



# **LOS ALTOS HIGH SCHOOL SELF-STUDY REPORT**

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

**Hacienda La Puente Unified School District**

**March 3, 2025 – March 5, 2025**

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide  
2022 Edition**

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## **Introduction (1–2 pages maximum)**

- Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.
- Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.

## **Principal’s Welcome Message**

Los Altos High School, Home of the Conquerors, is my home, the staffuly’s home, students, parents, community members home, and now your home as you take time to review our 2024-2025 WASC Self-Study Report and stay with us during your upcoming visit. We thank you for helping us validate and grow throughout this process. I am Jeff Hess, the proud principal of Los Altos High School, my alma mater, and I am so excited to be able to represent LAHS (Los Altos High School) as an alumni, former coach and teacher, and current principal. We have the greatest students, staffuly, and families in the world and I could not be more honored to share our home and our progress with you.

In 1958, the legacy, traditions, and successes of Los Altos High School began. We are in the suburb of Hacienda Heights, twenty-two miles east of Los Angeles and serve 1568 students in ninth through twelfth grades. The staffuly has adopted school values in addition to our school motto of “Conquerors Think, Thinkers Conquer”. Our school values are Honesty, Excellence, Accountability, Respect, and Teamwork, which spells HEART. Everything we do, we do with HEART and Conqueror Pride! Los Altos has a long tradition of excellence in academic and extracurricular activities which has given us the reputation of being one of the best well-rounded educational schools in Southern California. We value providing our students with a wide variety of opportunities to engage in their learning and get involved on campus to help them be college and career ready once they leave us.

Los Altos High School receives many recognitions each year, 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 recognition than just about any school around through our five academic career paths and extracurricular activities. Those recognitions include multiple Congressional App Challenge Winners represented in Washington D.C., Engineering Electric Car National Competitions across the country, Health Occupation Students of America International competitions, 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.

We pride ourselves in preparing students for college and career and provide countless opportunities for our students. Los Altos High School provides the AVID (Advancement Via Individual Determination) program which boasts a 99% college acceptance rate. We also offer 39 Honors and Advanced Placement courses, AP Capstone, 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 20 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 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 WASC Leadership Team and staff analyzed the Local Control and Accountability Plan (LCAP) and the Single Plan for Student Achievement (SPSA), as well as several other documents and multiple data points, to ensure alignment of programs and resources to improve student achievement.

Stakeholders involved in the development of our current self-study have included School Site Council (SSC), English Learners Advisory Committee (ELAC), Parent Committee, and Student Leadership Groups.

The WASC Leadership Team met with classified and certified staff regularly to monitor student performance, school operations, and the status of district initiatives implemented at Los Altos High School.

Los Altos High School conducted a thorough self-study to develop the SPSA aligning to the district LCAP, which involves parents, students, and staff to provide input through surveys. The SPSA is monitored and updated yearly to align with district and state goals for LCAP funding and evaluated for success in achieving individual site goals.

Los Altos High School's stakeholders were involved in the self-study needs analysis that began in Fall of 2023 and concluded in the Fall of 2024, although WASC goals and recommendations have been the central focus for Los Altos since the previous school visit in 2019. Teachers, counselors, and administrators provided input at WASC staff meetings, Student Leadership meetings, and Department PLC (Professional Learning Communities) days.

## Chapter 1: Progress Report (2–5 pages maximum)

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last self-study visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last self-study and all intervening visits.
- Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
- Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

### Significant Developments

As time passes, all schools go through changes, and Los Altos High School has been no different over the last six years. The school has three new assistant principals that have been here for two years. Our principal has remained constant for the last eight years. Our staff (word used by schools with strong Renaissance programs, combining staff and faculty) has experienced some changes as well, especially since the pandemic. The pandemic helped create changes to our focus areas with both how students are taught and what we use to teach them. In large part, students are using more technology with 1:1 laptops being implemented during the pandemic, and the Canvas Learning Management platform is used in all classrooms.

Over the last two school years, Los Altos High has turned the table on the consistent decline in enrollment we experienced since 2018. Prior to the last two years, student enrollment had declined similar to many schools in the region and across Hacienda La Puente Unified School District (HLPUSD). Student enrollment declined approximately 200 students, but over the last two years Los Altos HS has increased enrollment. Declining enrollment in the district has forced the closure of schools, however, Los Altos High remains the largest school in the district today. Los Altos continues to be a choice school of many students and families from outside of the district and within the boundaries of the other high schools in the district. Los Altos gains around 100-125 students per year from various permit types.

In 2023-24, all classroom teachers and counselors were provided with new laptops and docking stations. Student accessibility to computers and internet access has improved with updates to Wi-Fi technology and 1:1 laptop with students receiving new laptops every four years in HLPUSD.

The staff leadership team undertook an extensive review of the school's bell schedule and its impact on student achievement. The bell schedule was updated with the mandate of starting at 8:30am for high schools in California, and staff meetings take place on Monday mornings. The focus during Monday staff 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.

## **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 2018-2019. The summary of progress for each goal illustrates the work we have done since that time.

### ***Goal 1: School-wide Focus on Literacy Development: Increase expository reading and writing proficiency in all content areas through data analysis and improved use of department literacy goals.***

18 teachers from the English and Math Departments were trained in 2019 by representatives from the Los Angeles County Office of Education on "Analyzing Student Work and Using Interim and Digital Library Systems to Inform Teaching and Learning."

The CAASPP (California Assessment of Student Performance and Progress) Summer Institute focused on three items.

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

In the fall of 2020, specific teachers were chosen from the training to provide a presentation to the staff on how CAASPP/SBAC testing was scored. The training focused on how students would improve on answering questions in classes through written and verbal responses.

Committees were created to help address the different areas of our Action Plan. The literacy committee decided that focused notes was something that could be done schoolwide to support increased writing in the classroom. AVID teachers provided professional development on focused notetaking and have continued with follow up on this process.

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

## **OVERALL IMPACT:**

Prior to distance learning, the implementation of Focused Note Taking and specific literacy strategies increased our students' writing proficiency and improved their depth of knowledge across the curriculum. We received positive feedback from both staff and students. Teachers noticed that Focused Note Taking gave students the benefit of reflecting on their learning while building their vocabulary. Students noticed that focused notes helped increase their ability to retain the information that they were learning. When we returned from distance learning this needed to be readdressed as our teachers noticed a decline in students writing and critical thinking, and our test scores reflect this. For this reason, literacy and writing strategies are once again a focus that we are targeting.

***Goal 2: School-wide Career Skills Integration: Ensure that students develop 21st century skills (college and career ready) as they articulate from one grade level to the next, by creating and modifying curriculum, instruction, and assessments to integrate those skills***

Our school has partnered with Mt. San Antonio College to offer Dual Enrollment courses for all students at Los Altos. Counselors continue to recruit students to Dual Enrollment course offered.

