assessments occur throughout the process of learning to ensure that students have an understanding of the goals they are working towards. Some classrooms use student models, anchor papers, and exemplars to guide expectations and familiarize students with rubric scores.	-Writing and project rubrics -Checking for understanding: equity cards, think-pair-share, quick writes, assessments -Student samples and exemplars

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
The instructional staff uses a number of methods to differentiate instruction to meet students' varied learning needs. Teachers consider the wide range of learning styles within the classroom and adjust the curriculum with appropriate scaffolding to provide varied instruction to reach all types of learners. Teachers continually use the following strategies to differentiate instruction and reach all types of learners while considering opportunities to make cross-curricular connections: graphs, interactive maps, whole and small group discussions and debates, journal writing, collaborative group projects, integration of the arts, hands-on	-Adjustment of pacing upon examination of assessments -Re-teaching, retesting, revision opportunities -Student work in all content areas

work, culminating writing activities, student performances, formal presentations, student demonstrations, picture interpretation, reflective writing and goal setting, research, interviews, surveys, and games.	
To maximize learning at levels and every content area, teams of mixed abilities are established to foster informal peer tutoring and positive peer modeling. High, high-middle, low-middle, and low achieving students are grouped together and strategic pairings are then easily made to facilitate a peer-to-peer support structure.	-Strategic grouping and seating for peer tutoring and positive modeling in classrooms -Use of Kagan cooperative strategies
Classrooms regularly integrate multimedia through audio, video, PowerPoint, internet research, student performance recordings, and several departments utilize Google's online classroom and shared document capabilities to facilitate differentiation within the class.	-Online classrooms -Online textbook portfolios and resources -Integrated technology -PLC meeting minutes
The use of online simulations and "wet" labs in the science courses allow students to see highly abstract concepts in action and manipulate them, providing lab experience where lab materials or technology is not available in the classroom. The English curriculum and social science curriculum provide online components, which teachers regularly utilize and our site subscription of EBSCO, a student-friendly information database, allows students to engage in the academic research process.	-Lab simulations through Phet, Glencoe, and Greenbowe sims -Use of online programs: Khan Academy, Quizlet, Shmoop, Kahoot, TED talks, NPR, News ELA and other supplemental resources -Leadership team meeting minutes
In 2018, laptops were purchased for each teacher to support instructional technology integration and department PLCs have shared best practices with the usage of varied online programs. The availability of student- and class-accessible technology is affected by the demand on campus, thereby limiting teacher capacity to develop technology-based lessons. This is an area of ongoing need that is in discussion during staff leadership team meetings.	-Teacher laptops
Special Education and Students with IEPs The particular challenges faced by students with IEPs are recognized by teachers as they examine their rosters and student work. General education teachers regularly participate in the IEP meetings of their students and updates about necessary modifications, communicated by the respective case carriers, are taken into consideration in the work of modifying instruction. Self-contained support classes are available for our students with particular behavioral or	-IEP meeting notes show staff attendance and participation -IEP meeting notices and changes in modifications are communicated via email

learning needs and students with moderate to severe disabilities have a dedicated teacher and two regular aides who continue to provide comprehensive and specific supports. These teachers regularly adjust the curriculum as needed, determining progress through necessary assessments.	
Our team-teaching model is available for most academic classes, allowing students with IEPs the opportunity to participate in the general education setting with the support of both the general education teacher and the special education teacher. We recognize that the partnerships are essential in this model as partnering teachers determine their respective roles within the classroom to adequately provide direct instruction, instructional support, and proper modifications and the staff leadership team has discussed the need for future professional development and ongoing support in this area.	-Adjustment to student schedules into and/or out of team-taught or self-contained courses, based on IEP progress examination and recommendation -Team-teaching setting in social science, science, math, English classrooms
English Learners and English Language Development Vocabulary instruction, including academic vocabulary instruction, and opportunities for annotation and multiple reads of the text are given in most classes in an effort to support ELLs and ELD students. ELD students who are new to the country are often paired with students who are bilingual and or those who demonstrate proficiency and maturity in assisting with the transition. The English department also assesses progress in writing through the district's required APPEL portfolios, a collection and examination of each EL student's writing through the course of each school year.	-Student work -CELDT data, ELPAC data -APPEL online writing portfolios
In 2017, the district's multilingual department provided professional development to update the staff about how students would be tested on the ELPAC, sharing instructional practices that would help students build skills in literacy in all content areas. Some teachers have altered their instruction in light of this information. With literacy goals set by each department, we plan to continue to share and adopt best practices in the school-wide work to support students in this area.	-ELPAC professional development -Department literacy goals
ISI and Tutoring ISI also serves as an opportunity for differentiation, offering teachers a chance to focus on a smaller group of students to reteach, retest, and or develop individualized relationships and instructional plans for students. Some teachers offer additional tutoring before school, during lunch, or after school as another means of supporting students and our annual Cram	-ISI progress monitoring sheets show the methods used by teachers and students -Schoolwide tutoring matrix

Fest is held to assist students prepare for final examinations at the end of first semester.	

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts
Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
In order to ensure that teachers are effectively use a variety of strategies Hacienda La Puente School District and site administrators continue to provide professional development that is research-based and current within the field. During the transition to the CCSS, teachers participated in department-based professional development to help teachers understand the shifts between the standards and how they would impact instruction. Depth of Knowledge training was also provided to help teachers understand how to better structure and gauge the levels of rigor in their instruction.	-CCSS training -DOK training
More recently, the district-wide Kagan trainings challenged teachers to more consistently utilize cooperative learning structures, which has helped to imbed more effective collaboration into classrooms. The district's professional development schedules in the last two years have included a variety of sessions including instructional methodology for research-based practices in social-emotional learning and student behavior, technology-based educational resources, and all levels of Google Classroom training in addition to opportunities for district-wide department PLC meetings to share content-based best practices. Departments have also participated in curricular and or instructional training that pertains specifically to their content. These trainings and professional development occur at the district level, through content-focused organizations, and through site-based department directed decisions.	-Kagan training -District professional development schedules and participation lists -Content-based district PLC meeting agendas and notes -Training for CCSS, ELD standards

<u>English</u> The participation in department-wide ERWC training and certification has allowed its members to stay current in content-specific methodologies. The adoption and subsequent training for the StudySync curriculum has provided more integration and accessibility to technology-based assignments. The district's partnership with the Cal State LA Writing Project and their i3 Writing Grant provided the opportunity for willing teachers to engage in regular annual professional development and teachers have adopted research-based cognitive strategies for reading and revision tutorial methods. In conjunction with this partnership, several teachers benefit from attending UCI's annual literacy conference with presenters and speakers who are current leaders within the field.	-ERWC training and certification for all teachers -Close reading strategies utilized within all classrooms (annotations, multiple reads, questions with layered levels of rigor, cognitive reading strategies)
<u>Science</u> The science department is in the process of aligning their course content with NGSS curriculum with the plan for all teachers to have attended LACOE NGSS training to assist with alignment by the end of the year. Instructional methodology advocated by NGSS including the investigation of phenomena and the use of technology as a part of the investigation has also helped the department stay current in the field.	-NGSS training -Online classrooms -Online lab simulations
<u>Social Science</u> In order to implement the current content standards, the district has adopted the Pearson curriculum which provides access to a new array of technology-based questioning and assessments. Functionality which allows students to quickly access corresponding videos, charts, graphs, and primary documents during their reading of the textbook through a smart phone application has allowed for more current instructional materials.	-Pearson textbook and online components, Bounce application
<u>Math</u> The district continues to offer DNA Math professional development to help teachers to stay current with varied methods in instructional presentation and planning. The collaborative work of using online district assessments and subsequent discussions have allowed the department to keep content relevant, rigorous, and to align curriculum with Common Core standards.	-DNA math professional development materials

Modern Language Modern Language implements research-based differentiated instruction integrating ACTFL standards where students focus on interpersonal, interpretive, and presentational communication. World language workshops and District professional development help keep the department current on best practices and research-based instruction.	-World language workshops
VAPA Teachers of each discipline collaborate with instructors at other schools in order to stay current with content and instructional strategies. Teachers in music, dance, and visual art are able to attend conferences and some teachers are currently pursuing, or have recently received, advanced degrees. In the past four years, the district has offered some professional development for arts teachers, including instruction in the incorporation of Common Core within the arts curriculum.	-Various content-specific workshops

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Teachers at Los Altos High School are using coaching strategies to facilitate student learning through gradual release of responsibility and equitable questioning strategies. Teachers use Depth of Knowledge in order to frame questions that require critical thinking, allowing students to self-assess, and coach students through multi-step project-based learning by providing multiple opportunities for feedback, student goal setting, and self-evaluation. Teachers develop routines to ensure that all students are engaged and are supported in expressing their ideas in the classroom. Whenever possible, students are placed in collaborative learning environments so they can work together and discuss new concepts and correct gaps in understanding. Teachers also use assigned roles in group work in order to foster peer-to-peer coaching. The use of proactive classroom management strategies also aide with student engagement, and plans are being developed to ensure that these practices are being used schoolwide.	-Depth of knowledge questioning -Collaborative discussions (Socratic Seminar, Philosophical Chairs, etc.) -Collaborative Peer Review -Equity cards/sticks -Collaborative seating arrangements -Proactive classroom management strategies

Teachers also utilize content-specific strategies that promote learning through the coaching model. In math courses, teachers utilize the Task-Question-Evidence (TQE) process to engage students in self-directed problem solving. Students in the English courses regularly participate in teacher-facilitated discussion to foster critical thinking and teachers have used writing workshops and group projects to provide individualized coaching.	-TQE based assignments -Writing workshops
In moving to NGSS, the science department has implemented inquiry-based, student-centered learning in lab groups where teachers ask probing questions to facilitate student learning. Students in the visual and performing arts are given verbal and written feedback and provided opportunities to reflect on performance improvement. In their CTE courses, students engage in demonstration modeling of technical skills for application in real world occupations with guidance and feedback from the instructors. And, special education teachers reinforce positive academic and social behaviors so that students identify strengths and growth opportunities.	-Lab reports -Performance rubrics -Designing and building models -Kagan strategies -ITP, Following IEP, Progress monitoring

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students are given a number of opportunities to demonstrate and apply their knowledge in their classes. Teachers strategically plan these opportunities as students build upon their skills during the course of a semester. PLCs consider skills and knowledge acquisition over the course of four years, with culminating projects that provide opportunity for application.	-Focused note-taking -Interactive notebooks -Graphic organizers -Collaborative discussions -Writing: process essays, timed responses -Presentations -Group projects -Math: MDTP, DNA task creations
The use of focused note-taking, interactive notebooks, and graphic organizers allow students to organize and revisit information in the beginning and building stages of knowledge acquisition. Collaborative discussions allow students to reengage with the information while teachers prompt deeper understanding. Courses frequently utilize academic discussions, process and timed written responses, reflections and summaries, informal and formal presentations,	-English: Research projects and presentations given at each grade level -Science: various labs, research papers and presentations

as well as projects to engage and extend student learning. Group projects require students to apply content alongside the skills of communication, conflict management, and problem-solving, and several courses utilize Google's shared document capabilities to facilitate collaboration. Presentations and reports are other commonly used methods of demonstrating learning, and many courses require students to engage in research to display their ability to access credible sources and effectively synthesize information, while engaging their audience through writing or a verbal relay of knowledge.	
Students apply their knowledge in the community through presentation, performance, and community service. Student leadership groups work to create school rallies, assemblies, 8th Grade Orientation, and the Middle School Leadership Conference applying communication, organization, and presentation skills in front of the student body, parents, and the community. Visual and performing arts students demonstrate successful learning through art exhibitions, concerts, competitions, festivals, and productions and students involved in multiple performing arts areas can apply their skills by participating or performing in school musical.	-School rallies and assemblies -8th Grade Orientation -Middle School Leadership Conference -Various art exhibitions -Band, choir, dance concerts and competitions -Drama: various play productions, Improv Night -School musical
Latino/a Leaders of Tomorrow holds "La Escuelita*" to provide regular tutoring to K-6 elementary and dual immersion students in the community. Cultural events like the Día de Los Muertos celebration and the Chinese Lunar New Year celebration allows opportunities for modern language students to engage in community service while applying language skills within real-world experience. *Though consistent for the last 3 years, La Escuelita is presently on hold due to unforeseen scheduling conflicts	-Latino/a Leaders - La Escuelita -Modern language students - Día de los Muertos celebration, Chinese Lunar New Year
Seniors are given opportunities to apply four years of acquired knowledge and skills in their completion of cross-curricular projects. Project Citizen, facilitated by the civics course, requires students to identify and validate an existing problem on campus, in the community, or in society and create a community-based solution. The AP Civics course assists students who want to take advantage of internship opportunities with local political candidates and/or volunteer during local elections. The economics Budget Project requires students to examine and evaluate their income versus expenditures over a period of time and students also apply their knowledge by participating in economics competitions at	-Project Citizen -Psychology fieldwork projects for seniors -Budget project -Senior Project -Political campaign internships -Local Election Poll Work -Economics competitions at the Federal Reserve

the Federal Reserve. The Senior Project requires students to exercise research skills acquired throughout their four years, proactively seek out community service opportunities, and create a culminating presentation to discuss their research and experiences in front of members of the community.	

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.
C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students demonstrate their ability to think, reason, and problem solve through a variety of class work, assignments, activities, and projects. Most courses utilize discussion- and evidence-based questioning (rooted in Webb's Depth of Knowledge, Costa's or Bloom's Levels of Questioning) which challenges students' depth of comprehension. Inquiry-based work challenges students to independently think, reason, and problem solve and this can be seen in all content areas through activities where students are led to examine, evaluate, analyze, and question information, ideas, theories, and themes. Class discussion where all students are included is often utilized to engage students and probe individual thinking. Error analysis for mathematical, scientific, and or technical work, including the examination of effective writing structures, allows students opportunities to exercise reason and help one another refine their answers and work. Added teacher-created questions, problems, and exercises during a given lesson display students' ability to transfer and apply acquired knowledge.	-Depth of Knowledge, Bloom's and Costa's levels of questioning -Student- and teacher-created questions to enhance comprehension -Student writing samples and in-class observation of discussion-based activities like Socratic Seminars and Philosophical Chairs -PLC meeting minutes for examining student work and mastery -Questioning and summary within Cornell Notes
Students collaborate in pairs and in small groups to problem solve and reason, working through an activity to apply skills to create a product, and to discuss their methods in arriving at a certain answer or idea. Student work is then evaluated and often examined and or discussed at PLC meetings to determine levels of student mastery and to share best instructional practices.	-Kagan collaborative grouping to facilitate and refine critical thinking
More prevalent use of projects and or portfolios to demonstrate competence and the integration of free response questions on assessments have helped teachers to better evaluate the scope of student knowledge and their abilities to effectively think and reason. Course PLCs' use of common	-ERWC: Spiritual research and presentation -AP Language: Thoreauvian Children's Book

summative assessments (final exams, projects, discussion-based assessments, etc.) ensure that all students are given the opportunity to demonstrate these abilities and teachers examine assessment data and student work to evaluate student achievement and their ability to think critically.

Math

Students work through problems or a series of problems that promote critical thinking, reasoning, and problem-solving while examining several ways to find a solution. This can also involve the critique of how language and data can be misused by media to report findings in various fields. These skills are then applied to contextual problems, which are then used to evaluate the students' ability to demonstrate their mastery.

-MRWC units
-Real-world problems, data sets, rate problems
-Statistics: real-world data used to reach statistical conclusions
-AP Calculus BC: FRQ
-AP Calculus AB/BC notebooks

English

Students frequently engage in inquiry-based work as each thematic unit presents an essential question that challenges thinking through text-based questioning, argumentative and analytic writing, and research-based projects. All courses engage students in paired, small group, and whole class discussions and debates to help students exercise critical thinking and reasoning through peer collaboration.

-StudySync Focus Questions
-Literary analysis, argumentative writing
-Research projects- historical context, biography, etc.
-Socratic Seminar, Philosophical Chairs

Science

Anchoring phenomena is used to introduce a puzzling event or process that relates to students' interests, backgrounds, and everyday lives. We use case studies to involve students in the process of inquiry and teach them how to research the internet in order to find evidence to solve problems in labs and projects.

-AP classes: Philosophical Chairs, debates
-Collaborative rubric based projects, and research writing with roles and responsibilities among students
-Lab demonstrations

Social Science

Project Citizen is an example of a project that challenges students' abilities to problem solve and think critically. Students investigate a real-world problem, use research methods to examine the problem and potential solutions, collaborate with peers, and demonstrate their findings in a reasonable and persuasive manner. Discussion-based questions are utilized in courses to challenge students' reasoning and critical thinking.

-Project Citizen
-Discussion-based questions

VAPA	
Students often demonstrate their understanding of content, the process of utilizing required skills to engage the content, and necessary timelines as they prepare to present their work to the public. Students engage in discussions about the meaning of texts and art pieces/performances, make decisions on how the group will shape sections of the performance, and research background or technical information which will inform the final performance. The production is then evaluated to ensure that the students were effective in their reasoning and able to produce an organized piece.	-Los Altos Entertainment Unit: marching season show -Winter, Spring Choir and Band Concerts -Student Choreography Dance Showcase -Cabaret Night -Art Exhibitions -La Moda Event
CTE	
Students in the engineering program devote a year to create a solution to a real-world problem engaging research and design skills to build their project, which is usually completed in the spring. Students are also required to generate technical reports which should discuss the problem, potential solutions, and the methodologies utilized to arrive at their decisions.	-Engineering real-world problem project

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
Students utilize technology to achieve academic standards and the schoolwide learner outcomes of being Lifelong Learners, Productive Thinkers and Managers, Effective Communicators, and Responsible and Involved Citizens.	
The use of technology fosters lifelong learning as online platforms like EBSCO and Google Scholar are utilized to engage students in research of current events as well as historical, biographical, and artistic resources and information. The research process, often discussed in presentations, develops and challenges students' intellectual curiosity and projects and research essays display students' ability to access credible sources and utilize information effectively.	-EBSCO -Google Scholar
Practical skills for 21st Century learning are also developed through the frequent use of word processing and presentation tools offered in Microsoft Word and PowerPoint are utilized in all courses. Effective communication is developed as students collaborate with peers and staff members through the	-Microsoft Office Suite – Word, PowerPoint, Excel -Prezi -Google Docs, Google Slides

use of document sharing in Google Docs and Google Slides, and through lessons offered in effective email communication and lessons focused on investigating internet safety.	-Email -Internet Safety Lessons
The use of industry-specific software like Adobe Photoshop and Editor in digital graphics courses equip students with career-focused skills and access to drawing tablets and 3D printers have challenged students' creative capacity. Students in video production build on their knowledge of Adobe Premiere Suite and application of skills in class projects as well as in school programs like journalism and student leadership display student achievement of content standards. The Automated Accounting software used in accounting courses have helped students develop reasoning and critical thinking skills that are evidenced in their assignments.	-Digital Graphics: Adobe Photoshop, Adobe Editor -Video Production: Adobe Premiere Suite -Accounting: Automated Accounting
All departments utilize technology to promote content mastery through supplemental content-focused online lectures, videos, music, audiobooks, news reports, and other resources. The online components offered through course textbooks have allowed students to investigate historical documents and social movements in their social science courses and engage in online collaboration and investigation in their English courses. In science courses, web simulations allow students to better understand scientific processes and lab probes aide students in investigating various phenomena. The visual and performing arts often utilize recordings to evaluate and improve performance and modern language courses utilize various audio and video resources to engage students in their listening and speaking skills that enhances their cultural understanding and acquisition of language. Teachers also integrate technology to supplement and enhance learning through the use of Google Classroom, digital portfolios, and applications that accessible on smartphones.	-Pearson online components -StudySync online components -PhET simulations -Digital science laboratory -Modern Language: Culture Presentation, audio recordings, Audacity, yellowbridge.com -VAPA: performance recordings -Youtube Videos - Amoeba Sisters, Crash Course -TEDtalks, Khan Academy, Desmos -Kahoot, Quizlet, Quizizz -Google Classroom -Blackboard -Turnitin.com
Web-based assessment platforms allow students to gain familiarity with computer-based testing that requires the ability to access information through digital texts and potentially complex web navigation. Site PLC and district-level common assessments on digital platforms also prepare students for SBAC testing.	-Common assessments on EADMS/IO Assessment -CAASPP mock testing performance data

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt*: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Instruction is often supplemented with instructional materials beyond the textbook, providing direct access to materials, content, and experiences linking students to the real world. Multimedia is commonly used to enhance learning through components like web-based simulations, online lectures, documentaries, and audio recordings which help students to deepen understanding of concepts and ideas. Access to original documents are provided to students through the Pearson social science and StudySync textbook ancillary materials as well as through computer information networks like the EBSCO database and Google Scholar. These materials are paired with formative assignments including Cornell Notes, comprehension questions, mathematical equations, lab reports, and written responses which can then lead to summative essays, reports, projects, and tests demonstrating students' understanding.	-TEDTalks, documentaries, Khan Academy, Youtube videos -Social science: Pearson textbook online components -English: StudySync online components -EBSCO database -Google Scholar -Cornell Notes, comprehension questions, lab reports, writing assignments -Research projects, essays
Students are given numerous opportunities to engage in experiences and activities that are linked to the real world. Hands-on learning through inquiry-based labs help students conduct real experiments in science courses, and teachers often utilize video simulations to demonstrate scientific phenomena or principles that are not easily replicated. The anatomy and physiology classes provide engaging hands-on activities that focus on career-related skills, and students exhibit their understanding through demonstrations and their participation in the HOSA program.	-Science phenomena videos -Labs in all science courses -Web-based simulations -Chemistry: Environmental Health Project
Students engage in research examining primary and secondary source documents to write research papers across subjects. The Senior Project's community service component allows students to exhibit their learning and skills by engaging in the community and the civics course's Project Citizen requires students to engage in real-world problem-solving. The modern language courses also provide multiple opportunities throughout the year for students to help produce community performances and cultural celebrations that demonstrate their ongoing learning in language acquisition.	-Senior Project: community service -Project Citizen: community-based problem-solving -AP Psychology: examination of *Forty Studies that Changed Psychology* -Modern Language: Latin Independence, Día de los Muertos, Lunar New Year

VAPA	-VAPA: competitions, performances, exhibitions
Students are provide access to a variety of art and performance with opportunities to examine, research, and produce pieces that exhibit this wide artistic range. Field trips and competitions give students real experiences where they can examine and critique the pinnacle of achievement within a given field and perform the skills they have acquired. Auditions for performances and productions and entries into exhibitions give students real-world industry experience, replicating the process of preparation and critique that await them in college and in professional life.	-Choir: non-English language music -Drama: industry job research -Visual Art: field trip to local museums
CTE Students in the CTE programs are provided regular access to hands-on equipment that provides students with enhanced learning and real-world experiences that mimic those they would have in the engineering, video production, digital graphics, business, and medical industries. The engineering machine shop, video production and editing equipment, various software programs, iPads, fitness equipment are all utilized to create projects that exhibit	-Video production: Public Service Announcements, journalism reports, media kits Digital graphics: printed and digital portfolios

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
The partnership with the California College Guidance Initiative (CCGI) has been active for the past five years and the website offers lessons for students to assess their college and career interests and skill sets. This information is saved from year to year and allows counselors to connect students with courses that match their identified college and career goals. This academic school year, the district has prescribed lessons to promote curriculum alignment with all high school sites.	-CCGI lessons per grade level -CCGI activity worksheets
Every year, the counseling team arranges visitations from college representatives who present information and discuss requirements for their respective schools. The school also offers students the opportunity to visit colleges in California and the number of participants has grown in the last few years.	-College onsite visits and presentations -Northern California College Trip, Southern California College Trip

The northern California trip offers the opportunity to visit seven universities from Santa Barbara to UC Berkeley and the Southern California trip includes five universities from Los Angeles to San Diego. The school has also obtained closer relationships with local community colleges over the past four years and hopes to expand articulation agreements with our existing CTE programs to increase the academic options available to our students.	-Mt. SAC & Rio Hondo - Informative presentation and onsite registration
Students seeking employment in local and community business have the opportunity to request work permits and the school is exploring two work training programs through the County of Los Angeles to provide additional access to career related experiences.	-Work permit application -Counseling team – meeting minutes
Campus clubs offer community service and work experience opportunities, helping students to build connections and skill sets for prospective career options. All seniors must complete the Senior Project, which includes mandatory community service that exposes them to a particular interest or passion.	-Senior Project - community service -Eco Club, Kiwin's, Key Club
CTE The CTE programs offer exposure and experience in the fields of engineering, digital graphics, video production, business, and medicine. The courses offer hands-on experiences and students gain skills that build as they articulate from one level to the next. Industry professionals visit the programs, engaging with students to ensure that practices and products are current, and a capstone project assesses student achievement of skills that will translate easily into students' post-secondary careers.	-CTE programs -Capstone projects
Special Education Students with IEPs who are seeking to obtain work experience are able to take advantage of the state's Workability Program offered through the district. Students also have opportunities to be placed on job sites for on-the-job training experiences through community organizations and programs.	-Workability Program -LA County Workforce Development -Los Angeles County Youth Bridges

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified critical student learning needs)

Teachers' instruction is informed by research-based methodologies, developed through PLCs and PDs, and implemented through thoughtful planning, numerous strategies, and rigorous assignments and projects. To provide more efficient and effective learning opportunities and to meet 21st Century demands, teachers need to better integrate career skills, technology components, and community-based assignments in instruction and coursework. While examination of student work is occurring, this needs to be a more consistent part of PLC work to regularly measure student achievement and levels of mastery.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

1. Teachers use cooperative learning strategies to increase student engagement and provide students with multiple opportunities for learning.
2. Teachers push rigor through project based, culminating assignments so that students can apply multiple skills and standards.
3. Teachers' use of multimedia in the classroom has increased significantly in the last few years with the addition of projectors, document cameras and access provide through new computer labs, laptop carts, the use of textbook ancillaries and the growing use of Google classroom.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. Students need additional opportunities to apply content concepts and skills within the community within general education coursework.
2. Students need regular access to technology so that students use technology to create relevant and challenging work.
3. Students need increased access to work that involves cross curricular skills and bridges disciplines.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion
The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Indicators with Prompts
Professionally Acceptable Assessment Process
D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.].*

Findings	Supporting Evidence
School administration gathers and presents CAASPP and AP test results data annually, showing the demographic disaggregation of ethnic groups, socioeconomic status, students with disabilities, and language proficiency levels. Staff members are guided to examine and analyze the data to identify and understand the extent to which students are meeting academic expectations as outlined by the CCSS and SLOs. This process occurs during schoolwide staff meetings at the beginning of each year with deeper discussions occurring in department PLC meetings so that teachers can make informed decisions about planning curriculum and instruction to maximize student achievement.	-CAASPP data presentation, data discussions, data reflection sheets -AP results data presentation
In 2018-2019, the staff worked on the SPSA comprehensive needs assessment, reviewing CAASPP data and student grades data to identify and reflect on department-specific needs and schoolwide needs as a whole. This process led many departments to realize that more time was needed to examine achievement data with consequent discussions about best practices, and plans for added data chats have been discussed by the staff leadership team.	-SPSA comprehensive needs assessment documentation -Staff leadership meeting minutes
Aeries Since the 2016 district adoption of Aeries as the singular student information system, teachers have utilized its capabilities to input and examine student achievement.	-Aeries grade reports, use of Aeries to send grade updates through email

The online system has provided the convenience of being able to regularly update and report student grades, thereby providing current information to students and parents. Teachers send grade reports to parents through the system and the Aeries reports feature has also allowed teachers to effectively compare, examine, and discuss grading methodology with colleagues within course and department PLCs.	-PLC discussions about grading policies documented in meeting minutes
IO Assessment IO Assessment is the district-adopted online testing system that allows teachers to examine individualized student CAASPP data as well as student performance on benchmark assessments given by previous teachers. The system also allows teachers to collect and process data to compare achievement in like courses as measured through diagnostic testing, common assessments, and interim testing, and the data is evaluated during PLC meetings. The assessment information is most commonly shared to students and parents through Aeries grade reports. IO Assessment is currently utilized at varied levels between departments and courses. Some teachers have been more active in seeking to use the system to its full capacity, examining student-by-student CAASPP data and creating and sharing common benchmark assessments, while others have accessed the system simply to administer district-wide interim assessments. Although district training for the system has not yet reached all teachers, it is being used by specific courses that feel this resource best fits their assessment needs.	-CAASPP individual student data reports -Benchmark assessments -Diagnostic testing -Common assessments -District interim assessments -Teacher-created tests -PLC meeting notes
PSAT and SAT After the annual PSAT is administered, a meeting for all students and parents is organized by the counseling team to help students and parents understand elements of the test, how it is scored, and the implications of the results for students planning to apply to four-year colleges and universities.	-PSAT results meeting presentation information
Students can also utilize Khan Academy, a free SAT test prep program custom to students PSAT results. This program can be accessed through their account on Collegeboard.org. The PSAT data also provides a spreadsheet of potential AP students by subject area. This allows counselors to encourage those students who may have not considered AP, to challenge themselves to take an AP course.	-Khan Academy -Potential AP student list -SAT/PSAT test results

In the 2018-2019 school year, to address the socio-economic status of the majority student population who may not be able to afford the PSAT or SAT, the district provided free SAT for all seniors and academically qualifying juniors, and free PSAT to all other students.	-2018 PSAT/SAT participation and achievement data
Mock AP Exams Each year, AP students are provided opportunities to take mock exams in preparation for the AP test. AP teachers administer and grade the mock exams, allowing them to assess progress and integrate additional re-teaching and review while students are able to use results to gauge their achievement and work towards improvement.	-AP mock testing schedule, past mock exams
English Learners Language proficiency for English Learners are tested during the annual ELPAC testing window with participation from numerous staff members to help with scheduling and test administration. In past years of administering the CELDT, the results were shared with all stakeholders and students with scores high enough for reclassification have had supplemental meetings for academic counseling to ensure their schedules meet their academic needs. The 2017-2018 results for the ELPAC will be similarly shared with stakeholders in the 2018-2019 school year.	-ELPAC testing schedule -ELAC Meeting to report testing information, data, and reclassification information for ELPAC
Special Education Progress towards meeting annual goals and objectives is reviewed annually in the Individualized Educational Program (IEP). The data collected and shared among stakeholders includes formal and informal teacher assessments, student performance on CAASPP assessments, special education assessments. Placement in the Least Restrictive Environment (LRE) is then determined by the team and student schedules may be adjusted as a result. Administration presents the CAASPP data for the special education population in the same way that it presents the schoolwide results.	-Special education department meeting minutes -IEP meeting minutes

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
Discussions about the impact and effectiveness of grading and assessment systems are ongoing within and between department and course PLCs, the staff leadership team, and school administration. Curriculum pacing, assessments, and grading are based on the Common Core State Standards and consistency between courses and departments has been a continued focus since the shift to CCSS. The successful work of PLCs in creating consistency has been an area of growth as each course-level PLC currently utilizes common grading scales. All departments continue to have discussions about pacing and student achievement to adjust instruction according to student needs.	-PLC meeting minutes -Common syllabi, pacing guides -Common assessment data
English Since the shift to CCSS, the English department has made steady progress in becoming more consistent within course levels, and teams currently share course syllabi, lessons in the StudySync curriculum, anchor texts, common assessments, and grading categories determined by the CCSS. Common rubrics for assessments are also utilized, with writing rubrics that are based primarily on the CCSS and or AP standards. The AP Language and AP Literature teachers frequently utilize practice tests provided by the College Board and collaborate to create the mock tests for students. The AP and honors course teachers have also become more involved in creating their own PLC, examining student achievement, vertical alignment, and course enrollment.	-Common course pacing guides based on CCSS -Courses utilize common grading weight scales and compare grades and grading within PLCs -Common rubrics are used for assessments and extended writing projects
Math Each course level has a common grading criteria broken down by categories such as homework, quizzes, tests, and final exams. For most classes, the assessments comprise about 60% to 80% of the grade to ensure that grades are based on proficiency rather than the amount of effort on homework and or projects. During PLC meetings, tests and finals are adjusted and modified to fit instruction, and teachers work collaboratively to determine common point values. District assessments are utilized to ensure that student performance matches the standards and performance levels with the help of a district Math Teacher on Special Assignment (TOSA) and they are designed to prepare students for the type of tasks they will be required to perform on the CAASPP. AP teachers	-District assessments created by District TOSA -Syllabi with common grading criteria. -PLC meetings with meeting notes on shared Google files -District assessment grades in IO Assessment -AP teachers utilize released questions from College Board

continue to use released free response and multiple choice questions from the College Board to prepare students for the AP tests.	
Science	
The science department is working to make sure that student grades reflect proficiency in the California Science Standards (CSS), which has recently transitioned to the Next Generation Science Standards (NGSS) this school year. This is done through grade weights, with more emphasis placed on standards-based unit and final exams and less weight placed on homework and classwork, which are designed to encourage student effort working towards concept mastery. Assessment data in all science courses is analyzed year-over-year in department PLC meetings to gauge the effect of new lesson strategies. Exams for AP science courses are generated from materials provided by the College Board to reflect the appropriate rigor of the exam and course exams are scored in a percentage range that reflects AP exam scoring, which is not comparable to the more common A-B-C grade cut-points of a non-AP class. PLC meetings have been essential for teachers to discuss and determine the definition of content mastery, especially in the transition to the new set of standards.	-Unit exams for different science classes -Final exams reviewed by administration -AP exam cut points -PLC minutes for assessment review
Modern Language	
The district Modern Language Initial Assessment is used to evaluate students' Chinese and Spanish language skills. A language survey is given to 8th grade students at the feeder middle schools and teachers personally assess and interview students in the spring of 8th grade to determine modern language course placement at the high school level. Students are assessed for appropriate course placement based on their reading, writing, listening, and speaking skills, which are aligned with the World Language California Content Standards (WLCCS). Modern language teachers use same category grading scales in regular, honors, and AP courses. Grading categories consider literacy language skills in the target language, which reflect the WLCCS. Teachers continue to collaborate to update, revise, and improve course pacing calendars and the department continues to work on refining common assessment expectations according to the WLCCS for each language level.	-District Modern Language Placement Assessment -Course syllabi -Department Project Expectations (signed by students & parents) -Project & Presentation Rubrics -Chapter Assessments -PLC Agendas -Pacing Guides -LAHS Language Survey -District Spanish Initial Assessment -Master Schedule

Social Science Each course has common grading categories and weights. Teachers have worked to determine common assessments and projects in order to maintain consistency and equity for all students. In the AP courses, teachers use category breakdowns provided by the College Board in order to better inform which topics are being taught well and which topics could use improvement. Specific data breakdown provides AP teachers with the opportunity to reflect on ways to improve AP passing rates and increase of scores.	-Course syllabi -Aeries gradebooks -AP Micro/AP Macro, AP Government, AP US History, AP Psychology, AP European History course syllabi
VAPA Though courses in the arts are mostly divided into single sections, there are a variety of measures, both within courses and from outside organizations, which guide teaching to foster student success consistently across levels and across the department. Students in all beginning level courses show growth throughout the year by incorporating an increasing number of techniques, and as students grow stronger and articulate from one level to the next, the grading of the work becomes more increasingly stringent and comprehensive.	-Course syllabi -PLC collaboration in meeting minutes -Rubrics
The music and dance programs' participation in regional and national organizations helps uphold a set of standards that often exceed the demands of the state standards. Grades are determined through students attempting these same standards within the structure of the course. Visual Art has multiple sections with two teachers who share a common curriculum and lesson plans. Frequent conversations take place to make sure pacing and expectations for achievement are consistent.	-Rubrics based on state standards -Organizations: California Association of Dance/Drill Team Directors,
Special Education While lessons are based on the CCSS, modifications are made for students with IEPs. SBAC data is examined to identify areas that students are struggling in so that more time can be spent on the areas of need in future coursework. In terms of in-class assessments, teachers understand they are able to utilize various modification strategies to aid and support student comprehension without taking away from the content. Student assignments are modified and classroom instruction is accommodated according to a student's IEP, and progress towards identified goals and objectives are documented and shared with involved stakeholders. In some cases where students exhibit unique struggles, assessment activities are graded on holistic progress on a given skill rather than on the assessment activity itself. In some classes, student progress	-IEP notes, teacher-created and or modified exams and assignments -Standards-based tests and quizzes with modifications -Progress documentation through Interactive Notebooks

and growth over a semester and or year is additionally documented.	