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

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

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

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

During the 2019-20 academic year, we had a soft launch of our onsite career center, the Conqueror Discovery Center (CDC). The center's overarching vision is to provide information and highlight as many career pathways as possible to empower all students. We successfully hosted several guest speakers from high-interest career fields such as Nursing and Law Enforcement. This academic year, we are assembling a CDC club. We have already pitched the idea to both of our leadership groups (ASB and Renaissance) on campus and have received some interest. We hope to have this club established by the end of the year. What we would like to carry out this year includes

the following: college representative visits, guest speakers on high-interest career fields and hot job markets, including alumni contacts, mini/ focused career fairs, workshops on areas such as interview pointers on how to write an effective personal statement and hopefully more.

### **OVERALL IMPACT:**

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

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

### ***Goal 3: Strengthen MTSS (Multi-Tiered System of Supports) – Tier I: Analyze the effectiveness of the current MTSS model, especially as it concerns Tier 1 social-emotional supports, and refine the current supports already put into place.***

Los Altos High School remains committed to supporting the social-emotional needs of all our students. A critical part of doing so is our school's MTSS team. Our MTSS team comprises an assistant principal, school counselor, interventionist and one representative from each school's department. We understand that all stakeholders bring ideas and experiences that can help our student population.

Prior to the pandemic, the MTSS team worked on developing our Multi-Tiered Systems of Supports. The first step was to create a powerful base of Tier I strategies that all teachers would use with fidelity. Our Tier I and Tier II supports were being developed during the 2019-2020 school year when things came to a halt due to the pandemic. These remaining elements of our framework will be developed during the current school year.

Sample Tier I strategies selected by LAHS teachers:

1. Greeting at the door
2. Relationship building, 1:1 conversation
3. Creating a positive and safe environment
4. Establishing classroom expectations
5. Positive reinforcement (positive notes home, complementing strengths)
6. Showing that we care, showing interest and modeling expected behavior
7. Being available for students, being approachable
8. Talking with students about both academic/ non-academic areas

9. Being honest, consistent and following up
10. Utilizing the 4 A's (attention, appreciation, affection and acceptance)
11. Teacher-parent relationship

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

We chose to connect our behavioral expectations to a commitment to having "H.E.A.R.T.". "H.E.A.R.T." is our adopted values and helps to define our behavioral expectations around the ideals of Honesty, Excellence, Accountability, Respect, and Teamwork.

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

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

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

### **OVERALL IMPACT:**

The implementation of the Wellness Center helped create a positive school culture where students receive social and emotional support. Students can receive support from the Wellness Center during lunch, and during 5th and 6th periods. The Wellness Center provided support to students and staff members.

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

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

In-school Intervention (ISI) was time built in to our block schedule. The last 20 minutes of each block period was ISI time, and students who had met certain criteria defined by the teacher could be dismissed during that time, or would have to stay in for extra support. We determined that this was not being implemented with fidelity. The staff voted to go back to a traditional schedule, so ISI went away. The LAHS bell schedule was revised for the 2020-2021 school year by M.O.U. (Memorandum of Understanding) vote from staff and with administration approval.

Upon return from distance learning, the bell schedule was voted to return to a traditional schedule with the mandate of beginning at 8:30am from the State of California.

**Ongoing Follow-up Process**

Los Altos High School has made considerable progress in multiple areas of improvement from the 2019 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. Administration has worked with stakeholders to maintain the focus through the annual development of the Single Plan for Student Achievement.

During the 2022 Mid-Cycle Progress Report, one critical area for follow-up was given.

*“No additional areas for follow up. It is worth noting that upon review of student performance data, that the ISI Intervention model in existence at the time of the original self-study was discontinued by LAHS. This is well explained by LAHS in the Significant Changes section of the mid-term report. With this year’s return to in-person instruction, LAHS is currently using a hybrid schedule that includes one late start day, two traditional days, and two block days, with the intent to evaluate its effectiveness and determine whether to make any adjustments to future schedules. The visiting committee affirms this process and encourages LAHS to maintain focus on this Critical Area for Follow Up to determine the most effective, systemic approach to tiered intervention.”*

## Chapter 2: School Profile and Supporting Data and Findings (3–5 pages maximum)

Develop a clear profile of your school and students using data and information. Include the following:

- Provide demographic data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data. See the [ACS WASC/CDE School Profile Guide](#) for guidance.
- Include California School Dashboard Performance Overview and other local measures reflecting student academic progress and social emotional well-being.
- Ensure the updated School Profile addresses the following:
  - Three years of data, if available.
  - Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted, i.e., findings.
  - Include links to related profile materials at the end of the report.
  - Determine implications of the data, noting trends and patterns
  - Identify two to three major preliminary student learner needs based on the data
  - Determine 2-4 important questions to consider in focus groups that have been raised by the analysis of student performance, demographic and perception data.

<b>Student Demographics</b>
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### ENROLLMENT DATA

- Los Altos High School has had an average decrease of 6% enrollment over the past 6 years.
- Our Hispanic population makes up 89% of our student body which is higher than our district makes up of 75%.
- Our ethnicity enrollment has remained consistent over the last 6 years with less than a 1% change in any given group.
- 79% of our student population is considered socioeconomically disadvantaged.

### Analysis:

Los Altos has continued to see a slight decrease in enrollment over the last six years. We continue to serve a large population of Hispanic students, 89%. Additionally, we serve a large population of socioeconomically disadvantaged students, 79%. As we continue to serve our students, our focus has been on building relationships with them and their families. We continue to focus on social-emotional health and providing students and families with the resources needed to create a safe learning environment.

## Student Performance Data

### CAASPP – ENGLISH LANGUAGE ARTS

- During the 2018-2019 school year LAHS Overall Standard Exceeded and Met percentage was 59.15%. That increased after Covid-19 during the 2021-2022 school year by 12.43% percent to 71.58%.
- Between the 2021-2022 school year and 2022-2023 school year LAHS Overall Standard Exceeded and Met percentage decreased by 8.93% from 71.58% to 62.65%.
- Between the 2022-2023 school year and 2023-2024 school year LAHS Overall Standard Exceeded and Met percentage decreased by 5.65%.

#### **Analysis:**

Over the past six years, Los Altos High School saw a decrease of 2.17% in English Language Arts students who passed the CAASPP with over 95% of 11th graders taking the exam. The overall decrease in English Language Arts (ELA) scores indicates needed improved reading and writing skills across the student body is needed, which will translate to better comprehension, analysis, and communication abilities for most students.

### CAASPP - MATHEMATICS

- During the 2018-2019 school year LAHS Overall standard exceeded and met percentage was 23.22%. That increased after Covid-19 during the 2021-2022 school year by 3.73% percent.
- Between the 2021-2022 school year and 2022-2023 school year LAHS Overall standard exceeded and met percentage decreased by 9.12%
- Between the 2022-2023 school year and 2023-2024 school year LAHS Overall Standard Exceeded and Met percentage increased by 8.17% from 17.83% to 26%.