Monitoring of Student Growth
D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.
D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Departments utilize systems of assessment that are based on academic and college- and career-readiness standards, which are the basis of the Schoolwide Learner Outcomes. The Aeries grading program is utilized by all teachers, and departments discuss how to structure course-level weights for each grade level and for grades in the system to best determine student achievement and content mastery. Parents and students can monitor grades using the Aeries application and can communicate with teachers about missing assignments or incorrect scores, which reduces issues at the end of each semester.	-Course syllabi -Common grading scales -Aeries gradebooks
Departments use common grading scales and utilize PLC time to compare student performance on assessment results and grades, which informs them about student performance across their subject area as well as the success of meeting the SLOs. PLC time allows teachers to align their courses to provide similar educational experiences for their students and school administration facilitates consistency by requiring teachers to examine student work and achievement data through grades and common assessments, determine whether inequities exist, and address the needs accordingly.	-PLC meeting minutes
Counseling Team The D/F/I grade report generated from Aeries at the six-week grading period is used to identify and monitor students who need extra academic support. Counselors hold individual meetings and/or schedule parent meetings to determine the reason(s) why a given student is not progressing successfully and to provide options for support, including the addressing of attendance concerns, options for tutoring, and access to the parent/student Aeries portal.	-Six week grading period grades data -Student and parent meeting schedule

Special Education	-Teacher reports for IEPs
The curriculum and grading scale used are different depending on whether the class is team-taught or self-contained. A team-taught class uses a general education grading scale and standards, with accommodations to the curriculum. Special education teachers determine the grades and academic growth contingent upon what has been determined at a student's IEP.	
ISI Monitoring	-ISI Monitoring Tool
Another method of measuring student progress is the schoolwide ISI monitoring tool. The student version of the tool asks students to self-reflect to monitor their progress in grades and brainstorm next steps toward improvement. Teachers have access to this document on a shared Google folder where they can use this tool keep track and monitor student progress and methods used to foster that progress.	-Google shared folders

Assessment of Program Areas
D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional staff use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
The counseling team reviews graduation requirements, credits and course completion as part of their ongoing work to provide students with effective and accurate academic guidance. Any shifts in graduation and or credit requirements are presented to and discussed with high school principals, and then provided to the district Board for review and approval.	-Counseling team meeting agendas, minutes -Graduation and credit requirements -Board policy and administrative regulations
LAHS administration discusses updates or issues that arise with specific program areas in relation to existing policies and student achievement with the appropriate department chair and or with the lead counselor. Larger issues are brought to the staff leadership meetings and information is communicated to all staff accordingly.	-Email communication -Staff leadership team meeting minutes
Course PLCs are the main forum to discuss grade scales, rigor, rubrics, and all performance aspects of like classes. Department PLCs review grading policies for formative and	-Department and course PLC meeting agendas -Course syllabi

summative activities and assessments, including classwork and homework. Teachers collaborate on creating common grading weights and scales, listing them on common course syllabi. The examination of student work and common assessment data as well as D/F/I lists has helped teachers to identify causal factors and collaborate on ways to support students with appropriate scaffolding. The regularity of this practice across departments, courses, and assignments helps ensure that all students experience consistent rigor and instruction.	
Appropriate enrollment of students in articulating course levels and in advanced courses is also discussed in PLCs. In the math department these discussions have been particularly helpful in identifying unique barriers students may encounter as they work from their freshman to senior years to articulate into courses like AP Calculus and AP Statistics. When it was identified that students' difficulty in reaching AP Calculus was due to the newly adopted curriculum, a summer trigonometry course was proposed to offer students the opportunity for advancement. After it was approved, the subsequent enrollment of more than 30 students who took advantage of this opportunity was an indicator that this was a previously unidentified area of need.	-Math department meeting agendas, minutes -Summer trigonometry course roster
Special Education IEPs and students' progress indicate the departments' levels of growth and success. IEP meetings, which facilitate collaborative discussions between an administrator, general education teachers, an academic counselor, and the special education teacher, provides the opportunity to assess the effectiveness of modifications and or accommodations. Grading policies and graduation requirements and how well students in special education are working within their frames, are also discussed within these meetings.	-IEP meeting notes

Schoolwide Modifications Based on Assessment Results
D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Student achievement data is examined at the start of each school year with Administration sharing results of CAASPP testing from the last school year. D/F/I grades data is also frequently shared with department chairs who facilitate discussions in PLC meetings to determine necessary changes in instruction or curricular pacing. Credit achievement data, particularly in the 11th grade level, has been a point of discussion between Administration and the counseling team, and was the basis for adding the APEX credit recovery course to the school program. The need for credit recovery and student achievement within the course led to the expansion of the course from a summer offering to two regular periods during the school day in the academic year.	-Site professional development materials -CAASPP data -PLC meeting minutes -D/F/I data -Credit achievement data -APEX course list
Detailed examination of student achievement data occurs in PLC meetings, resulting in reflection and collaboration about pacing and instructional best practices. Revisions for pacing guides, sequencing, and reorganization of skills-based lessons have occurred based on student achievement data. Although this work is ongoing, teachers have made substantial adjustments to better service students in their achievement of expectations delineated by revised state standards and standardized testing. Assessment data has also informed the appropriate placement of students in respective educational settings, courses, classrooms, and has allowed IEP teams to better provide necessary supports.	-PLC minutes: analysis of CAASPP data, student grades, District Interim Assessments, common assessments, diagnostic tests -Pacing guides, syllabi, lesson plans -IEP meeting documentation -IEP assessments, vocational/ post-secondary interest assessments
Over the past two years, the use of data to inform the SPSA has increased. This year, the SPSA needs assessment was reviewed by the whole staff during our first meeting, followed by a deeper examination during department meetings to identify reasons for and solutions to the varied levels of achievement. The staff-wide work on the needs assessment will help ensure that the identified needs and, therefore, resource allocations are driven by collaborative input and student achievement data.	-SPSA critical needs assessment -PLC meeting minutes
Ongoing examination of achievement data has informed Administration of the struggles freshman students undergo in the transition from middle to high school-level work. In response, articulation meetings have been scheduled this year for teachers to collaborate with the feeder middle school teachers to vertically align their curriculum and ensure that students are better prepared for high school level work.	-Feeder middle school articulation meeting schedule

<u>Professional Development</u> Site-based opportunities for professional development are organized by needs determined by Administration, the staff leadership team, and department and course PLCs. Departments and course-level PLCs can request and develop their own professional development days, and agendas for these meetings cover curricular and instructional needs which are rooted in student achievement. Teacher in-services and district-wide professional development is also offered, based on the larger needs of 21st Century learning and standards-based curriculum. Teachers and or PLCs seek out opportunities to attend and participate in off-site workshops and conferences and these are often in response to areas of need identified in achievement data.	-PLC meeting minutes -Professional Development calendar
Based on student achievement data, literacy has been identified as a schoolwide area of need, and schoolwide professional development will focus on increasing teacher capacity in developing literacy skills in their respective content areas. This year's examination of CAASPP data led to a more focused examination of the test in the leadership team meeting, where it was agreed that more work was needed in teacher training about the test to develop better connections between the test and skills being developed in classes.	-CAASPP data -Staff leadership meeting minutes -All-staff meeting agendas
<u>English</u> The English department continues to proctor and give feedback for district interim assessments, reviewing data to reflect on best practices that can be used moving forward. During and after the 2015-2016 adoption of the StudySync textbook, teachers frequently examined student achievement on formative and summative assessments and the progression of thematic units, and the list of required reading materials were adjusted to ensure that skills development and student learning were at the forefront of instructional planning.	-District interim assessments -StudySync curriculum PD -Data chats
<u>Social Science</u> Without a standardized test and specified achievement data for the social sciences, the focus for professional development is still being solidified. The district has provided voluntary professional development opportunities at the beginning of the year to help teachers understand the coming testing criteria.	-PLC meeting minutes

Science Science department teachers utilized the opportunity of full-day PLC meetings to examine data and implement necessary changes. Some of the curriculum changes included the addition of Earth science-based phenomena (per the selected NGSS model), instructional changes to increase inquiry based lessons and collaboration in the classroom, and work to revise common assessments to better measure student proficiency across courses.	-NGSS PD -PLC meeting minutes -Adjustments to curriculum: pacing, assignments, sequencing
Modern Language During initial assessments in Spanish, a request was made to the middle schools to identify students with exceptional needs, which helped proctors to consider the strengths in their first language (L1) rather than their weaknesses. This approach assisted with appropriate course placement in general education settings with access to an engaging, efficient, yet challenging curriculum where students could succeed. Examination of student achievement and discussions amongst Spanish teachers led them to identify a group of students who needed the challenge of added rigor at the Spanish 2 level, which led to the creation of the Spanish 2 honors course.	-Examination of district initial language assessments from feeder schools -Creation of Spanish 2H course

D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.
D1.6. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Counselors meet with individual juniors (junior credit check) in the spring semester to review each student's transcript and to determine whether students will need to make up credits for graduation and/or on track with all requirements towards his/her post-secondary plan. Students behind in credits will be placed in summer school. Students who needs to catch up with more credits than what summer school can provide will also be enrolled in an after school online class (APEX), adult school credit recovery or possibly be referred to Valley Alternative High School. Also during this meeting, counselors remind students of the upcoming state and college entrance examinations. Students also are inform of summer school opportunities and both student and counselor select classes for the following school year. A letter is sent home to communicate with parents about the individual meeting.	-Transcripts -Student meeting schedule -Student meeting notes

In addition to the senior presentation done through the senior English classes, counselors also meet with individual seniors (senior credit check) throughout the month of September to review each senior's transcript as a follow up from the junior credit check. Discussion is focus on each student's post-secondary goals and any requirements left that needs to be fulfilled. This conversation includes any credits that the student still need to make-up and any examinations (SAT or ACT) that still needs to be taken. Students are provided with important senior information such as college, financial aid and scholarship application and deadlines.	-Transcripts -CSU and UC application workshops - Cash for College- Financial Aid Application Workshops - Rio Hondo and Mt. SAC Connect 4 Program
Periodic review of curriculum occurs collaboratively in meetings of the district curriculum committees that meet regularly by content area. These committees, created to smooth the process of a number of textbook adoptions, discuss needs brought forward by site representatives and make decisions about curricular changes and instructional best practices that relate to the curriculum.	-Curriculum committees for English, math, social science, science -Committee meeting minutes
Special Education Special Education students may be on graduation track or non-diploma track. Using the IEP, students have been able to earn credits and graduate from high school. The school has been able to provide specific courses to help students be successful academically. Math Math teachers discuss the data on SBAC and district assessments to address the effectiveness of our assessments. There is also discussion on how much time students needed for the unit tests and the most challenging questions for students. With regard to homework, all teachers within a course level use the same grading criteria (same percentage of the overall grade) to ensure consistent grading of HW. This makes transition for students easier when transferring from one teacher to another within the same course level.	-IEP meetings and documentation -Student work samples and teacher observations/records -Progress checks of goals and objectives -Case Carrier monitoring of academic progress -PLC meeting notes
There is a discussion of the current graduation and CSU/UC requirements for the number of years of math a student needs. Teachers talk with students about grades in math courses and graduation requirements (e.g. getting at least a D for a passing grade). Students who have earned Ds in a math course level often struggle at the next level even though they can still credit towards graduation. Parents and students can choose to retake	-PLC meeting minutes

a course where a D was earned to improve the grade for purpose of improving chances at college admissions, but this is voluntary.	
English At the start of the 2018-2019 school year, we evaluated data from the CAASPP to compare student growth from their 8th grade results to 11th grade results. The data helps our department plan for next steps in addressing areas of academic need. Two department representatives attended a CAASPP workshop, and we are implementing department data chats several times throughout the year to discuss student data with the intention of tackling specific standards that students have not met.	-CAASPP data -Department data chats -Common syllabi -PLC meetings
Social Science Teachers will meet and create test questions collaboratively that align to state standards. Every year common assessments are adjusted to reflect new requirements and student performance. Typically, Monday department meeting days are utilized by teachers to meet and discuss within subject areas (World History, US History, Civics, Economics). About once every year, school administration allots time for full-day department PLC meetings during which social science teachers can discuss course curriculum and rigor throughout all subjects in more detail.	-Collaborative work on common assessments -PLC meeting minutes
Science Evaluation of science department content, materials, assignments, and grading policies is done with department PLC meetings. Science department content has been discussed extensively over the last 2 school years, as the NGSS curriculum has altered the content. Each science PLC group has discussed not only the content relative to each class, but in the case of biology, chemistry, and physics, the incorporation of the Earth Science Standards into each subject area. Grading policies are discussed each year to align similar science courses with different teachers. The science department teachers do not only discuss assignments in PLC, as many science classrooms are adjoining, and discussion of assignments and other policies is often occurs on a daily basis.	-PLC meeting minutes
VAPA Visual art projects are rethought and restructured over time as teachers see the need to teach students in new ways to reach	-PLC meeting minutes

the same curricular goals. Teachers walk into each other's rooms to see how students are progressing on the same assignment and then regularly confer about levels of performance. Modern Language Honors and AP assignments, projects and assessments are modified as needed to meet vertical alignment and address WLCCS and College Board themes. This is an area of growth which currently has been underway. Vertical alignment and Curriculum is another topic for discussion between Honors and AP teachers during PLC days. For regular course levels, projects and common assessments are revised as needed. ML Students meet with their respective counselors to verify they are meeting their high school graduation and a-g requirements for Modern Language.	-PLC meeting minutes -Course expectations/Syllabi -Course Pacing Guides

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
The 2018-2019 school year started with work on the SPSA Needs Assessment which included an examination of CAASPP data and D/F/I data by grade level. Data chat discussions have also been implemented as a regular part of PLC meetings as a way to examine achievement on common assessments and student grades across course-level PLCs every six weeks. Since this is the first year of implementing this as a regular process every six weeks, determination of effectiveness is ongoing. Schoolwide data is shared with stakeholders at the SDM, ELAC, and Title I meetings, and teachers utilize instructional time, Aeries, email, and conferences (phone, in-person, Parent Conferences) to share achievement data on various in-class assessments.	-SPSA Needs Assessment -Data chat form -PLC meeting minutes -Aeries -SDM meeting minutes

Special Education Formal testing for a student's initial recommendation for special education and for students' triennial IEPs have been scheduled and conducted effectively. Other forms of assessment are conducted frequently and at the discretion of teachers, providing continued data to all stakeholders about appropriate placement and effect of modifications and accommodations.	-IEP documentation - testing for initial recommendation, triennial -Daily informal assessment (conversations, student work, classroom activities, etc.)
Math Quizzes, tests, and or projects are given regularly, giving students and parents frequent feedback on the student achievement. The frequency of quizzes has been reduced one time per week in most math classes and tests are given about once a month or after the end of the unit. The Mathematics Diagnostic Testing Project (MDTP), diagnostic test assesses student readiness at the beginning of a course and common district assessments are given twice per year to ensure students are achieving at high standards similar to those tested on the SBAC. Projects are also used as an assessment so that skill areas, such as communicating in academic mathematical language, visualizing and communicating visually using graphs and diagrams, and also explain and answer questions in plain English.	-MDTP data discussion -PLC notes -District assessment data discussion -Projects: Roller Coaster Project (Math 2H); Triangle Trig problem (Math 3H); Math and Music project (Pre-Calculus H); FRQ presentation problem (Calculus BC); Response bias, Statistical Analysis, Linear Regression (AP Statistics)
English The StudySync Think and Focus Questions and writing exercises for each reading selection also provide consistent data about student mastery of target standards and feedback is given to students regularly through scores, grades, and written comments. The Extended Writing Projects (EWP) at the end of each unit is also a measure of achievement and this information is provided to students through comments, rubrics, and grades. The EWP also serves as documented achievement on APPEL folders for English Learners, which are used as part of information for reclassification. Annual grade-level diagnostic tests, common assessments determined by grade-level PLCs per semester, and district benchmark interim assessments are regular measures of student mastery and this information is shared through Aeries.	-Aeries, APPEL portfolios -Diagnostic test data, common assessment data, interim assessment data -StudySync Think and Focus Questions, student writing samples -Extended Writing Project work and results -Data chats
Social Science World History and US History teachers work together to develop common unit exams given approximately once every 3-5 weeks. In economics, one major exam is given every 6	-Data chats -PLC meetings dedicated to assessment data review -Common unit exams

weeks. Although major exams are given less frequently in economics, plenty of quizzes are administered in between major exams to assess student work. The amount and frequency of assessments vary with each course, and there has been an increase of collaboration over the past few years, with active discussion about creating consistency on projects, homework, and exams.	
Science The science department uses a combination of activities to assess student performance including homework and classwork as regular indicators of skill level. Each 2-3 week unit of study includes quizzes used to assess important objectives, about two lab opportunities that assess critical thinking and writing skills, end-of-unit exams, and cumulative final exams at the end of each semester. The grades students earn on their assignments are entered into the Aeries grade system, where students and parents can review student progress and PLC meetings are used for teachers to share and compare student achievement.	-Various quizzes, labs, cumulative exams per unit -Aeries -PLC meeting minutes
Modern Language In Modern Language courses teachers are constantly assessing, informally and formally, checking for comprehension in engaging communicative and writing activities. Informal assessments such as vocabulary and grammar quizzes, oral assessments in target language help guide instruction while formal assessments like chapter assessments and project-presentations serve as summative assessments for students to exhibit their learning.	-Kagan Structures, DOK questions, Socratic Seminars, group presentations -Aeries -Course-level Vocab and Grammar Quizzes -Course-level Chapter Exams -Data chats

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Each department engages in data discussions during PLC meetings and these discussions inform instructional planning. A six-week data discussion, implemented in 2018-2019, includes an examination of common assessment data and progress report grades, and the regular use of this process should help teachers to reflect on their instructional practices.	-PLC meeting minutes -Data chats

English The English department regularly utilizes department meetings and course PLC meetings to discuss student achievement to inform curricular pacing and instructional planning. The district's pacing calendar provides an overview of each unit and teachers utilize knowledge of their students' skills to make decisions about how learning objectives will be met. The use of common curriculum across course-levels have helped teachers better utilize student data to inform instruction, and the department is working to examine more achievement data from common assessments like district interims, district writing assessments, StudySync EWPs, and projects to help guide instruction.	-PLC meeting minutes -District pacing guide -Common assessments: District Interim Assessment, District Writing Assessment, StudySync EWPs, various projects -Data chats
Math Math 1 teachers often utilize quiz and test corrections where students are given opportunities to identify, examine, and explain mistakes as a method of informing their instruction and curricular planning. District assessments are often reviewed in PLC meetings to inform instruction and teachers take the data to create re-teaching opportunities throughout a given unit and or during ISI.	-PLC meeting minutes -Quiz and test correction activities -Warm-up exercises
Special Education Assessments allow teachers to review and reteach areas where students are still lacking. Assessment data is used to identify students' areas of strength and growth and this information is used to develop IEPs and then shared with general education teachers who collaborate with special education teachers in team-taught settings to modify tests, quizzes, assignments, and projects to meet the individual academic needs. Students are given opportunities to show mastery in informal settings (oral tests, opportunity to retake test, project based, etc.) and teachers can use their achievement to further modify or to challenge students accordingly. The use of projects where students can utilize a preferred mode of demonstrating mastery (writing, art, technology, etc.) can help teachers to assess understanding and teachers have worked to develop these types of assessments when students exhibit this particular need.	-PLC meeting minutes -IEP information shared to general education teachers -Modified tests, modified grading, and accommodations
Science The science department uses site summative assessments to guide, modify, and adjust curricular and instructional approaches. The science department uses formative	-PLC meeting minutes -Data chats

approaches to assess levels of understanding of a given learning objective prior to and during lesson activities as a technique to engage students' prior and developing knowledge and to inform teachers about how to proceed in their instruction. Each course discipline meets between 2-3 times a year to analyze assessment results, evaluate course pacing, share best practices and adjust instruction when needed. Particularly with the NGSS science standards being implemented in the 2018-19 school year, these meetings are essential to ensure that standards are being implemented and that instruction is being planned to both effectively challenge students and foster their growth and achievement.	-Various formative assessments
Social Science The social science department meets regularly as a PLC and with the adoption of a new textbook for several courses, collaborative discussion about curriculum, instructional practices, and student achievement has been an ongoing work. The need to develop common assessments has been a regular topic of these discussions and teachers have shared developed curriculum and their instructional practices as course-level PLCs. An informal but effective means of communicating and collaborating with other teachers across the department is using classroom walk-throughs with teachers utilizing time within their prep periods to observe and learn varied instructional practices from one another.	-PLC meeting minutes -Informal walk-through observations
Modern Language Within the department, course level teachers meet regularly to discuss overall student performance on assessments for the basis of curricular and instructional decisions and course-level data chats are conducted every six weeks. Through the WASC self-study process, the department has identified the need to utilize IO Assessment as a method of collecting and analyzing achievement data and the department hopes to utilize more PLC time to learn the tools that are available.	-PLC meeting minutes -Data chats -Common assessments -Collaborative rubrics
VAPA The daily work completed within each course forms the basis of our formative assessments and these assessments drive our lesson plans as teachers see that students need more or less reinforcement of concepts, skills, and stamina. Performances, projects, and presentations make up our summative approaches. From these we draw larger conclusions about what to reteach, based on successes or challenges the students	-PLC meeting minutes

had in the prior summative assessments. Arts teaching is built upon a spiral concept, so skills and concepts are revisited many times throughout a course so that students are able to demonstrate a wide variety of skills and knowledge in multiple circumstances.

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
Teachers outline the expected levels of performance on a given assignment or assessment prior to students engaging in the activity or exercise, providing verbal and written instructions. Some teachers regularly utilize examples or exemplars to further clarify expectations and frequent checks for understanding through open dialogue and coaching methods help teachers ensure that students understand their learning and performance goals. Once the work has been completed and submitted, teachers review the work and provide feedback through a variety of grading methods including numbered and lettered grading, rubrics, and individualized feedback. Student surveys and charting activities in Student Senate Meetings have been useful in obtaining general feedback from students regarding their own learning and achievement, and both quantitative and quantitative feedback has been gathered and shared with the staff to further engage dialogue about levels of student achievement.	-Performance expectations delineated on assignments -Project and writing rubrics -Graded assignments displaying numbered grading, letter grading, individualized feedback -Student Survey data -Student Senate charting data
English Expectations for assignments are clarified for students verbally and in writing. For writing assignments and project-based work, expectations that mirror the standards are clearly outlined on rubrics that are utilized across course levels. Teachers use modeling to clarify expectations, reviewing reading and writing strategies with think-aloud activities that engage the entire class and also showcase student work for further clarification. Depth of knowledge questions asked during in-class reading gauge how much of the content	-Rubrics for writing, presentations, and projects -Written, individualized feedback -Individual or group conferencing with students -Modeling writing/reading strategies and expectations -Feedback given on StudySync

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	curriculum work
students are understanding. Timely, specific, and descriptive feedback in the form of assigned point values and letter grades, and individualized comments and conferencing on writing assignments help to focus students' attention to identify areas of strength and address areas that need further development. Peer editing is also commonly used and discussion on effective methods of grading and feedback, particularly in the area of writing, is ongoing.	
Math Teachers most often utilize verbal feedback during class, engaging students in dialogue to check for understanding of learning objectives. Student work is used to exhibit exemplars and written feedback is provided on assignments and on rubrics for projects. Some teachers have begun to highlight student mistakes as a method of guiding students to reexamine and better understand the reasons for their errors.	-In-class, verbal checks for understanding -Student exemplars -Highlighting student mistakes -PLC data chats
Special Education During the IEP process, students are asked to help build some of the sections of their Individual Transition Plan so they are more invested in their education. Open dialogue during IEP meetings also facilitate feedback from general education and special education teachers and allows an opportunity for a student to provide feedback on his or her learning.	-IEP meeting documentation, meeting minutes -Written and verbal feedback from teaches in preparation for IEP meetings
Social Science By providing constructive feedback and allowing opportunities to revise work, teachers in the social science department interact with students to examine and improve their progress. In the AP courses specifically, feedback is given on Free Response Questions (FRQs) and students are able to improve through revisions. Student feedback is sought through checks for understanding that allow teachers to gauge the effectiveness of instruction.	-Teacher feedback on assignments -FRQ revisions
Science Student feedback is garnered in a number of ways, with classroom discussion and dialogue being the most commonly used method to clarify understanding prior to and during a lesson, and comments on scored assignments help students understand the areas of misunderstanding or those that need improvement. Teachers have also received feedback from former students who are well into college and or careers, providing positive reviews about their levels of readiness due	-Teacher-student interactions and dialogue in class -Email interactions with former students

to the instruction they received. Modern Language Within the department, student-teacher dialogue and conversations are continuous to provide students with feedback. ISI is also used as a time to conference with students on their progress in the course. Students are held accountable for their progress in class through the use of their own homework calendar stamp sheet, binder assignment rubric, and (Parent & Student) signed project guidelines and expectation and rubrics. Some teachers in our department utilize peer evaluations and student self-evaluations as part of the participation grade for every six-week grading period to promote self-monitoring and deeper reflection about achievement.	-Cornell Notes with reflective summaries -Binder rubrics -Homework calendar stamp sheets -Peer group evaluations -ISI Exit Tickets

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified critical student learning needs)

Los Altos High School is meeting the identified criteria with a clear majority of the staff generating and examining assessment data in an effort to hold their students and themselves accountable. The Aeries gradebook and the IO Assessment system are the main sources for assessment data, with A.P. scores, state exams, IEP assessments, and a number of other specialized assessments serving to inform teachers about their students. Teachers belonging to course-level PLCs are using common assessments, common grade scales, weights, rubrics, and pacing to ensure equity for all students. Student achievement data is shared and discussed amongst teachers, primarily in PLC meetings with Data chats being used to compare the grade distributions of teachers teaching like courses to monitor for inconsistencies. A variety of methods are being used to clarify the expected levels of performance, and best practices for providing timely and effective feedback are ongoing topics of discussion in department PLCs.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Consistent use of PLC time to review student data align like courses and address vertical alignment within departments. PLC time is also being utilized to align grade course grade criteria, rubrics, pacing guides, instructional strategies, and generating common assessments. A clear majority of departments have indicated the value of this PLC time to ensure equitable instruction across like courses and in the last two years, additional hours have been allocated to department PLC time.
2. The schoolwide use of Aeries as a source of data and communication between staff, parents, and students has been successful since its introduction in 2015-16. Offering the integration of multiple data systems on campus including attendance, student information, grades, assessment data, and the connection to IO Assessment's capacity to link assessments to the gradebook has allowed teachers to access more information about their students in an efficient way.
3. Los Altos High places all incoming students in a-g courses to ensure they are college ready. The a-g placement is continuously monitored throughout a student's enrollment at Los Altos High, and is a priority unless a student is not able to maintain an a-g course load. Much effort is expended by the counselors, as well as the teachers teaching the courses, to ensure Los Altos Students are being prepared for the possibility of a college education.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. Improving the transition from middle to high school for students in the quality and rigor of academic work is necessary. Assessment data shows gaps in achievement for 9th and 10th grade students, and the work of supporting students in this transition is vital.
2. Students who are not a-g college bound students need further support as they are often from the subgroups of foster, homeless, EL, and other, at-risk subgroups. Los Altos staff

believes this is an area of growth and we need to continue the work in identifying the gaps in supports and resources for these students.

3. Aeries (including IO Assessment) is a valuable resource for information and communication and some useful features are being underutilized due to a lack of training. The original training for Aeries was incomplete and in the transition to IO Assessment, only some teachers have received partial training.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion
The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts
Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.
E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
School Communication The school utilizes multiple strategies and processes to facilitate the involvement of families, regularly communicating with them through a variety of social media outlets and an automated phone messaging system. Facebook, Instagram, and Twitter are regularly utilized to share information about school and program events and or student and staff achievements. The Remind application is used to send out the weekly bulletin in both English and Spanish. Real-time messaging through Remind is also used for communication and has been effective in times of potential crises to keep parents and staff members alerted to potential safety issues. Automated messages are also sent out regularly as another means of communication, and parents, students, and community members are encouraged to become connected with the school through these modes of communication at various points throughout the school year. Our marquee in the front of school is also used to post upcoming events and school celebrations.	-Regular updates and interactions on Social Media newsfeed and school Remind account. -Regular feedback from parents and community members displays ongoing interactions
Back-to-School Night and Parent Conferences Back-to-School Night is held during the fall of each school year, welcoming parents to walk through their student's classes and meet administrators and teachers. Parent Conferences are scheduled after the first six weeks of each semester, offering opportunities for parents to meet with teachers about student learning, progress, and achievement. Leadership students are available to assist parents throughout Parent Conferences, with Spanish-speaking student leaders on-hand to provide translation services.	-Back to School Night reminder/preparation flyers distributed to all students -Advertisement of Parent Conferences in School Bulletin and announcements -School website -School marquee

Parent Resources In 2017, school administration began to gather parent resources in the guidance office to centralize a location for parents to access information about school and community offerings for their families' unique needs.	-Parent Resources - district and community resource brochures and flyers
Academic Counseling/College Information The counseling staff designs and conducts meetings for parents and students around the needs of each grade level, with strategic scheduling to effectively inform parents about school and graduation requirements, PSAT/SAT/ACT testing, as well as college and financial aid requirements and application procedures. Information sessions are open to all parents and handouts and materials are provided in both English and Spanish alongside presentations are in given in both languages.	-Freshman Parent Meetings Junior/Senior Parent Meetings PSAT Results Meeting
English Learner Advisory Committee (ELAC) Parents and guardians of English Learners are invited to the school to participate in ELAC meetings, which take place five times a year. The agenda, set by the ELAC Coordinator, focuses on seasonal topics informing parents about school and college requirements, testing and reclassification information unique to EL students, and other topics dictated by the timeline of the school year. Translators for both Spanish and Chinese speakers have been present in these meetings so that parents will not only understand the information, but also comfortably engage with school staff and ask questions about their respective students' needs. School activities and event information is also provided at these meetings so that parents are well-informed of how they and or their students can be involved.	-Monthly agendas for ELAC Meetings display topics particular to each season of the school year and pamphlets offer Spanish and Mandarin Chinese translation.
Shared Decision Making The Shared Decision Making (SDM) committee meets five times throughout the school year to review schoolwide data, policies, and discuss and approve the school budget. This committee is comprised of parents, students, teachers and administrators. Parents have been invited through email invitation and personal, one-on-one invitations. Though it has been difficult to get consistent participation, the parents who are involved in this way are provided the opportunity to give input into school decision-making and are able to voice issues that concern them.	-SDM meeting agenda and minutes

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Individualized Education Plan (IEP) Meetings IEP Meetings are scheduled by each special education student's case carrier, according to each student's identified needs. Meetings are attended by administrators, counselors, general education teachers, and special education teachers in addition to parents and students, and all stakeholders have an opportunity to discuss the student's strengths and areas of need. Translators are provided as needed to ensure understanding and engagement of all stakeholders.	-IEP meeting agendas and meeting reports provide information for all stakeholders to assist in student learning.
School Programs and Community Businesses Various school courses, programs, organizations, and clubs make efforts to regularly engage with community organizations and businesses, allowing for active partnerships between the school and the community, providing financial and educational support for student learning.	
CTE The Engineering Academy engages with the community through newsletter mailings, their website, and their annual open house event. Guest speakers who are active in their fields are regularly invited to the campus to engage with students in the active teaching and learning process. Students in the business courses and members of the Future Business Leaders of America club engage in active learning by participating in online and face-to-face competitions that allow them to interact with professionals in various business fields and peers in the community.	-Engineering: field advisory committee, corporate sponsors, community donations, website newsletter mailings, guest speakers: Northrop Grumman, Southern California Edison -Business and FBLA: competitive online events - economics, personal finance, global business, insurance and risk management, presentation events, public speaking.
School Clubs The Key Club and the Kiwin's work with Kiwanis Club and other organizations throughout the year. The Kiwanis Club sponsors various community events with involvement from these student groups and the officers from both the Key Club and Kiwin's look for opportunities to volunteer around the community.	-Key Club/Kiwin's community service and engagement
School Organizations Health Occupations Students of America (HOSA) and Red Cross Club, both hold blood drives throughout the school year and summer to help the local hospitals and chapters. The students organize volunteers, advertise the events, and help with logistics at the events.	-HOSA Blood Drives -Red Cross Club Blood Drives

ASB/Renaissance/Freshman Leadership	
The Associated Student Body (ASB), Renaissance, and Freshman Leadership groups actively engage the community throughout each school year giving students the opportunity to practice leadership in areas outside of the school. These groups work regularly with the feeder elementary and middle schools to help facilitate events, with local businesses for assistance and materials donations for school events, and fundraise annually to offer donations to a local hospital and other local causes.	-Volunteerism: middle and elementary schools -Breast Cancer Fundraising Drive -New Horizons Food Drive -Stussy Sale -Mr. Conqueror: donations to families in need
Senior Project	
Senior students complete a year-long project which requires them to deeply examine a topic of their choice, write a research-based expository or argumentative essay, perform 15 hours of community service, and give a presentation to a panel of evaluators. The community service portion of this project provides an opportunity for students to engage with the community for active, hands-on learning and their corresponding journal assignment for their project portfolio documents their experiences. Parents, alumni, and community members are invited to assist in the evaluation of Senior Project presentations and the opportunity for involvement by the community in this way has allowed the school to maintain a connection with alumni, parents, and prominent community members who engage with and assess the student presenters and their learning.	-Senior Project Community Service journals -Senior Project evaluator lists and orientation meetings
Open House	
The school holds an annual Open House event which provides information to the community about the school and its many offerings. Student representatives present information about their respective programs and club affiliations, interacting with parents and future students to share their first-hand experiences with the community.	-Open House flyer and agenda Program and club flyers and brochures

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<u>Community Service</u> *Senior Project* Community service is imbedded into the Senior Project, as seniors are asked to engage directly with community organizations and businesses to complete 15 hours of volunteer work. Students solicit opportunities within the community that would deepen their understanding of their chosen Project topics while promoting volunteerism and civic duty. Several community organizations and businesses regularly provide these opportunities for students, allowing them the hands-on learning and interactive experiences which foster growth and deeper thought into students' choice of college majors and or career paths.	-Senior Project: community service partnerships
Clubs and Organizations -Key Club and Kiwin's participate regularly in volunteer opportunities within the community and actively partner with Kiwanis of Hacienda Heights to extend learning. -Latino/a Leaders of Tomorrow's "La Escuelita," is a student-managed program in which members organize and provide tutoring and homework help to elementary school students in the community. -Mock Trial regularly partners with the Los Angeles County court system to provide students with experience in trial proceedings and the effective use of rhetoric and argument within the justice system.	-Key Club/Kiwin's: volunteerism, partnership with Kiwanis -Latino/a Leaders of Tomorrow: La Escuelita -Mock Trial
<u>Career Week</u> Career Week was developed in the last two years to connect students with professionals actively working in a variety of fields. This event was designed to encourage students to reflect on how they can shape and connect current coursework and extracurricular experiences toward their career goals. Professionals from various fields are sought out and invited to campus to provide information sessions and to allow students the opportunity for direct access and inquiry. Administrators and the student leadership groups continue to develop this event to best serve the needs of the student body.	-Career Week flyers, information session schedule, student sign-up sheet
<u>Academic, Arts, and Extra-curricular Competitions</u> Academic courses and extracurricular programs and clubs regularly provide opportunities for students to challenge and extend their learning through local, regional, and national	-Competition entry forms, awards and recognitions: economics courses, business

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competition. Students in economics courses, business courses, Academic Decathlon, Engineering Academy, FBLA, HOSA, Science Olympiad, Band, Choir, and Dance pursue opportunities to sharpen their knowledge and skills through peer competition as well as evaluation and feedback from seasoned professionals in their respective fields.	courses, Academic Decathlon, Engineering Academy, FBLA, HOSA, Science Olympiad, Band, Choir, and Dance
Special Education Student Opportunities Special Education students are given the opportunity to gain work experience through the district's Workability Grant. Once a student selects a career path of interest, the district connects him or her to a business within that field to provide and facilitate the student's work experience. Students who earn a diploma are connected to the Department of Rehabilitation for assistance in establishing their careers, helping our students obtain further education and training as well as uniforms to assist in the initial transition from high school to a future career path.	-Workability Grant, Department of Rehabilitation
Social Science Guest Speakers The social science department invites guest speakers from the community to provide students an opportunity to support and extend learning.	-WWII/Vietnam Speakers
CTE All CTE course are required to host an annual advisory meeting. People working in each industry sector come in and look over course outlines and other course materials and equipment. They make recommendations so that classes reflect current industry standards.	-Advisory meetings agendas and minutes

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement.