#### **Analysis:**

Since our last full cycle visit, Los Altos High School saw an increase of 2.78% in Mathematics students who passed the CAASPP with over 95% of the 11th grade students taking the exam. LAHS scores on the Math CAASPP overall have steadily increased. This highlights consistent targeted interventions to strengthen foundational skills and build confidence in Math for students has been an effective method of improving students' overall math skills.

### CAASPP - CAST (SCIENCE)

- During the 2018-2019 school year LAHS Overall standard exceeded and met percentage was 21.58%. That increased after Covid-19 during the 2021-2022 school year by 9.39% percent.
- Between the 2021-2022 to the 2022-2023 school year there was a decrease by 8.3%
- Adversely between the 2022-2023 to the 2023-2024 school year there was an increase in LAHS Overall Standard Exceeded and Met percentage of 3.33%

#### **Analysis:**

Students who took the CAASPP Science exam also saw a minor increase of 1.09% between the 2018-2019 school year and the 2022-2023 school year. Los Altos High School students are consistently performing lower on the CAST than their peers at the other HLPUSD comprehensive high schools, suggesting that students need more support in this content area.

### ENGLISH LEARNER DATA

- The number of English Only students has decreased over the last six years, while we have seen the number of English Learners increase by 58%.
- Students are performing better on the Oral portion of the ELPAC (English Language Proficiency Assessments for California) versus the written portion of the test with 44.3% of students scoring a 4.
- In 2022-2023, there is a considerable increase in the percentage of reclassifications (9%), the highest percentage since the 2017-2018 school year, also improving the percentage gap with the district.

#### **Analysis:**

Since the last WASC visit, LAHS has embraced the new District English Learner course sequence and appropriately places students within the English Language Development courses. The site is also focusing on reducing the number of Long-Term English Learners and the reclassification of students. Instructionally, LAHS facilitates ongoing professional development for teachers, presenting English Learner data and ELPAC requirements, in addition to evidence-based strategies and instructional practices.

## College and Career Preparation

### STUDENTS MEETING A-G REQUIREMENTS

- Between 2018 and 2024 the total number of students who met and were A-G eligible at the time of graduation has increased by 38.9% (154 to 214).

#### Analysis:

Los Altos High School has made significant progress since 2018 to move more students to A-G completion with a 21% increase over the past 5 years.

### ADVANCED PLACEMENT DATA

- Between 2018 and 2023 the number of students taking the AP exams has increased by 21% (269 to 327).
- The percentage of students who earned a score of three or above increased from 59.48% to 69.70% between the 2018 to 2022 school year.

#### Analysis

Between 2018 and 2023, the number of students enrolled in AP courses at Los Altos High School increased by 21% rising from 269 to 327 students. This growth demonstrates LAHS's successful efforts to encourage more students to engage in advanced academic course work and take advantage of the AP program's benefits. Furthermore, the percentage of students earning a score of three or above on their AP exams also saw a significant improvement. Between the 2018 and 2022 school years, this percentage increased from 59.48% to 69.70%. This notable rise reflects the enhanced quality of instruction and support provided to students

### CAREER TECHNICAL EDUCATION COMPLETION RATES

#### COLLEGE AND CAREER READINESS INDICATOR

##### Career Technical Education Completion Rates & College and Career Readiness Indicator

- LAHS currently offers five Career Technical Education pathways and will be adding a sixth pathway in the 2024-2025 school year.
- CTE Completers have been averaging 67 students for the past three years.
- CTE Completers have included a few English Learner students as well as Students with Disabilities each year.

**Analysis:**

The Class of 2023 had 54.6% of the graduating class prepared for college and has steadily increased over the last six years. In 2020-2021, LAHS had 70.1% of the students enrolled in college, both public and private, and in 2022-2023 56.9% of students met UC/CSU requirements.

**Graduation Report**

**GRADUATION REPORT**

- Our overall cohort graduation rate has remained consistent at 97%.
- Our Hispanic population has a slightly higher (.5%) average graduation rate compared with our White population.
- Over the last two years, we have seen a slight increase of 4.5% in our EL (English Learner) graduate population when compared to the average graduation rate from 2018 – 2021.
- The overall dropout rate has increased slightly since the Pandemic.

**Analysis:**

A close analysis of our graduation data shows a consistently high graduation rate. The highest population we serve, Hispanic Students, has the highest graduation rate. Our overall dropout rate increased after the global Pandemic. To decrease our dropout rate, we are working diligently to provide students with more opportunities for credit recovery. Our school counselors are identifying students who are credit deficient as early as possible. Additionally, our staff is working together to support students' social-emotional health as we are finding that lack of motivation is a key factor in failing grades.

**School Climate**

**SUSPENSION AND EXPULSION RATES**

- The suspension rate was at the yellow performance level of 5.5% for the last two years. (Higher than pre-COVID)
- The expulsion rate (0.2%) has been minimal and consistent throughout the last six years.
- Socioeconomically disadvantaged students, English Learners and male students are the student groups that are being suspended at a higher rate than the overall student body.

**Analysis:**

Students suspended for more serious offenses include 43.7% for drugs and 42.9% for violence without injury. In 2022-2023, the leadership team reviewed the site discipline matrix and revised the plan. LAHS has implemented strategies to try and reduce suspensions using alternate means of correction, using stay-away contracts, detentions and student success plans. The guidance team has also started a peer mentoring cohort, and a site Intervention Counselor was hired in 2021-2022.

<b>Attendance Data</b>
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**CHRONIC ABSENTEEISM**

- Los Altos chronic absenteeism rate has increased post global Pandemic.
- Our English Learner population's Chronic absenteeism rate has increased drastically over the last six years, going from 9.9% to 24.1%.
- Our Homeless population's Chronic Absenteeism rate has decreased over the last 6 years from 34.6% to 32.1%.
- Our Foster Youth population has the highest Chronic Absenteeism rate at 36.4%.

**Analysis:**

We are happy to report that according to Los Altos 2022-2023, the chronic absenteeism rate is 19.3%. This is lower than our district average of 25.1%, county average of 26.8%, and statewide average of 24.9%. As we work to decrease the number of chronically absent students, we have implemented school-wide tardy sweeps, a Non-Privilege Policy, and continued work with the SARB/SART program. Also, the assistant principal over attendance has worked diligently to make connections with students and parents to work collaboratively to help students attend school regularly and on time.

### Chapter 3: WASC Criteria and Indicators

#### Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources (9 pages maximum for Category A)

##### Criterion A1: Vision and Purpose

###### Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.**

##### Criterion A1: Vision and Purpose (1–2 pages maximum)

The school has established a clearly stated vision and purpose reflecting students’ needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school’s purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

**A1.1 Vision and Schoolwide Learner Goals/Graduate Profile:** The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards congruent with research and school practices and aligned with district goals for students.

**A1.2 Equity and Inclusion:** The vision and purpose of the school reflects a belief that all students can learn and achieve.