Indicators with Prompts
Safe, Clean, and Orderly Environment
E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.
E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Disaster Preparedness The school has been working on regularizing disaster and lockdown drills to prepare students and staff for emergency situations and the staff has been provided access to updated procedures in their staff binders. In the last two years, "Lock Block" devices have been issued on each of the classroom doors to increase the expediency of lockdown procedures and emergency buckets have been supplied in every classroom should the school face an emergency that would hold students and staff in classrooms for extended periods of time.	-Regularly scheduled earthquake drills and lockdown drills -Lock-Block -Emergency buckets
Cleanliness and Trash Trash has been a lingering issue and administrators, the school's staff leadership team, and student leadership groups have continued the work to mitigate this issue. When trash has become an issue in the past, the school has utilized ISI time to hold all students in and conduct discussions about the situation. The school has also increased the number of trash cans on campus to further assist with the issue.	-School Leadership agendas, -Student Senate Meeting agendas -Staff-wide communication.
Improvement of School Security Within the last five years, the school has made efforts to improve security. This has been done with the purchase of a CCTV system with cameras in most hallways, high-traffic areas, and entrance and exit points. A new lighting system was also installed to provide better lighting in hallways and entrance and exit areas, which has been particularly helpful during evening events. The school has also recently redirected all visitors and guests to the main office, consolidating sign-in/guest pass access to one location and locking previously accessible front gates.	-Camera system, new lighting, visitor access
"See Something, Text Something" Students are able to report issues anonymously through "See Something, Text Something," a method through which information is texted directly to school administration. Started in 2018, this has been another helpful tool in ensuring school safety and in providing students a way to voice concerns.	-School administration text documentation
Added Community Areas Within the last three years, the school has improved the school's common areas to accommodate the size and needs of the student body. The addition of large awnings with	-Lower quad awnings and benches, benches in main hallway

numerous benches in our lower quad area and benches in the hallways near the main quad has been helpful in creating more comfortable seating and socialization for students.	
"Every 15 Minutes" Every two-four years, the school partners with the Industry Sheriff's Department to conduct the "Every 15 Minutes" program to promote drunk driving awareness. Staff members on the committee and 20 selected students work together to produce a mock, real-time drunk driving accident and then participate in several detailed steps of alcohol abuse education including drunk driving simulation, information sessions with local sheriffs, and visitations to the sheriff's station, local hospital, and a local memorial service business. This information and students' experiences are then presented to the junior and senior classes to extend discussion and learning.	-Every 15 Minute Program materials/video
HLPUSD Internet User Agreement/Internet Safety Lessons In addition to the District requirements for students to sign an agreement for safe and respectful Internet usage, English courses conduct internet safety lessons at each grade level facilitating discussions about appropriate conduct, cyber-bullying, social media use, and conflict resolution.	-Internet User Agreement, internet safety lessons
Interventionist for At-risk Students In 2016, a counselor was added to the staff specifically to meet the needs of our at-risk students. Based on a referral process and through MTSS Universal Screening, the Interventionist works with students, developing regular meetings throughout the year to support individuals and small groups with particular social-emotional needs. In 2017, the counseling staff began to refine their group counseling model with the support of an MTSS grant obtained by the district to service more students that needed social-emotional support.	-Interventionist Student Meeting Schedule, SEL curriculum, counselors' notes
Mental Illness Awareness Week NAMI and HOSA have collaborated in the last two years to create a Mental Illness Awareness Week to change the stigma around mental health issues. The week-long effort has just begun to gain momentum within the student body and students have been more willing to engage in the activities which encourage them to share their experiences and create safe spaces for discussion for those who have and continue to work through mental illness.	-Mental Illness Awareness Week agenda and activities

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
School Onboarding For the past two years, the decision was made to focus the first days of each semester on activities promoting a focus on students and positive school culture. In 2017, student leadership groups (ASB, Renaissance, Freshman Leadership) organized activities for students to participate in so that they had numerous opportunities to engage with one another prior to the beginning of the academic school year. On the first day of second semester, schoolwide lessons centering on the topic of legacy were conducted in an effort to help students understand the impact they can have on others, the school, and the school community.	-Back-to-School Assembly -Schoolwide "Legacy" lessons -Staff survey
Toward the end of the 2017-2018 school year, a voluntary committee of staff members was created to increase more involvement and a survey was given to the staff to help develop the onboarding days for the 2018-2019 school year. Decisions were made to reduce student involvement and increase staff involvement in the planning and execution of the day. Changes that were made for our 2018 Welcome Day included the addition of a guest motivational speaker as well transitioning our student workshops to more valuable skills, rather than icebreakers. Feedback from students and parents has been extremely positive and the energy and spirit on campus in those first weeks has been noticeably improved since the creation of our Welcome Day and School Onboarding. Continued evaluation of the effectiveness of this day is ongoing and will be reflected in next year's Welcome Day agenda.	-On-boarding committee meeting notes -Welcome Day agendas
Cultural Education The Modern Language Department produces several events each year to promote positive cultural identity and multicultural awareness that include students, parents, and community members. In partnership with the Spanish Honors Society, Latin-American Independence and Day of the Dead	-Día de los Muertos -Latin Independence -Lunar New Year Celebration -Cinco De Mayo

are celebrated respectively, through a celebratory program of food, speeches, and performances from students and members of the community. All students in the Spanish language classes are encouraged to become involved in the production of the events, allowing them various opportunities to engage in Latin cultural traditions. Students in the Chinese language courses and the Asian Students Association work with other students and teachers within the district to produce the Lunar New Year Celebration, allowing students the opportunity to express their knowledge and appreciation of Asian cultures.	-Mid-Autumn Festival Celebration
Los Altos HS Application/Conqueror Cash In 2017, the school began a positive incentive rewards system called "Conqueror Cash," in which students can earn points for positive behaviors. The system allowed staff members to award points to students for a range of positive behaviors and students could periodically exchange their points for a list of designated incentives during each semester. This process was managed through our HERO student data system. At the start of the 2018-19 school year, we eliminated HERO and purchased a mobile application from SuperFan to decrease the cost and increase the effectiveness of our student data system. This new app has been piloted for the first 6 weeks of the 2018-19 school year and will be rolled out to the entire school the week of October 1st. No data is yet available on the effectiveness of this new application, but early feedback from the pilot group has been positive.	-Staff participation data, Conqueror Cash posters -Los Altos HS Application
RtI/MTSS - Universal Screening The staff participates in Universal Screening, a process facilitated by the RtI/MTSS team, to screen students who have internalizing or externalizing at-risk behaviors on a Tier I, Tier II, and Tier III level of need. The data from this screening is analyzed by the district and the counseling staff works to implement appropriate behavioral interventions with the students on the list. The RtI/MTSS team also works to present the data to the teaching staff and is continuing the work to strengthen PBIS within classrooms and staff-wide capacity to broaden interventions provided to Tier II and III students.	-Universal Screening data
Kagan Strategies All teachers participated in three days of Kagan training to promote collaborative learning within the classroom. Materials were purchased to support willing teachers in the implementation of collaborative strategies and many	-Kagan Training, Kagan strategies used within classrooms, collaborative seating arrangements

departments have adjusted seating that is more conducive to partner and group discussion and work.	
Instructional Walk-through Tool School administration and the staff leadership team developed a feedback tool to promote sharing and collaboration amongst colleagues. The tool includes instructional strategies that should be utilized regularly throughout all content areas and we are working to foster a culture in which instructional walk-throughs across grade levels, departments, and content areas are a regular part of professional growth.	-Instructional Walk-through Tool
School Schedule At the end of the 2016-2017 school year, the staff leadership team discussed adjusting the school schedule to begin at 8:00 am to help mitigate tardies and to increase time spent in staff meetings. This has been a positive change, with students and staff favoring the adjustment to the later start time. During 2017-2018, the leadership team designed and conducted staff and student surveys to gauge opinions and preferences between the current block schedule and traditional school schedules. The data was presented to staff members and extensive discussions about the impact on student achievement took place in department meetings prior to the vote that occurred close to the end of the year.	-School Schedule Surveys: Staff and Student Data
Staff, Department, PLC Meetings In 2017, the staff meeting schedule was regularized between staff, department, and PLC meetings providing more consistency in schoolwide communication and expectations. Collaboration time for teachers increased, as meetings for grade-level or content-specific PLCs were implemented in addition to regular staff and department meetings.	-Master Calendar: Meeting schedule, Meeting agendas and notes
Feeder School Meetings In response to consistent data displaying need for additional academic supports for 9th grade students, department meetings with feeder schools are planned in 2018-2019 to address freshman student transition and achievement. These meetings will address vertical alignment and best practices within content areas and student achievement will be further examined.	-Feeder school meeting schedule, meeting agendas and notes -SPED transition IEPs

Rise Up Poetry Night	
One of our English teachers started a bi-annual poetry night, where students submit their poems and share them in a poetry reading at night where families and students can attend. This has become a very popular event where students go out of their comfort zone to share their stories through poetry.	-Rise Up Poetry Night advertisements, submissions, videos
Leadership Programs	
Our ASB program assists students in creating clubs and organizes an annual Club Rush event in the fall where students can see what clubs are available that may interest them. We currently have forty-five clubs that celebrate cultures, religions, academic interests, social justice, giving back to others and the community, mental health, and many other niche interests. The opportunity for every student to be able to start his or her own club of interest at the beginning of every year fosters student voice and inclusion, and helps new and/or younger Conquerors to become involved in the student body.	-Clubs list -Club applications
Our Renaissance program sponsors a "Random Acts of Kindness" (RAK) week in which each day has a different theme or suggested act that centers on kindness towards others. Renaissance also regularly acknowledges "Conquerors of the Week," encouraging staff members and students to recognize those they feel are contributing to the school community as a whole.	-RAK Week agenda, advertisements -"Conqueror of the Week" posters and social media posts

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
Los Altos High School continues to focus on creating an environment of trust, respect, and professionalism. With the recent change in the Administration team, our Leadership Team has made communication and transparency with all stakeholders a priority. Our Late Start Mondays allow teachers and staff to engage in professional development and collaboration, and our meetings have been organized to meet as a whole staff, in departments, or in grade- or content-level PLCs. PLC work and collaboration has increased over the last	-Late Start meeting schedule -Increased time, consistent meetings for departments and PLCs -Common pacing guides, syllabi, grading, assessments

few years as teachers have undergone significant curricular and pedagogical shifts with the change to the CCSS and a number of textbook adoptions. Common course pacing guides, syllabi, grading weights and scales, and assessments have been the product of this collaboration, and this has established a positive atmosphere of respect and professionalism between colleagues.	
Staff Leadership Team Our staff leadership team meets every other Tuesday and consists of our administration team, department chairs, our ASB/Renaissance advisor, the Athletic Director, and the AVID Coordinator. In the last couple of years, our Leadership Team has taken a more proactive role in examining site data to determine the needs of our students and how to address those needs. Non-administrative members participate in a monthly rotation to facilitate meetings, meeting with Administration to discuss the agenda, which is then sent out in advance through the shared Google files for members to review and add items as needed. After each meeting, the facilitator sends a debrief email to all members, who then forward on the information to their respective departments in an effort to increase communication with our staff.	-Leadership Team meeting minutes -Leadership meeting overview emails
Communication Various means are used to communicate with our staff, students, and families. The Remind app is used to send out weekly bulletins in both English and Spanish to our students and their families. Individual teachers also use the Remind app for regular classroom communication. Our principal also sends out a Weekly Conqueror newsletter to our staff and encourages teachers, coaches, and program leads to send in pictures and regular updates to highlight on-campus events and student and staff successes. Information for students is read over the daily announcements at the beginning of 3rd/4th periods and this Daily Bulletin is sent out to teachers via email. Our school, athletic department, ASB and various programs use social media to communicate information, share student activities, and highlight successes. Communication has improved with the consistent use of these various methods.	-Communication through Remind, Principal's weekly newsletter, daily announcements and Daily Bulletin -Social Media: Facebook, Instagram, Twitter
Student Senate Once a month ASB holds a Student Senate, where each 3rd period class sends one representative to get information on	-Student Senate agenda, meeting

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upcoming events and share concerns. Student representatives are also asked to help brainstorm and provide feedback on school-wide events. These students return to their prospective classes and share what was discussed. In an effort to increase student involvement in decision making and problem solving on campus our ASB director is currently trying to form a Student Leadership Council. Each program lead was asked to nominate a student and this group will start meeting once a month.	minutes
Shared Decision Making (SDM) Our Shared Decision Making team meets five times a year and consists of the administration team, teacher representatives, an ELAC rep, and a few students and parents. This team discusses and reviews the SPSA, the school budget, school safety procedures, and testing data such as CAASPP and AP scores. It also provides an opportunity for stakeholders that are present at meetings to share information about school events and discuss concerns that they may have. We have had the same parents involved for a few years and we have begun to send out emails and remind messages to survey for parent interest and availability to maintain parent involvement.	-SDM meeting agenda and notes
The Leadership Team, Shared Decision Making, and ELAC members provide input on the SPSA which is directly aligned with the LCAP. Our administration team elicits feedback from our staff on site priorities for LCAP each year and shares this process with Leadership and SDM. This is done through both staff meetings and in departments to ensure that all teachers and departments are given an opportunity to provide input. With the department discussions and work on the SPSA comprehensive needs assessment at the start of this year, more input was obtained this year in the examination of school needs. LAHS Administration plans to facilitate similar work to increase participation of all stakeholders in ways like these.	-LCAP Meeting -SPSA comprehensive needs assessment

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts
Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<u>Academic Support Services</u> Students who are struggling academically and in danger of not meeting graduation requirements meet with their counselors and this meeting helps to determine if they are in need of the APEX credit recovery program. After examining our students' needs in the last two years, we have increased the opportunity for credit recovery, implementing two periods of APEX within the school day for students who are far behind graduation status. Teachers also support students through tutoring before and after school. The counseling staff utilizes academically successful students qualifying for and involved in California Scholastic Federation (CSF) to facilitate a peer tutoring program. ISI is imbedded Tuesday-Friday for all students based on academic and behavioral criteria. The week before fall and spring finals we hold a "Cram Fest" where teachers are available in their classrooms or the Hacienda to provide extra support for students as they prepare for finals. These methods and processes have helped our graduation rate to continue to stay at 98%.	-Regular counselor-student meetings for grade level counseling, D/F/I students -ISI -CSF peer tutoring -Teacher tutoring matrix -APEX credit recovery roster -Cram Fest
In order to support first generation college bound students in the academic middle, we implemented the AVID program in 2009. We have grown that program to have two AVID Elective classes per grade level with over 200 students. The students in AVID receive additional academic and career counseling to determine courses they should enroll in and colleges that best fit what they would like to study.	-AVID program
In support of our ELD population, students are tested and placed into the appropriate level to encourage language learning at level 1, 2 and 3. As they improve, they move up levels and are hopefully eventually reclassified. We have a high reclassification rate based on test scores and grades.	-ELD roster -Reclassification list
<u>Counseling Services</u> Our school has recognized the need for academic and emotional counseling. Using the results of Universal Screening, the counseling staff and school interventionist work individually and in groups with targeted students.	-Universal Screening data

<u>Personal and Mental Health Support Services</u> *Referrals* - Los Altos students and their families who qualify have been referred to ENKI Mental Health Services, Foothill Family Services, Pacific Clinics, SPIRITT, and Hacienda La Puente Unified School District's Equity and Access services. Services offered by these community outreach programs include, but are not limited to, mental health screenings and counseling for social and emotional support, family counseling, psychiatric services, support groups, drug and alcohol counseling, wellness classes, parent education workshops, and early intervention classes. All agencies provide services on campus for students in need. The counseling staff plans to better utilize the services offered by these agencies to provide group counseling and to collaborate with them to enable on-site follow up with these students.	Referrals to: -ENKI Mental Health Services -Foothill Family Services -Pacific Clinics -SPIRITT -HLPUSD Equity & Access Department. -Equity & Access TOSA (Teacher on Special Assignment)
Interventionist Our Interventionist works specifically with students identified as "at-risk" through the Universal Screening process, students who self-refer, and students who are referred by their guidance counselor (or middle school staff for incoming freshmen). Our interventionist counsels students individually and in small group to meet their individual social-emotional needs. Extending collaboration to work with the NAMI club to create a peer counseling program for provide peer-to-peer assistance on campus is in our next steps for growth in this area.	-Interventionist -MTSS collaboration -Universal Screening review -Articulation with middle schools. -In-house referrals
School Psychologist We have a full time Psychologist on campus. Students can be referred to her through the counseling staff. She also participates in all new Special Education student assessments and all tri-annual IEPs.	-Referral documentation -IEP meeting documentation
Nurse Los Altos has a credentialed Registered Nurse on campus weekly. In addition to treating students immediate First Aid needs and maintaining health records, the school nurse administers general health assessments, vision and hearing screenings, and facilitates and gives direct care to students with Individual Health Plans and Emergency Care Plans and students with IEPs and 504 Plans, as well as assessments for those plans.	-Credentialed Registered Nurse -11th grade hearing and vision screenings -IEP testing -Health screening -Student care in accordance with health plans.

Career and Academic Counseling	
The counseling staff conducts graduation status checks for every student in their junior and senior years. This meeting also includes college information, career analysis, and academic planning for class scheduling. At the freshman and sophomore levels, counselors meet with students individually to make plan for schedules, discuss career and college paths. Incoming freshmen and their parents are invited to meet with counselors to develop a 4 year plan as a way to guide them through the high school process.	-Junior and senior graduation checks -Freshman and sophomore meetings
Counselors have created career and college presentations for each grade level. These presentations take place in the classroom to ensure all students are given access to the information. We also use CCGI at each grade level by introducing career interest surveys at the freshman level. Sophomore level looks at majors and connections to their interest, junior year they research colleges that match majors, and senior year is the application process through CCGI. Counselors also meet with students that are receiving a D or F in their classes every 6 weeks to discuss the implications of the grades on future academic and career choices. Our final transcript requests show that 48% of our graduating seniors went to a community college and 36% went to a 4 year university.	-College and career presentations -CCGI curriculum -D/F/I student list

Support and Intervention Strategies Used for Student Growth/Development
E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
Support for all students begins in the transition to high school with all freshman students being provided with courses that will meet both graduation and UC/CSU a-g requirements unless an IEP specifies an alternative schedule. Students' grades then determine the achievement of the a-g requirements.	-District academic goals -504 plan -IEP
Students are continually challenged to push the limits of rigor. Academically successful students are encouraged to stretch and strengthen their knowledge and skills, progressing from	-Open access to AP and honors courses

honors to AP courses. Students also have the opportunity to earn college credits while in high school through dual enrollment in local community colleges upon counselor approval and a signed referral. Students who are struggling with academics and fall behind in credits are supported with tutoring, summer school, adult school, and or the Brigham Young University or APEX credit recovery programs; and students who are 16 years of age or older and are behind 30 or more credits are referred to our district's continuation school.	-ISI -Online credit recovery: APEX, BYU -Tutoring -Adult school enrollment -Summer school enrollment -Valley Alternative High School transfer documentation
In School Intervention (ISI) ISI criteria is reviewed and used every year to decide the parameters states that students with a "B-" or higher are released from the last 20-minutes of class during block schedule days, unless instructed otherwise by the teacher. Those students with grades below a "B-" will receive help from the teacher and or their peers. The time can be used to continue instruction, make-up work and or quizzes and tests.	-Leadership Team meeting minutes -ISI Minimum Criteria -ISI monitoring tools
Kagan Strategies Kagan PD has provided teachers support on various collaborative strategies to help increase student involvement in class, and help pair/group students to increase academic support. Teachers continue to evaluate the needs of their students in order to group them to provide optimal support.	-Collaborative seating -Observation documentation
IEP Accommodations and Modifications Progress Monitoring: Special Education teacher(s) are continuously collaborating with IEP team to write, edit, and modify IEP reports in order to ensure students' accommodations and modifications are meeting their academic and behavioral needs within the learning environment. IEPs are shared with the general education teacher so that students with accommodations and modifications are being provided the necessary resources to increase their learning opportunities. Students with IEPs have multiple classroom settings where they are placed: self-contained, team teaching (general education setting), and/or general education classrooms. Determination is based on data, teacher, support staff, parent, and student feedback. Through IEP meetings and progress monitoring accommodations are intensified, reduced, added, and/or changed.	-IEP accommodations -Team-taught classes -Self-contained classes

Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
Teachers at Los Altos regularly monitor student grades through the Aeries system. Once ISI is instituted during the semester, teachers keep in students who do not meet the minimum academic and behavior criteria. During ISI time teachers allow students to make up missed assignments, retake tests/quizzes, and provide additional tutoring or re-teaching as needed. At the end of each six week grading period our counselors meet with the students that received any Ds or Fs and counsel them on additional support available to help the student improve their grades.	-Aeries gradebook -Counselor's notes -D/F/I data -ISI Monitoring Tools
Counselors can determine the effectiveness of supports on a case-by-case basis by following the recommended timelines and progressive plan for intervention that have been established in MTSS principles. Information about progress supplied through Aeries in the form of grades, attendance, and discipline records also allow for continued determination of success. The counseling department recognizes the need to more effectively monitor how student supports are being managed from year-to-year.	-Tutoring matrix -Conferences with parents -Universal Screening -Solution-Focused team meetings
Special Education Students The Special Education Department schedules annual IEP meetings for all students who are eligible for services. During these meetings goals are set for the student with input from the special education teacher, content area teachers, student, parent and administrator. At the beginning of each school year each content area teacher is given a report of each special education student in their classes. The IEPs include any accommodations or modifications. In the team-teaching setting, special education teachers work collaboratively in content area classes to ensure that all student learning needs are being met.	-IEP meeting notes and student placement documentation

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
Master Schedule The master schedule is developed each year by our principal and lead counselor. Feedback is provided from department chairs on what courses teachers would prefer to teach and AP enrollment. The courses offered, and the number of each, are based upon the student course request forms that they complete with their counselor in the spring. The master schedule development starts with singleton courses in order to have the least amount of conflict and builds from there. After feedback from staff and conversations within leadership team, we have added more zero period courses over the last two years in order to allow students to fit more courses in their schedule, particularly students involved in programs.	-Master schedule -Student course request forms
Los Altos offers an "open enrollment" for honors and AP classes. Students are encouraged to challenge themselves and students who are academically capable are offered the opportunity without prerequisites. Proper scaffolding for these classes are needed so that students are being set up for success in their pursuit of added rigor. The drop rates for these courses continue to be evaluated with the reflection that a lack of preparation for courses is the cause of students dropping AP courses. AP teachers meeting with potential students to inform students of AP classes offered and expectations to be successful.	-AP and honors enrollment data -Add/Drop forms, data
Elective Offerings We need to review the electives offered to make sure we are meeting the needs of all our student population. Students meet with counselors yearly to review and choose courses that meet the student's academic needs and future goals. Students are encouraged to enroll in summer school for advancement and remediation.	-Student course selection -Master schedule materials: student course selection information, program enrollment lists -Summer school enrollment -D/F/I data
Students are allowed to change course selection by visiting with a counselor in order to better address the student's needs. Reevaluation of our current policy to address student needs to ensure that students are being placed on successful paths.	

Co-Curricular Activities
E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<u>Availability of Activities</u> All students at Los Altos High School are enrolled in a minimum of five classes each semester. Students can apply to join academic programs including: Engineering, AVID, and HOSA. Students may also apply for additional programs such as Student Leadership, Journalism and Yearbook. Students are also encouraged to join a wide variety of campus clubs which provide access to a myriad of curricular and co-curricular Senior students completing the ERWC course are required to complete a project that involves a minimum of 15 hours of community service.	-Programs: Engineering, VAPA, AVID, Video Production, Journalism, Yearbook -Freshman Leadership, Renaissance, ASB -Fall, Winter, Spring Athletics
The Visual and Performing Arts Department offers a variety of opportunities for student involvement including, but not limited to: Women's Ensemble, Men's Choir, Production Choir, marching band, Jazz Band, drawing and painting, AP Studio Art, three levels of drama and dance, and dance team. At least two of the school's drama productions each year are open to any LAHS student for auditions and every other year the performing arts courses work together to create a school musical offering the opportunity for all students to try out and be involved.	-VAPA courses, various performance opportunities -Drama auditions -School musical
Admittance to organizations such as California Scholarship Federation (CSF) or Spanish Honor Society is based on academic merit, and these clubs require students to participate in community service. Both Mock Trial and Science Olympiad are clubs where LAHS students have the opportunity to compete against students from other schools. During the first month of school, LAHS holds a Club Rush Week so that students know what clubs are on campus.	-Spanish Honors Society, CSF -Club Rush Week -Club activities: Mock Trial, Science Olympiad, Kiwins, etc.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:
Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified critical student learning needs)

Los Altos High School prides itself on welcoming students and their families into the "Conqueror Family" encouraging students not only to engage in academic studies, but to also join in extracurricular activities. A multitude of co-curricular programs including strong athletic programs, a variety of clubs or organizations, student leadership programs, and our Conqueror Crazy student cheering section have been instrumental in engaging and supporting our students to become well-rounded. Information about the school—it's events, successes, and current news—is shared with all stakeholders through a variety of mediums, and in the last few years, internal relay of information and communication with parents and the community has become more consistent and effective.

The availability of ISI during each block period allows teachers to provide more individualized academic support, and the effectiveness of ISI continues to be a conversation in staff leadership meetings, noting the need for continued monitoring and sharing of best practices amongst teachers. Tutoring, through teacher volunteers and CSF tutors, also helps struggling learners and we continue to review data to discuss ways to provide effective academic supports our students.

Our guidance department provides many resources and methods for academic and emotional support including grade-level meetings with all students, parent meetings, and workshops for college applications. The addition of our interventionist has helped support the increasing need for mental health services and the need for additional SEL support will be addressed by a plan to strengthen MTSS Tier I supports through further training for our staff.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. There are multiple opportunities for our students to be involved in the school/community. This allows students to pursue various interests and allow them to feel a greater sense of connection to the school.
2. Students receive many different forms of support and access resources through our Guidance Department. (Grade level meetings, D/F/I list, parent meetings, college application workshops, financial aid nights, referral process for mental health support, meetings to pair up with CSF tutoring)
3. There are multiple forms of communication to all stakeholders. (Aeries for academic communication, Remind App used by admin and various teachers, social media to share school events and student success, weekly bulletin in English and Spanish via e-mail and Remind)

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. The need for continued mental health and social-emotional support is recognized not only in our student survey data, but also in discussions between staff members and the staff leadership team about student behavior and maturity.

2. Basic skills support and academic support for our struggling students is a continued need as evidenced by the consistent numbers in our D/F/I data, APEX credit recovery data, and staff discussions. While ISI and tutoring opportunities exist, further examination of the ISI monitoring tools and the impact of existing academic supports is necessary.

3. There is a need for career path support for students not on the college bound path. While CTE courses are being offered, career-related skills and opportunities need to be better integrated into the regular curriculum through cross-curricular work and collaboration within and between PLCs and departments.

Prioritized Areas of Growth Needs from Categories A through E

The following areas of growth reflect Categories A through E:

1. Consistency in levels of rigor need to be implemented and maintained. As all classes reflect higher levels of rigor, the residual effect should be an increase of student willingness to take and be successful in higher level courses including honors and AP courses.
2. Identifying the gaps, supports, and resources for students who are not a-g/university-bound. Many of these students are within the subgroups of foster, homeless, English learners, students with an IEP, etc.
3. In order for the curriculum to mirror the format of the SBAC exams, more cross-curricular collaboration needs to take place. Cross-curricular models should be created and modeled shared with middle schools.
4. Continued mental health support – finding external resources for students who have insurance, MTSS on campus staff support
5. Create a regular process to annually review the school's mission/vision/SLOs, SPSA, Action Plan, making sure to obtain input from all stakeholders and also embed the messaging into our instruction and school culture.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Evaluation of the areas of growth from all five categories resulted in overlaps amongst the prioritized needs. The following areas provide a summary of the desired areas of focus as we develop the schoolwide action plan.

1. Reevaluate academic supports for struggling students with a focus on creating more consistency in the levels of rigor in every course and clear vertical alignment between course levels including AP/honors courses and middle to high school transition
   a. Increase cross-curricular collaboration, with a particular regard to address achievement on the SBAC Performance Task and to create more opportunities for real-world application
2. Identify supports and resources to develop career-ready, 21st Century skills and better address the needs for students who are not a-g/university bound
   a. Reevaluate access to technology to ensure that students have opportunities in every content area to build skills in this area
   b. Create opportunities to apply content concepts and skills within the community to increase hands-on learning opportunities that link to career fields
3. Obtain regular input from all stakeholders and increase levels of involvement, with a focus on creating an understanding of how the school's mission, vision, SLOs, and SPSA Action Plan work together towards school improvement
4. Strengthen social-emotional and mental health supports for all students
5. Prioritize technology training for schoolwide professional development including systems training for Aeries and IO Assessment and training for effective instructional technology integration

Chapter V:
Schoolwide Action Plan

Chapter V: Schoolwide Action Plan

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:
In 2017-2018, CAASPP data showed a decline in achievement from previous years, which led to a discussion about schoolwide needs. In that same year, we had begun the effort to promote schoolwide growth in literacy and department PLCs were asked to develop content-specific literacy goals. In that same year, with the shift to the ELPAC, the 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 with the recognition that professional development for CAASPP training and literacy development in all content areas was needed to ensure that the instructional planning and practice in all courses were consistently rigorous, connected with the skills of language acquisition, and supportive of students struggling in this area.

Baseline Data:
- **2017-2018 CAASPP ELA Test**
    - 20.7% of students Exceeded Standard
    - 35.9% of students Met Standard

- **2017-2018 EAP**
    - 20.7% of students Exceeded Standard
    - 35.9% of students Met Standard

- **2017-2018 ELPAC data**
    - 40.9% Well Developed (27 students)
    - 30.3% Moderately Developed (20 students)
    - 23.64% Somewhat Developed (9 students)
    - 15.15% Beginning (10 students)

- **2017-2018 Reclassification Data**
    - 1,776 total students at LAHS
    - 5.0% - English Learners (88 students)
    - 35.1% - FED (623 students)
    - 14.9% - Reclassified (13 students)

Growth Targets:
- ➢ CAASPP ELA Test and EAP - 2% increase each year; 10% increase at the end of 5 years (2019-2024)
- ➢ ELPAC Test – 2% increase in Well Developed and Moderately Developed each year; 10% increase at the end of 5 years (2019-2024)
- ➢ Student Reclassification – Students consistently enrolled at LAHS will improve 1 score band each year while enrolled at LAHS

Schoolwide Learner Outcomes
- ▪ Lifelong Learner
- ▪ Effective Communicator

Critical Need #1: Schoolwide Focus on Literacy Development					
Steps	**Facilitator/ Involved Parties**	**Resources**	**Timeline**	**Monitoring and Reporting**	**Assessment of Improvement**
Targeted professional development in literacy strategies					
1. Identify strengths and weaknesses in each content area	Department chairs	Late start PLC time	February 2019	-Meetings minutes -Student work	List of common literacy struggles
2. Plan professional development	-Administration -Leadership team/Chairs	-Leadership meetings -All-staff meetings -District PD options	April – Summer 2019 (annual visitation)	-Leadership meeting minutes	PD options and materials
3. Targeted content-specific professional development	Dependent on availability	Dependent on results of previous step	Fall 2019	-Meeting minutes -Timesheet of participants	Plans for use within curriculum
4. Implementation of strategies	Individual teachers	Materials provided and curriculum (non-fiction text, skills development materials)	November 2019 (ongoing)	PLC examination of student work	-Summative assessment -Interim testing -CAASPP mock testing
Increase teacher and student capacity for CAASPP testing					
1. CAASPP training	Administration Leadership Team/ Department Chairs	Training provided by CAASPP	Summer-August 2019	-Meeting minutes -All-staff meeting agenda	On-site professional development plan to train all teachers
2. Examination of test elements (content, skills)	Departments Administration	-CAASPP materials -Frameworks -Standards	February 2020 (ongoing)	PLC meeting minutes	-Plans for implementation -Created materials
3. Examining comparative test data	-All staff -PLCs -Administration	-CAASPP website -I/O EADMS	Fall 2020	-Testing data -PLC meeting minutes	-Data chats
4. On-site professional development: sharing of best practices	-Department chairs -Administration	-Applicable curriculum -CAASPP testing materials	Starting February 2019 – ongoing	Meeting minutes	-Formative student work -Summative assessment data

Critical Need #2
Goal: Schoolwide Career Skills Integration
Los Altos High School will ensure that students develop 21st Century skills as they articulate from one grade level to the next, by creating and modifying curriculum, instruction, and assessments to integrate those skills.

Rationale
In making sure LAHS offers opportunities for all of our students, including those who may struggle to meet the demands of the a-g academic requirements, the integration of 21st 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. **2018-2019 CTE Program Enrollment** (numbers indicate students enrolled)

	Introductory		Concentrator		Capstone	
Health Science and Medical Technology	Medical Core 1	86	Sports Medicine	71	Personal Trainer	10
Arts, Media, and Entertainment – Video Production	Video Production I	89	Video Production II	22	Video Production III	10
Arts, Media, and Entertainment – Digital Graphics	Digital Graphics I	94	Digital Graphics II	23	Digital Animation	4
Business and Finance	Business and Personal Finance	98	Business Marketing	18	Business Management	15
Engineering and Architecture	Principles of Engineering	85	Engineering Technology	22	Applied Engineering	18

3. **CTE program to community college articulation data**

2017-2018 CTE to Mt. SAC Articulation	Number of students
Health Science and Medical Technology – Medical Terminology	37 students
Health Science and Medical Technology – Kinesiology	2 students
Business and Finance - Accounting	5 students

4. **2017-2018 CTE Sequence Completion Data**

2017-2018 CTE Sequence	Number of students
Health Science and Medical Technology	7 students
Engineering and Architecture	19 students
Arts, Media, and Entertainment – Digital Graphics	5 students
Arts, Media, and Entertainment – Video Production	2 students
Business and Finance	4 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 2020-2021
- Increase in CTE Sequence completion by 2-4 students per year, with the exception of Engineering and Architecture

Schoolwide Learner Outcomes
- Lifelong Learners
- Responsible and Involved Citizens

Critical Need #2:					
Plan for Schoolwide Career Skills Integration					
Steps	Facilitator/ Involved Parties	Resources	Timeline	Monitoring and Reporting	Assessment of Improvement
Identification and Integration of Career Skills					
1. Identify Targeted 21st Century skills	-Leadership -All Staff	-Adult School -Core curriculum -CTE standards	2019-2020	-Leadership meetings -PLCs -Senior Project committee	-Grade-level career projects -Career elements in curriculum -Senior Project rubric
2. Reexamine Senior Project	-Senior Project committee -All staff	-Career skills -Senior Project handbook -Community Service opportunities	Research and development: 2019-2020	Senior Project Committee	Senior Project rubric
3. Curriculum across courses	-PLCs -Leadership Team -Articulation Team	-Feeder schools -Core curriculum -TOSAs	Started 2018-2019 – ongoing	-Department meeting minutes -Common syllabi	-Career skills rubric -Student work
4. Creating Schoolwide Career Rubric	Rubric Committee	-CA CTE standards -College and Career Readiness Standards	Develop 2019-2020	-Rubric Committee -All staff	Rubric data
Use of Technology and Integration of Technology Skills					
1. Create calendar to manage use of available technology	-Office manager -Administration -Media Clerk	Calendar tool	Implement 2019-2020	Media Center	Calendar Data
2. Establish Schoolwide Expectations for Classroom Technology Use	-Leadership -Technology Committee	-Tech TOSAs -Tech experts (teachers) -Google Classroom	-Identify 2019-2020 -Implement 2020-2021	-Technology Committee -Google Classroom usage	Integration of technology survey
2a. PD Plan	-Leadership -Technology Committee - Administration	-Tech TOSAs -External Technology supports	Begin 2020-2021	-Tech Committee -Google Classroom Usage -Department Chairs	-PD attendance records -Implementation data
2b. Student Training	-Technology Committee - Teachers	-Tech TOSAs -Tech supports -Classroom -Teachers -Laptops	Begin 2020-2021		Student usage

Critical Need #3
Goal: Strengthen MTSS - Tier I
Los Altos High School will refine expectations for schoolwide Tier I supports, utilizing proactive classroom management strategies and creating opportunities for social emotional growth to better support student learning.

Rationale
The referral and suspension data from 2017-2018 and 2018-2019 reflect the need for development and support of social-emotional skills amongst our students, particularly at the 9th and 10th grade levels. The 2018-2019 student survey data also provided support with data reflecting the need to revisit positive behavior supports and proactive classroom management strategies. The survey feedback also reflected on the behaviors of the student body outside of the classroom as well as the need for continued supports for mental health, counseling, and study skills to help students improve grades and motivation.

Baseline Data
- **2017-2018 Suspensions**

	Suspensions	
9th	28 students	6%
10th	18 students	4%
11th	12 students	3%
12th	9 students	2%

- **2017-2018 Universal Screening**

	Fall		Spring	
9th	14 students	3%	42 students	9%
10th	26 students	6%	19 students	5%
11th	24 students	6%	18 students	4%
12th	14 students	3%	9 students	2%

- **Category E-School Culture Student Survey data:**
  - Safe, clean, orderly environment - 48% Agree
  - Support for students with personal or emotional issues – 54.9% Agree
  - Teachers greet at the door, overall positive rapport – 58.1% Agree

- **2017-2018 Interventionist referrals** – 93 students

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

Schoolwide Learner Outcomes
- Productive Thinkers and Managers
- Responsible and Involved Citizens

Critical Need #3: Plan to Strengthen MTSS - Tier I					
Steps	**Facilitator/ Involved Parties**	**Resources**	**Timeline**	**Monitoring and Reporting**	**Assessment of Improvement**

1. MTSS- Tier 1
   a) Solidify MTSS Team
   b) Identify schoolwide proactive classroom management strategies (PD and ways to assess implementation)
	-MTSS Leads
	-MTSS Team
		-n/a
		-Ryan Ramos and SFS Department
			-Team solidified by March 2019
			
			-Identified strategies by May 2019
				-2019-2020 MTSS Team
				-Strategies Chosen
				-PD Plan for 2019-2020 year
				-Address 9th/10th SEL data
					Informal Walk-throughs

2.   Peer and Group Counseling
   a) Peer
 	
   b) Group
	-Jessica Lujan and counselors
	
	-Lead Counselor and Counseling Team
		-Student and Family Services
		
		-SEL Curriculum Guide
		-Student/Family Services
			-One group per year, per counselor
			-Meet minimum of 6 times a year
				-Group sessions
				-pre/post assessment
					Student exit survey

3. Schoolwide Instruction for "See something, text something"	Administration Team and staff	Posters/Flyers in classrooms	-Ongoing -Jan 2019	Email/Qualtrics Report	Usage reports
4. Increase student voice – student survey	-Leadership Team/ Counselors -Administration	-Access to computer labs/technology	Revised survey by 2019	Survey results (annual)	Leadership examining results and sharing with staff

Appendices

A. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link Results of student questionnaire/interviews

B. Results of student questionnaire/interviews

C. Results of parent/community questionnaire/interviews

D. The most recent California Healthy Kids Survey

E. Master schedule

F. Approved AP course list: https://apcourseaudit.epiconline.org/ledger/

G. UC a–g approved course list: https://doorways.ucop.edu/list/app/home/

H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID APEX

I. California School Dashboard performance indicators

J. School accountability report card (SARC)

K. CBEDS school information form

L. Graduation requirements

M. Any pertinent additional data (or have on exhibit during the visit)

N. Budgetary information, including school budget

O. Glossary of terms unique to the school.

A. LCAP Summary

2017-20 Plan Summary

THE STORY
Briefly describe the students and community and how the LEA serves them.