**A1.3 Development/Refinement of Vision and Purpose:** There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

**A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:** There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
<p>Development 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 are also embedded, 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 needed.</p> <p><b>Mission Statement:</b> 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.</p>	<p>Mission statement</p>

<p><b>Vision Statement:</b> At Los Altos High School, we are committed to a shared vision of excellence in academics, curricular programs, and extracurricular activities.</p> <p><b>HEART Values:</b> Developed collaboratively by all staff, the school’s HEART (Honesty, Excellence, Accountability, Respect, and Teamwork) Values set schoolwide learner and behavioral goals.</p> <p>The school’s mission, vision and HEART values are communicated to students, families, and the community through the school’s website, student handbook, letters home, ParentSquare, emails, and are embedded in campus-wide activities and classroom instruction. Parent surveys and workshops, student surveys and SSC meetings provide feedback on school climate, culture and the school’s overall mission and vision. Faculty and Leadership meetings are conducted with the school’s mission and vision in mind.</p> <p><b>Cell Phone Policy:</b> At the start of the 2024-2025 school year, LAHS implemented a cell phone policy where students must place their phones in a locked cabinet during class times. This decision was made after several discussions in leadership and with the staff regarding the distractions caused by phones in the classroom and the students using their phones to text their friends to leave class and wander the halls. We will watch the effectiveness of this policy and the impact it has on student learning in the classroom.</p>	<p>Vision statement</p> <p>HEART values</p> <p>School website</p> <p>Summer mailer</p> <p>Parent emails</p> <p>Staff meetings</p> <p>Student/parent surveys</p> <p>Summer mailer</p> <p>Parent square communication</p> <p>Cell phone cabinets</p>
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**Criterion A2: Governance**

**Directions**

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **governing board impacts student learning and well-being**.

**Criterion A2: Governance (1 page maximum)**

The school’s purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

**A2.1 Relationship between the Governing Board and the School:** The school community has a clear understanding of the role of the governing board and how the governing board’s decisions, expectations and

initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings	Evidence
<p>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 information to staff, students, and parents through various methods. Policies and instructions on the engagement of parents and the community in site governance are detailed in the SSC/SDM Parent Roles PowerPoint, available on the school website. Information about SSC/SDM is posted in front of the school and sent home via Parent Square.</p>	<p>District website                      District Board meetings                      School website                      Parent square communication</p>
<p>The Superintendent and his cabinet provide the leadership for the board. Since our last WASC (Western Association of Schools and Colleges) visit, we have had a new Superintendent. Communication from the Superintendent's office is shared through email, Parent Square, and the district website.</p>	<p>District website                      Parent square communication</p>
<p>Through posted Board Agendas and recorded meetings of the open sessions, the community is aware of the decisions being made. Parents and community members regularly take part in board meetings, usually through the public comment session.</p>	<p>Board agendas                      District Board meetings</p>
<p>The school board's decision to implement Ethnic Studies ahead of the state's requirement began in 2022. There is ongoing collaboration between HLPUSD, El Rancho USD, Rowland USD, Whittier USD, Bellflower USD, and Norwalk-La Mirada USD and school and district representatives attend the Sal Castro Institute to inform their instruction. During the 2022-2023 school year, Los Altos offered one section of Ethnic Studies. During the 2023-24 school year, there are three. Beginning in the 2024-25 school year, the English department will offer an English 2 course with a concentration in Ethnic Studies. Next school year, 2025-2026, we are adding an</p>	<p>Master calendar                      Ethnic studies curriculum                      Ethnic studies conference materials</p>

<p>Introduction to Art with Ethnic Studies course.</p> <p>We recently went through the adoption process for contemporary novels to use as supplemental texts in the English classroom. The goal is to improve student engagement with the texts. All novels must be approved by the school board.</p>	<p>Book adoptions</p>
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**Criterion A3: Leadership for Learning**

**Directions**

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how **leadership actions impact student learning and well-being**.

**Criterion A3: Leadership for Learning (1–2 pages maximum)**

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students’ needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school’s purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

**A3.1 Broad-based and Collaborative:** The school’s leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

**A3.2 Leadership Role in Accountability:** The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

**A3.3 School Action Plan/SPSA Correlated to Student Learning:** The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Findings	Evidence
<p>Departments, leadership, and administration meet periodically to discuss grade, NWEA and SBAC data. In department meetings, data is analyzed and strategies to help students improve are discussed. At the end of each grading period, departments and PLCs (Professional Learning Communities) engage in “data chats” to document and reflect on student growth and progress. Departments discuss pacing, best practices, implementing data results, and using TOSAs (Teachers on Special Assignments) and other resources to support student learning. Course levels have the opportunity for an all-day PLC once a semester.</p>	<p>Assessment data</p> <p>Data chat forms</p> <p>Dept/PLC meeting minutes</p> <p>PLC pull out schedules</p>
<p>The administration team has implemented various measures in response to student achievement data. Each of the four administrators oversee a specific set of</p>	<p>Admin dept assignments</p> <p>Observation forms</p>

<p>departments and conduct observations of the teachers in those departments. The goals for professional development guide the staff and department meetings and specific training as needed.</p> <p>Student learning is measured and examined through the CAASPP data, student grades and D/F/I list, and NWEA data. The data is analyzed to create goals that will address areas of need. Departments were tasked to discuss what the data revealed about the school's critical needs, framed within the work of their unique content areas. These include specific actions to be taken, timelines, and the expenditures needed to ensure the goals will be met quickly per the district LCAP. Every effort is made to ensure that our SPSA aligns with our District Plan and LCAP goals. The school plan is correlated to student learning. The staff uses achievement data to ensure career readiness and preparation for college. Consistent monitoring of these needs and the work to meet those needs will continue throughout the year through Monday staff meetings, department meetings, and SDM meetings.</p>	<p>D/F/I lists and discussions</p> <p>LCAP</p> <p>SPSA</p> <p>Leadership meetings/minutes</p> <p>Monday meetings</p> <p>SBAC boot camps</p>
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**Criterion A4: Qualified Staff and Professional Development**

**Directions**

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how **leadership and staff actions impact student learning and well-being**.

**Criterion A4: Qualified Staff and Professional Development (1–2 pages maximum)**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile 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.

**A4.1 Qualifications, Preparation, and Supervision of Staff:** The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.2 Professional Learning and Impact on Student Learning:** The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college- and career-readiness expectations.

**A4.3 Communication and Understanding of School Policies and Procedures:** 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.