The Hacienda La Puente Unified School District (HLPUSD) serves a diverse student community with the goal of preparing every student for college and career upon upon graduation. Our Pre-K-12 student population is 20% English Learner (EL), and 72% of students are classified as Low Income. Our LCFF Unduplicated pupil count is 75.6%. 78% of our EL students speak Spanish, 11.6% speak Mandarin, and additional languages include Cantonese, Vietnamese, Filipino, Korean, Japanese, and Arabic. Our student population is made up of many ethnicities with the majority of our students 80% identifying as Hispanic Latino, 12.7% Asian, 3.4% White, 1.8% Filipino, 1% African American, 0.5% Two or More, 0.3% Pacific Islander and 0.1% American Indian.

HLPUSD serves approximately 19,000 students in Pre-K through 12th grades at 32 quality schools: Seventeen elementary schools, six K-8 schools, four middle schools, four comprehensive high schools, one alternative high school, and an orthopedic unit for the physically handicapped. HLPUSD also serves the community through an extensive child development and adult education program. The 11.5 square mile district serves the diverse communities of City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina.

LCAP HIGHLIGHTS
Identify and briefly summarize the key features of this year's LCAP.

Working closely with stakeholders throughout the district, eight goals aligned to the eight state priorities have been identified for focus within the next three years.

Goal 1: Basic Services: All students, Pre-K through 12, including low income, English Learners, and foster youth, will have access to high quality, California Standards aligned materials, curriculum and instruction, provided by appropriately credentialed teachers, in effective, safe, attractive, positive and supportive learning environments, that prepare them for college and career upon graduation. *9 Actions/Services (pp. 119-145)*

Goal 2: Implementation of California Standards for All and EL Students: All students, including low income, English Learners, and foster youth, will have access to high quality, California Standards aligned curriculum and instruction, that incorporates 21st Century learning skills, and prepares them for college and career upon graduation. *7 Actions/Services (pp. 146-165)*

Goal 3: Parent Participation: All district parents and guardians will be actively engaged in meaningful collaboration and/or shared decision making, resulting in achievement of measurable goals for school climate, student engagement, and academic achievement, including English proficiency for English Learners, graduation rates, and college and career readiness. *7 Actions/Services (pp. 166-186)*

Goal 4: Student Achievement: All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation. *21 Actions/Services (pp. 187-247)*

Goal 5: Student Engagement: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates. *13 Actions/Services (pp. 248-279)*

Goal 6: School Climate: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community. *12 Actions/Services (pp.280-308)*

Goal 7: Course Access: All students, Pre-K to 12, including low income, English Learners, and foster youth, will be provided with a broad course of study that will prepare them for college and career upon graduation. *10 Actions/Services (pp. 309-331)*

Goal 8: Other Student Outcomes: All students, Pre-K to 12, including low income, English Learners, and foster youth, will have access to and meet performance outcomes in other subject areas, including Science, History/Social Science, Physical Education, Visual and Performing Arts, Health, Technology, World Language, and Career Pathways courses, in preparation to meet college and career requirements upon graduation. *13 Actions/Services (pp. 332-359)*

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Based on a review of LCFF Evaluation Rubrics performance data, HLPUSD is most proud of the the following successes:

GREATEST PROGRESS

- English Language Arts: The percentage of all grade 3-8 students that met or exceeded standards on the English Language Arts (ELA) Assessment increased 6 percentage points from 46% in 2015 to 52% in 2016, progress that resulted in performance for the "all students" group at the Green level on the 2017 School Dashboard ELA Report. Additionally, 9 out of 10 student groups are in the three highest performance levels (Blue/Green/Yellow) for ELA, including increases for low income students (12.1 points - Yellow) and English Learners (17.5 points - Yellow).
- English Leaner progress: The School Dashboard English Learner Progress Report placed the district's English Learners' progress at the High level/Green. Additionally, on the annual CELDT, English Learner progress increased for ELs/five or more years from 52.8% in 2016, to the estimated (Key Data Systems Report) 60.2%, up by 7.4 percentage points.
- Graduation Rates: High school graduation rates for 2016 were in the High level at 93.1% for all students, resulting the performance at the Green level on the School Dashboard Graduation Rates Report. 5 out of 6 student groups are in the three highest performance levels (Blue/Green/Yellow). English Learners' graduation rates increased by 9.7 percentage points from 78.2% in 2014-15 to 87.9% in 2015-16. Graduation rates for low income students rose by 2.6 percentage points from 88.6% in 2014-15 to 91.2% in 2015-16.

Examples of ways HLPUSD plans to maintain or build on these successes include:

1. Support year 2 district-wide implementation of the adopted K-12 ELA-ELD instructional materials (McGraw-Hill), with additional continuing focus enhancing the integrated technology components, and to strengthen Designated and Integrated ELD. (Goal 4, Action 4e)
2. Utilize district interim assessments to increase instructional alignment to CA Standards, with the emphasis on use of the assessment results to effectively monitor students' progress and adjust instruction toward meeting or exceeding standards for all students and the targeted student subgroups. (Goal 4, Action 4e, 4u)
3. Continue and enhance academic support services for unduplicated student groups, including supports for implementation of Academic Multi-Tiered System of Supports (MTSS) at all school sites. (Goal 4, Action 4g, 4j, 4l, 4m)
4. Professional development (PD) will be differentiated and/or leveled depending on the differentiation need. PD will include the instructional coaching model in classrooms. (Goal 2, Action 2a)
5. To support graduation rates, expand course access for high-priority students through increasing effective coordination of services. (Goal 7 Action 7d, e, f, g, i)
6. Continue to expand Honors and Advanced Placement enrollment (Goal 7, Action 7b), and Credit Recovery Programs (Goal 5, Action 5g)
7. Support all students college and career readiness through implementation of Career Technical Education (CTE) pathways and high school signature programs, Project Lead the Way, Science Technology Engineering Art Math (STEAM), and Visual and Performing Arts (VAPA). (Goal 4, Action 4f, Goal 7, Action 7b, Goal 8, Action 8k)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

All School Dashboard performance categories were at the Green or Yellow levels, there were no overall performance category levels at Red or Orange. Based on a review of performance data, HLPUSD will focus on the following areas for continuous improvement:

- Mathematics: The School Dashboard performance indicator for Mathematics was at the Yellow level for the "all students" group based on the 2016 CAASPP Mathematics results. Although performance increased 4 percentage points from 2015, in 2016, 37% of grade 3-8 students tested scored standard met or exceeded in Mathematics overall. 17 of 32 schools are at the Yellow level, with 3 schools at the Orange level for Mathematics. Analysis of research indicates that instructor effectiveness is key to improving outcomes for all students, and HLPUSD is committed to continuing high quality professional development to strengthen and build upon effective instructional practices for Mathematics.
- Suspension Rates: The spring 2017 Suspension Rate Report was at the Yellow level for the "all students" group. Additionally, 5 of the 11 student groups were at the Orange or Red level for suspension rates. Analysis indicates the need for additional monitoring and training to increase consistency of MTSS Tiers 1, 2 and 3 implementation, and strategic behavioral supports targeted to student groups and/or schools at the Orange/Red levels.

Examples of how HLPUSD plans to address increasing Mathematics performance levels for all students include:

1. Mathematics instructional supports for all students and targeted student subgroups: Mathematics Summer PD Institute Year 3 for teachers, with follow-up in 2017-18 to include additional PD for 86 teachers to build district-wide instructional capacity for differentiated, rigorous Mathematics instruction. (Goal 2, Action 2g)
2. Continue professional development, including differentiated PD and classroom coaching, with PD focused on strengthening implementation of Mathematics standards, instructional materials, lesson design, math practices and pedagogy to improve academic outcomes for students. (Goal 2, Action 2a, Goal 4, Action 4e)
3. Continue and expand support for third-year implementation of the K-12 Mathematics adoption, including building Integrated Mathematics in the secondary grades; developing integrated ELD and content area literacy in math; and, deepening integration of the 8 math practices. (Goal 4, Action 4e)

Examples of how HLPUSD plans to address decreasing Suspension Rates include:

1. Continue and enhance supports for increasing Multi-Tiered Systems for Support (MTSS) implementation levels to strengthen consistency districtwide and schoolwide. (Goal 6, Action 6b, 6f, 6g)
2. Provide on-going professional development for behavioral MTSS implementation, including differentiated PD and classroom supports, based on schools' specific area of need. (Goal 4, Action 4e, Goal 6, Action 6b)
3. Continue Student Support TOSAs at elementary schools to support implementation of MTSS at schools sites. (Goal 6, Action 6b)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Based on a review of performance data, gaps have been identified in performance levels for the following student groups:

- The School Dashboard level for the Students with Disabilities group is two performance levels below the "all student" performance, at the Orange level for ELA and Graduation Rate, and at the Red level for Suspension Rate. Additional supports are needed for for the Pacific Islander student group, and for the African American student group, both also at the Red level for Suspension Rate.

Examples of LCAP actions to address these performance gaps include:

1. Equity & Access Coordinator, 2 district level TOSAs and 10 Student Support TOSAs, and foster-homeless Liaison who will work in collaboration with Special Education and Instructional Division support staff to increase effective coordination of services, and increase implementation of behavioral and Social-Emotional supports for highest-risk students. (Goal 4, Action 4g, Goal 6, Action 6b, 6c, 6i, 6h)
2. Enhance and expand district-wide, school-wide and targeted actions and services to increase systematic implementation of Academic MTSS to specifically address the needs (Goal 4, Action 4g, 4j, 4k, 4l, 4m, 4o)
3. Implement the Aeries Dashboard to monitor student performance and identify at-risk students for intervention. (Goal 4, Action 4u)
4. Establish articulation protocols and process for transition plans of students receiving Tier 2 and Tier 3 supports. (Goal 5, Action 5c)
5. Additional counselors for elementary level support will be continue in 2017-18 in year 3 of a 3-year counseling grant. (Goal 5, Action 5c)

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Significant ways HLPUSD will increase or improve services for low income students, English Learners and foster youth include:

- Instructional Division TOSAs and support staff, including Equity and Access department staff, and to expand instructional and MTSS supports for school sties, teachers and students, including professional development. (Goal 4, Action 4g)
- Student Support TOSAs assigned to elementary school sites to support the highest risk students' social-emotional health and behavior. (Goal 6, Action 6c)
- Reduce class size to support unduplicated students' learning and academic achievement. (Goal 4, Action 4b)
- Schoolwide implementation of supports to increase the academic achievement of unduplicated students, per schools' Single Plans for Student Achievement. (Goal 4, Action 4j, 4l, 4m)

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$239,469,740
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$264,133,889

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

100 percent of General Fund Budget Expenditures are included in the LCAP. The LCAP includes 100% of Fund 01, 12, and 13, and a portion of Fund 14. Total Funds Budgeted in the 2017-18 LCAP exceeds Total General Funds Budgeted because in addition to General Fund expenditures, the LCAP includes other Budget Funds in the following Goals and Actions: Goal 1, Actions 1c, 1d, 1g, 1h and Goal 4, Action 4c.

$183,570,198	Total Projected LCFF Revenues for LCAP Year

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Hacienda La Puente Unified School District (HLPUSD) serves a diverse student community with the goal of preparing every student for college and career upon upon graduation. In 2017-18, our Pre-K-12 student population is 20% English Learner (EL), and 73% of students are classified as Low Income. Our LCFF Unduplicated pupil count is 76%. 78% of our EL students speak Spanish as their native language, with 11.6% Mandarin, and additional home languages include Cantonese, Vietnamese, Filipino, Korean, Japanese, and Arabic. Our student population is made up of many ethnicities with the majority of our students 79% identifying as Hispanic Latino, 13.8% Asian, 3.0% White, 1.9% Filipino, 0.9% African American, 0.5% Two or More, 0.2% Pacific Islander and 0.1% American Indian.

HLPUSD serves approximately 18,400 students in Pre-K through 12th grades at 32 quality schools: Seventeen elementary schools, six K-8 schools, four middle schools, four comprehensive high schools, one alternative high school, and an orthopedic unit for the physically handicapped. HLPUSD also serves the community through an extensive child development and adult education program. The 11.5 square mile district serves the diverse communities of City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina.

Our Motto: Partners in Your Child's Future

Our Mission: The Hacienda La Puente Unified School District is dedicated to maximizing the talents, interests, and abilities of all its students, enabling them to meet the challenges and opportunities of a changing world. The district curriculum is based on the California State Frameworks. Classroom instruction is integrated, thematically applied, technologically integrated, and sensitive to the individual learning styles of students and the needs of the multicultural community we serve.

Our Guiding Principles: Our commitment to partnerships exemplifies our Board's Guiding Principles. Our Board believes students, parents, staff and community have a shared responsibility:

- We believe students, parents, staff and community have a shared responsibility for the establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.

- We believe students, parents, staff and community have a shared responsibility for recognizing the diverse learning styles and individual needs of our students and ensuring all students meet high learning standards.

- We believe students, parents, staff and community have a shared responsibility to create a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive.

- We believe students, parents, staff and community have a shared responsibility to protect and preserve the short-and long-term financial well-being of the District

To ensure every student's success, the Hacienda La Puente Unified School District Board of Education goals are:

Goal 1: All students in the Hacienda La Puente Unified School District will succeed in meeting high standards and achieving at high academic levels.

Goal 2: The Hacienda La Puente Unified School District will provide a supportive and innovative learning environment rich in the visual and performing arts and a challenging course of study to meet the unique needs of every student.

Goal 3: The Hacienda La Puente Unified School District will attract and retain quality personnel who demonstrate strong, positive leadership that promotes a culture of collaboration and teamwork and creates an environment in which all stakeholders feel respected, valued and are dedicated to every student's success.

Goal 4: The Hacienda La Puente Unified School District will efficiently expend and effectively maximize all resources to fulfill educational priorities, while sustaining and maintaining long-term financial stability.

Goal 5: The Hacienda La Puente Unified School District will provide its students and employees with safe, orderly and clean schools and district sites.

Goal 6: The Hacienda La Puente Unified School District will continue to develop, sustain, recognize, and promote programs of excellence and strong partnerships with parents and the community which result in high levels of success for all students

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Working closely with stakeholders throughout the district, eight goals aligned to the eight state priorities have been identified for focus within the three year LCAP.

Goal 1: Basic Services: All students, Pre-K through 12, including low income, English Learners, and foster youth, will have access to high quality, California Standards aligned materials, curriculum and instruction, provided by appropriately credentialed teachers, in effective, safe, attractive, positive and supportive learning environments, that prepare them for college and career upon graduation. *9 Actions/Services (pp. 139-165)*

Goal 2: Implementation of California Standards for All and EL Students: All students, including low income, English Learners, and foster youth, will have access to high quality, California Standards aligned curriculum and instruction, that incorporates 21st Century learning skills, and prepares them for college and career upon graduation. *7 Actions/Services (pp. 166-187)*

Goal 3: Parent Participation: All district parents and guardians will be actively engaged in meaningful collaboration and/or shared decision making, resulting in achievement of measurable goals for school climate, student engagement, and academic achievement, including English proficiency for English Learners, graduation rates, and college and career readiness. *7 Actions/Services (pp. 188-207)*

Goal 4: Student Achievement: All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on

performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation. *21 Actions/Services (pp. 208-273)*

Goal 5: Student Engagement: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates. *13 Actions/Services (pp. 274-306)*

Goal 6: School Climate: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community. *12 Actions/Services (pp.307-336)*

Goal 7: Course Access: All students, Pre-K to 12, including low income, English Learners, and foster youth, will be provided with a broad course of study that will prepare them for college and career upon graduation. *10 Actions/Services (pp. 337-361)*

Goal 8: Other Student Outcomes: All students, Pre-K to 12, including low income, English Learners, and foster youth, will have access to and meet performance outcomes in other subject areas, including Science, History/Social Science, Physical Education, Visual and Performing Arts, Health, Technology, World Language, and Career Pathways courses, in preparation to meet college and career requirements upon graduation. *13 Actions/Services (pp. 362-390)*

Note: Page numbers indicate PDF version

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of Fall 2017 Dashboard performance data, HLPUSD is most proud of the the following successes:

- **English Learner Progress:** The English Learner Progress Indicator (ELPI) placed the district's English Learners' progress at 78.9% Green/High level, with an increase of 1.5%. English Learners' graduation rates increased significantly, by 8.5%, for placement at the Blue/High level. Additionally, the English Learner subgroup maintained progress at Green/Low level with a suspension rate of 1.9%. Another success for the English Learner subgroup includes the 2017-18 reclassification rate of 15.9%, up by 2.5% from 13.4% in 2016-17.
- **Graduation Rates:** High school graduation rates for 2017 were in the Green/High level at 94.9% for all students, with an Increased Change of 1.7%. 6 out of 9 student groups are placed in the highest performance levels, Blue/Green. English Learners (+8.5%) and Homeless (+10.4%) student subgroup graduation rates increased significantly, as did the Students with Disabilities subgroup with a significant increase of 6.3%. The Socioeconomically Disadvantaged (SED) subgroup increased by 2.2% for a graduation rate of 94.4%, at the Green/High level. The Hispanic student subgroup increased by 2.7% achieving a 95.4% graduation rate, at the Blue/Very High level.
- **Suspension Rates:** Several student subgroups showed a decline in suspension rates, including the African American subgroup, with a significant decline of 2.1%, the Homeless student subgroup with a decline of 1.3%, and the Students with Disabilities subgroup with a decline of 1.6%.

Examples of ways HLPUSD plans to maintain or build upon these successes include:

1. On-going support for English Learner progress through districtwide and schoolwide supplemental services for English Learners (Goal 4, Action 4k, 4l); Consistently implement the Master Plan for English Learners (Goal 4, Action 4r, 4s).
2. To support graduation rates for student subgroups, continue to expand course access for high-priority students through increasing effective coordination of services. (Goal 7 Action 7d, e, f, g, i)
3. Continue to align College and Career Readiness (CCR) to high school graduation requirements and expand students' access and preparation for to A-G, Honors and AP courses (Goal 4, Action 4f, Goal 7, Action 7b); provide Credit Recovery Programs (Goal 5, Action 5g)
4. Support all students college and career readiness through implementation of Career Technical Education (CTE) pathways and high school signature programs, Project Lead the Way, Science Technology Engineering Art Math (STEAM), and Visual and Performing Arts (VAPA). (Goal 4, Action 4f, Goal 7, Action 7b, Goal 8, Action 8k).
5. Student & Family Services and Equity and Access staff will provide and fine tune supports and coordination of services and for all students, and for student subgroups to strengthen student engagement, school climate. (Goal 5, Action 5c, 5l,.Goal 6, Action 6b, 6l)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on a review of Fall 2017 Dashboard performance data, HLPUSD will focus on the following areas for continuous improvement:

- **Mathematics:** The state performance indicator for Mathematics placed the district's overall performance at the Orange/Low level for the "all students" group, 26.8 points below 3 and Maintained Status at +1.3 points. 4 of 11 student subgroups are at the Orange/Low level, with 1 of 11 subgroups at the Red/Very Low level. 12 of 32 schools are at the Orange/Low level, with 7 of 32 schools at the Yellow/Medium level for Mathematics. There are no schools at the Red/Very Low level. Analysis of research indicates that instructor effectiveness is key to improving outcomes for all students, and HLPUSD is committed to continuing high quality professional development to strengthen and build upon effective instructional practices for Mathematics.
- **English Language Arts:** The state performance indicator for ELA placed the district's overall performance at the Yellow/Medium level for the "all students" group, 1.8 points below level 3 and Maintained Status at +0.7 points. 5 of 11

subgroups are at the Orange/Low level, with 1 of 11 subgroups at the Red/Very Low level. 14 of 32 schools are at the Orange/Low Level, with 5 of 32 schools at the Yellow/Medium level for ELA. There are no schools at the Red/Very Low level. Additional attention and professional development focus on strengthening the core Tier 1 ELA program will be a continuing focus in 2018-19.

- **Suspension Rates:** The state performance indicator for Suspension Rate placed the district's overall performance at the Yellow/Medium level for the "all students" group, at 3.2% with Maintained at +0.2%. 4 of the 12 student subgroups are at the Orange/Low level, with 1 student subgroup at the Red/Very Low level. 11 of 32 schools are at the Orange/Low level, with 2 of 23 schools at the Red/Very Low levels. Analysis indicates the need for additional monitoring and training to increase consistency of MTSS Tiers 1, 2 and 3 implementation, and strategic behavioral supports targeted to student groups and/or schools at the Orange/Red levels.

Examples of how HLPUSD plans to address increasing Mathematics performance levels for all students include:

1. Mathematics instructional supports for all students and targeted student subgroups: Mathematics Summer PD Institute Year 4 for teachers, with follow-up in 2018-19 to include additional PD for 86 teachers Year 2 to build district-wide instructional capacity for differentiated, rigorous Mathematics instruction. (Goal 2, Action 2g)
2. Continue professional development, including differentiated PD and classroom coaching, with PD focused on strengthening implementation of Mathematics standards, instructional materials, lesson design, math practices and pedagogy to improve academic outcomes for students. (Goal 2, Action 2a, Goal 4, Action 4e)
3. Continue and expand support for fourth-year implementation of the K-12 Mathematics adoption, including building Integrated Mathematics in the secondary grades; developing integrated ELD and content area literacy in math; and, deepening integration of the 8 math practices. (Goal 4, Action 4e)

Examples of how HLPUSD plans to address increasing ELA performance levels for all students includes:

1. Support year 3 district-wide implementation of the adopted K-12 ELA-ELD instructional materials (McGraw-Hill), with additional continuing focus enhancing the integrated technology components, and to strengthen Designated and Integrated ELD. (Goal 4, Action 4e)
2. Utilize district interim assessments to increase instructional alignment to CA Standards, with the emphasis on use of the assessment results to effectively monitor students' progress and adjust instruction toward meeting or exceeding standards for all students and the targeted student subgroups. (Goal 4, Action 4e, 4u)
3. Continue and enhance academic support services for unduplicated student groups, including supports for implementation of Academic Multi-Tiered System of Supports (MTSS) at all school sites. (Goal 4, Action 4g, 4j, 4l, 4m)
4. Professional development (PD) will be differentiated and/or leveled depending on the differentiation need. PD will include the instructional coaching model in classrooms. (Goal 2, Action 2a)

Examples of how HLPUSD plans to address decreasing Suspension Rates include:

1. Continue and enhance supports for increasing Multi-Tiered Systems for Support (MTSS) implementation levels to strengthen consistency districtwide and schoolwide. (Goal 6, Action 6b, 6f, 6g)
2. Provide on-going professional learning for behavioral MTSS implementation, including differentiated PD and classroom supports, based on schools' specific area of need. (Goal 4, Action 4e, Goal 6, Action 6b)
3. Continue Student Support TOSAs/COSAs at elementary schools to support implementation of MTSS at schools sites. (Goal 6, Action 6b)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on a review of Fall 2017 Dashboard performance data, gaps have been identified in performance levels for the following student groups:

- The performance indicator for the Students with Disabilities (SWD) group is two performance levels below the "all student" performance level, at Red/Very low level for ELA. The Foster Youth student subgroup is also two or more performance levels below the "all student" performance level for Suspension Rate at Red/Very Low, and at Orange/Low level for Graduation Rate. Additional supports are needed for for the SED, Hispanic, Pacific Islander, and White student groups at the Orange/High level for Suspension Rates; for the English Learners, Foster Youth, Homeless, SED and Hispanic student subgroups for ELA; and for the English Learners, Homeless, SED, and Hispanic student subgroups for Math.

Examples of LCAP actions to address these performance gaps include:

1. Equity & Access staff, Student Support TOSAs/COSAs, and foster-homeless Liaison who will work in collaboration with Special Education and Instructional Division support staff to increase effective coordination of services, and increase implementation of behavioral and Social-Emotional supports for highest-risk students. (Goal 4, Action 4g, 4l; Goal 6, Action 6b, 6c, 6i, 6h)
2. Enhance and expand districtwide, schoolwide and targeted actions and services to increase systematic implementation of Academic MTSS to specifically address the needs of student groups with significant performance gaps. (Goal 4, Action 4g, 4i, 4j, 4k, 4l, 4m, 4o)
3. Strengthen expertise and use of the Aeries Dashboard to monitor student performance and identify at-risk students for intervention. (Goal 4, Action 4u)
4. Establish articulation protocols and process for transition plans of students receiving Tier 2 and Tier 3 supports. (Goal 5, Action 5c)

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services	- Instructional Division TOSAs and support staff, including Equity and Access department staff, and to expand instructional and MTSS supports for school sites, teachers and students, including professional development. (Goal 4, Action 4g) - Student Support TOSAs/COSAs assigned to elementary school sites to support the highest risk students' social-emotional health and behavior. (Goal 6, Action 6c) - Reduce class size to support unduplicated students' learning and academic achievement. (Goal 4, Action 4b) - Schoolwide implementation of supports to increase the academic achievement of unduplicated students, per schools' Single Plans for Student Achievement. (Goal 4, Action 4j, 4l, 4m)

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$234,169,967
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$265,082,968

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

100 percent of General Fund Budget Expenditures are included in the LCAP. The LCAP includes 100% of Fund 01, 12, and 13, and a portion of Fund 14. Total Funds Budgeted in the 2018-19 LCAP exceeds Total General Funds Budgeted because in addition to General Fund expenditures, the LCAP includes other Budget Funds in the following Goals and Actions: Goal 1, Actions 1c, 1d, 1g, 1h and Goal 4, Action 4c.

Total Projected LCFF Revenues for LCAP Year	$187,358,258

B. Student Survey Data

CATEGORY A: ORGANIZATION AND GOVERNANCE

1. I know who to go to if I have an issue with my grades, classes, or academic achievement.
196 responses

Strongly Agree	43.40%	
Agree	42.30%	85.70%
Neutral	10.20%	
Disagree	3.60%	7.20%
Strongly Disagree	3.60%	

2. I know who to go to if I have a personal issue at home, with friends, or within myself.
196 responses
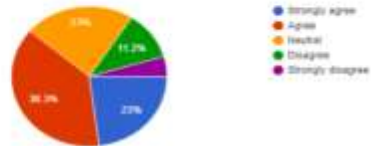
Strongly Agree	23.00%	
Agree	38.30%	61.30%
Neutral	23.00%	
Disagree	11.20%	15.80%
Strongly Disagree	4.60%	

3. LAHS provides students with opportunities to voice their opinions about school procedures, activities, courses, and programs.
196 responses

Strongly Agree	24.50%	
Agree	41.30%	65.80%
Neutral	24.50%	
Disagree	7.70%	12.80%
Strongly Disagree	5.10%	

4. LAHS provides students with opportunities to become leaders.
196 responses

Strongly Agree	29.10%	
Agree	38.80%	67.90%
Neutral	25.00%	
Disagree	5.60%	7.10%
Strongly Disagree	1.50%	
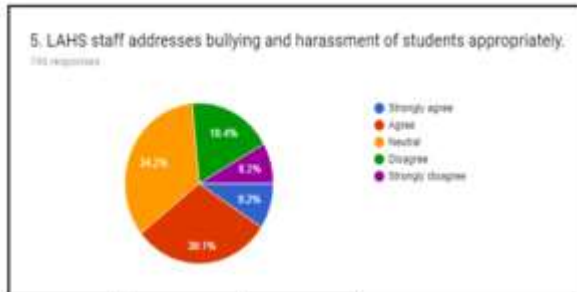
5. LAHS staff addresses bullying and harassment of students appropriately.

Strongly Agree	9.20%	
Agree	30.10%	39.30%
Neutral	34.20%	
Disagree	18.40%	26.60%
Strongly Disagree	8.20%	

6. Teachers and school staff are consistent with disciplining students who do not follow school policies (dress code, cell phone policy, tardy policy, etc.)
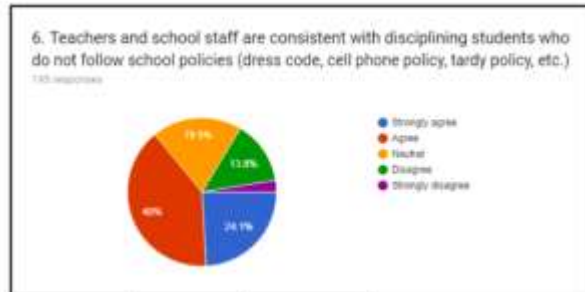
Strongly Agree	24.10%	
Agree	40.00%	64.10%
Neutral	19.50%	
Disagree	13.80%	16.40%
Strongly Disagree	2.60%	

7. Teachers are consistent in monitoring attendance including absences and tardies.
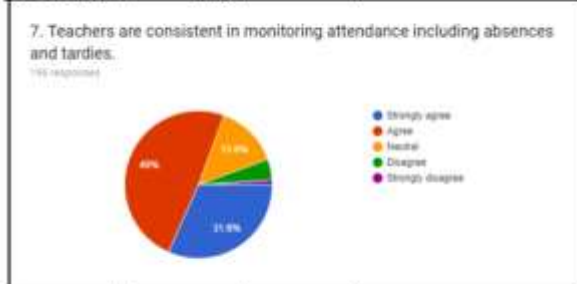
Strongly Agree	31.60%	
Agree	49.00%	80.60%
Neutral	13.80%	
Disagree	4.60%	5.60%
Strongly Disagree	1.00%	

8. Teachers are consistent in helping students to correct disruptive behavior.
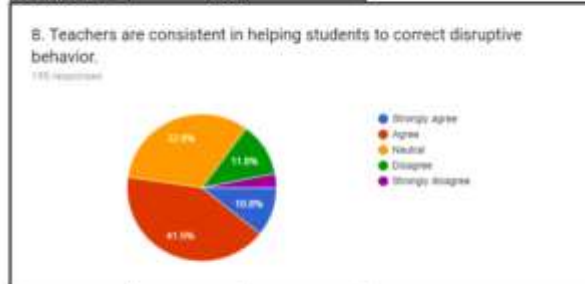
Strongly Agree	10.80%	
Agree	41.50%	52.30%
Neutral	32.80%	
Disagree	11.80%	14.90%
Strongly Disagree	3.10%	

9. LAHS administrators are consistent in monitoring dress code, electronic devices, and other discipline issues.

Strongly Agree	20.00%	
Agree	42.60%	62.60%
Neutral	27.70%	
Disagree	8.70%	9.70%
Strongly Disagree	1.00%	

10. I feel that Los Altos provides a safe learning environment.

Strongly Agree	19.40%	
Agree	48.00%	67.40%
Neutral	26.00%	
Disagree	2.00%	6.60%
Strongly Disagree	4.60%	

CATEGORY B: CURRICULUM

1. I am aware of the learning objective or goal for the day, and my teacher goes over the objective or standards with the class.

Strongly Agree	25.10%	
Agree	49.20%	74.30%
Neutral	17.90%	
Disagree	7.70%	7.7
Strongly Disagree	0.00%	

2. The instructional materials used in my classes are effective tools for helping me learn (textbook, workbook, technology, etc.)

Strongly Agree	25.00%	
Agree	48.00%	73.00%
Neutral	18.90%	
Disagree	6.10%	8.10%
Strongly Disagree	2.00%	

3. The lessons taught in my classes and assignments that are given require me to think deeply and the work challenges me.

Strongly Agree	10.2%*	
Agree	38.3%*	48.50%
Neutral	28.6%*	
Disagree	7.7%*	21%
Strongly Disagree	13.3%*	

4. I am given experiences and opportunities to utilize technology in class to enhance my learning.

Strongly Agree	15.90%	
Agree	44.10%	60.00%
Neutral	27.20%	
Disagree	10.80%	12.90%
Strongly Disagree	2.10%	
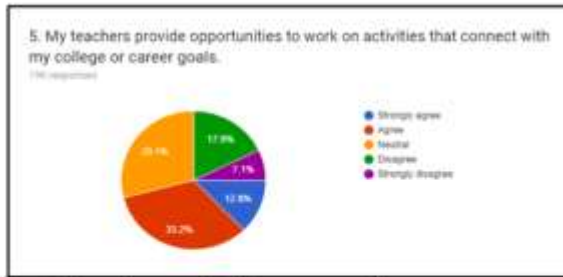
5. My teachers provide opportunities to work on activities that connect with my college or career goals.

Strongly Agree	12.80%	
Agree	33.20%	46.00%
Neutral	29.10%	
Disagree	17.90%	25%
Strongly Disagree	7.10%	

6. I feel that the content in my classes is preparing me for the next course level and for my future.
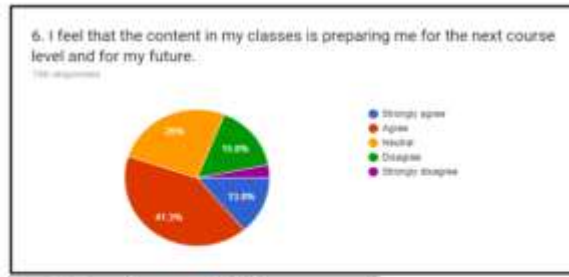
Strongly Agree	13.80%	
Agree	41.30%	55.10%
Neutral	26.00%	
Disagree	15.80%	18.90%
Strongly Disagree	3.10%	

7. The range of courses, programs, and extracurricular activities at LAHS provide opportunities for me to investigate potential career options.
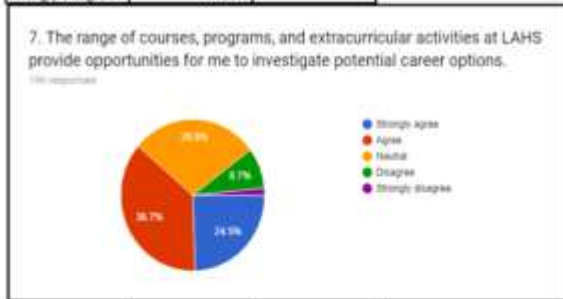
Strongly Agree	24.50%	
Agree	36.70%	61.20%
Neutral	28.60%	
Disagree	8.70%	9.20%
Strongly Disagree	1.50%	

CATEGORY C: INSTRUCTION

1. My teachers use many different ways to teach or engage me in the subject (discussions, collaborative groups, hands-on projects and work, etc.)

Strongly Agree	24.50%	
Agree	44.40%	68.90%
Neutral	19.40%	
Disagree	10.20%	20.40%
Strongly Disagree	10.20%	

2. My teachers reteach information or content that the class does not understand.

Strongly Agree	15.80%	
Agree	39.80%	55.60%
Neutral	23.00%	
Disagree	14.30%	21.4
Strongly Disagree	7.10%	

3. My teachers use ISI to help support students who need extra help with understanding the lesson, finishing w...tending learning (AP/Honors courses).
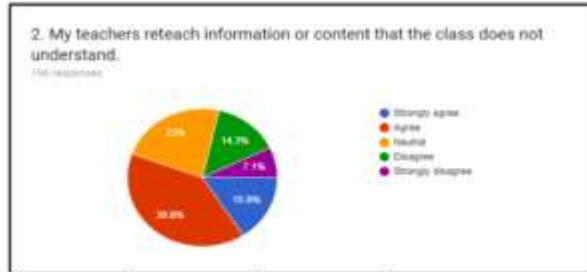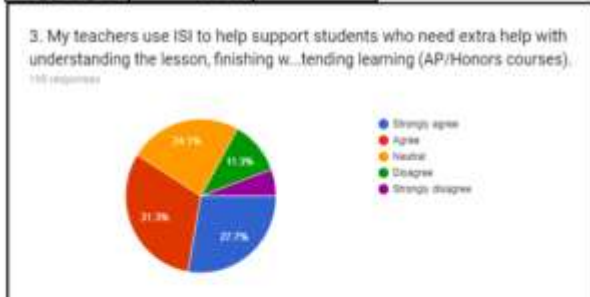
Strongly Agree	27.70%	
Agree	31.30%	59.00%
Neutral	24.10%	
Disagree	11.30%	16.90%
Strongly Disagree	5.60%	

4. My homework is directly connected to what we are learning in class and supports what has been directly taught.
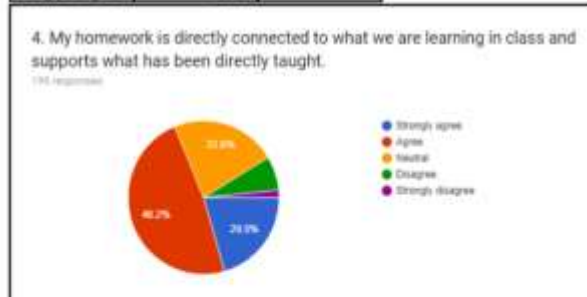
Strongly Agree	20.50%	
Agree	48.20%	68.70%
Neutral	22.60%	
Disagree	7.20%	8.70%
Strongly Disagree	1.50%	

5. My teachers provide regular communication to me about my grade, the grading system for the class, and how I can improve.
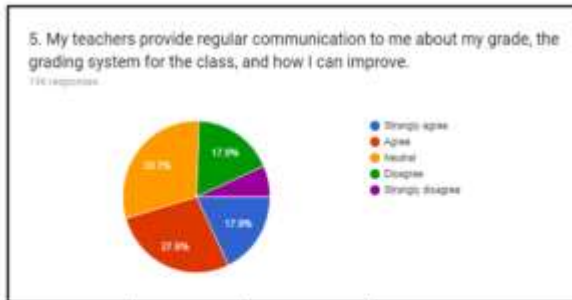
Strongly Agree	17.90%	
Agree	27.60%	45.50%
Neutral	30.10%	
Disagree	17.90%	24.50%
Strongly Disagree	6.60%	

6. If I am struggling, the school provides additional support beyond ISI (peer tutoring, after school or lunch tutoring, etc.)
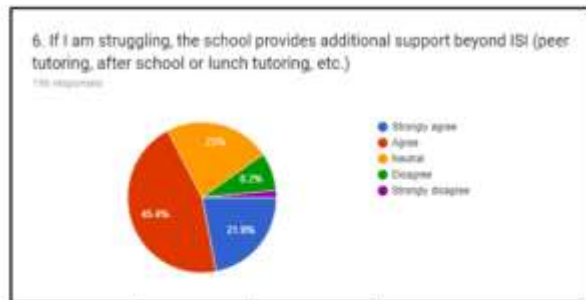
Strongly Agree	21.90%	
Agree	45.40%	67.30%
Neutral	23.00%	
Disagree	8.20%	9.70%
Strongly Disagree	1.50%	

7. My teachers ask for feedback about my learning (how I learn best, whether the assignment was meaningful,...ther I need additional support, etc.)