Findings	Evidence
<p><b>Qualified Staff:</b> 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. When new staff are hired, orientation occurs between the department chair and the department members. Administrators formally and informally observe staff determined by teacher contract and site-based faculty goals and needs. All staff are also given an emergency staff handbook and emergency drills are practiced throughout the school year.</p>	<p>Staff handbook</p> <p>Emergency procedures/drills</p>
<p><b>Collaborative Professional Learning:</b> Staff take part and learn from department “best practices” presentations at Staff Meetings. Departments take part in both grade-level and department PLCs to share best practices, review data, pace curriculum, and create/modify lessons. In recent years we have implemented all staff PD (Professional Development) on Focused Note Taking and continue to focus on refining this strategy in all classes.</p>	<p>Staff/dept meetings</p> <p>PD materials</p> <p>Sharing of “best practices”</p>
<p><b>New Teacher Induction Program (TIP):</b> 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.</p>	<p>TIP (Teacher Induction Program)</p>
<p><b>Focused Programs and Professional Development:</b> HLPUSD offers in-person voluntary professional development opportunities during a week over summer break. During the school year, the district</p>	<p>District PD calendar</p> <p>AVID summer institute</p>

<p>provides ongoing voluntary online professional development opportunities to match teachers' contractual agreements, sending out a menu of options for individuals who are interested in extending their professional growth. The options range from content-specific workshops to workshops covering topics from technology to social-emotional learning and classroom management. In addition to district-organized PD, we continue sending a team to AVID (Advancement Via Individual Determination) Summer Institute each year and Path Trainings offered through LACOE (Los Angeles County Office of Education).</p>	<p>AVID LACOE PD calendar</p>
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**Criterion A5: Resources**

**Directions**

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the ***distribution of resources impacts student learning and well-being***.

**Criterion A5: Resources (1–2 pages maximum)**

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 student goals/graduate profile, academic standards, and college- and career-readiness expectations.

**A5.1 Resource Allocation Decisions:** School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

**A5.2 Practices and Procedures:** Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

**A5.3 Instructional Materials:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are current.

**A5.4 Facilities Conducive to Learning:** The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Evidence
<p>The School Site Council (SSC) meets five times a year to provide oversight to ensure that school funding meets the needs of the students and teachers in support of the SPSA and LCAP guidelines. Department Chairs meet regularly with the Principal to discuss a range of subjects, including budgeting, curricular needs and innovations, course</p>	<p>SSC meetings/minutes Department meetings School climate survey</p>

<p>planning, and master scheduling discussions. Input is sought from teachers in terms of resource needs and course offerings through both Department Meetings and surveys.</p>	
<p>Our administration gets feedback regarding LCAP funds from our site leadership team. The community is given the opportunity to give input on funding priorities to develop the LCAP in the form of surveys and a district LCAP committee. The budget at LAHS is determined and approved with the School Site Council, which monitors the use of these funds. Title 1 funds are used to support students who qualify for these programs.</p>	<p>LCAP surveys Budget discussions in leadership meetings</p>
<p>Curriculum Committees for each discipline meet regularly throughout the academic year to discuss curriculum, approve textbooks and supplementary materials, and in some disciplines approve and plan district-wide events involving many school sites. The textbook coordinator at LAHS works with teachers and the principal to acquire the approved materials to use in our courses. New editions of textbooks are ordered as needs arise.</p>	<p>Curriculum committees Textbook room/book adoptions</p>
<p>The district has moved to a 1-to-1 laptop program, and all students are provided with a laptop for school and home use. Teachers received new laptops with docking stations housing a larger monitor in the Fall 2023 semester. Interactive televisions were purchased in 2021 and are in all classrooms.</p>	<p>1:1 laptops Classroom tv's</p>
<p>Students and parents have 24-hour access to grades through AERIES to monitor student progress in courses and to be able to interact with teachers to aid in student success. The district implemented the Canvas online course hosting platform in 2020, and teachers use this platform to host course materials, assess students, and provide electronic and online resources to supplement course materials. Canvas is connected to AERIES to allow grades to be updated quickly so that students and their parents are aware of the student's progress in courses. AP courses regularly use the online resources at AP Classroom to supplement materials for the course and to help students meet the demands of assessment at the AP</p>	<p>Aeries Canvas AP Classroom</p>

<p>level.</p> <p>Facilities have been improved through a reroofing program in 2023. LAHS is scheduled to begin a classroom refresh this spring that is funded from a bond issue passed several years ago. Classrooms will receive new paint and flooring, and the project should be completed in fall of 2024. The custodial staff is responsive to requests to clean or repair classrooms and other parts of the school site. Restroom attendants clean and restock all restrooms daily, as well as handle any emergencies.</p> <p><b><u>Summary:</u></b></p> <p>Los Altos High School has clear structures in place for staff collaboration, decision making, and means of communication for all stake holders. The school’s HEART Values are clear and understood to set the vision and expectations of the school. Data is reviewed regularly in staff, leadership, department, PLC, and SSC meetings and information gained from data discussions is used to make informed decisions. We are planning to develop a consistent annual PD plan that focuses on instructional strategies and best practices for increasing students’ college and career readiness.</p>	<p>Facilities refresh calendar</p>
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**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, Resources Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

**Areas of Strength:**

- 1.The structures and teams we have in place, and the organization of meeting time to allow the various groups to meet and have a voice in the process.
- 2.HEART Values to set the vision and tone of the school.
- 3.Collaborative and inclusive decision making

**Areas of Growth:**

- 1.Follow up on survey results to make action plans to address concerns.
- 2.Training on new and different technologies
- 3.PD plan for on-site staff support for department/schoolwide strategies.

**Category B: Curriculum (6 pages maximum for Category B)**

**Criterion B1. Rigorous and Relevant Standards-Based Curriculum**

**Directions**

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *rigorous and relevant curriculum impacts student learning and well-being*.

**Criterion B1. Rigorous and Relevant Standards-Based Curriculum (2–3 pages maximum)**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

**B1.1 Current Educational Research and Thinking:** The school provides a rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals, academic standards and college and career indicators.

**B1.2 Congruence with Schoolwide Student Goals:** There is congruence and integration among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

**B1.3 Academic Standards and College and Career Readiness Indicators:** The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.4 Community Resources and Articulation:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence
<p>Los Altos High School uses curriculum, adopted textbooks, and digital components that align with the California State Standards and the most current educational research. Teachers evaluate students' performance through a variety of methods and educational tools that support the academic standards and reflect the instructional intent. Departments focus on developing critical thinking skills, problem solving skills, and character-building skills through HEART.</p> <p>LAHS staff routinely discuss best practices and areas of instructional focus to address student learning needs. Focused notetaking to address writing and literacy has been a schoolwide focus. Alignment of the concepts and skills being taught is an ongoing process amongst departments, PLC's, our leadership team, and staff.</p>	<p>Course Catalog/Class Offerings</p> <p>Textbook Adoption</p> <p>Photos of Learning Objectives and/or daily Essential Questions on boards in classrooms</p> <p>Common course syllabi</p> <p>Instructional Materials</p> <p>Assessments</p> <p>Focused Note-Taking materials (staff PD, department templates)</p>