Strongly Agree	10.20%	
Agree	28.60%	38.80%
Neutral	31.60%	
Disagree	21.90%	29.60%
Strongly Disagree	7.70%	

8. My teachers encourage me to review and reflect on my progress and they provide me with strategies to improve.
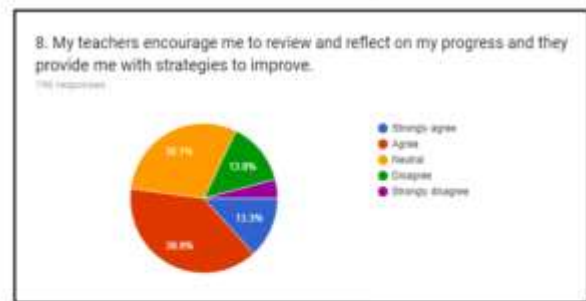
Strongly Agree	13.30%	
Agree	38.80%	52.10%
Neutral	30.10%	
Disagree	13.80%	7.90%
Strongly Disagree	4.10%	

9. I feel that the instruction in my classes is preparing me for the next course level and for the future.
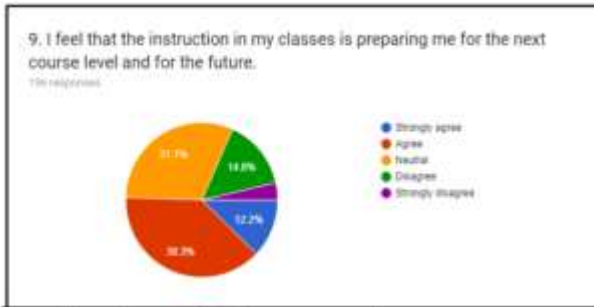
Strongly Agree	12.20%	
Agree	38.30%	50.50%
Neutral	31.10%	
Disagree	14.80%	18.40%
Strongly Disagree	3.60%	

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

1. I am aware of how well I am achieving in my classes and know exactly what skills I need to work on.

Strongly Agree	30.60%	
Agree	46.40%	77.00%
Neutral	18.40%	
Disagree	4.60%	4.60%
Strongly Disagree	0.00%	

2. The programs at school are structured to help students learn and grow.
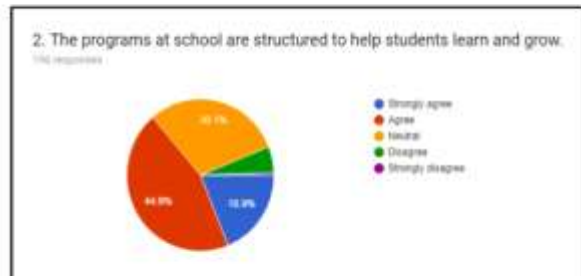
Strongly Agree	18.90%	
Agree	44.90%	63.80%
Neutral	30.10%	
Disagree	5.60%	6.10%
Strongly Disagree	0.50%	

3. The grading policies in my classes are fair.
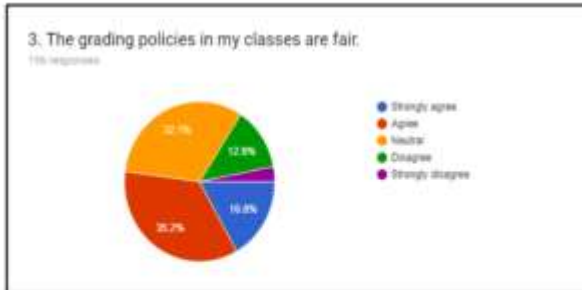
Strongly Agree	16.80%	
Agree	35.20%	52.00%
Neutral	32.10%	
Disagree	12.80%	15.90%
Strongly Disagree	3.10%	

4. The quizzes, tests, and projects given in class accurately assess what was taught in the lessons.
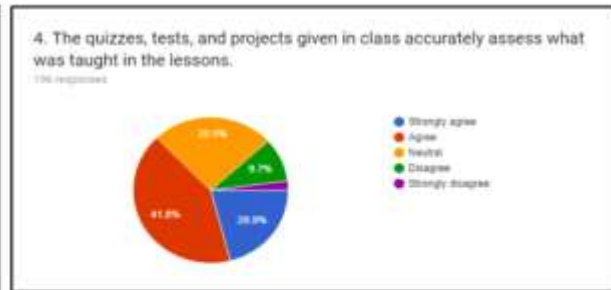
Strongly Agree	20.90%	
Agree	41.80%	62.70%
Neutral	25.50%	
Disagree	9.70%	19.40%
Strongly Disagree	9.70%	
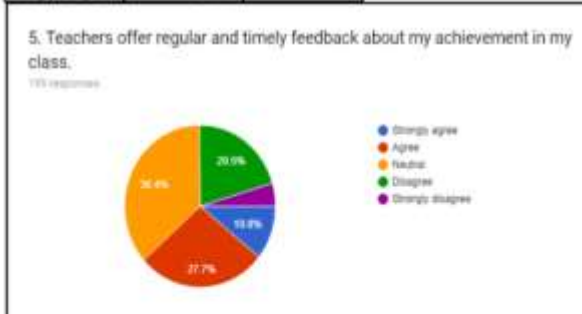
5. Teachers offer regular and timely feedback about my achievement in my class.

Strongly Agree	10.80%	
Agree	27.70%	38.50%
Neutral	36.40%	
Disagree	20.50%	25.1
Strongly Disagree	4.60%	

6. My teachers communicate directly with my parent(s)/guardian(s) if there is an issue or concern.
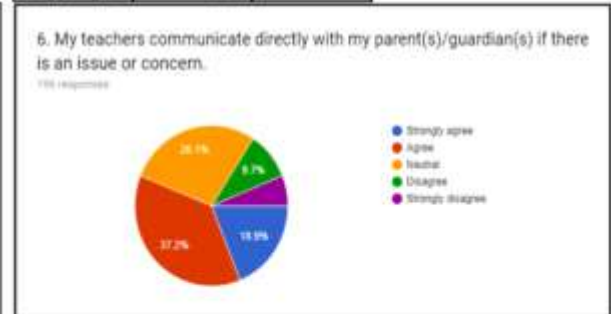
Strongly Agree	18.90%	
Agree	37.20%	56.10%
Neutral	28.10%	
Disagree	9.70%	15.80%
Strongly Disagree	6.10%	

CATEGORY E: SCHOOL CULTURE
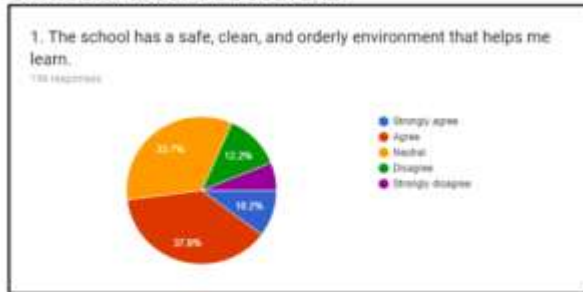
1. The school has a safe, clean, and orderly environment that helps me learn.

Strongly Agree	10.20%	
Agree	37.80%	48.00%
Neutral	33.70%	
Disagree	12.20%	18.30%
Strongly Disagree	6.10%	

2. My teachers and the school staff have high expectations and care about the students.
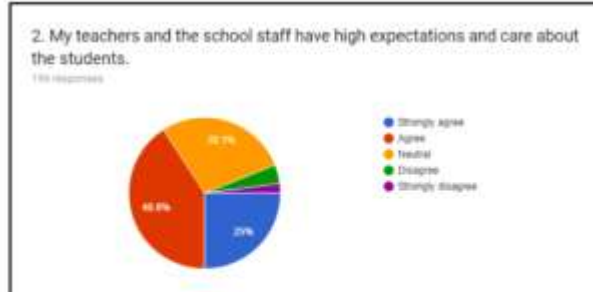
Strongly Agree	25.00%	
Agree	40.80%	65.80%
Neutral	28.10%	
Disagree	4.10%	6.10%
Strongly Disagree	2.00%	

3. LAHS provides support for students who struggle academically.
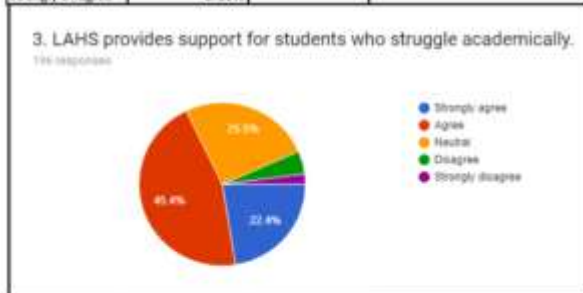
Strongly Agree	22.40%	
Agree	45.40%	67.80%
Neutral	25.50%	
Disagree	4.60%	6.60%
Strongly Disagree	2.00%	
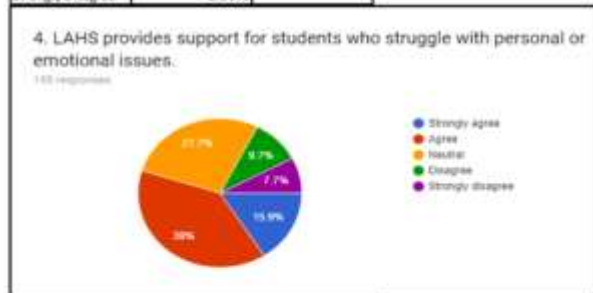
4. LAHS provides support for students who struggle with personal or emotional issues.

Strongly Agree	15.90%	
Agree	39.00%	54.90%
Neutral	27.70%	
Disagree	9.70%	17.40%
Strongly Disagree	7.70%	

5. LAHS encourages and supports me to get involved with activities beyond the classroom.
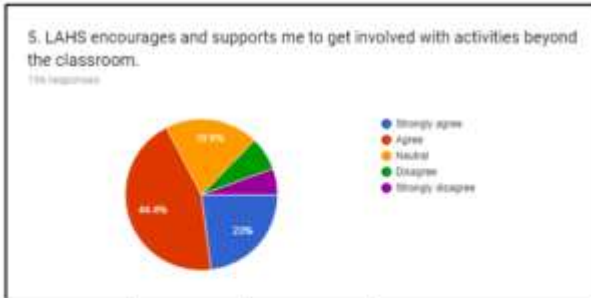
Strongly Agree	23.00%	
Agree	44.40%	67.40%
Neutral	19.90%	
Disagree	7.10%	12.70%
Strongly Disagree	5.60%	
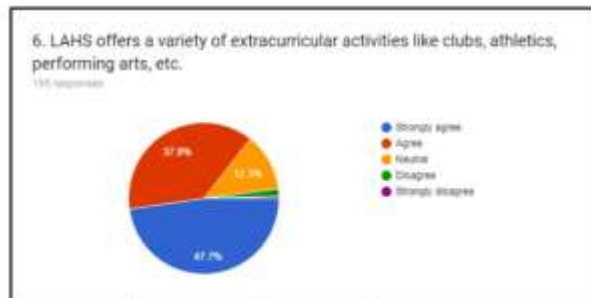
6. LAHS offers a variety of extracurricular activities like clubs, athletics, performing arts, etc.

Strongly Agree	47.70%	
Agree	37.90%	85.60%
Neutral	12.30%	
Disagree	1.50%	2%
Strongly Disagree	0.50%	

7. My teachers greet me at the door and seem happy to have me in class.
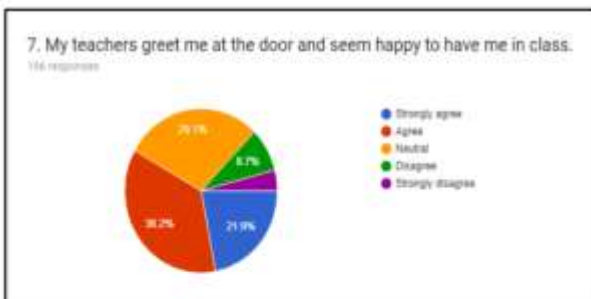
Strongly Agree	21.90%	
Agree	36.20%	58.10%
Neutral	29.10%	
Disagree	8.70%	12.80%
Strongly Disagree	4.10%	

8. LAHS staff members care about the welfare and well-being of all students.
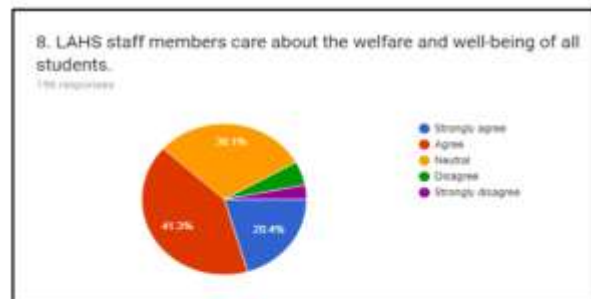
Strongly Agree	20.40%	
Agree	41.30%	61.70%
Neutral	30.10%	
Disagree	5.10%	8.20%
Strongly Disagree	3.10%	

9. LAHS encourages understanding and appreciation of diverse opinions, values, and cultures.

Strongly Agree	22.40%	
Agree	44.40%	66.80%
Neutral	21.40%	
Disagree	7.10%	11.70%
Strongly Disagree	4.60%	

10. I feel comfortable talking to an adult on campus regarding personal matters or issues.

Strongly Agree	16.30%	
Agree	26.50%	42.80%
Neutral	25.50%	
Disagree	15.80%	31.60%
Strongly Disagree	15.80%	

PERSONAL/OTHER FEEDBACK

1. I have difficulty studying once I get home.
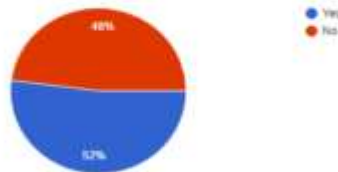
Yes	52%
No	48%

2. I have one or more Ds or Fs in my classes.

Yes	37.90%
No	62.10%

3. I need help keeping organized.

196 responses

Yes	41.30%
No	58.70%

4. My teachers are trying, but I am not motivated to do the work.

195 responses
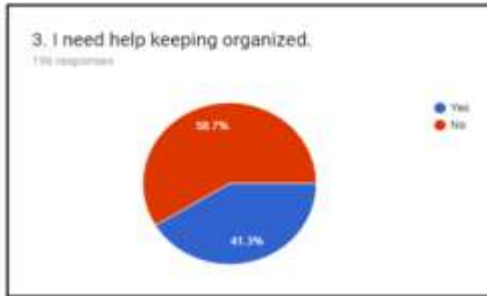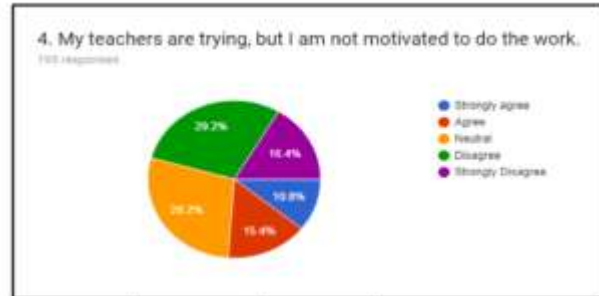
Strongly Agree	10.80%	
Agree	15.40%	26.20%
Neutral	28.20%	
Disagree	29.20%	45.60%
Strongly Disagree	16.40%	

5. I am often distracted by other students in class.

196 responses
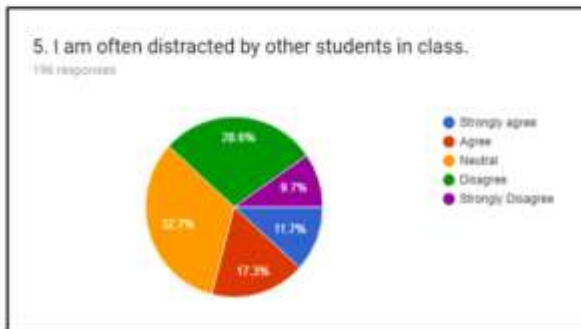
Strongly Agree	11.70%	
Agree	17.30%	29.00%
Neutral	32.70%	
Disagree	28.60%	38.30%
Strongly Disagree	9.70%	

6. I am distracted by my emotions and often feel worried, angry, sad, or upset.

195 responses
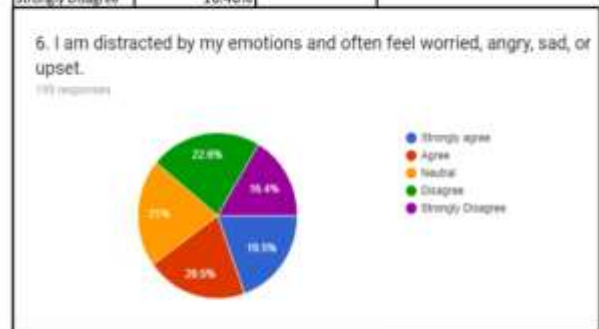
Strongly Agree	19.50%	
Agree	20.50%	40.00%
Neutral	21.00%	
Disagree	22.60%	39%
Strongly Disagree	16.40%	

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7. The subject matter in my classes is too difficult for me.

196 responses
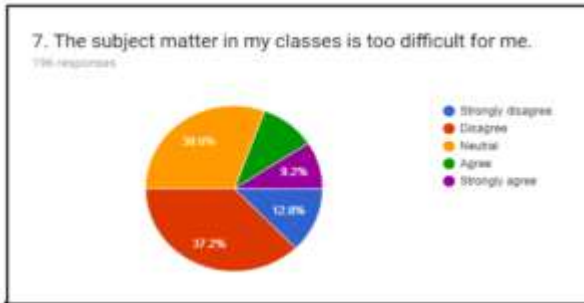
Strongly Agree	9.2%*	
Agree	10.2%*	19.40%
Neutral	30.6%*	
Disagree	37.2%*	50%
Strongly Disagree	12.8%*	

8. I have been the victim of bullying or have witnessed the bullying of one or more students on campus.

196 responses
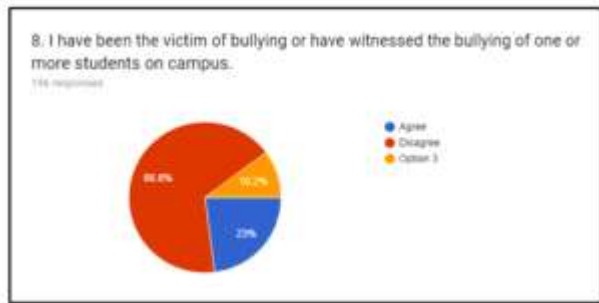
| Agree | 23.00% | |
| Disagree | 66.80% | |

9. The teachers are respectful of students at LAHS.

196 responses
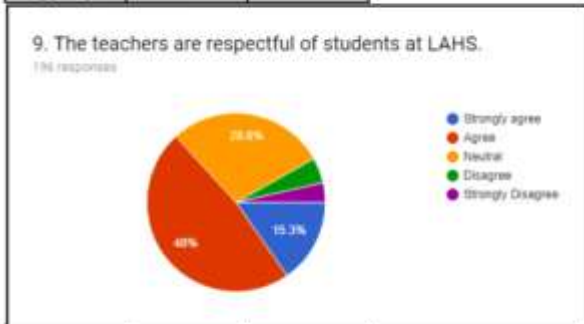
Strongly Agree	15.30%	
Agree	48.00%	63.30%
Neutral	28.60%	
Disagree	4.60%	8.20%
Strongly Disagree	3.60%	

10. The students at LAHS are respectful of teachers.

196 responses
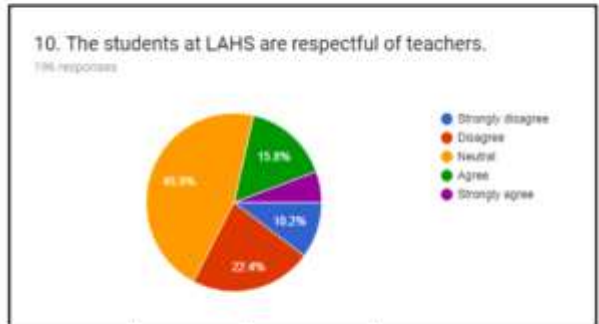
Strongly Agree	5.6%*	
Agree	15.8%*	21.40%
Neutral	45.9%*	
Disagree	22.4%*	32.60%
Strongly Disagree	10.2%*	

Student Survey – Short Answer

Question: 11. What are the strengths of Los Altos High School?
Supportive Teachers and Staff
Teachers and staff – help students, willing to provide support, good attitude, want to see you excel, friendly, "bring you out of your comfort one and push your limits", nice, care about students, "it's not just a job", excited and enthusiastic to teach, want us to succeed, make sure we are learning, offer tutoring after school, support system is amazing, high expectations for us so it provides a sense of motivation for those that really don't care about school, "genuinely want to help"
Many Opportunities to Be Involved
Extracurricular Activities, opportunities to be involved, clubs
Positive School Spirit
School pride, positive environment, family, culture, feel welcomed, community, making sure everyone is part of something, "feels good to be a student here"
Athletic Programs
Sports programs, athletics, football, soccer
Other items:
• Student diversity, supportive students, welcoming, people to bond with • Admin get along with students, attend every event • Counseling support – willing to help • Options for education, looks for new ways to help students succeed academically, extra help for those that struggle, opportunities to be a leader or college-related things, AP courses, encourages kids to go to college • AVID, student leadership • ISI to those who earn it

Question: 12. What are the areas of that we as a school need to work on?
Cleanliness and Trash
Trash, cleanliness, the way we treat our campus, trash issue at nutrition and lunch
Academic Support
Biology, mathematics, chemistry, English, physics, grades, make sure we are learning, academics, teaching, help with tutors that are available, explain better-different ways, updated grades, honors students don't have the opportunity that regular students do to get extra help academically, homework load
School Discipline and Student Behavior
Behavior, discipline, smoking/drugs, cell phone policy, proper consequences, bullying, fighting
Social-Emotional/Mental Health
Emotional issues, listening to students, mental health, checking up on students, connecting with students
Maintenance of School Facilities
Facilities, classroom, roofs, tennis courts, quad area, cracks in the floor that have people trip and fall
Other items:
• Materials, technology • Motivation, mindset • Career opportunities, favoritism to leadership students • communication

Student Senate Feedback

Academics	
Areas of Strength	Areas of Growth
• Classrooms are easy to find • Air conditioning • Computers in classes • Tutoring • Cornell notes • ISI • Avid • PSAT • AP classes • After school support • Tutoring hours • Good agenda • Cramfest • Labs • Block schedule • Tailgates • Homework time in class • College reps • Good variety of classes • Balance of workload • School spirit	• Cleaner campus • Bees • Organization • More toilets • Air conditioning in the gym • Need more computers • Teachers with attitude (be positive) • IB courses • Ability to advance in higher courses • Hectic Monday schedule • Inconsistent rigor • More foreign language options • Lack of good supplies • Counselors being more considerate • More attendance advertising • Fund classes based on number of students • Teachers leaving for training and not actually improving • Bullying • Drivers Ed class • textbooks • Supplies for school • Current events • Real world classes • More extra credit • Health class /LGBT • Assign groups • Study hall once a week • Up to date classrooms • More electives

Social Emotional	
Areas of Strength	Areas of Growth
- Counselors available to help - Clubs - Awareness amongst students - Support for students - Social media activity - Psychologist - Teachers open to listen - Positive school culture - Close teacher-student relationships - Abolishment of gangs - Little to no bullying - Leadership programs - Remind app - Club rush - College fair - RAK week - Spirit weeks - Caring teachers - Guest speakers - Understanding staff - Student senate - ASB	- Not all cultures are represented - Many fights - Reserved - Unfriendly - Unfair punishment for certain classes - Lack of backpack checks - Extreme stress - No emotional support - Inconsiderate staff for mental health issues - Closer regulations on drugs - Easier on shoulders dress code - Kids acting/actually having depression - Relationship issues - Kids too scared to speak up - Stress - Fights - More interaction with counselors - Variety of motivational speakers - Promote therapy for those in need - Check in on students more - Promote other sports and school activities - Some teachers don't put effort into students

School Environment	
Areas of Strength	**Areas of Growth**
- birthdays/congratulations from ASB and Renaissance - Classes are easy to find - Football field - Friendly and open staff - Friendly classroom environments - Greeting at front gate - Gym - Gym remodel and banners - Janitors - Layout of the school - Lights in Fullers class are nice - Lots of room - Motivational sayings on the walls/artwork - Nature - New floors in dance room - New trees - Painted with school colors - Pool area - Positivity in teachers - Remind - Repainted - Safe environment - School spirit - Security guards - Student art displayed - Student section - Students who sell food on campus - Supportive teachers - Teachers participate in spirit days - teachers/counselors - Thanksgiving lunch for teachers - Vending machines	- Aggressive students and teachers - Air conditioning in the gym - Air conditioning in the J building - Ants - Bees - Better security - Better senior nights - Blocking hang out areas on break - Ceiling tiles in classrooms - Crossing guard - Drug dogs - Fix broken classrooms - Fix some vending machines - Fix tennis courts - G6 and D9 roofs are leaking - Metal detectors - More food options - More lunch tables - More murals - More reminders for school events - More restrooms - More shade coverings - Off campus pass or open campus - Open more areas if we cannot hang out in the quad - Outdated paint in some areas - Outdated smoke alarms - Parking lots need to be repainted - Powder puff - Promote sports games - Replace bleachers - Replace dirt - Restrooms-drugs and fights - Roofs in classes - Seating arrangement in quad - Student involvement - Teachers seem like they don't care - Trash

Activities and Programs	
Areas of Strength	**Areas of Growth**
- Academic decathlon - Alivio - AP classes - AVID - Choir band and engineering - Class of the classes - Club food sales - Club rush - College materials - Conqueror crazy - Cramfest - Dance - Diverse clubs - Engineering - Football program - Freshman leadership - HOSA - Key club - Military recruitment - Poetry night and day - Posters - Rallies - Renaissance and Asb - Rop programs - School dances - School events - Staff basketball game - Talent show - Tutoring - Variety of extracurriculars - Variety of sports - Video production	- Baseball - Career paths after high school - College fairs advertised - Community service opportunities - Cooking course - Drivers Ed program - Favoritism in programs - Foreign language clubs - Funding for performing arts programs - Golf - High contribution fees for clubs - Home ed courses (finances cooking budgeting and more) - IB program - Life readiness classes - Majority of funding comes from fundraising - More career based clubs/ programs - More college help - More publicity and involvement - Need to advertise more - No funding for certain programs - No theatre for VAP programs - Real life preparation such as jobs taxes, cooking, cleaning, bills - Sex ed class - Skilled based classes like woodshop - Soccer - Stigma on sports - Summer opportunities other than summer school - Support JV sports and girls sports - Tennis - Track - Unorganized sports - Water polo - Winter formal - Wrestling

C. Parent Interview Results

Category A: School Organization and Governance	
Areas of Strength: - Regular, many modes of communication - Most teachers are prepared and approachable	**Areas of Growth:** - Mission/Vision/SLOs need to be visible - Parent conference structure should be examined to provide opportunity for parents to meet with all teachers - More opportunities for parents and students to give input about teacher performance/instruction, opinions about items on SDM agenda - Website needs to be updated

Category B: Curriculum	
Areas of Strength: Most courses offer rigor and relevance; successful articulation from one course to next	**Areas of Growth:** - AP courses need to help students prepare for test, feedback from previous students should be used to help design courses (some courses – contrast between what is covered in course vs. content on test) - Foundational skills not being addressed due to integrated math; math – communication of pacing and sequence so parents can help, supplemental materials may be needed - Add summer course to fill in technology gaps for students

Category C: Instruction	
Areas of Strength: - Challenging, relevant work with opportunities to collaborate, use of multiple modalities, and apply learning - Many opportunities for students to showcase learning: poetry, engineering competitions, VAPA competitions, HOSA, sports medicine, mock trial, student leadership, robotics	**Areas of Growth:** - Connect relevance of instruction more directly, especially to future goals - Some teachers expect students to understand material without clear communication; sometimes a lack of opportunity for students to have opinions that differ from teacher's views - AP test preparation – what is being done to prepare students? What is the reflection if students do not pass? - Concern about kids "burning out" – more consistency with relevant homework school-wide, examine quantity and quality

Category D: Assessment and Accountability	
Areas of Strength: - Some teachers offer additional help, tutoring - Counseling staff provides opportunities to discuss progress/achievement toward future goals with sound advice	**Areas of Growth:** - More intentional focus for CAASPP testing - AP program – clearer connections between coursework and test - Opportunities for SAT prep - Clearer communication of tutoring opportunities - Grading: number of assignments in each category need to be evenly distributed, provide opportunities to improve grades so that one assignment doesn't weigh down grade

Category E: School Culture	
Areas of Strength: Many modes of communication offer parents information; timely communication	**Areas of Growth:** - Smoking/vaping in restrooms – more monitoring (student perception that actions aren't being taken); resources to monitor all parts of campus are insufficient - Counselor to student ratio is insufficient to meet all academic and mental health issues

➢ Teachers and counselors spend time with students to offer support	➢ Communication needed that interventionist is available ➢ Culture of respect for all student programs ➢ Community perception – not safe; academically not as rigorous ➢ Dress code needs to be enforced consistently

D. California Healthy Kids Survey

CALIFORNIA HEALTHY KIDS SURVEY

Los Altos High
Secondary
2016-2017
Main Report

Health&Human
Development Program
AT WestEd
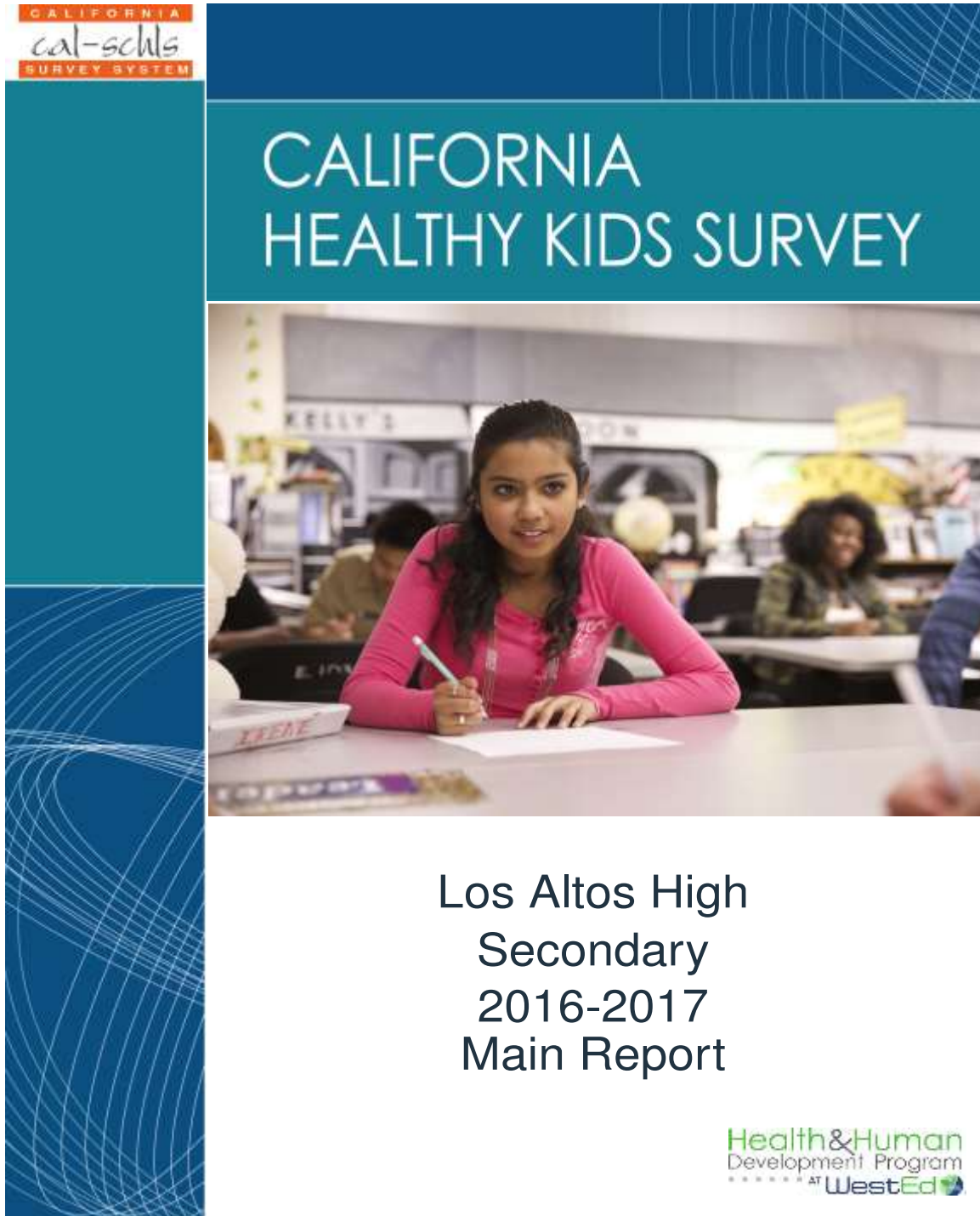
Survey Module Administration

Table 1
CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 9	Grade 11
Student Sample Size		
Target sample	391	490
Final number	382	459
Average Response Rate	98%	94%

2. Summary of Key Indicators

Table A2.1
Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness (high)	52	38	A4.5
Academic motivation (high)	31	33	A4.5
Truant more than a few times[1]	3	8	A4.2
Caring adult relationships (high)	21	26	A4.4
High expectations (high)	38	37	A4.4
Meaningful participation (high)	12	13	A4.4
School Safety and Substance Use			
School perceived as very safe or safe	63	50	A5.1
Experienced any harassment or bullying[1]	35	30	A5.2
Had mean rumors or lies spread about you[1]	39	33	A5.3
Been afraid of being beaten up[1]	14	7	A5.4
Been in a physical fight[1]	10	6	A5.4
Seen a weapon on campus[1]	14	11	A5.6
Been drunk or "high" on drugs at school, ever	5	13	A6.10
Mental and Physical Health			
Current alcohol or drug use[2]	15	27	A6.4
Current binge drinking[2]	4	9	A6.4
Very drunk or "high" 7 or more times	3	15	A6.6
Current cigarette smoking[2]	1	2	A7.3
Current electronic cigarette use[2]	5	8	A7.3
Experienced chronic sadness/hopelessness[1]	37	38	A8.3
Considered suicide[1]	18	19	A8.4

Notes: Cells are empty if there are less than 10 respondents.
[1] Past 12 months. [2] Past 30 days.

3. Demographics

Table A3.1
Gender of Sample

	Grade 9 %	Grade 11 %
Male	48	55
Female	52	45

Question HSMS A.3: What is your sex?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.2
Hispanic or Latino

	Grade 9 %	Grade 11 %
No	11	18
Yes	89	82

Question HSMS A.5: Are you of Hispanic or Latino origin?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.3
Race

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	5	2
Asian	5	11
Black or African American	2	2
Native Hawaiian or Pacific Islander	1	1
White	12	15
Mixed (two or more) races	75	69

Question HSMS A.6: What is your race?
Notes: Cells are empty if there are less than 10 respondents.

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Table A3.4
Living Situation

	Grade 9 %	Grade 11 %
A home with one or more parents or guardian	86	90
Other relative's home	3	3
A home with more than one family	5	4
Friend's home	1	0
Foster home, group care, or waiting placement	0	1
Hotel or motel	1	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	4	2

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer or mobile home.
Notes: Cells are empty if there are less than 10 respondents.

Table A3.5
Highest Education of Parents

	Grade 9 %	Grade 11 %
Did not finish high school	12	17
Graduated from high school	23	22
Attended college but did not complete four-year degree	19	22
Graduated from college	32	32
Don't know	15	8

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Notes: Cells are empty if there are less than 10 respondents.

Table A3.9
English Language Proficiency – All Students

	Grade 9 mean/%	Grade 11 mean/%
English Language Proficiency		
Average Scale Score	3.84	3.88
How well do you...		
understand English?		
Very well	95	95
Well	4	5
Not well	0	0
Not at all	1	0
speak English?		
Very well	88	92
Well	11	7
Not well	1	2
Not at all	0	0
read English?		
Very well	81	88
Well	17	11
Not well	2	1
Not at all	0	0
write English?		
Very well	79	84
Well	19	15
Not well	2	1
Not at all	0	0
English Language Proficiency Status		
Proficient	80	87
Not proficient	20	13

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.
Notes: Cells are empty if there are less than 10 respondents.

Table A3.6
Free or Reduced Price Meals Eligibility

	Grade 9 %	Grade 11 %
No	28	34
Yes	63	63
Don't know	9	3

Question HS/MS A.10: Do you receive free or reduced price lunches at school? (Receiving free or reduced price lunches means that lunch at school is provided to you for free or you pay less for it.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.7
Participation in Migrant Education Program, Past 3 Years

	Grade 9 %	Grade 11 %
No	71	86
Yes	2	1
Don't know	27	13

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?
Note: Cells are empty if there are less than 10 respondents.

Table A3.8
Language Spoken at Home

	Grade 9 %	Grade 11 %
English	66	67
Spanish	30	27
Mandarin	1	3
Cantonese	1	1
Taiwanese	0	0
Tagalog	0	0
Vietnamese	1	0
Korean	0	0
Other	1	0

Question HS/MS A.12: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 10 respondents.

Table A3.10
English Language Proficiency – Students Speaking a Language Other Than English at Home

	Grade 9 mean/%	Grade 11 mean/%
English Language Proficiency		
Average Scale Score	3.80	3.78
How well do you...		
understand English?		
Very well	92	88
Well	7	11
Not well	1	1
Not at all	0	0
speak English?		
Very well	81	82
Well	17	14
Not well	1	3
Not at all	1	0
read English?		
Very well	77	80
Well	20	18
Not well	2	2
Not at all	0	0
write English?		
Very well	73	73
Well	26	23
Not well	1	3
Not at all	0	1
English Language Proficiency Status		
Proficient	74	78
Not proficient	26	22

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.
Notes: Cells are empty if there are less than 10 respondents.

Table A3.11

Number of Days Attending Afterschool Program

	Grade 9 %	Grade 11 %
0 days	73	74
1 day	3	4
2 days	6	4
3 days	4	4
4 days	4	3
5 days	10	11

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.12

Military Connections

	Grade 9 %	Grade 11 %
No	92	95
Yes	5	2
Don't know	3	3

Question HS A.117/MS A.107: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.13

Sexual Identification

	Grade 9 %	Grade 11 %
Heterosexual (straight)	83	88
Gay or Lesbian	3	3
Bisexual	8	6
Transgender	2	2
Not sure	6	5
Decline to respond	9	7

Question HS A.118/MS A.108: Which of the following best describes you? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 9 %	Grade 11 %
Mostly A's	9	10
A's and B's	42	38
Mostly B's	9	10
B's and C's	17	24
Mostly C's	7	5
C's and D's	10	9
Mostly D's	2	1
Mostly F's	5	2

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 9 %	Grade 11 %
0 times	72	60
1-2 times	16	16
A few times	9	16
Once a month	1	4
Once a week	1	1
More than once a week	1	4

Question HS/MS A.19: During the past 12 months, about how many times did you skip school or cut classes?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.3
Reasons for Absence, Past 30 Days

	Grade 9 %	Grade 11 %
Does not apply, I didn't miss any school	40	27
Illness (feeling physically sick), including problems with breathing or your teeth	41	55
Felt very sad, hopeless, anxious, stressed, or angry	30	16
Didn't get enough sleep	9	23
Didn't feel safe at school	14	22
Had to work	1	1
Had to take care of or help a family member or friend	6	8
Wanted to spend time with friends who don't go to your school	1	3
Wanted to use alcohol or drugs	1	3
Were behind in schoolwork or weren't prepared for a test or class assignment	8	19
Were bored with or uninterested in school	4	10
Were suspended	2	1
Other reason	12	11

Question HS/MS A.20: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5
School Connectedness, Parent Involvement, and Academic Motivation Scales

	Grade 9	Grade 11	Table
School Connectedness			
Average Scale Score	3.61	3.45	A4.9
High (%)	52	38	
Moderate (%)	41	51	
Low (%)	7	11	
Parent Involvement in School			
Average Scale Score	3.50	3.27	A4.10
High (%)	38	27	
Moderate (%)	46	45	
Low (%)	17	28	
Academic Motivation			
Average Scale Score	3.95	3.96	A4.11
High (%)	31	33	
Moderate (%)	48	47	
Low (%)	22	21	

Notes: Cells are empty if there are less than 10 respondents.
Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.7
High Expectations Scale Questions

	Grade 9 mean/%	Grade 11 mean/%
High expectations-adults in school		
Average Scale Score	2.82	2.87
At my school, there is a teacher or some other adult...		
who tells me when I do a good job.		
Not at all true	12	10
A little true	28	27
Pretty much true	40	39
Very much true	21	24
who always wants me to do my best.		
Not at all true	11	7
A little true	19	23
Pretty much true	37	34
Very much true	34	36
who believes that I will be a success.		
Not at all true	13	13
A little true	21	23
Pretty much true	36	32
Very much true	30	33

Question HS/MS A.15, 17, 19: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.4
School Environment Scales

	Grade 9	Grade 11	Table
Total school supports			
Average Scale Score	2.50	2.54	
High (%)	23	25	
Moderate (%)	54	52	
Low (%)	22	23	
Caring adults in school			
Average Scale Score	2.52	2.61	A4.6
High (%)	21	26	
Moderate (%)	57	53	
Low (%)	22	21	
High expectations-adults in school			
Average Scale Score	2.82	2.87	A4.7
High (%)	38	37	
Moderate (%)	48	50	
Low (%)	14	14	
Meaningful participation at school			
Average Scale Score	2.18	2.13	A4.8
High (%)	12	13	
Moderate (%)	51	45	
Low (%)	38	43	

Notes: Cells are empty if there are less than 10 respondents.
Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6
Caring Relationships Scale Questions

	Grade 9 mean/%	Grade 11 mean/%
Caring adults in school		
Average Scale Score	2.52	2.61
At my school, there is a teacher or some other adult...		
who really cares about me.		
Not at all true	16	15
A little true	35	33
Pretty much true	35	29
Very much true	14	23
who notices when I'm not there.		
Not at all true	20	22
A little true	31	29
Pretty much true	32	29
Very much true	16	21
who listens to me when I have something to say.		
Not at all true	16	13
A little true	25	27
Pretty much true	37	34
Very much true	22	27

Question HS/MS A.34, 36, 38: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.8
Meaningful Participation Scale Questions

	Grade 9 mean/%	Grade 11 mean/%
Meaningful participation at school		
Average Scale Score	2.18	2.13
At school...		
I do interesting activities.		
Not at all true	15	19
A little true	30	32
Pretty much true	27	25
Very much true	27	24
I help decide things like class activities or rules.		
Not at all true	51	53
A little true	26	25
Pretty much true	16	13
Very much true	7	9
I do things that make a difference.		
Not at all true	32	36
A little true	38	34
Pretty much true	18	17
Very much true	12	13

Question HS/MS A.40-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.9
School Connectedness Scale Questions

	Grade 9 mean%	Grade 11 mean%
School Connectedness		
Average Scale Score	3.61	3.45
I feel close to people at this school.		
Strongly disagree	4	4
Disagree	6	9
Neither disagree nor agree	22	22
Agree	49	40
Strongly agree	20	24
I am happy to be at this school.		
Strongly disagree	5	9
Disagree	4	9
Neither disagree nor agree	20	24
Agree	47	44
Strongly agree	24	14
I feel like I am part of this school.		
Strongly disagree	7	8
Disagree	8	13
Neither disagree nor agree	29	32
Agree	43	34
Strongly agree	14	13
The teachers at this school treat students fairly.		
Strongly disagree	8	6
Disagree	8	15
Neither disagree nor agree	23	29
Agree	46	39
Strongly agree	14	11
I feel safe in my school.		
Strongly disagree	5	6
Disagree	7	9
Neither disagree nor agree	30	35
Agree	47	38
Strongly agree	11	13

Question HS/MS A.21-25: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 10 respondents.

Table A4.10
Parent Involvement Scale Questions

	Grade 9 mean%	Grade 11 mean%
Parent Involvement in School		
Average Scale Score	3.50	3.27
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	6	6
Disagree	9	16
Neither disagree nor agree	26	30
Agree	46	37
Strongly agree	12	10
Parents feel welcome to participate at this school.		
Strongly disagree	4	5
Disagree	9	11
Neither disagree nor agree	32	38
Agree	43	35
Strongly agree	13	11
School staff takes parent concerns seriously.		
Strongly disagree	5	10
Disagree	9	14
Neither disagree nor agree	32	36
Agree	41	30
Strongly agree	14	10

Question HS/MS A.27-29: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.11
Academic Motivation Scale Questions

	Grade 9 mean%	Grade 11 mean%
Academic Motivation		
Average Scale Score	3.95	3.96
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	2	2
Disagree	4	3
Neither disagree nor agree	14	12
Agree	45	45
Strongly agree	36	38
I try hard at school because I am interested in my work.		
Strongly disagree	4	5
Disagree	12	10
Neither disagree nor agree	22	25
Agree	39	33
Strongly agree	23	26
I work hard to try to understand new things at school.		
Strongly disagree	3	2
Disagree	7	6
Neither disagree nor agree	16	18
Agree	47	45
Strongly agree	28	29
I am always trying to do better in my schoolwork.		
Strongly disagree	2	2
Disagree	3	3
Neither disagree nor agree	13	15
Agree	44	44
Strongly agree	39	36

Question HS/MS A.30-33: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.12
Quality of School Physical Environment

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	13	19
Disagree	28	30
Neither disagree nor agree	37	26
Agree	18	20
Strongly agree	4	5

Question HS/MS A.26: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Notes: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1
Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	11	9
Safe	51	41
Neither safe nor unsafe	31	38
Unsafe	3	7
Very unsafe	3	5

Question HS A.89/MS A.79: How safe do you feel when you are at school?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.2
Reasons for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	84	85
1 time	8	5
2 or more times	9	9
Religion		
0 times	92	93
1 time	5	3
2 or more times	3	4
Gender (being male or female)		
0 times	90	93
1 time	6	2
2 or more times	4	4
Because you are gay or lesbian or someone thought you were		
0 times	90	93
1 time	5	2
2 or more times	5	5
A physical or mental disability		
0 times	95	97
1 time	2	2
2 or more times	2	1
Any of the above five bias-related reasons	28	24
Any other reason		
0 times	81	84
1 time	7	4
2 or more times	12	12
Any harassment	35	30

Question HS A.105-110/MS A.96-101: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.
Notes: Cells are empty if there are less than 10 respondents.

Table A5.3

Verbal Harassment at School, Past 12 Months

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
had mean rumors or lies spread about you?		
0 times	61	67
1 time	17	14
2 to 3 times	12	9
4 or more times	9	10
had sexual jokes, comments, or gestures made to you?		
0 times	67	66
1 time	9	11
2 to 3 times	10	8
4 or more times	13	15
been made fun of because of your looks or the way you talk?		
0 times	66	70
1 time	13	11
2 to 3 times	9	7
4 or more times	13	11
been made fun of, insulted, or called names?		
0 times	67	70
1 time	13	9
2 to 3 times	7	6
4 or more times	13	15

Question HS A.93-95, 104/MS A.84-86, 95: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Had your property stolen or deliberately damaged		
0 times	78	84
1 time	14	8
2 to 3 times	6	5
4 or more times	3	3
Damaged school property on purpose		
0 times	93	94
1 time	5	3
2 to 3 times	1	1
4 or more times	1	2

Question HS A.98, 98/MS A.87, 89: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?
Note: Cells are empty if there are less than 10 respondents.

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Carried a gun		
0 times	98	99
1 time	1	0
2 to 3 times	0	0
4 or more times	1	0
Carried any other weapon (such as a knife or club)		
0 times	95	96
1 time	2	1
2 to 3 times	1	0
4 or more times	2	2
Seen someone carrying a gun, knife, or other weapon		
0 times	86	89
1 time	7	6
2 to 3 times	5	3
4 or more times	2	2

Question HS A.99, 100, 102/MS A.90, 91, 93: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?		
0 times	78	85
1 time	10	7
2 to 3 times	6	4
4 or more times	7	4
been afraid of being beaten up?		
0 times	86	93
1 time	9	4
2 to 3 times	2	1
4 or more times	3	2
been in a physical fight?		
0 times	90	94
1 time	5	3
2 to 3 times	4	1
4 or more times	2	1
been threatened with harm or injury?		
0 times	92	93
1 time	3	3
2 to 3 times	3	2
4 or more times	2	3
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	95	96
1 time	3	2
2 to 3 times	1	1
4 or more times	2	1
been offered, sold, or given an illegal drug?		
0 times	79	71
1 time	9	12
2 to 3 times	7	8
4 or more times	5	9

Question HS A.90-92, 97, 101, 103/MS A.81-83, 88, 92, 94: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.)... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 9 %	Grade 11 %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	29	51	A6.3
Current alcohol or drugs	15	27	A6.4
Current heavy drug uses	5	12	A6.4
Current heavy alcohol use (binge drinking)	4	9	A6.4
Current alcohol or drug use on school property	4	7	A6.9

Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Summary of AOD Lifetime Use

	Grade 9 %	Grade 11 %
Alcohol	22	45
Marijuana	13	32
Inhalants	8	8
Cocaine, Methamphetamine, or any amphetamines	3	4
Ecstasy, LSD, or other psychedelics	4	4
Prescription pain killers, Diet Pills, or other prescription stimulant	11	17

Notes: Cells are empty if there are less than 10 respondents.

Table A6.3

Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	78	55
1 time	8	13
2 to 3 times	7	11
4 or more times	8	21
Marijuana		
0 times	87	68
1 time	3	7
2 to 3 times	3	4
4 or more times	6	21
Inhalants (to get "high")		
0 times	92	92
1 time	3	3
2 to 3 times	3	3
4 or more times	2	2
Cocaine, Methamphetamine, or any amphetamines		
0 times	97	96
1 time	1	2
2 to 3 times	1	1
4 or more times	1	1
Ecstasy, LSD, or other psychedelics		
0 times	96	96
1 time	2	1
2 to 3 times	1	2
4 or more times	1	0
Any other drug, or pill, or medicine to get "high" or for other than medical reasons		
0 times	95	93
1 time	2	2
2 to 3 times	2	2
4 or more times	1	3
Any of the above AOD use	29	51

Question HS A.46-49, 51, 56/MS A.47-49, 51: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get "high" or for other than medical reasons.
Notes: Cells are empty if there are less than 10 respondents.

Table A6.3

Lifetime AOD Use – Continued

	Grade 9 %	Grade 11 %
Prescription pain medication, tranquilizers, or sedatives		
0 times	92	87
1 time	3	4
2 to 3 times	3	5
4 or more times	2	4
Diet Pills		
0 times	95	94
1 time	2	2
2 to 3 times	1	1
4 or more times	2	3
Ritalin™ or Adderall™ or other prescription stimulant		
0 times	96	97
1 time	1	1
2 to 3 times	1	1
4 or more times	1	1
Cold/Cough Medicines or other over-the-counter medicines		
0 times	72	70
1 time	6	5
2 to 3 times	7	7
4 or more times	15	17

Question HS A.52-55: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™, tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Dexies, Dexedrine, Zenadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple C's, Coricidin Cough, Sudafed, Theraflu, Tylenol Cough) or other over-the-counter medicines.
Notes: Cells are empty if there are less than 10 respondents.

Table A6.4

Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (at least one drink)	11	21
Binge drinking (5 or more drinks in a row)	4	9
Marijuana	6	16
Inhalants	4	3
Prescription medications to get "high" or for reasons other than prescribed	5	4
Other drug, pill, or medicine to get "high" or for other than medical reasons	3	2
Any drug use	9	19
Heavy drug use	5	12
Any AOD Use	15	27
Two or more drugs at the same time	3	4

Question HS A.61-69/MS A.58-62: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get "high")... prescription medications to get "high" or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get "high" or for other than medical reasons... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?
Notes: Cells are empty if there are less than 10 respondents.
Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get "high" (high school only) and any other illegal drug/pill to get "high").

Table A6.5
Frequency of Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (at least one drink)		
0 days	89	79
1 or 2 days	9	14
3 to 9 days	2	4
10 to 19 days	1	1
20 or more days	0	2
Binge drinking (5 or more drinks in a row)		
0 days	96	91
1 or 2 days	3	5
3 to 9 days	1	2
10 to 19 days	1	0
20 or more days	0	2
Marijuana		
0 days	94	84
1 or 2 days	4	7
3 to 9 days	1	4
10 to 19 days	1	3
20 or more days	1	3

Question HS A.A3-6S/MS A.59-60: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?
Note: Cells are empty if there are less than 10 respondents.

Table A6.6
Lifetime Drunk or "High"

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	92	80
1 to 2 times	6	12
3 to 6 times	1	5
7 or more times	1	3
"High" (loaded, stoned, or wasted) from using drugs		
0 times	89	72
1 to 2 times	5	8
3 to 6 times	1	5
7 or more times	5	14
Very drunk or "high" 7 or more times	5	15

Question HS A.57, 58/MS A.52, 53: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?
Note: Cells are empty if there are less than 10 respondents.

Table A6.7
Cessation Attempts

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	89	82
0 times	7	14
1 time	2	2
2 to 3 times	1	0
4 or more times	1	1
Marijuana		
Does not apply, don't use	89	79
0 times	7	14
1 time	1	4
2 to 3 times	1	3
4 or more times	2	2

Question HS A.88, 87: How many times have you tried to quit or stop using... alcohol... marijuana?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.8
Drinking While Driving, Lifetime

	Grade 9 %	Grade 11 %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking		
Never	90	86
1 time	3	4
2 times	3	2
3 to 6 times	2	3
7 or more times	3	5

Question HS A.88: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.9
Current AOD Use on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol		
0 days	98	97
1 to 2 days	1	3
3 or more days	1	1
Marijuana		
0 days	98	95
1 to 2 days	1	2
3 or more days	1	2
Any other drug, pill, or medicine to get "high" or for other than medical reasons?		
0 days	97	98
1 to 2 days	1	1
3 or more days	2	1
Any of the above	4	7

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get "high" or for other than medical reasons?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.10
Lifetime Drunk or "High" on School Property

	Grade 9 %	Grade 11 %
0 times	95	87
1 to 2 times	4	5
3 to 6 times	1	3
7 or more times	1	5

Question HS A.59/MS A.54: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.11
Perceived Harm and Availability

	Grade 9 %	Grade 11 %
Perceived Harm of Use...		
Alcohol - drink occasionally		
Great	36	37
Moderate	26	27
Slight	23	23
None	16	13
Alcohol - 5 or more drinks once or twice a week		
Great	55	61
Moderate	19	20
Slight	9	8
None	17	12
Marijuana - smoke occasionally		
Great	41	36
Moderate	21	21
Slight	16	21
None	22	23
Marijuana - smoke once or twice a week		
Great	44	40
Moderate	20	22
Slight	15	16
None	21	22
Perceived Difficulty of Obtaining...		
Alcohol		
Very difficult	10	7
Fairly difficult	9	10
Fairly easy	26	25
Very easy	28	39
Don't know	26	19
Marijuana		
Very difficult	10	6
Fairly difficult	10	7
Fairly easy	21	20
Very easy	33	49
Don't know	26	18

Question HS A.78-81, 83, 84/MS A.71-74, 76, 77: How much do people risk harming themselves physically and in other ways when they do the following?.. Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?.. Alcohol... Marijuana.
Note: Cells are empty if there are less than 10 respondents.

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	95	91
1 time	2	2
2 to 3 times	1	4
4 or more times	2	3
Smokeless tobacco		
0 times	97	96
1 time	1	2
2 to 3 times	1	1
4 or more times	1	1
An electronic cigarette or other vaping device		
0 times	81	69
1 time	7	8
2 to 3 times	6	7
4 or more times	6	16

Question HS A.43-45/MS A.44-46: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.
Note: Cells are empty if there are less than 10 respondents.

7. Tobacco Use

Table A7.1
Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	5	9	A7.2
Current cigarette smoking[1]	1	2	A7.3
Current cigarette smoking at school[1]	1	0	A7.4
Ever tried smokeless tobacco	3	4	A7.2
Current smokeless tobacco use[1]	1	1	A7.3
Current smokeless tobacco use at school[1]	1	1	A7.4
Ever used electronic cigarettes or other vaping device	19	31	A7.2
Current use of electronic cigarettes or other vaping device[1]	5	8	A7.3
Current use of electronic cigarettes or other vaping device at school[1]	2	4	A7.4
Cessation Attempts			
Tried to quit or stop using cigarettes	3	1	A7.5
Attitudes and Correlates			
Occasional smoking great harm	39	45	A7.6
Smoking 1-2 packs per day great harm	65	71	A7.6
Very easy to obtain cigarettes	20	28	A7.6

Notes: Cells are empty if there are less than 10 respondents.
[1] Past 30 days.

Table A7.3
Any Current Use and Daily Use

	Grade 9 %	Grade 11 %
Cigarettes		
Any	1	2
Daily (20 or more days)	0	0
Smokeless Tobacco		
Any	1	1
Daily (20 or more days)	0	0
Electronic cigarettes or other vaping device		
Any	5	8
Daily (20 or more days)	0	2

Question HS A.50-62/MS A.55-57: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?
Note: Cells are empty if there are less than 10 respondents.

Table A7.4
Current Smoking on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Cigarettes		
0 days	99	100
1 or 2 days	1	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Smokeless Tobacco		
0 days	99	99
1 or 2 days	1	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Electronic cigarettes or other vaping device		
0 days	98	96
1 or 2 days	1	3
3 to 9 days	1	1
10 to 19 days	0	0
20 or more days	1	1

Question HS A.70-72/MS A.61-65: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?
Note: Cells are empty if there are less than 10 respondents.

Table A7.5
Cigarette Smoking Cessation Attempts

	Grade 9 %	Grade 11 %
Does not apply, don't use	94	91
0 times	4	7
1 time	2	1
2 to 3 times	1	0
4 or more times	0	0

Question HS A.85: How many times have you tried to quit or stop using cigarettes?
Notes: Cells are empty if there are less than 10 respondents.

Table A7.6
Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

	Grade 9 %	Grade 11 %
Perceived Harm of Use...		
Smoke cigarettes occasionally		
Great	39	45
Moderate	27	26
Slight	16	16
None	18	13
Smoke 1-2 packs of cigarettes a day		
Great	65	71
Moderate	11	11
Slight	6	5
None	18	13
Perceived Difficulty of Obtaining...		
Cigarettes		
Very difficult	11	9
Fairly difficult	12	13
Fairly easy	25	21
Very easy	20	28
Don't know	31	28

Question HS A.76, 77, 82/MS A.69, 70, 75: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.
Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1
Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 11 %
0 times (never)	77	80
1 time	11	8
2 to 3 times	7	7
4 or more times	5	5

Question HS A.111/MS A.102: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, Instagram™, Snapchat™, email, instant message)?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2
Eating of Breakfast

	Grade 9 %	Grade 11 %
No	38	40
Yes	62	60

Question HS A.115/MS A.105: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A8.3
Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	63	62
Yes	37	38

Question HS A.113/MS A.104: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4
Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	82	81
Yes	18	19

Question HS A.114: During the past 12 months, did you ever seriously consider attempting suicide?
Notes: Cells are empty if there are less than 10 respondents.

Table A8.5
Gang Involvement

	Grade 9 %	Grade 11 %
No	96	95
Yes	4	5

Question HS A.112/MS A.103: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1
School Supports and Academic Motivation by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NHPI	White	Mixed
School Environment							
Total school supports	24	19	19			30	23
Caring adults in school	21	13	31			20	22
High expectations-adults in school	38	56	44			38	38
Meaningful participation at school	32	13	6			28	10
School Connectedness	53	60	50			53	51
Parent Involvement in School	38	81	38			33	39
Academic Motivation	32	38	31			28	29

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NHPI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.2
School Supports and Academic Motivation by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NHPI	White	Mixed
School Environment							
Total school supports	34		33			35	22
Caring adults in school	26		33			33	23
High expectations-adults in school	35		38			45	33
Meaningful participation at school	10		31			11	16
School Connectedness	38		46			33	38
Parent Involvement in School	26		31			31	26
Academic Motivation	32		44			29	30

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NHPI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.3
Perceived Safety at School by Race/Ethnicity

	Grade 9 %	Grade 11 %
Feel safe or very safe at school		
Hispanic or Latino	62	50
American Indian or Alaska Native	56	
Asian	69	59
Black or African American		
Native Hawaiian or Pacific Islander		
White	70	44
Mixed (two or more) races	63	48

Note: Cells are empty if there are less than 10 respondents.

Table A9.4
Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months

	Grade 9 %	Grade 11 %
Harassment or bullying due to five bias-related reasons[a]		
Hispanic or Latino	27	22
American Indian or Alaska Native	38	
Asian	31	39
Black or African American		
Native Hawaiian or Pacific Islander		
White	30	29
Mixed (two or more) races	28	24

Notes: Cells are empty if there are less than 10 respondents.
[a] Bias-related reasons include: race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

Table A9.5
Any Harassment or Bullying by Race/Ethnicity, Past 12 Months

	Grade 9 %	Grade 11 %
Were harassed or bullied at school		
Hispanic or Latino	35	27
American Indian or Alaska Native	44	
Asian	31	45
Black or African American		
Native Hawaiian or Pacific Islander		
White	35	38
Mixed (two or more) races	36	29

Note: Cells are empty if there are less than 10 respondents.

Table A9.6
Current Alcohol Use at School by Race/Ethnicity, Past 30 Days

	Grade 9 %	Grade 11 %
Had at least one drink of alcohol at school		
Hispanic or Latino	2	3
American Indian or Alaska Native	0	
Asian	0	3
Black or African American		
Native Hawaiian or Pacific Islander		
White	3	5
Mixed (two or more) races	3	2

Notes: Cells are empty if there are less than 10 respondents.

Table A9.7
Current Cigarette Smoking by Race/Ethnicity, Past 30 Days

	Grade 9 %	Grade 11 %
Smoked cigarettes in the past 30 days		
Hispanic or Latino	1	2
American Indian or Alaska Native	0	
Asian	0	0
Black or African American		
Native Hawaiian or Pacific Islander		
White	3	0
Mixed (two or more) races	1	2

Notes: Cells are empty if there are less than 10 respondents.

Table A9.8
Current Alcohol Use by Race/Ethnicity, Past 30 Days

	Grade 9 %	Grade 11 %
Had at least one drink of alcohol in the past 30 days		
Hispanic or Latino	13	22
American Indian or Alaska Native	0	
Asian	0	11
Black or African American		
Native Hawaiian or Pacific Islander		
White	13	25
Mixed (two or more) races	13	24

Note: Cells are empty if there are less than 10 respondents.

Table A9.9

Current Marijuana Use by Race/Ethnicity, Past 30 Days

	Grade 9 %	Grade 11 %
Used marijuana in the past 30 days		
Hispanic or Latino	6	17
American Indian or Alaska Native	6	
Asian	0	8
Black or African American		
Native Hawaiian or Pacific Islander		
White	8	24
Mixed (two or more) races	7	18

Notes: Cells are empty if there are less than 10 respondents.

Table A9.10

Chronic Sad or Hopeless Feelings by Race/Ethnicity, Past 12 Months

	Grade 9 %	Grade 11 %
Felt so sad or hopeless almost everyday for two weeks or more		
Hispanic or Latino	39	40
American Indian or Alaska Native	38	
Asian	19	24
Black or African American		
Native Hawaiian or Pacific Islander		
White	33	44
Mixed (two or more) races	38	39

Note: Cells are empty if there are less than 10 respondents.

10. Gender Breakdowns

Table A10.1

School Supports and Academic Motivation by Gender

Percent of Students Scoring High	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
School Environment				
Total school supports	21	26	22	27
Caring adults in school	20	23	24	29
High expectations-adults in school	37	38	35	38
Meaningful participation at school	8	16	12	13
School Connectedness	48	57	35	41
Parent Involvement in School	34	42	20	32
Academic Motivation	33	28	33	33

Note: Cells are empty if there are less than 10 respondents.

E. Master Schedule

2018-2019 Los Altos HS Master Schedule - Fall

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
1 Monarrez, D		LIBRARY AIDE/Y/2	LIBRARY AIDE/Y/2	LIBRARY AIDE/Y/1	LIBRARY AIDE/Y/1	Culinary Arts R/F/4	LIBRARY AIDE/Y/1	
1 Monarrez, D		A.V/TEXT AIDE/Y/1	A.V/TEXT AIDE/Y/1	A.V/TEXT AIDE/Y/0	A.V/TEXT AIDE/Y/1	COSMETOLOGY/F/0	A.V/TEXT AIDE/Y/0	
1 Monarrez, D		ATTEND AIDE/Y/1				WELDING/F/0		
1 Monarrez, D						INTRO HEALTH OC/F/1		
1 Monarrez, D						INTR CHILD DEV/F/0		
1 Monarrez, D						LIBRARY AIDE/Y/2		
1 Monarrez, D						A.V/TEXT AIDE/Y/1		
1 Monarrez, D						ATTEND AIDE/Y/1		
2 Luna, P		Integr Math 3/Y/20	Integr Math 1/Y/25	Integr Math 3/Y/32	Integr Math 3/Y/26	Integr Math 1/Y/34		
3 Mendoza, D		Digital Graphic 1/Y/30		Digital Animat/Y/4	Digital Graphic 1/Y/31	Digital Graphic 2/Y/21	Digital Graphic 1/Y/30	
4 Arellano, S		Interg Math 1/Y/18	Science 3/Y/6	CHEMISTRY/Y/11	CHEMISTRY/Y/8	Environ Science/Y/2		
5 Preciado, I		SPANISH 3/Y/32	SPANISH 3H/Y/36	SPANISH 4H/Y/25	SPANISH 4H/Y/26	SPANISH 3H/Y/39		
6 Isley, J		INTRO DRAMA/Y/22	ADV DRAMA/Y/7	Interm Drama/Y/11		INTRO DRAMA/Y/34	INTRO DRAMA/Y/23	
8 Becker, C			AP Chemistry/Y/18	CHEMISTRY/Y/37	CHEMISTRY/Y/38	CHEMISTRY/Y/34		
9 Giang, A			Integr Math 3/Y/36	Integr Math 3H/Y/30	AP CompSci Prin/Y/33	Integr Math 3H/Y/26	Integr Math 3/Y/22	
10 Hedell, T		AP Eng Lang/Y/26	ENGLISH 1/Y/33	ENGLISH 1/Y/35	English 2H/Y/18	AP Eng Lang/Y/27		
11 Miranda, K				SPANISH 2/Y/35	SPANISH 2/Y/39	SPANISH 1/Y/36	SPANISH 2/Y/27	
12 Urday, E		SPANISH 2/Y/35	SPANISH 1/Y/30	SPANISH 1/Y/35		SPANISH 2/Y/37	SPANISH 1/Y/32	
13 Mann, D	AP Calc BC/Y/8	Pre Calculus H/Y/30	Pre Calculus H/Y/32	Pre Calculus H/Y/21		Integr Math 3/Y/15		
14 Coleman, C	World Hist /Y/13	World History/Y/18		WORLD HIST H/Y/32	WORLD HIST H/Y/28	World History/Y/19		
15 Jung, L		English 2/Y/12	English 2/Y/12	Biology/Y/20	ENGLISH 2/Y/12		Biology/Y/16	
16 Anderson, D		INTRO COMP APP/Y/13	ACCOUNTING 1/Y/5					
17 Laging, J		WIND ENSEMBLE/Y/39	SYMPH BAND/Y/32		PERCUSSION/Y/23	JAZZ BAND/Y/21	Color Guard/Y/9	
18 Avila, D		ENGLISH 4/Y/4	MATH 1/Y/4	CAREER EXPLOR/Y/2		ECONOMICS/F/3	SCIENCE 3/Y/2	
18 Avila, D		ENGLISH 1/Y/4	MATH 2/Y/1	Voc/Community/Y/3		WORLD HISTORY/Y/2	SCIENCE 2/Y/1	
18 Avila, D		ENGLISH 2/Y/1	MATH 3/Y/2	LIVING SKILLS/Y/5		US HISTORY/Y/2	SCIENCE 4/Y/5	
18 Avila, D		ENGLISH 3/Y/2	MATH 4/Y/5				SCIENCE 1/Y/4	
19 Montgomery, S		English 2H/Y/33	AP Eng Lang/Y/26	SPEECH FOREN/Y/18	English 2H/Y/26		English 2H/Y/26	
20 Gutierrez, A		Integr Math 1/Y/28	AVID 1/Y/25	Int Math 2H/Y/35	AVID 1/Y/30	Integr Math 2H/Y/39		
21 Guzman, A	JOURNAL/Y/15	JOURNALISM/Y/1	ELD BEG 2/Y/17		JOURNALISM/Y/0			
21 Guzman, A		ELD BEG 1/Y/17	ELD EAR INTER 2/Y/6		ELD INTRMED 1/Y/5			
21 Guzman, A		ELD EARLY INTER 1/Y/6						
22 Fisher, G		GROUP 03/Y/34		ERWC/Y/37	ERWC/Y/37	ERWC/Y/38		GROUP 03/Y/36
24 Chen, R		CHINESE 2/Y/16	CHINESE 3H/Y/16	AP Chinese Lang/Y/7	CHINESE 4H/Y/9		CHINESE 1/Y/13	
25 Roum, I		BIOLOGY/Y/32	BIOLOGY/Y/32	Environ Science/Y/20	BIOLOGY/Y/35	Environ Science/Y/19		
27 Ferris, T		BIOLOGY H/Y/34	BIOLOGY H/Y/33	BIOLOGY/Y/34	BIOLOGY H/Y/36		BIOLOGY/Y/29	
28 Lucas, J		PE 10/12/Y/39	PE 10/12/Y/42	PE 10/12/Y/32		PE 10/12/Y/21	B BASKETBALL/Y/40	
30 Panagos, A		CIVICS/F/36	CIVICS/F/35	CIVICS/F/20	CIVICS/F/31	ECONOMICS/F/16		
30 Panagos, A		CIVICS/F/0	CIVICS/F/1	CIVICS/F/7	CIVICS/F/0	ECONOMICS/F/0		
30 Panagos, A		CIVICS/F/0	CIVICS/F/1	CIVICS/F/0				
31 Evans, H		BUSINESS MATH/Y/12	US History/Y/5		US History/Y/7	Math 1/Y/18		
32 Ackermann, J		CHEMISTRY/Y/33	CHEMISTRY/Y/37	CHEMISTRY H/Y/31		CHEMISTRY H/Y/34	CHEMISTRY H/Y/18	
33 Reeder, C			LEADERSHIP 9th/Y/27	LEADERSHIP/Y/33	REN LDR/Y/35			
34 Daburi, L		Bus Marketing/Y/18		Bus Manage/Y/15	Bus & Pers Fin/Y/36	Bus & Personal Fin/Y/33	Bus & Personal Fin/Y/27	