<p><b>B1.3 Academic Standards and College and Career Readiness Indicators:</b> The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.</p> <p><b>B1.4 Curricular Integration:</b> There is integration between/among areas of study, academic standards, and college and career readiness indicators.</p>	
<p>LAHS offers levels of courses across various disciplines that meet both graduation and the A-G requirements for California College applications. Our district graduation requirements meet, and in some subjects exceed, the state requirements for graduation thus increasing the number of students who meet the college eligibility requirements.</p> <p>Each department focuses on grade/course level alignment of pedagogical strategies, common assessments, and supplemental material.</p> <p>Our guidance counselors go into classes multiple times a year to present information related to scheduling choices, graduation requirements, college applications, financial aid, and career/trade school opportunities.</p>	<p>Course Catalog</p> <p>Graduation Requirements</p> <p>Master Schedule</p> <p>Dept/PLC minutes</p> <p>Course Pacing Guides</p> <p>Guidance Presentations</p>
<p><b>B1.5 Community Resources and Articulation and Follow-up Studies:</b> The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.</p>	
<p>Our guidance counselors communicate with students regularly to ensure they know their graduation status. This helps students to know if they are college eligible and offers them guidance on courses to take to enhance their college applications and/or plan for their career choice after high school. This also helps to ensure that students in need of credit recovery are taking summer school or enrolling in one of our credit recovery options.</p>	<p>Student course requests</p> <p>Student 4-year plans</p>

<p>The English Department collaborates with our two feeder schools (Newton and Orange Grove) to work on vertical alignment of curriculum.</p> <p>Seniors are given support with their college applications and financial aid process. Several after school workshops are hosted by our counselors in the fall to help assist students with their college applications. During the spring, several Financial Aid nights are held to help students with their FAFSA (Free Application for Federal Student Aid) or CA Dream Act. These are hosted by our counselors, with help from financial aid reps from local community colleges. During the spring semester, we have a rep from CAP (College Access Plan) on campus after school to provide students with information and help on their financial aid and other college related topics. We also have reps from our local community colleges (Mt SAC and Rio Hondo) host workshops during the school day to help seniors apply to the community college and register for courses. We partner with The University of La Verne each fall to host an “On the Spot” admissions day, where seniors meet with an admission officer and if they meet the admissions criteria they receive a letter of acceptance.</p> <p>Students can take concurrent enrollment courses through our local community colleges. We also offer a few Dual Enrollment courses each semester on campus or after school through Mt SAC, and these are taught by a Mt SAC teacher. Through Cerritos College, our students can earn a Mental Health Wellness Certificate that helps them with entry level job placement.</p>	<p>English Dept Articulation PD with middle schools</p> <p>College workshops</p> <p>Financial Aid Nights</p> <p>CAP schedule</p> <p>Community College workshops</p> <p>Dual Enrollment offerings</p> <p>Course registration</p>
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**Criterion B2. Equity and Access to Curriculum**

**Directions**

- Evaluate the school’s effectiveness in addressing the Curriculum criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **equitable and accessible curriculum impacts student learning and well-being**.

**Criterion B2. Equity and Access to Curriculum (2–3 pages maximum)**

All students have equal access to the school’s entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

**B2.1 Variety of Programs — Full Range of Choices:** 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 or pathways, preparation for postsecondary education for all students.

**B2.2 Access to Curriculum, including Real World Experiences, by All Students:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

**B2.3 Student-Parent-Staff Collaboration:** Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

Findings	Evidence
<p>Los Altos offers curricular and extracurricular courses and programs that meet students’ needs and interests. Students are exposed to these opportunities prior to attending our school through our 8th grade visitation day and our annual Open House. Flyers advertising our school and what we offer are mailed to families within our district, the greater San Gabriel Valley, and Whittier. The counselors visit our feeder school to help the middle school students with course registration. For our current students on campus, counselors visit classes to review course options and explain registration procedures. We have an open enrollment policy for our AP courses, and our staff has had regular discussions about promoting AP classes and encouraging students to enroll in them. We added AP Capstone with AP Research and AP Seminar in 2021, and AP Pre-Calculus in 2023.</p>	<p>Open House 8th grade visitation day LAHS flyers Course registration AP course offerings AP syllabi Master schedule</p>
<p>Teachers integrate instructional strategies into their lessons that allow students to build on skills needed for engagement in the content and soft skills</p>	<p>Canvas courses AVID trainings</p>

<p>beneficial for jobs after high school. Our staff regularly integrate Kagan strategies for collaboration and AVID WICOR strategies. Increased technology access has allowed teachers to expand their resources and use digital platforms in class.</p> <p>We host a Back to School Night in the fall where families can come and learn about what their students will be doing in their classes and meet one on one with teachers. We also host Parent Conferences in the fall where families can come and meet one on one with teachers and counselors. During the spring, all families are invited to our annual Open House to learn about programs and other opportunities their student(s) can get involved in on our campus, including AP programs.</p> <p>During the 2022-2023 school year, we added an Ethnic Studies course on campus. Our teacher has been the lead on curriculum development for this course. We have expanded to multiple sections of this course, and in the 2024-2025 school year we will be offering several sections of English 2 that have an emphasis on Ethnic Studies. We adopted several new novels from a more diverse range of authors. Our leadership team and staff continue to discuss and plan how we will integrate Ethnic Studies to meet the state requirement for the incoming class of 2025-2026.</p> <p>Our feeder schools, starting with the elementary schools, have had a Dual Immersion Spanish program and these students are now at Los Altos High School. In order to continue to expand Dual Immersion courses for students that have been a part of this program we will be adding Introduction to Art taught in Spanish and a Spanish 5 – Spanish Cinema course.</p> <p><b><u>Summary:</u></b></p>	<p>Back to School Night</p> <p>Parent Conferences</p> <p>Open House</p> <p>Ethnic studies course syllabus</p> <p>Pacing Guides</p> <p>Textbook adoption</p> <p>Dual Immersion program in HLPUSD</p> <p>Course Descriptions</p> <p>Master Schedule</p>
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<p>Los Altos offers a variety of courses and program options for students. The graduation requirements for our district exceed the state of CA requirements and align with the CA CSU/UC A-G requirements. We have already implemented an Ethnic Studies course and have a plan for how our students will meet this requirement if they cannot fit the elective class in their schedule. We are focusing on how to encourage more students to take AP courses. We are also focused on increasing the percentage of our students that are A-G eligible.</p>	
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## **ACS WASC Category B. Curriculum Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

### **Areas of Strength:**

- 1.The courses and curriculum provided align and sometimes exceed the CA State requirements and allow students access to college/career readiness.
- 2.Implementing Ethnic Studies ahead of the state requirement and planning for how this will be infused throughout various content courses to meet the requirement for all students.
- 3.The use of WICOR, Kagan, and technology-based strategies to help students engage in the curriculum and scaffold to meet students' needs.

### **Areas of Growth:**

- 1.Continue to discuss student access to AP courses, both in targeting students who should enroll in an AP class and academically preparing students for the rigor of AP courses.
- 2.Create a plan for implementation of consistent strategies at the Department, PLC, and/or schoolwide level that increase student literacy and understanding of the curriculum.
- 3.Create ways to make curriculum applicable to real life and infuse soft skills for career readiness.

**Category C: Learning and Teaching (6 pages maximum for Category C)**

**Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences**

**Directions**

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **equity-centered learning environment impacts student engagement, learning and well-being**.

**Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (1–3 pages maximum)**

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

**C1.1 Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work in an equity-centered learning environment.

**C1.2 Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Evidence
<p>Los Altos High School continues to provide students with challenging and relevant learning experiences based on current academic standards. We regularly devote time to discuss academic rigor and determine strategies and best practices that will engage our students in every class. There is a focus on scaffolding of instruction to ensure all students have the support needed to engage in their learning. Departments and PLC's have worked to align development common pacing guides and assessments.</p> <p>Most teachers use the Canvas platform to post their courses and allow students up to date access to class information and materials online. The use of interactive digital learning tools such as Kahoot, Quizizz, Blooket, and Pear Deck has helped create more interactive experiences, promoting participation and engagement. These also allow teachers additional ways to check for students' understanding of material.</p>	<p>Dept/PLC meetings</p> <p>Availability of Material through Online Platforms</p> <p>Interactive Learning Tools</p>

<p>All Special Education students receive accommodations/modifications as outlined in their IEP (Individualized Educational Plan). Our Special Education students placed in team taught classes receive additional academic support from the trained SPED (Special Education) teacher in that class. Special Education students in our moderate program receive instruction in a smaller setting for academic and skill related instruction. Additionally, our SPED students receive additional ongoing support through individual and group sessions held with our on-site Psychologist.</p> <p>The Career Technical Student Organization (CTSO) provides leadership skills development and practical field experience, bridging academic learning and career readiness. CTE (Career and Technical Education) Precision Exams evaluate student skills in Career Technical Education, ensuring proficiency standards are met.</p> <p>Modern Language 8th Grade Placement Exams ensure students are placed in language courses that match their abilities, optimizing language acquisition.</p>	<p>Team Teaching</p> <p>IEP's</p> <p>Group sessions with on campus Psychologists</p> <p>Career Technical Student Organization (CTSO)</p> <p>CTE Precision Exams</p> <p>Modern Language 8th Grade Placement Exams</p>
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**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources**

**Directions**

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators
- Analyze and explain how the evidence supports your findings and response
- Explain *how teachers' use of a variety of strategies and resources impact student learning and well-being.*

**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (2–3 pages maximum)**

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engage all students in creative and critical thinking, problem solving and application of learning.

**C2.1 Teachers Facilitate Learning:** Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

**C2.2 Student Voice and Agency:** Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

**C2.3 Digital Learning and Problem Solving:** Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

**C2.4 Career Preparedness and Applied Learning:** Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students’ depth of knowledge, and prepare them for college and careers.

Findings	Evidence
<p>Strategies such as focused note taking have been encouraged across subjects, enhancing students' ability to organize and retain critical information for improved academic performance. The introduction of collaborative style seating (pod style seating) encourages active participation, fostering a more cooperative and interactive classroom environment. Instructional strategies such as Socratic Seminars and Philosophical Chairs foster higher level DOK skills aligned with college readiness. Admin have begun to infuse Kagan collaborative and AVID WICOR strategies into our staff meetings to help model strategies expected to be used in our classrooms. Two of our AVID teachers have completed training through AVID Center staff that allows them access to all the AVID Professional Learning Modules. They have used these to facilitate staff PD on Focused Note Taking.</p> <p>We continue to implement technology into our classrooms and student learning as we adapt to the digital era our students are growing up in. The district providing each student with a laptop, and every class being equipped with a Smart TV has allowed us to have regular access to online resources that we can infuse into our instruction.</p> <p>Many classes have adjusted their seating arrangements so that students are sitting in smaller</p>	<p>Focused Note Taking</p> <p>Differentiated Collaborative Style Seating (pod seating)</p> <p>AVID Program</p> <p>AVID Trained Staff</p> <p>Staff PD</p> <p>Classroom tv's</p> <p>Online resources</p>

<p>groups of 3-4 students. This arrangement allows for consistent collaborative group discussions, and alternating roles within the groups.</p> <p>At Los Altos High School, we prioritize the development of leadership skills, entrepreneurial spirit, and innovative thinking. Our school systems and programs are designed to help guide students into different roles such as leaders, creators, and active participants in their learning communities.</p> <p>Club Rush, held twice a year, enables students to explore a variety of clubs and organizations, fostering active involvement and engagement in extracurricular activities, thus enriching their school experience and building a vibrant community.</p> <p>Student-led entrepreneurial projects empower students to lead their own ventures, developing ownership, accountability, and skills in business and innovation. These projects enhance critical thinking, problem-solving, and leadership skills. Students also gain entrepreneurial experience through our “Flea Markets” where students are encouraged to showcase their small businesses and are given the opportunity to sell their product.</p> <p>The Engineering Academy represents our dedication to hands-on, project-based learning. Engaging in projects like building solar boats and electric cars prepares students for STEM (Science, Technology, Engineering, and Math) careers, emphasizing teamwork, innovation, and sustainability.</p> <p>Our AP/Honors open enrollment policy demonstrates our belief in every student's potential</p>	<p>Club Rush Twice a Year</p> <p>Student-Led Entrepreneurial Projects</p> <p>Flea Market</p> <p>Engineering Solar Boat/Electric Car Academy</p> <p>AP/Honors Open Enrollment</p>
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<p>to excel in challenging courses, allowing all students to pursue academic excellence without barriers.</p> <p>Los Altos High School has significantly upgraded its technological infrastructure and digital resources for teachers and students. The adoption of Smart TVs, a 1:1 laptop program, and Canvas online learning tools have improved instructional delivery and student interaction with the curriculum, supporting an interactive, engaging, and personalized learning experience aimed at preparing students for the digital era.</p> <p>The 1:1 Laptop Initiative provides every student with a personal device, ensuring equity in access to digital resources, online textbooks, and educational platforms. This promotes self-directed learning, allowing students to learn at their own pace and fostering independence while developing digital literacy skills crucial for modern demands.</p> <p>Canvas online learning management system enhances the educational experience by streamlining course management, assignments, and feedback. It offers a single platform for accessing materials, peer engagement, and instructor communication, supporting a more connected educational community and enabling efficient and effective learning management.</p> <p>At Los Altos High School, we aim to prepare students for a rapidly changing world by nurturing higher-level thinking and problem-solving skills through a variety of instructional settings. Our students engage in activities that push them to analyze, evaluate, and create, applying these critical skills across various subjects and real-world</p>	<p>1:1 Laptop Initiative</p> <p>Canvas Learning Management System</p>
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<p>scenarios.</p> <p>Field trips extend learning outside the classroom, offering students real-world applications of their studies and enhancing their ability to apply knowledge in diverse situations.</p> <p>Mock Trial/Student Polling activities allow students to develop critical thinking, argumentation, and analytical skills, deepening their understanding of legal and civic systems. Students who participate in events we facilitate around voting such as voter registration campaigns and working the polls are eligible to earn the CA State Seal of Civic Engagement.</p> <p>Rise Up Poetry night allows our students to express themselves through poetry in which they share personal experiences, stories, concerns, etc.</p> <p>Our variety of clubs presents leadership opportunities, enabling students to apply organizational and problem-solving skills in real-life contexts, thereby fostering leadership and responsibility.</p> <p>Student-led blood drives amplify our students' impact on the community, teaching them valuable lessons in logistics, collaboration, and service.</p> <p>The CTE Advisor Banquet celebrates CTE students' achievements and offers networking opportunities with professionals while highlighting strengths and needs in the curriculum.</p> <p>The Los Altos Career Zone (Club) helps students</p>	<p>Field Trips</p> <p>Mock Trial/Student Polling</p> <p>Voting events</p> <p>CA State Seal of Civic Engagement</p> <p>Rise Up Poetry Night</p> <p>Clubs</p> <p>Student-Led Blood Drives</p> <p>CTE Advisor Banquet</p> <p>Los Altos Career Zone</p>
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<p>explore career options and educational pathways, encouraging them to build professional networks and make informed career decisions. This club has created opportunities for students to listen to guest speakers from various industries, hosted resume writing workshops, and increased awareness of career options for students to consider.</p> <p>Participation in HLPUSD Adult-Ed Trade Programs equips many students with practical skills for specific careers, bridging academic learning with real-world application.</p> <p><b><u>Summary:</u></b></p> <p>Teachers at Los Altos use a wide range of instructional strategies to scaffold instruction, increase student engagement, and increase student understanding of the content. Each student has a district issued laptop, and access to their courses on Canvas. Most of the staff are trained in Kagan strategies and use these collaborative strategies to increase student engagement in class. Our AVID trained teachers have provided support and training with WICOR strategies, and we continue to send staff to AVID trainings. Students have opportunities to enhance and apply their learning through activities outside of the classroom such as Mock Trial and Rise-Up poetry night, and our Career Zone Club provides career focused events. Our focus is on increasing literacy through reading and writing strategies and increasing rigor across all content areas.</p>	<p>HLP Adult-Ed Trade Program</p>
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## **ACS WASC Category C. Learning and Teaching Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