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35 Shaw, M		AP Euro History/Y/23	PSYCHOLOGY/Y/41	PSYCHOLOGY/Y/41	PSYCHOLOGY/Y/40	PSYCHOLOGY/Y/42		
36 Vargas, S		SPANISH 3/Y/31	SPANISH 3/Y/35	SPANISH 3/Y/34	SPANISH 2H/Y/35	SPANISH 2H/Y/36		
37 Crowther, B	PE O Per/Y/48		AVID 4/Y/20	AVID 4/Y/20	AVID 3/Y/33	AVID 3/Y/27		
39 Fuller, L		ERWC/Y/35	ERWC/Y/35		ERWC/Y/37	ERWC/Y/35	ERWC/Y/31	
40 Torres, L			BIOLOGY/Y/31	BIOLOGY/Y/19	BIOLOGY/Y/36	BIOLOGY/Y/32	BIOLOGY/Y/14	
41 Wong, L		Integr Math 3/Y/16		Integr Math 2/Y/31	Integr Math 2/Y/21	Integr Math 2/Y/10	Integr Math 2/Y/30	
42 Park, J		ECONOMICS/F/38	ECONOMICS/F/33	ECONOMICS/F/28	ECONOMICS/F/35	AP MICRO ECON/Y/13		
43 Formano, A		World History/Y/35	World History/Y/34			G VOLLEYBALL/Y/39	B Waterpolo/F/32	Cheer/Y/37
43 Formano, A							G TENNIS A/F/21	G TENNIS A/Y/2
43 Formano, A							Cross Country/F/5	Wrestling/Y/10
43 Formano, A							G GOLF/Y/9	G VOLLEYBALL/Y/1
43 Formano, A							FOOTBALL/Y/34	B VOLLEYBALL/Y/8
43 Formano, A							FOOTBALL/Y/32	
43 Formano, A							G Waterpolo/Y/37	
43 Formano, A							B TENNIS/Y/14	
43 Formano, A							G SOCCER/Y/47	
43 Formano, A							B SOCCER/Y/49	
43 Formano, A							Baseball/Y/47	
43 Formano, A							Softball/Y/23	
44 Ho, S		AP STATISTICS/Y/9	CALCULUS/Y/17		Integr Math 3/Y/25	Integr Math 3/Y/21	Integr Math 3/Y/17	
45 Alvarez, R		STATISTICS/Y/28	PRE CALCULUS/Y/32	PRE CALCULUS/Y/20	Integr Math 2/Y/31	PRE CALCULUS/Y/30		
46 Munoz, G		SPANISH 2/Y/38	SPANISH 2/Y/38		AP Spanish Lit/Y/19	SPANISH 3/Y/39	SPANISH 3/Y/30	
47 Ahn, M		ENGLISH 1/Y/29	ENGLISH 1/Y/18		ENGLISH 1/Y/32	ENGLISH 2/Y/36	ENGLISH 1/Y/31	
50 Richter, E		Principles of Engineer/Y	Prin of Engineer/Y/29	Engineering Tech/Y/21	Prin of Engineer/F/28	Applied Engineer/Y/16		
59 Blair, R		ENGLISH 3/Y/37	ENGLISH 3/Y/36	ENGLISH 3/Y/24	ENGLISH 2/Y/36		ENGLISH 3/Y/32	
62 Gutierrez, H		World History/Y/14	ERWC/Y/12	ENGLISH 3/Y/7	ERWC/Y/10	Economics/F/21		
62 Gutierrez, H				ENGLISH 4/Y/5				
63 Ziola, D		PE 9/Y/29	PE 9/Y/13	PE 9/Y/19	PE 9/Y/21	PE 9/Y/40		
64 Duran, M		Anat & Physio/Y/33		AP BIOLOGY/Y/23	AP BIOLOGY/Y/15	Anat & Physio/Y/35	Anat & Physio/Y/26	
66 Shin, E			ENGLISH 2/Y/34	ENGLISH 1 H/Y/33		ENGLISH 1 H/Y/29	ENGLISH 2/Y/36	
67 Andrade, E		SPANISH 1/Y/37		SPANISH 1/Y/37	SPANISH 1/Y/38	AP SPAN LANG/Y/31	SPANISH 1/Y/31	
68 Hoang, T		FREE PERIOD 1/Y/0					FREE PERIOD 6/Y/0	
69 San Martin, E			US History/F/35	World History/Y/34	World History/Y/32	World History/Y/26	World History/Y/31	
75 Yates, I		Interg Math 3/Y/12	SCIENCE 1/Y/0	Math 2/Y/14	Integr Math 2/Y/11	Integr Math 2/Y/8		
75 Yates, I			Science 2/Y/15					
78 Hernandez, I	Med Core/Y/16	Sports Medicine/Y/32	Medical Core/Y/32	Sports Medicine/Y/36	Medical Core/Y/36		Personal Train/Y/10	
79 Nares, R		US History/Y/33	AP Government/Y/19	US History/Y/35	US History/Y/35	US History/Y/33		
81 Gilbert, W		AP Calculus AB/Y/36	MRWC/Y/32	MRWC/Y/24		MRWC/Y/26		
83 Banda, K		ENGLISH 1 H/Y/26	ENGLISH 1 H/Y/24	AP English Lit/Y/14	AP English Lit/Y/25	Adv Journalism/Y/18		
85 Kim, J			US History/Y/22	AP PSYCHOLOGY/Y/24	US History/Y/23		US History/Y/25	
89 Holtrook, S		Integr Math 1/Y/12	Integr Math 1/Y/27	Integr Math 1/Y/37	Integr Math 1/Y/29	Integr Math 1H/Y/27		
92 Stryoula, J			PE 9/Y/16	PE 9/Y/34	PE 10/12/Y/32	PE 10/12/Y/31	G BASKETBALL/Y/26	
98 Fahey, I			CONCERT CHOIR/Y/23	PRODUCTION CHOIR/Y/36			Womens Ensemble/Y/21	MEN S CHOIR/Y/22
99 Hernandez, E			ENGLISH 3/Y/38	ENGLISH 2/Y/37	ENGLISH 3/Y/36	ENGLISH 2/Y/36		
103 Kraus, K		DANCE P.E./Y/46	Adv Dance/Y/29	DANCE P.E./Y/45	Interm Dance/Y/25	DANCE/Y/19		
104 Meylor, N		ENGLISH 1/Y/31	ERWC/Y/28	ENGLISH 1/Y/37	ERWC/Y/28	ENGLISH 1/Y/32		

111 Chen, S			CHEMISTRY/Y/35	CHEMISTRY/Y/21	CHEMISTRY/Y/24	CHEMISTRY/Y/35	CHEMISTRY/Y/39	
113 Acero, C		Integr Math 2/Y/31	Integr Math 2/Y/36	Integr Math 2/Y/29		Integr Math 2/Y/24	Integr Math 2/Y/30	
117 Contreras, E		ENGLISH 2/Y/27	ENGLISH 2/Y/25	ENGLISH 3/Y/39		ENGLISH 3/Y/39	ENGLISH 2/Y/36	
118 Oseguera, B		INTRO ART/Y/35		INTRO ART/Y/37	INTRO ART/Y/34	AP STUDIO ART/Y/21	INTRO ART/Y/30	
119 Salcedo, D			Int Math 2H 10/12/Y/3	Integr Math 2/Y/30	Integr Math 2H 10/12/	Integr Math 2/Y/27	Integr Math 2H 10/12/Y/18	
120 Gilek, J		Integr Math 3H/Y/28	Int Math 3H/Y/34		Integr Math 3H/Y/30	Integr Math 1/Y/31	Integr Math 1/Y/36	
130 Garcia, A		Video Prod 1/Y/29	Video Prod 1/Y/31	Video Prod 3/Y/6	Video Prod 1/Y/31			
130 Garcia, A				Video Prod 2/Y/18				
134 Fang, F		BIOLOGY/Y/33		PHYSICS/Y/27	AP Physics C/Y/2	PHYSICS/Y/24	PHYSICS/Y/22	
134 Fang, F					AP Physics 1/Y/13			
137 Palmer, E	AP US HIST/Y/20	AVID 2/Y/22	AP US HISTORY/Y/33	AVID 2/Y/32	AP US HISTORY/Y/34			
138 Lopez, G		ENGLISH 1/Y/12	English 1/Y/17	English 3/Y/12	STUDY SKILLS/Y/18	World History/Y/14		
144 Abate, J					ADAPTIVE P.E./Y/11			
145 Perez, J		Anat & Physio/Y/34		Anat & Physio/Y/34	Anat & Physio/Y/34	Anat & Physio/Y/36	Anat & Physio/Y/32	
148 Foster, L		INTERM ART/Y/18	INTRO ART/Y/33	INTERM ART/Y/23		INTRO ART/Y/32	INTRO ART/Y/35	

F. AP Approved Course List

AP Course Audit   AP Central   Ledger

Los Altos High School
15325 Los Robles Avenue
Hacienda Hts, CA 917452799   Return to search results

<   >

| Authorized Courses | | | | |
Subject	2015-16	2016-17	2017-18	2018-19
Biology	1	1	1	–
Calculus AB	1	1	1	–
Calculus BC	1	1	–	–
Chemistry	2	2	1	–
Chinese Language and Culture	1	1	1	–
Computer Science A	–	–	–	1
Computer Science AB	–	–	–	–
English Language and Composition	2	2	1	–
English Literature and Composition	1	1	1	–
Environmental Science	–	–	1	–
European History	1	1	1	–
Macroeconomics	1	1	1	–
Microeconomics	2	2	2	–
Music Theory	1	1	1	–
Physics 1	1	1	1	–
Physics 2	1	–	–	–
Physics B	–	–	–	–
Physics C: Electricity and Magnetism	–	–	1	–
Physics C: Mechanics	1	1	1	–
Psychology	1	1	1	–
Spanish Language and Culture *	1	1	1	–
Spanish Literature and Culture *	1	1	1	–
Statistics	1	1	1	–
Studio Art: 2-D Design	1	1	1	–
Studio Art: 3-D Design	1	1	–	–
Studio Art: Drawing	1	1	1	–
U.S. Government and Politics	1	1	1	1
United States History	2	–	1	–

G. UC a-g Course List

A History / Social Science *2 years required*		
AP European History	World History / Cultures / Historical Geography	🏫 Classroom-based
AP Government and Politics United States	Civics / American Government	🏫 Classroom-based
AP United States History	U.S. History	🏫 Classroom-based
Civics	Civics / American Government	🏫 Classroom-based
U.S. History	U.S. History	🏫 Classroom-based
World History	World History / Cultures / Historical Geography	🏫 Classroom-based
World History (H)	World History / Cultures / Historical Geography	🏫 Classroom-based
B English *4 years required*		
AP English Language and Composition	English	🏫 Classroom-based
AP English Literature and Composition	English	🏫 Classroom-based
CSU Expository Reading and Writing	English	🏫 Classroom-based
ELD Transitional 1	English as a Second Language (ESL) / English Language Development (ELD)	🏫 Classroom-based
English 1	English	🏫 Classroom-based
English 1 (H)	English	🏫 Classroom-based
English 2	English	🏫 Classroom-based
English 2 (H)	English	🏫 Classroom-based
English 3	English	🏫 Classroom-based
English 9	English	🛜 Online

C Mathematics *3 years required, 4 years recommended*		
Algebra 2	Algebra II	Classroom-based
Algebra 2 (H)	Algebra II	Classroom-based
Algebra I	Algebra I	Online
Algebra II	Algebra II	Online
AP Calculus AB	Calculus	Classroom-based
AP Calculus BC	Calculus	Classroom-based
AP Statistics	Statistics	Classroom-based
Calculus	Calculus	Classroom-based
Geometry	Geometry	Online
Honors Integrated Mathematics I	Mathematics I	Classroom-based
Honors Integrated Mathematics II	Mathematics II	Classroom-based
Integrated Math 3	Mathematics III	Classroom-based
Integrated Mathematics 3 Honors	Mathematics III	Classroom-based
Integrated Mathematics I	Mathematics I	Classroom-based
Integrated Mathematics II	Mathematics II	Classroom-based
Mathematical Reasoning with Connections (MRWC)	Advanced Mathematics	Classroom-based
Mathematics I	Mathematics I	Online
Pre - Calculus H	Advanced Mathematics	Classroom-based
PreCalculus	Advanced Mathematics	Classroom-based
Statistics	Statistics	Classroom-based
Trigonometry	Algebra II / Trigonometry	Classroom-based

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D	Laboratory Science	*2 years required, 3 years recommended*	
Anatomy & Physiology	Biology / Life Sciences	Classroom-based
AP Biology	Biology / Life Sciences	Classroom-based
AP Chemistry	Chemistry	Classroom-based
AP Physics 1	Physics	Classroom-based
AP Physics C: Electricity and Magnetism	Physics	Classroom-based
AP Physics C: Mechanics	Physics	Classroom-based
Biology	Biology / Life Sciences	Classroom-based
Biology (H)	Biology / Life Sciences	Classroom-based
Chemistry	Chemistry	Classroom-based
Chemistry (H)	Chemistry	Classroom-based
Earth Science	Earth and Space Sciences	Online
Physics	Physics	Classroom-based

E	Language Other than English	*2 years required, 3 years recommended*	
AP Chinese Language and Culture	LOTE Level 4+	Classroom-based
AP Spanish Language and Culture	LOTE Level 4+	Classroom-based
AP Spanish Literature and Culture	LOTE Level 4+	Classroom-based
Chinese 1	LOTE Level 1	Classroom-based
Chinese 2	LOTE Level 2	Classroom-based
Chinese 3 (H)	LOTE Level 3	Classroom-based
Chinese 4 (H)	LOTE Level 4+	Classroom-based

Spanish 1	LOTE Level 1	Classroom-based
Spanish 2	LOTE Level 2	Classroom-based
Spanish 2H	LOTE Level 2	Classroom-based
Spanish 3	LOTE Level 3	Classroom-based
Spanish 3H	LOTE Level 3	Classroom-based
Spanish 4H	LOTE Level 4+	Classroom-based
F Visual & Performing Arts *1 year required* ❓		
Advanced Dance	Dance	Classroom-based
AP Music Theory	Music	Classroom-based
Color Guard	Dance	Classroom-based
Concert Choir	Music	Classroom-based
Dance	Dance	Classroom-based
Digital Animation	Visual Arts	Classroom-based
Digital Graphics I	Visual Arts	Classroom-based
Intermediate Art	Visual Arts	Classroom-based
Intermediate Dance	Dance	Classroom-based
Intermediate/Advanced Drama	Theater	Classroom-based
Intro to Art	Visual Arts	Classroom-based
Intro to Drama	Theater	Classroom-based
Jazz Band	Music	Classroom-based
Percussion	Music	Classroom-based
Production Choir	Music	Classroom-based

Studio Art AP	Visual Arts	Classroom-based
Symphonic Band	Music	Classroom-based
Video Production	Visual Arts	Classroom-based
Video Production II	Visual Arts	Classroom-based
Wind Ensemble	Music	Classroom-based
Women's Ensemble	Music	Classroom-based

G	College-Preparatory Elective *1 year required* ❓		
Accounting 1	Interdisciplinary	Classroom-based
Advanced Journalism/Yearbook	English	Classroom-based
AP Macroeconomics	History / Social Science	Classroom-based
AP Microeconomics	History / Social Science	Classroom-based
AVID 10	Interdisciplinary	Classroom-based
AVID 11	Interdisciplinary	Classroom-based
AVID 12	Interdisciplinary	Classroom-based
AVID 9	Interdisciplinary	Classroom-based
Business & Personal Finance	Interdisciplinary	Classroom-based
Business Management & Leadership	Interdisciplinary	Classroom-based
Business Marketing	Interdisciplinary	Classroom-based
Economics	History / Social Science	Classroom-based
Graphic Design II	Interdisciplinary	Classroom-based
Intro to Environmental Studies	Laboratory Science – Integrated Science	Classroom-based

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Journalism	English	📖 Classroom-based
Medical Core	Interdisciplinary	📖 Classroom-based
Personal Fitness Trainer	Interdisciplinary	📖 Classroom-based
Principles of Sports Medicine	Interdisciplinary	📖 Classroom-based
Psychology	History / Social Science	📖 Classroom-based
Psychology AP	History / Social Science	📖 Classroom-based

H. Additional details of school programs

H1. CTE Pathways

Los Altos High School
Academies, Pathways and Special Programs

VISUAL AND PERFORMING ARTS	
Art	**Vocal Music**
Intro Art	Concert Choir
Intermediate Art	Womens Ensemble
Studio Art AP	Chamber Choir
	Production Choir
	Men's Choir
	AP Music Theory

Dance	**Theater Arts**
Dance Team	Intro to Drama
Interm Dance	Interm Drama
Adv Dance	Adv Drama

PATHWAYS	
Patient Care	**Graphic Design**
Medical Core	Digital Graphic Design 1
Sports Medicine	Digital Graphic Design 2
Personal Trainer	Digital Animation

Business Management	**Media Arts**
Business & Personal Finance	Video Production 1
Business Marketing	Video Production 2
Business Management	Video Production 3

Engineering Technology
Principles of Engineering
Engineering Technology
Applied Engineering

AVID PROGRAM
AVID 1
AVID 2
AVID 3
AVID 4

H2. LAHS AP Enrollment and Testing Data

	2014	2015	2016	2017	2018
Total Students	380	391	344	283	**269**
Number of Exams	669	703	595	488	**478**
AP Students w/ 3+	223	241	221	165	**163**
% of Students w/ 3+	59	62	64	58.3	**60.6**

Biology

Score	2014	2015	2016	2017	2018
5	2	0	1	1	**1**
4	2	1	0	4	**4**
3	6	11	7	18	**19**
2	7	10	16	40	**19**
1	1	1	10	5	**15**
Total Exams	18	23	34	68	**58**
Mean Score	2.83	2.83	2.00	2.35	**2.26**
% of 3 or higher	48.5%	52.2%	24%	33.8%	**41.3%**

Calculus BC

Score	2014	2015	2016	2017	2018
5	8	8	5	7	**4**
4	4	4	2	2	**2**
3	9	9	8	2	**6**
2	3	0	2	0	**1**
1	2	5	8	0	**0**
Total Exams	26	26	25	11	**13**
Mean Score	3.50	3.38	2.76	4.45	**3.69**
% of 3 or higher	81%	80.7%	60.0%	100.00%	**92.3%**

Calculus AB

Score	2014	2015	2016	2017	2018
5	7	3	4	3	**2**
4	9	4	4	2	**3**
3	8	10	7	16	**8**
2	8	6	6	5	**6**
1	36	46	18	6	**3**
Total Exams	68	69	39	32	**22**
Mean Score	2.16	1.72	2.23	2.72	**2.77**
% of 3 or higher	35.2%	24.6%	38.4%	66%	**59.0%**

Chemistry

Score	2014	2015	2016	2017	2018
5	0	1	1	1	0
4	1	1	4	1	0
3	4	5	3	4	3
2	9	2	5	0	4
1	17	10	4	1	0
Total Exams	31	19	17	7	7
Mean Score	1.65	2.00	2.59	3.14	2.43
% of 3 or higher	16.1%	70.0%	47.0%	85.7%	42.8%

Chinese Language and Culture

Score	2014	2015	2016	2017	2018
5	11	11	11	4	8
4	3	1	3	1	5
3	1	4	1	1	1
2	0	0	0	0	0
1	1	0	1	0	0
Total Exams	15	16	16	6	14
Mean Score	4.67	4.44	4.44	4.5	4.5
% of 3 or higher	93%	100%	94%	100%	100.0%

English Language and Composition

Score	2014	2015	2016	2017	2018
5	5	5	2	6	3
4	10	11	10	10	10
3	28	42	46	34	29
2	64	53	59	37	30
1	14	23	5	9	4
Total Exams	121	134	122	96	76
Mean Score	2.40	2.42	2.55	2.66	2.71
% of 3 or higher	35.5%	43.2%	47.5%	52%	55.2%

English Literature and Composition

Score	2014	2015	2016	2017	2018
5	5	7	3	2	2
4	9	13	9	7	2
3	18	20	31	14	12
2	17	17	18	10	23
1	1	0	2	1	1
Total Exams	50	57	63	34	40
Mean Score	3.00	3.18	2.89	2.97	2.53
% of 3 or higher	64%	70.1%	68.2%	67.6%	40.0%

Environmental Science

Score	2014	2015	2016	2017	2018
5		0			1
4		1			3
3		0			2
2		1			6
1		0			3
Total Exams		2			15
Mean Score		3.00			2.53
% of 3 or higher					40.0%

Course offered every other year.

European History

Score	2014	2015	2016	2017	2018
5	0	1	1	0	1
4	2	3	2	3	0
3	14	6	7	2	2
2	2	8	8	10	5
1	24	32	6	8	0
Total Exams	42	50	24	23	8
Mean Score	1.86	1.66	2.33	2	2.63
% of 3 or higher	38%	20%	41.6%	21.70%	37.5%

Macroeconomics

Score	2014	2015	2016	2017	2018
5	1	5	2	5	0
4	3	2	6	4	1
3	3	2	0	2	1
2	3	1	3	0	3
1	1	1	1	1	1
Total Exams	11	11	12	12	6
Mean Score	3.00	3.82	3.42	4.00	2.33
% of 3 or higher	64%	81.8%	67%	92%	33.3%

Microeconomics

Score	2014	2015	2016	2017	2018
5	1	4	3	4	1
4	1	5	3	6	1
3	5	3	4	1	3
2	2	0	1	1	1
1	2	0	1	2	1
Total Exams	11	12	12	14	7
Mean Score	2.73	4.08	3.50	3.64	3
% of 3 or higher	63.6%	100.0%	83.3%	79%	71.4%

Music Theory

Score	2014	2015	2016	2017	2018
5			0		1
4			2		0
3			0		1
2			4		9
1			5		0
Total Exams			11		11
Mean Score			1.91		2.36
% of 3 or higher					18.1%

Physics 1

Score	2014	2015	2016	2017	2018
5		0	0	0	0
4		2	1	8	1
3		1	0	5	2
2		6	0	7	7
1		11	0	4	5
Total Exams		20	1	24	15
Mean Score		1.70	4.00	2.71	1.93
% of 3 or higher		15.0%	100%	54%	20.0%

Physics C: Electricity and Magnetism

Score	2014	2015	2016	2017	2018
5	0	0	0	0	0
4	0	1	0	0	5
3	0	0	0	0	3
2	1	0	1	0	2
1	0	1	1	0	0
Total Exams	1	2	2	0	10
Mean Score	2	2.50	1.50	0.00	3.3
% of 3 or higher	0%	50%	0%	0%	80%

Physics C: Mechanics

Score	2014	2015	2016	2017	2018
5	1	0	0	1	1
4	0	1	1	0	2
3	0	0	1	0	4
2	0	0	0	0	3
1	0	1	0	0	0
Total Exams	1	2	2	1	10
Mean Score	5.00	2.50	3.50	5.00	3.1
% of 3 or higher	100.0%	50%	100.0%	100%	70%

Psychology

Score	2014	2015	2016	2017	2018
5	7	23	8	5	8
4	19	33	20	13	15
3	20	18	20	9	12
2	16	5	3	2	6
1	8	7	4	3	6
Total Exams	70	86	55	32	47
Mean Score	3.01	3.70	3.45	3.47	3.28
% of 3 or higher	65.7%	86%	87.2%	84%	74.5%

Spanish Language and Culture

Score	2014	2015	2016	2017	2018
5	23	27	24	13	10
4	17	11	8	4	12
3	4	3	2	4	0
2	0	0	0	0	0
1	0	0	0	0	0
Total Exams	44	36	34	21	22
Mean Score	4.43	4.59	4.65	4.43	4.45
% of 3 or higher	100.0%	100.0%	100.0%	100.0%	100.0%

Spanish Literature and Culture

Score	2014	2015	2016	2017	2018
5	2	2	5	0	0
4	3	11	6	5	3
3	9	3	2	4	0
2	1	2	0	2	1
1	0	0	0	0	0
Total Exams	15	18	13	11	4
Mean Score	3.40	3.72	4.23	3.27	3.5
% of 3 or higher	93.3%	89%	100.0%	81.8%	75.0%

Statistics

Score	2014	2015	2016	2017	2018
5	1	2	0	4	3
4	7	5	7	0	3
3	3	3	2	7	2
2	7	3	4	2	4
1	7	14	8	1	2
Total Exams	25	27	21	14	14
Mean Score	2.52	2.19	2.38	3.29	3.07
% of 3 or higher	44.0%	37%	42.8%	78.50%	57.1%

Studio Art: 2-D Design Portfolio

Score	2014	2015	2016	2017	2018
5	1	1	0	0	1
4	0	1	2	0	2
3	5	5	3	0	8
2	5	2	5	0	1
1	2	0	0	0	1
Total Exams	13	9	10	0	13
Mean Score	2.46	3.11	2.70	0	3.08
% of 3 or higher	46.1%	78%	50%	0.00%	84.6%

United States Government and Politics

Score	2014	2015	2016	2017	2018
5	2	2	2	3	4
4	1	1	1	2	2
3	4	3	7	3	6
2	7	2	4	7	5
1	3	11	1	4	1
Total Exams	17	19	15	19	18
Mean Score	2.53	2.00	2.93	2.63	3.17
% of 3 or higher	41.1%	31.5%	66.6%	50%	66.6%

United States History

Score	2014	2015	2016	2017	2018
5	5	0	1	1	1
4	13	10	6	3	3
3	8	15	9	8	10
2	11	16	16	20	12
1	7	18	19	19	20
Total Exams	44	59	51	51	46
Mean Score	2.95	2.29	2.10	1.96	1.98
% of 3 or higher	59.1%	42.4%	31.4%	23.50%	30.4%

H3. AVID Student Enrollment in 2012-2013

Grade Level Enrollment	Schoolwide		AVID Students		Total	
	Male	Female	Male	Female	School	AVID
9th Grade	269	254	20	37	523	57
10th Grade	274	256	14	20	530	34
11th Grade	266	233	12	11	499	23
12th Grade	236	211	5	20	447	25
Total	1,045	954	51	88	1,999	139

AVID Student Enrollment in 2017-2018

Grade Level Enrollment	Schoolwide		AVID Students		Total	
	Male	Female	Male	Female	School	AVID
9th Grade	223	218	27	31	441	58
10th Grade	202	195	22	39	397	61
11th Grade	202	198	19	23	400	42
12th Grade	241	198	20	21	439	41
Total	868	809	88	114	1,677	202

2017-2018 school year (Senior Class of 2017)

Enrollment in Courses of Rigor in 2018				
	9th Graders	10th Graders	11th Graders	12th Graders
AP/IB	0	0	16	13

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Last Year's AVID Seniors			
	Male	Female	Total
Number of seniors in last year's AVID program	14	23	37
Number of seniors in last year's AVID program for whom last year marked their third year in AVID.	14	23	37
Percent of seniors in last year's AVID program for whom last year marked their third year in AVID.	100.0%	100.0%	100.0%
Number of seniors in last year's AVID program who completed entry requirements for admission to four year colleges.	14	18	32
Percent of seniors in last year's AVID program who completed entry requirements for admission to four year colleges.	100.0%	78.3%	86.5%
Number of seniors in last year's AVID program who graduated.	14	22	36
Percent of seniors in last year's AVID program who graduated.	100.0%	95.7%	97.3%
Number of seniors in last year's AVID program who took the SAT at any time in their high school years.	12	22	34
Percent of seniors in last year's AVID program who took the SAT at any time in their high school years.	85.7%	95.7%	91.9%
Number of seniors in last year's AVID program who took the ACT at any time in their high school years.	1	0	1
Percent of seniors in last year's AVID program who took the ACT at any time in their high school years.	7.1%	0.0%	2.7%
Number of seniors in last year's AVID program who took either the SAT or ACT at any time in their high school years.	12	22	34
Percent of seniors in last year's AVID program who took either the SAT or ACT at any time in their high school years.	85.7%	95.7%	91.9%
Number of seniors in last year's AVID program who took at least one AP/IB exam in their high school years.	7	12	19
Percent of seniors in last year's AVID program who took at least one AP/IB exam in their high school years.	50.0%	52.2%	51.4%

Number of Last Year's AVID Seniors who...	Applied		Accepted		Planned to Attend	
	Male	Female	Male	Female	Male	Female
Any four year college/university	13	22	13	22	6	12
Overall AVID Total	35		35		18	
Percent any four year college/university	92.9%	95.7%	92.9%	95.7%	42.9%	52.2%
Overall AVID Percent	94.6%		94.6%		48.6%	
Any two year college					8	11
Any two year college total					19	
Percent any two year college					57.1%	47.8%
Overall AVID Percent					51.4%	
Any technical/trade school	"Applied" and "Accepted by" data are not reported for these items.				0	0
Any technical/trade - AVID Total					0	
Percent any technical/trade school					0.0%	0.0%
Overall AVID Percent					0.0%	
Military enlistment					0	0
Military enlistment - AVID Total					0	
Percent any military enlistment					0.0%	0.0%
Overall AVID Percent					0.0%	
UC	1	3	0	1	0	1

UC - AVID Total	4		1		1	
Percent UC	7.1%	13.0%	0.0%	4.3%	0.0%	4.3%
UC - Overall AVID Percent	10.8%		2.7%		2.7%	
CSU	10	19	8	15	2	4
CSU - AVID Total	29		23		6	
Percent CSU	71.4%	82.6%	57.1%	65.2%	14.3%	17.4%
CSU - Overall AVID Percent	78.4%		62.2%		16.2%	
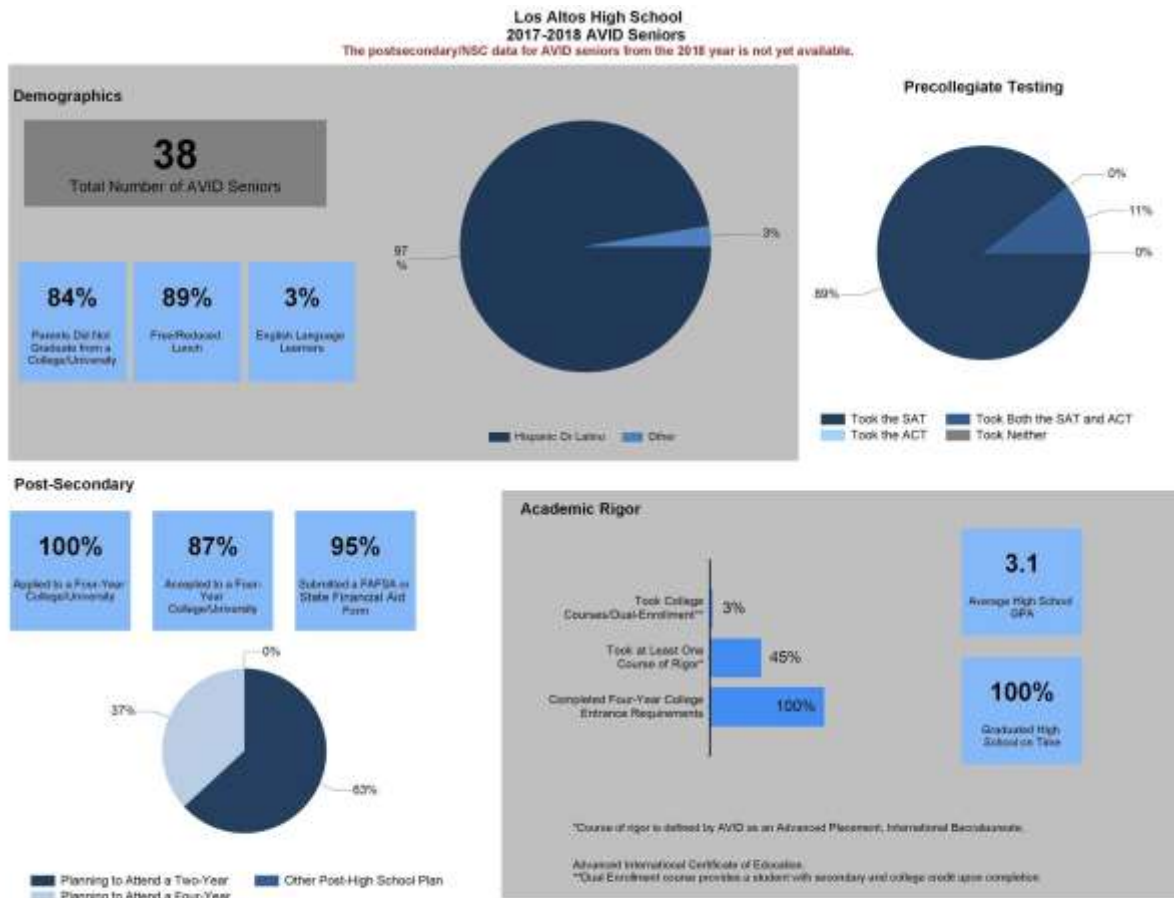
Los Altos High School
2017-2018 AVID Seniors
The postsecondary/NSC data for AVID seniors from the 2018 year is not yet available.

I. California School Dashboard performance indicators

Equity Report Fall 2017 Release

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	4
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		5	1
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A

Performance Levels:

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

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

Equity Report Spring 2017 Release

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	4
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		6	1
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A

Performance Levels:

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

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

Status and Change Report Fall 2017 Release

| State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.3%	Maintained +0.2%
English Learner Progress (1-12)		High 83.3%	Increased +4.1%
Graduation Rate (9-12)		Very High 97.1%	Maintained -0.7%
College/Career (9-12) Select for one year of available data	N/A	Medium 51.4%	N/A

Performance Levels:

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

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

Status and Change Report Spring 2017 Release

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.4%	Increased +0.4%
English Learner Progress (1-12)		High 82.8%	Increased +2.3%
Graduation Rate (9-12)		Very High 97.5%	Maintained -0.1%
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A

Performance Levels:

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

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

Academic Performance State Indicators Fall 2017 Release

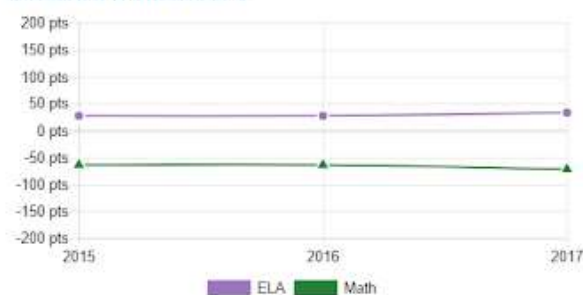## State Indicators

English Learner Progress Indicator (Grades K-12)

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator

Class of 2016

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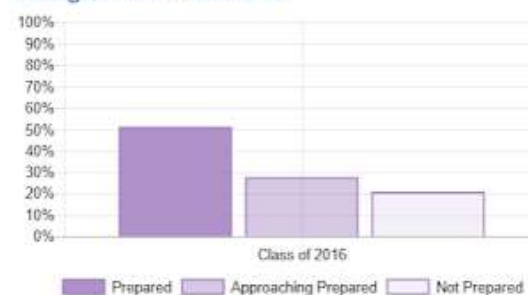
For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education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

Other State Measures

Assessment Performance Results for Grade 11: Distance from Level 3

ELA   Math

Academic Performance State Indicators Spring 2017 Release

State Indicators	All Students Performance	Status	Change
English Learner Progress (1-12)		High 82.8%	Increased +2.3%

Other State Measures	Number of Students	Status	Change
English Language Arts (Grade 11)	466	27.2 points above level 3	-0.6 points
Mathematics (Grade 11)	466	63.2 points below level 3	0 points

The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
	Prepared	203	44.2%
459	Approaching Prepared	119	25.9%
	Not Prepared	137	29.8%

More detailed information regarding the criteria for the three CCI performance levels can be obtained at the California Department of Education Web page at http://www.cde.ca.gov/ta/ac/cm/cci.asp

Performance Levels:

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

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

Student Group Report Fall 2017 Release

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	Yellow	Orange	-	-	Orange	Yellow	-	-	Orange	-	Yellow	-	-	Orange
English Learner Progress (1-12)	Green	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	Blue	Blue	-	-	Blue	Orange	-	-	Blue	-	Blue	-	-	-

Performance Levels:

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

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

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Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	Orange	Orange	N/A	N/A	Orange	Green	-	-	Green	-	Orange	-	-	Orange
English Learner Progress (1-12)	Green	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	Blue	Green	N/A	N/A	Blue	Orange	-	-	Blue	-	Blue	-	-	Yellow

Performance Levels:

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

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

J. SARC Report

School Administration

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Principal
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Hacienda La Puente Unified School District

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Mr. Jeffrey De La Torre
Member

District Administration

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Superintendent
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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- View our SARC online, by visiting our website or scan the QR code to the right.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

District Mission Statement

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem-solving in meeting the challenges of a changing society.

Principal's Message

Welcome to Los Altos High School, home of the Conquerors, and thank you for taking the time to read the Los Altos High School Annual School Accountability Report Card. As the proud Principal of Los Altos High School, my alma mater, I could not be more excited to represent my community. We truly have the best students, staff, and families around and I could not be more honored to share our school with you.

Los Altos High School opened its gates in 1958 and currently has 1785 students in ninth through twelfth grades. We are located twenty-two miles east of Los Angeles, in the suburb of Hacienda Heights. Our school motto is Conquerors Think, Thinkers Conquer which is a true representation of who we are and what we strive to be. We have a long tradition of excellence in academics and extracurricular activities which has given us the reputation of being one of the best well-rounded educational schools in Southern California. Colleges strive to have students with a well-rounded educational experience and they offer our students a multitude of scholarships every year.

We have receive numerous recognitions each year at Los Altos, some of which have included the California Business for Education Excellence Honor Roll, California Distinguished School, Best High Schools from U.S. News & World Report, and Newsweek's America's Best High Schools. Our students have received more recognitions than just about any school around through our five academic career paths and our extracurricular activities. Those recognitions include Back to Back Ed Royce Congressional App Challenge Winners represented in Washington D.C., Engineering Electric Car National Competitions in Florida and Oregon, Health Occupation Students of America National Qualifiers in consecutive years, prestigious Performing Arts competition winners in Band, Choir, and Dance, multiple CIF Championships and Championship Qualifiers, and we were the very first high school in the country to have a running Hydrogen Internal Combustion Engine along with the history of being the first high school in the world to finish a solar vehicle race across the continent of Australia.

As a leader in creating college and career ready students, Los Altos High School provides the AVID (Advancement Via Individual Determination) program which boasts a 100% college acceptance rate. We also offer more than 35 Honors and Advanced Placement courses, Los Altos Academy of Engineering, Los Altos Performing Arts Academy, Health and Medical Technology courses, Digital Arts and Graphic Design courses, Business Marketing and Management courses, Leadership courses at all grade levels, and much more.

Our success is a by-product of hard work, pride, dedication, and strong partnerships among the staff, students, parents, and community. This success has extended our community beyond our attendance boundaries as more than 15 percent of our students join us through intra-district and inter-district permits. With these partnerships, Los Altos High School produces students who have completed A-G requirements and are ready to enter the college and career world. All of these stakeholders are proud to send our students into the world ready and focused on their successful futures ahead. Together, our focus never waivers on making all students successful.

On behalf of the Conqueror Family, we appreciate your time and interest in exploring Los Altos High School's annual School Accountability Report Card. If you would like a more interactive view of Conqueror life you can follow us on Facebook at Los Altos High School, Conquerors or go to our website at http://lahs.hlpschools.org/. For further information about joining our Conqueror Family or questions about our programs, please call my office at (626) 934-5418 or email jhess@hlpusd.k12.ca.us.

Community & School Profile (School Year 2018-19)

The Hacienda La Puente Unified School District is the largest school district in the San Gabriel Valley, serving more than 78,800 students; 25,000 pre-K-12 and 30,000 adult education students at two main facilities and 32 satellite sites. The District also has the largest correctional education program in the nation, serving an additional 33,000 students at eight correctional facilities throughout Los Angeles County. The 11.5 square mile District serves the diverse communities of City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina. The District includes 17 elementary schools, six K-8 schools, four middle schools, four comprehensive high schools, one alternative high school, an orthopedic unit for the physically handicapped, and an extensive child development and adult education program. The District also maintains an Administration Center, an Instructional Services Center, a Multilingual Assessment Center, a Professional Library, and a Curriculum Lab.

Los Altos High School is located in the community of Hacienda Heights and is committed to providing a strong instructional program for all students to ensure excellence in education. The school operates on a traditional school calendar.

School Attendance (School Year 2017-18)

Regular attendance, punctuality, and promptness at Los Altos High School are necessary parts of the learning process and are critical to academic success. School districts receive financial support from the State for the education of the students they serve based on how many students attend each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are referred to the office.

Regular daily attendance is a priority at Los Altos High School. School attendance is monitored closely by the attendance clerk and school principal. The parents of students with excessive absences are required to meet with the school principal to develop a plan to improve daily attendance. If the attendance does not improve the student and parent are referred to the District's School Attendance Review Board (SARB).

Hacienda La Puente Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the District, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

School Enrollment (School Year 2017-18)

The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level			
	2015-16	2016-17	2017-18
9th	483	404	458
10th	529	469	409
11th	521	501	449
12th	492	472	460
Total	2,025	1,846	1,776

Enrollment by Student Group	
2017-18	
	Percentage
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	5.7
Filipino	1.1
Hispanic or Latino	86.9
Native Hawaiian or Pacific Islander	0.3
White	4.4
Two or More Races	0.6
EL Students	5.0
Socioeconomically Disadvantaged	66.2
Students with Disabilities	9.3
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

Hacienda La Puente Unified School District recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. Parents can look up the credentials of an individual teacher at the California Commission on Teacher Credentialing website: http://www.ctc.ca.gov/.

Teacher Credential Status				
	School			District
	16-17	17-18	18-19	18-19
Fully Credentialed	72	72	69	753
Without Full Credentials	1	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	9	6	4	92

Teacher Misassignments and Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies	16-17	17-18	18-19
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2018-19)

Los Altos High School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 38 acres. School facilities were built in 1957, with additions built in 1958, 1960, 1961, and 1971. They span more than 173,000 square feet, and include the library, ASB office, main office, gymnasium, multipurpose room, and 74 classrooms. The school added four new science classrooms and a new pool within the last 10 years. The new track and field is complete and is a state of the art facility matching those of professional sporting event facilities. The district has also provided three large new shade structures with lunch tables that can hold 300 students under it for a great relaxing break area for students. This year, the district is painting the entire school in a fresh new paint scheme with school branding logo's included.

The facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the results of the most recent facilities inspection. Work orders were generated for all deficiencies noted. Facilities information was collected in November 2018.

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior		X		Admin Office, Room A-1, Room A-6: Stained ceiling tiles. Room J-11, Room E-6, Room A-3, Room A-4, Room A-5, Room A-6: Missing ceiling tile. Room J-13: Broken ceiling tile. Room F-1, Room R-2, Room F-3, Room H-7, Room A-1, Room A-2: Loose ceiling tiles. Room J-12: Damaged stained wall. Room H-3: Holes in ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room H-5: Missing electrical covers. Room D-6: Loose power cable.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

School Facility Conditions — Date of Last Inspection: 11/16/2018 — Overall Summary of School Facility Conditions: Good

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Instructional Materials (School Year 2018-19)

Hacienda La Puente Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Hacienda La Puente Unified School District held a Public Hearing on September 20, 2018, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California.* All textbooks and instructional materials used within the District are aligned with the Common Core State Standards.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and foreign languages for use in the classroom and to take home. Instructional materials for grades K-8 are selected from the State's most recent list of standards-based materials; for grades 9-12, all materials have been approved by the Board of Education.

Hacienda La Puente Unified School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language and visual and performing arts. District textbook review and adoption activities occur the year following the State's adoption. The table displays information collected in November 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The District does not have a formal textbook adoption for Health or for Visual and Performing Arts.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/Language Arts	Hampton Brown	2008	Yes	0.0%
9th-12th	English/Language Arts	McGraw-Hill	2016	Yes	0.0%
9th-12th	Foreign Language	Cheng & Tsui	2005	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Foreign Language	Pearson	2014	Yes	0.0%
9th-12th	History/Social Science	Bedford/St. Martin	2011	Yes	0.0%
9th-12th	History/Social Science	HoughtonMifflin	2006	Yes	0.0%
9th-12th	History/Social Science	McDougal Littell	2003	Yes	0.0%
10th-12th	History/Social Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Mathematics	Glencoe	2004	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
10th-11th	Mathematics	McDougal Littell	2005	Yes	0.0%
10th-12th	Mathematics	Pearson/Addison Wesley	2004	Yes	0.0%
9th-12th	Science	Pearson	2005	Yes	0.0%
9th-12th	Science	Prentice Hall	2002	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Science	W.H. Freeman	2002	Yes	0.0%

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) include computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. *The CAST will be administered operationally during the 2018–19 school year.*

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Language Arts/Literacy (Grades 3-8 and 11)	62	64	57	51	51	53	48	48	50
Mathematics (Grades 3-8 and 11)	26	25	26	37	38	40	36	37	38
Science (Grades 5, 8, and 10)	42	--	--	58	–	–	54	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	403	400	99.26	57.14	397	98.51	25.94
Male	202	201	99.50	56.22	198	98.02	29.8
Female	201	199	99.00	58.08	199	99.00	22.11
Hispanic or Latino	345	342	99.13	55.43	339	98.26	22.42
White	16	16	100.00	68.75	16	100.00	37.5
Socioeconomically Disadvantaged	272	269	98.90	52.04	267	98.16	23.6
English Learners	27	27	100.00	18.52	27	100.00	11.11
Students with Disabilities	31	31	100.00	3.23	31	100.00	3.23

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

College Preparation

Los Altos High School offers college-bound students many opportunities to get a head start on their future. Los Altos' default curriculum is the UC a-g courses. All students attending Los Altos High School will be enrolled in UC a-g courses; 95 percent of the master schedule meets a-g requirements.

College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by school, District, and community groups. The school's Guidance Department offers a College Night, sponsors visits from college representatives, and offers workshops to assist students in the college application and the financial aid application processes. Counselors meet with students to map out educational plans based on post-secondary educational goals. Rio Hondo and Mt. SAC both accept college credit from Los Altos High School. LAHS has implemented the Connect Four program provided by Mt. Sac that provides pre-counseling, student pathway and priority registration for our graduates attending Mt. Sac.

Students at Los Altos High School are encouraged to take specific courses if they plan to attend a four-year university. All students must pass each required course with a grade no lower than "C" each semester. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2017-18)	99.55%
Graduates Who Completed All Courses Required for UC/ CSU Admission (2016–17)	52.89%

* Duplicated Count (one student can be enrolled in several courses).

Workforce Preparation (School Year 2017-18)

It is the goal of Los Altos High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Counselors work individually with students to develop an individualized six-year plan with one of five broad academic career paths. Each path features careers which require varied levels of education ranging from a high school diploma to specialized training or an advanced degree. The five paths are: Arts and Communication, Business Technology, Health and Environmental Science, Industrial Technology and Engineering, and Social and Community Services.

Los Altos High School offers a variety of career-path related classes through the La Puente Valley Regional Occupational Program (ROP). Career preparation courses offered at Los Altos High School include:

- Animation
- Applied Engineering
- Business and Personal Finance
- Business Marketing
- Digital Graphics 1
- Digital Graphics 2
- Engineering Manufacturing Technology
- Medical Core
- Principles of Engineering
- Sports Medicine
- Video Production 1
- Video Production 2

All career preparation courses satisfy the District's graduation requirements and incorporate State CTE standards. Courses are evaluated through career student organizations, grades, and placement of employment. For more information on ROP and CTE courses, please contact Yvette Meneses at (626) 933-1000.

Speakers from the community, vocational education, job shadowing, career days, use of technology, and work experiences are made available for the students to heighten awareness of options for education, training, and employment beyond high school. Students also take an aptitude test at each grade level and participate in Interest Inventory Surveys to help them discover their abilities and talents. Seniors are required to complete a Senior Project before graduation.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	445
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	52.6%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	28.6%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2017-18)

In the spring of each year, Los Altos High School is required by the State to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone 2017-18			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.5%	23.1%	51.6%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2018-19)

Parents and the community are highly supportive of the educational program at Los Altos High School. There are numerous ways parents are able to get involved at the school. They include: Boosters for Academics and Athletics, School Site Council, Volunteering for functions, Parent meetings throughout the year such as Parent Conferences, Back-to-School, College/Career Workshops, Financial Aide workshops, and ELAC.

Parents who wish to participate in Los Altos High School leadership teams, school committees, school activities, or become volunteers may contact Principal Cheli McReynolds at (626) 934-5418 or at cmcreynolds@hlpusd.k12.ca.us.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

Regular attendance, punctuality, and promptness at Los Altos High School are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the State for the education of the students they serve based on how many students attend each day.

Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. The school now uses the Renaissance Program; strong student participation has resulted in an increased attendance rate. Parents are advised of their responsibilities including notification of when and why students are absent.

Regular daily attendance is a priority at Los Altos High School. Absence reports are regularly reviewed by the Assistant Principals. Parents are notified of absences through phone calls, letters, and conferences. Attendance is encouraged through motivational incentives and awards. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including Student Study Teams (SSTs) and the District's School Attendance Review Board (SARB). Hacienda La Puente Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the District, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective.

The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems. Intervention programs that promote attendance and reduce dropout rates include: CSF Tutoring, SARB, SART, After-school Interventions, and Student Study Teams.

The table illustrates the school's dropout and graduation rates for the past three years. Data from the 2017-18 school year was not available at the time of publication. *Note: The National Center for Education Statistics graduation rate is provided in the table.*

Graduation & Dropout Rates						
	Dropout			Graduation		
	14-15	15-16	16-17	14-15	15-16	16-17
School	1.7%	1.9%	0.9%	97.5%	97.1%	97.6%
District	6.4%	5.4%	4.7%	90.1%	92.4%	91.2%
State	10.7%	9.7%	9.1%	82.3%	83.8%	82.7%

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and met all state and local graduation requirements for grade twelve completion. Data from the 2016-17 school year was the most recent available at the time of publication.

Completion of High School Graduation Requirements			
	School	District	State
All Students	95.3%	92.1%	88.7%
African American/Black	100%	82.6%	82.2%
Asian	94.3%	95%	94.9%
Filipino	100%	96.6%	93.5%
Hispanic or Latino	95.8%	91.7%	86.5%
Native Hawaiian or Pacific Islander	100%	100%	88.6%
White	85.7%	89.1%	92.1%
English Learners	76.5%	63.4%	56.7%
Socioeconomically Disadvantaged	96.5%	93.8%	88.6%
Students with Disabilities	76.9%	70%	67.1%
Foster Youth	100%	90.5%	74.1%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Discipline & Climate for Learning

Hacienda La Puente Unified School District annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Los Altos High School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

The LAHS staff has been trained and implements Positive Behavior Support strategies as well as Multi-Tiered Systems of Support strategies. The goal is to provide support at school for all students regardless of their needs.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	15-16	16-17	17-18	15-16	16-17	17-18
School	3.09	3.32	3.39	0.05	0.00	0.11
District	3.10	3.27	3.10	0.05	0.04	0.07
State	3.65	3.65	3.51	0.09	0.09	0.08

Safe School Plan (School Year 2018-19)

Safety of students and staff is an extremely important to Los Altos High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials, fire standards, and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis and earthquake drills are held quarterly. Emergency Lockdown drills are also part of the safety preparation and planning. During lunch, nutrition, and before and after school, two campus patrol officers, counselors, and administrators supervise students and school grounds, including the cafeteria and athletic fields, to ensure a safe and orderly environment.

All visitors must make arrangements with school staff in advance, sign in at the school's office, wear visitors badges during their time on campus, and check out at the office upon leaving. In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. Los Altos High School reviews the plan by March of each year and updates it as needed. The plan was last updated in September 2018. An updated copy of the plan is available to the public at the school and District offices.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

	Class Size Distribution											
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	16	17	18	16	17	18	16	17	18	16	17	18
	By Subject Area											
English	26	25	25	23	25	29	25	29	25	29	21	19
Mathematics	30	29	26	2	6	19	21	12	24	12	7	21
Science	29	27	29	12	10	12	14	28	13	31	18	27
Social Science	28	29	29	13	11	9	16	15	13	24	21	22

Advanced Placement (School Year 2017-18)

Los Altos High School offers Advanced Placement (AP) courses for students seeking to qualify for college credit. Students achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. Los Altos High School has an open enrollment policy to any student who wants to take an AP or Honors course.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	2
English	5
Foreign Language	3
Mathematics	3
Science	6
Social Science	8
Totals	27
Percent of Students in AP Courses	17.9%

Professional Development

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. For the past three years, these are the number of staff development days offered by the district:

2016-17: 2
2017-18: 2
2018-19: 2

The District leads Professional Development in all content areas using a variety of models, such as pull-out, push-in, PLC, Staff Meetings, and more. Professional Development includes, but is not limited to: English Language Arts, English Language Development, Writing, Math, History/Social Science, STEM, STEAM, VAPA, NGSS, MTSS, Open Education Resources, Summer Math Academy, AERIES, SBAC Interims, CaMSP, ELA Technology, and Mod/Severe.

Professional Development is also conducted through team teaching, modeling lessons, and Instructional Walk Throughs with feedback.

Counseling & Support Staff (School Year 2017-18)

It is the goal of Los Altos High School to assist students in their social and personal development as well as in academics. The school provides special attention to students who experience achievement or behavioral difficulty.

The academic counselor-to-pupil ratio is 1:369. LAHS has four traditional counselors, one counselor for At-Risk students, and two specialized counselors. The chart displays support staff available to students at the school. *Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Community Liason	1	0.5
Guidance/Academic Counselor	5	5.0
Intervention Specialist	1	0.2
Prevention Specialist	1	0.5
Psychologist	2	1.0
Resource Specialist	3	3.0
Special Day Class (SDC) Teacher	4	4.0

Availability of Additional Internet Access at Public Locations

The Hacienda Heights Public Library, La Puente Public Library, and West Covina Public Library provide free internet access to all registered patrons, including the students of the Hacienda La Puente Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the Internet using their personal equipment.

District Expenditures (Fiscal Year 2016-17)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,554
From Supplemental/Restricted Sources	$154
From Basic/Unrestricted Sources	$6,400
District	
From Basic/Unrestricted Sources	$2,238
Percentage of Variation between School & District	186.0%
State	
From Basic/Unrestricted Sources	$7,125
Percentage of Variation between School & State	-10.2%

School Site Teacher Salaries (Fiscal Year 2016-17)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

Average Teacher Salaries	
School & District	
School	$81,607
District	$83,172
Percentage of Variation	-1.9%
School & State	
All Unified School Districts	$79,665
Percentage of Variation	2.4%

Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information Teachers - Principal - Superintendent 2016-17		
	District	State
Beginning Teachers	$52,350	$49,512
Mid-Range Teachers	$80,818	$77,880
Highest Teachers	$100,407	$96,387
Elementary School Principals	$129,708	$123,139
Middle School Principals	$132,024	$129,919
High School Principals	$151,715	$140,111
Superintendent	$230,392	$238,324
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	36.0%
Administrative Salaries	6.0%	5.0%

District Revenue Sources (Fiscal Year 2017-18)

In addition to general fund state funding, the District received Federal and State aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Regional Occupational Program
- Safe and Drug Free Schools Program
- Special Education
- Staff Development
- Tenth Grade Counseling
- Title I Program
- Vocational and Applied Technology Education Act

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at *http://dq.cde.ca.gov/dataquest/* that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

K. CBEDS Information

CBEDS: School Information Form (SIF)

October 2018 California Basic Educational Data System (CBEDS). California Department of Education. Created (5/11/2018).

School Information

Please provide the district name, school name, and school's County-District-School (CDS) code.

District Name	School Name	CDS Code
Hacienda La Puente U.S.D.	Los Altos High School	19-73445-1935246

A. Full-Time Equivalent of Classified Staff

Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school. For example, report full-time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE. (Single-school districts should report classified staff only on this form.)

Male Full-Time Equivalent Staff Count

Row	Gender and Classified Staff Type	America Indian or Alaska Native not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
1	Male Paraprofessional	0	0	0	0	0	0	0	0	0
2	Male Office/Clerical Staff	0	0	0	0	1	0	0	0	1
3	Male Other Classified Staff	0	0.28	0	0	7.38	0	4.75	0.25	12.66

School Information Form Page 1 of 4

(Section A. Full-Time Equivalent of Classified Staff continued)

Female Full-Time Equivalent Staff Count

Row	Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
4	Female Paraprofessional	0	0	0	0	2.31	0	0	0	2.31
5	Female Office/Clerical Staff	0	0	0	0.5	4.63	0	3.00	0	8.13
6	Female Other Classified Staff	0	0.47	0	0	5.75	0	0	1.00	7.22

B. Kindergarten Program Type

Report the type of kindergarten and transitional kindergarten program offered by the school by selecting the appropriate program type below.

Kindergarten Program (Select one)
○ Full-day ○ Part-day ○ Both full-day and part-day ● None

Transitional Kindergarten Program (Select one)
○ Full-day ○ Part-day ○ Both full-day and part-day ● None

C. Work Visa Applications
(For charter schools only)

Report the number of H-1B work visa applications applied for on behalf of potential employees, and the number of those visa applications that were granted.

1. Number of H-1B work visa applications submitted. ____ 0

2. Number of H-1B work visa applications granted. ____ 0

School Information Form Page 2 of 4

D. Educational Calendar

Report the type of calendar on which the school operates, as well as the school's start and end date for the 2018–2019 school year.

Calendar Type

When selecting a calendar type, do not report both single-track and multitrack. If **ANY** part of the school is year-round, select more than one type of calendar: Traditional and single-track, or traditional and multitrack.

☑ Traditional   ☐ Single-Track   ☐ Multitrack

Year-Round Calendar Type (Select one)

For schools on a single-track or multitrack calendar, report the type of year-round calendar on which the school operates.

○ 60/20   ○ 90/30   ○ Modified Concept
○ Custom   ○ 60/15   ○ 45/15

School Start and End Dates

Report the school's start date (first day of school) and end date (last day of school) for the 2018–19 school year.

If on a multitrack calendar, report the first day of school for the earliest track, and the last day of school for the latest track. For example, if Track A students are attending school from September 3, 2018 through May 10, 2019; and Track B students are attending school from November 1, 2018 through July 13, 2019, report the start date as 09/03/18 and the end date as 07/13/19.

Start Date (First Day of School)   08/08/18

End Date (Last Day of School)   05/23/19

F. Multilingual Instructional Programs

Specify whether or not the school offers a multilingual instructional program and if so, report the type(s) of program(s) offered.

Do you offer multilingual/biliteracy education programs?
○ Yes ◉ No

Type of Multilingual/Biliteracy Education Program (Choose all that apply)

☐ Dual-Language Immersion
☐ Developmental Bilingual
☐ Transitional Bilingual
☐ One-Way Immersion
☐ Heritage Language/Indigenous Language
☐ Foreign Language Elementary Experience (FLEX)
☐ Foreign Language in Elementary Schools (FLES)
☐ Native Speakers Courses

G. Language(s) of Instruction

Report the target language(s) in which multilingual instructional programs are offered. A list of reportable languages is available in the CBEDS Administrative manual.

School Information Form Page 3 of 4

THIS SECTION IS ONLY TO BE COMPLETED BY INDEPENDENTLY REPORTING CHARTER SCHOOLS.

E. Estimated Number of Teacher Hires (2019–20)

For classroom teaching and specialist positions only. Report in full-time equivalents (FTEs) to one decimal place (i.e. 3.5).

Do not include administrative, guidance, media, library, health service, or classified positions.

Row	Subject Area	Estimated Number of Teacher Hires
1	Agriculture	
2	Art	
3	Multilingual Education	
4	Business	
5	Dance	
6	English	
7	Foreign Language	
8	Health Education	
9	Home Economics	
10	Life Science	
11	Mathematics	
12	Music	
13	Physical Education	
14	Physical Science	
15	Reading	
16	Self-contained Classes	
17	Special Education	
18	Social Science/Studies	
19	Drama/Theater	
20	Trades and Industrial Arts	
21	Other Specializations	

School Information Form Page 4 of 4

L. Graduation Requirements

HLPUSD Graduation Requirements		
Course	Years Needed	Credits Needed
English	4	40
Mathematics	3	30
Physical Education	2	20
Science (Life Science, Physical Science, Science)	3	30
History (World History, US History, Civics/Economics)	3	30
Fine Art	1	10
Elective	4	70
	Total	230

HIGH SCHOOL GRADUATION AND COLLEGE ADMISSION REQUIREMENTS

LOS ALTOS HIGH SCHOOL GRADUATION
(Community College Requirements)

English .... 4 years
Fine Art or Foreign Language .... 1 year
Math .... 3 years
Physical Education .... 2 years
Life Science (Biology, Physiology) .... 1 year
Physical Science (Chemistry, Physics) .... 1 year
Science (any of the above or Earth Science, Environmental Science) .... 1 year
World History .... 1 year
U. S. History .... 1 year
Civics/ American Government .... 1 semester
Economics .... 1 semester
Electives .... 70 credits

1 Semester Class = 5 credits
Students need to receive 60 credits per year
Total credits required to graduate = **230 credits**

Additional Graduation Requirements:
Computer Literacy
Math 1
Lab science

UC/ CSU/ Private Universities Admission Requirements   (A-G Requirements)

A. U. S. History/ Social Science .... 2 years
    1 year of World History
    1 year of U. S. History
    Combination of U. S. History (1 year) or 1 semester
    U. S. History and 1 semester of civics and 1 year of social science
B. English .... 4 years
C. Math .... 3 years
    Integrated Math 1, 2 and 3 minimum   **4 years recommended**
D. Laboratory Science .... 2 years
    Biology, Chemistry, Physics 3 years recommended
E. Language other than English .... 2 years
    3 years of the same language recommended
F. Visual and Performing Arts .... 1 year
    Art, Drama, Music, Choir
G. College Preparatory Electives .... 1 year
    Visual and Performing Arts, History, English, Social Science,
    advanced Mathematics, Laboratory Science, & languages other
    than English

CSU/UC/Private Universities REQUIRE:
SAT Reasoning Test or ACT

UC/ Private Universities RECOMMEND:
SAT Reasoning Test or ACT with Writing
2 SAT Subject Tests (if applying for Pre-Med or Engineering)
✓ Private University requirements vary depending on school
All required courses must be College Preparatory, Honors, AP, or IB
level with a grade of "**C**" or better for admission to a 4 year college
or university

M. Additional Data

M1. CAASPP School Performance on Each Target for the ELA/Literacy Test

Target	Strength/ Weakness Indicator	Areas Where Performance Indicates Standard Met
Explanatory		
Target 3 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).	✚	⬆
Target 4 COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulate implications or the significance of a topic).	✚	⬆
Argumentative		
Target 6 WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	▬	⬆
Target 7 COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	✚	⬆
Writing		
Target 8 LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	▬	⬇
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	▬	⬇
Listening		
Listening		
Target 4 LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	▬	▬
Research/Inquiry		
Literary Texts		
Target 2 ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	✚	⬆
Target 3 EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources.	▬	▬
Target 4 USE EVIDENCE: Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.	✚	⬆

Based on data from the Smarter Summative, 2017-2018 administration.

Report Generated: 1/17/2019 10:58:05 AM PST

California Technical Assistance Center
Phone: 1-800-955-2954
Email: caltac@ets.org

Assessment target score reports should serve as a starting point in an overall investigation of students' strengths and weaknesses and constitute only one of many sources of evidence that should be used in evaluating student performance. Assessment target scores based on fewer than 50 students may be less reliable and will have fewer unique items contributing to the overall target summary. Results from the prior administrations are final. Results from the 2017-18 administration are partial and should be used with caution. As a real-time system, these results will change as additional data are received and relevant appeals and rescores are processed.

The Summative Assessments include both computerized scoring components (scored immediately) and hand-scoring components. The reporting system aggregates results in real-time. Performance data will display as students complete both scored components and the hand-scoring portion results have been received.

Data presented in this system are considered preliminary. Official accountability data will be provided by the California Department of Education after the testing window has closed.

M2. CAASPP School Performance on Each Target for the Mathematics Test

caaspp
California Assessment of
Student Performance and Progress

School Performance on Each Target for the Mathematics Test
What are my school's strengths and weaknesses in Mathematics Target?

Test: Smarter Summative Mathematics Grade 11
Year: 2017-2018
Name: Los Altos High

Legend: Strength And Weakness Indicator

- ✚ Better than performance on the test as a whole
- ▬ Similar to performance on the test as a whole
- ▬ Worse than performance on the test as a whole
- ◆ Insufficient Information

Legend: Areas Where Performance Indicates Standard Met

- ⬆ Above Standard Met
- ▬ Near Standard Met
- ⬇ Below Standard Met
- ◆ Insufficient Information

Comparison Scores

Name	Average Scale Score	Students in this Report
Hacienda la Puente Unified (19734450000000)	2554±3	1348
Los Altos High (19734451935246)	2560±5	406

Performance on Each Assessment Target

Smarter Summative Mathematics Grade 11 Test for Students in Los Altos High

Target	Strength/ Weakness Indicator	Areas Where Performance Indicates Standard Met
Concepts and Procedures		
Target A - Number and Quantities: Extend the properties of exponents to rational exponents.	▬	⬇
Target B - Number and Quantities: Use properties of rational and irrational numbers.	▬	⬇
Target C - Number and Quantities: Reason quantitatively and use units to solve problems.	▬	⬇
Target D - Algebra: Interpret the structure of expressions.	✚	⬇
Target E - Algebra: Write expressions in equivalent forms to solve problems.	✚	⬇
Target F - Algebra: Perform arithmetic operations on polynomials.	✚	⬇
Target G - Algebra: Create equations that describe numbers or relationships.	▬	⬇
Target H - Algebra: Understand solving equations as a process of reasoning and explain the reasoning.	✚	⬇
Target I - Algebra: Solve equations and inequalities in one variable.	▬	⬇
Target J - Algebra: Represent and solve equations and inequalities graphically.	▬	⬇
Target K - Functions: Understand the concept of a function and use function notation.	▬	⬇
Target L - Functions: Interpret functions that arise in applications in terms of the context.	▬	⬇
Target M - Functions: Analyze functions using different representations.	▬	⬇
Target N - Functions: Build a function that models a relationship between two quantities.	▬	⬇
Target O - Geometry: Define trigonometric ratios and solve problems involving right triangles.	✚	⬇
Target P - Statistics and Probability: Summarize, represent, and interpret data on a single count or measurement variable.	✚	⬆

Based on data from the Smarter Summative, 2017-2018 administration.

Report Generated: 1/17/2019 11:04:24 AM PST

California Technical Assistance Center
Phone: 1-800-955-2954
Email: caltac@ets.org

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Data presented in this system are considered preliminary. Official accountability data will be provided by the California Department of Education after the testing window has closed.

N. School Budget Information

2018-19 SPSA Budget Summary

Below, *briefly* summarize all expenditures from the Action Plan and Mandated Parent Involvement pages.

(Basic/Base not required but may be included)

Certificated Staff (including benefits)	Title I 30100.0	LCFF S&C C 00005.0	LCFF Basic 00007.0 (K-8 only)	LCFF Base 00000.0	Description	Action Plan & Strategy # (i.e., ELA 2)
Title 1 Counselor	$49,938.00				0.45 Title 1 identified student focus (credit deficient and lacking academic/social motivation to succeed)	School Climate Goal Strategy 9
At-Risk Counselor		$59,813.00			0.55 At-Risk Counselor to reach 1 FTE	School Climate Goal Strategy 9
At-Risk Counselor		$116,322.00			1 FTE Intervention/At-Risk Counselor	School Climate Goal Strategy 9
Classified Instructional/Support Staff (including benefits)	Title I 30100.0	LCFF S&C C 00005.0	LCFF Basic 00007.0	LCFF Base 00000.0	Description	Action Plan & Strategy #
AVID Tutors		$12,950.00			AVID Tutors	School Climate Goal Strategy 8
0.2 FTE Security			$12,800.00		Additional Security Hours to Make 1 FTE	School Climate Goal Strategy 9
Teacher Workshop/Additional Hours (including benefits)	Title I 30100.0	LCFF S&C C 00005.0	LCFF Basic 00007.0	LCFF Base 00000.0	Description	Action Plan & Strategy #
6th Period Teaching Assignment		$7,800.00			To allow student access to additional course	School Climate Goal Strategy 12
A-G Support Tutoring	$20,000.00				Tutoring to support at-risk students in A-G requirements	School Climate Goal Strategy 11
Additional Planning Time		$14,000.00			Leadership team will meet during the summer to develop school action plans and staff development for the year	School Climate Goal Strategy 5

Note: All Title I expenditures must be used to provide direct educational services to students and parents.

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Additional Hours		$7,200.00			AP Study Workshops	ELA Goal Strategy 12 and Math Goal Strategy 8
District AVID Coordinator		$7,000.00			Contribution toward cost of District AVID Coordinator	ELA Goal Strategy 5
Teacher Release Time - Substitutes (Including benefits)	**Title I** 30100.0	**LCFF S&C C** 00005.0	**LCFF Basic** 00007.0	**LCFF Base** 00000.0	**Description**	**Action Plan & Strategy #**
Substitutes		$41,102.00			Substitutes to allow for Staff Development, PLC Time, and time for teachers to take students on extended learning opportunities	ELA Goal Strategy 2 & 6 & 8, Math Goal Strategy 2 & 3 & 8, EL Goal Strategy 3, School Climate Goal Strategy 3 & 5 & 6 & 7
Substitutes	$20,000.00				PLC Time and time for teachers to analyze data and plan interventions for at-risk students	ELA Goal Stategy 2, 6, 8; Math Goal Strategy 2, 3, 8; EL Goal Strategy 3; School Climate Goal Strategy 3, 5, 6, &7

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Substitutes				$34,688.00	Substitutes to allow for Staff Development, PLC Time, and time for teachers to take students on extended learning opportunities	ELA Goal Strategy 2 & 6 & 8, Math Goal Strategy 2 & 3 & 8, EL Goal Strategy 3, School Climate Goal Strategy 3 & 5 & 6 & 7
Books (Excluding core textbooks)	**Title I** 30100.0	**LCFF S&C C** 00005.0	**LCFF Basic** 00007.0	**LCFF Base** 00000.0	**Description**	**Action Plan & Strategy #**
Supplemental Reference		$800.00			AVID Weekly, Road Trip Nation	ELA Goal Strategy 4
Supplemental Reference		$10,000.00			Supplemental Reference books for classroom and library	ELA Goal Strategy 4
Books	$500.00				Parent Center Resources	School Climate Goal Strategy 10
Supplemental Instructional Materials (Including technology devices <$500 per item)	**Title I** 30100.0	**LCFF S&C C** 00005.0	**LCFF Basic** 00007.0	**LCFF Base** 00000.0	**Description**	**Action Plan & Strategy #**

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Classroom Material		$71,866.16			Lab supplies, pen/pencils, construction paper, scissors, markers, art supplies, butcher paper, chart paper, SBAC headphones	School Climate Goal Strategy 8 & 11; ELA Goal Strategy 7 & 11; Math Goal Strategy 4 & 10; EL Goal Strategy 4 & 10; School Climate Goal Strategy 4, 5, 8, 9, 11, & 12
Classroom Material			$55,003.00		Lab supplies, pen/pencils, construction paper, scissors, markers, art supplies, butcher paper, chart paper, SBAC headphones	Math Goal Strategy 11; EL Goal Strategy 4, School Climate Goal Strategy 5, 9, 11, & 12
Classroom Material			$51,080.00		Signature Funds: Engineering and Performing Arts Pathway Supplies	School Climate Goal Strategy 12

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Classroom Material	$3,000.00				Supplies for counselor and parent workshops, tutoring sessions, and supports for at-risk students who are credit deficient and lack academic/social motivation to succeed	ELA Goal Strategy 7 & 11; Math Goal Strategy 4 & 11; EL Goal Strategy 4 & 10; School Climate Goal Strategy 4, 5, 8, 9, 11, & 12
Supplemental Supplies	Title I 30100.0	LCFF S&C C 00005.0	LCFF Basic 00007.0	LCFF Base 00000.0	**Description**	**Action Plan & Strategy #**
Office Supplies				$12,587.00	Copy Paper, tissue paper, pens, clips, etc.	School Climate Goal Strategy 12
Office Supplies		$12,600.00			Copy Paper, tissue paper, pens, clips, etc.	School Climate Goal Strategy 12
Communication	$1,448.00				Stamps and mailings	School Climate Goal Strategy 10
Non-Capitalized Equipment ($500-$4,999 per item)	Title I 30100.0	LCFF S&C C 00005.0	LCFF Basic 00007.0	LCFF Base 00000.0	**Description**	**Action Plan & Strategy #**
Equipment/Replacement ($5,000+ per item)	Title I 30100.0	LCFF S&C C 00005.0	LCFF Basic 00007.0	LCFF Base 00000.0	**Description**	**Action Plan & Strategy #**
Professional Development (Conferences & Workshops)	Title I 30100.0	LCFF S&C C 00005.0	LCFF Basic 00007.0	LCFF Base 00000.0	**Description**	**Action Plan & Strategy #**

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UC and CSU Conference				$1,600.00	Registration and Travel expenses for student extended learning opportunities and training staff to increase student achievement and engagement	School Climate Goal Strategy 2
AP Summer Training		$6,500.00			Registration and Travel expenses for student extended learning opportunities and training staff to increase student achievement and engagement	Math Goal Strategy 3 and School Climate Goal Strategy 3
CADA (ASB) and CARE (Renaissance) Conference		$3,500.00			Registration and Travel expenses for student extended learning opportunities and training staff to increase student achievement and engagement	School Climate Goal Strategy 7
Athetic Director Conference				$1,200.00	Registration and Travel expenses for student extended learning opportunities and training staff to increase student achievement and engagement	School Climate Goal Strategy 3
HOSA Conference		$2,552.00			Registration and Travel expenses for student extended learning opportunities and training staff to increase student achievement and engagement	School Climate Goal Strategy 12
Engineering Conference				$8,000.00	Signature: Registration and Travel expenses for student extended learning opportunities and training staff to increase student achievement and engagement	School Climate Goal Strategy 12
AVID Conference		$10,000.00			Registration and Travel expenses for student extended learning opportunities and training staff to increase student achievement and engagement	School Climate Goal Strategy 11
Maintenance Repairs/Agreements	**Title I** 30100.0	**LCFF S&C C** 00005.0	**LCFF Basic** 00007.0	**LCFF Base** 00000.0	**Description**	**Action Plan & Strategy #**
2 Copy Machines				$31,500.00	Maintenance and Rental Agreements for 2 Copy Machines	School Climate Goal Strategy 4

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Athletic Equipment Repairs				$10,000.00	Safety repair for football helmets	School Climate Goal Strategy 12
Instrument Repair				$1,000.00	Signature: repair of musical instruments	School Climate Goal Strategy 12
Contracted Services	**Title I 30100.0**	**LCFF S&C C 00005.0**	**LCFF Basic 00007.0**	**LCFF Base 00000.0**	**Description**	**Action Plan & Strategy #**
Software Licenses		$2,500.00			Turnitin.com for writing support	ELA Goal Strategy 4
Software Licenses				$1,210.00	IO Assessment Data Analysis	School Climate Goal Strategy 5
Software Licenses		$4,500.00			EBSCO for research support	School Climate Goal Strategy 11
Software Licenses		$3,500.00			Superfan U for positive behavior support	School Climate Goal Strategy 10
Buses		$13,494.84			Buses for student field trips/extended learning opportunities	School Climate Goal Strategy 12
Buses			$3,000.00		Signature: Buses for student field trips/extended learning opportunities	School Climate Goal Strategy 12
Parent Workshop Speaker	$2,000.00				Outside Speaker for parent workshop	School Climate Goal Strategy 10
Memberships				$1,200.00	Memberships for WASC and IMC	School Climate Goal Strategy 10
Fingerprinting	$500.00				Fingerprinting for parent volunteers	School Climate Goal Strategy 10

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Academic Decathalon				$500.00	Academic Decathalon License for materials	Math Goal Strategy 12
Canine Searches		$800.00			To provide a safe learning environment canine searches	School Climate Goal Strategy 12
AP Testing		$6,300.00			Reduction of AP Test cost for disadavantaged students	School Climate Goal Strategy 12
TOTAL COST	**$97,386.00**	**$415,100.00**	**$15,800.00**	**$209,568.00**		

$97,386.00 $415,100.00 $209,568.00
$0.00 $0.00 $0.00

O. Glossary of School Terminology

Glossary of Terms

APEX – Online credit recovery program

APPEL – Academic Performance Profile for English Learners

ERWC – Expository Reading and Writing Curriculum

ISI – In-School Intervention

LACEF – Los Altos Conqueror Educational Foundation

LAEU – Los Altos Entertainment Unit

MDTP – Mathematics Diagnostic Testing Project

MRWC – Mathematical Reasoning with Connections

SDM – Shared Decision Making

Staffulty – Terminology to unify Staff and Faculty