### **Areas of Strength:**

1. The use of a wide range of instructional strategies used to increase student engagement and understanding of academic material.
2. Increased implementation and usage of technology in the classrooms
3. Student involvement and leadership opportunities - we ensure students have plenty of chances to get involved and develop leadership skills, both in and out of the classroom. Through various activities, we help them build responsibility, take initiative, and think creatively.

### **Areas of Growth:**

1. Training for all staff to create a universal base comfort level in technological implementation.
2. Increase rigor across all content areas. Professional development for increasing rigor in specific content rigor. Alternatives to credit recovery with greater accountability.
3. Continue to explore ways to increase involvement between students and parents to foster an engaging learning experience.

**Category D: Assessment and Accountability (6 pages maximum for Category D)**

**Criterion D1: Reporting and Accountability Process**

**Directions**

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the ***schoolwide reporting and accountability practices impact student learning and well-being***.

**Criterion D1: Reporting and Accountability Process (1–3 pages maximum)**

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other educational partners. 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.

**D1.1 Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all educational partners.

**D1.2 Basis for Determination of Performance Level:** The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3 Assessment of Program Areas:** School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

**D1.4 Schoolwide Modifications Based on Assessment Results:** School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings	Evidence
<p>Los Altos teachers use a variety of ways to assess student progress. Class/subject/department level assessments all are used. Regardless of how the assessment is administered, the results are shared with students/parents on Aeries (the official school grade book), and often on Canvas. CAST, CAASPP, S-MAP, and AP assessments are assessments that are also used. Although they are generally not included in class grades, the results are made available to students, parents, and teachers.</p> <p>Yearly ELPAC assesses student's English ability and guides the ELD redesignation and reclassification process. The 4 ELAC meetings each year are provided to share ELPAC data to students/parents and to answer any questions they may have.</p> <p>The PSAT is offered to students grades 9th -11th</p>	<p>CAASPP Data                      AP Data Results                      Staff Leadership Meeting Minutes                      Aeries Grade Reports                      PLC Discussions                      S-MAP results                      Benchmark Assessments                      Diagnostic Testing                      SPED                      Adjustments/Modifications</p> <p>ELPAC/ELAC</p> <p>PSAT/SAT</p>

<p>who are interested in preparing for the SAT. The district offers the PSAT free to students. The district no longer offers the SAT as most CA colleges have gone test optional. Students who would benefit from taking the SAT (out of state colleges, more financial aid available to them, very competitive schools, athletics) are given guidance on this process through their counselor or in AVID for those in that program.</p> <p>The ASVAB is available every November for students interested in the Armed Services or for students who are exploring their skills to match possible career opportunities.</p> <p>LAHS uses PLC teams to communicate and review student assessment results. The PLC teams meet approximately every third week of our Monday meetings. The process of aligning grade expectations includes completing “data chat” forms, which are completed at the 6, 12, and 18 week point of each semester. They allow teachers to evaluate their student performances. Many departments have common assessments. These meetings are used to align pacing, subject vertical alignment, instructional expectations, as well as grade standards. A number of assessments are used for specialized purposes in assessing students for consistency across content areas.</p> <p>The district’s initial ELPAC also assesses the language proficiency of new students to the country to determine their English level in order to correctly place students in the appropriate classes.</p> <p>The new ELD Reading Gains Test will determine whether English Learners are able to exit from the ELD Program.</p> <p>The school administrative team uses assessment results to implement whole-school PD activities and training, as well as allocate resources. Such training has included focused training on collaboration, literacy, etc.</p> <p>The school leadership team monitors the D/F list</p>	<p>ASVAB</p> <p>Common Assessment Data / Project  “Data chat” forms  Course Pacing Guides  Common Grading Weight Scales</p> <p>Staff meeting PD calendar</p> <p>D/F report</p>
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<p>results, to identify departments that may need additional PD activities or resources.</p> <p>PLC teams review common assessment results, as well as student work, to identify successful teaching methodologies, resources or training needed, and modify curriculum. More general assessment results, such as CAST and CAASPP data, AP results, and the grade D and F list are also used to guide these changes.</p> <p>Progress and Semester grades on Aeries are reviewed by the counselors to determine academic support services and course offerings for summer school, including make up courses and opportunity for advancement. Report cards are sent every 6 weeks grading period. For students with a D/F/I grades, a letter is sent home with tutoring resources.</p> <p>School counselors use transcript reviews and graduation checks with individual students and/or small groups to help to identify students who are meeting graduation requirements, A-G requirements, CTE pathway completion, etc. Students who are behind in credits have the option to make up credits in summer school, through Apex or Mt. Sac High School Referral Program.</p> <p>RFEP/ISPELs are reviewed each year through the Ellevation dashboard and then disseminated to each student's English teachers to input the student's progress. This tool is used to monitor English Learners and to help reclassify students.</p> <p>School leadership communicates with the district TOSA for Data and Assessment for guidance in a number of assessment areas, such as determining exam selection by course, exam frequency, etc.</p> <p>School subject departments communicate with district TOSA's to make curriculum adjustments based upon assessment data</p>	<p>Semester grades Tutoring options Summer school course offerings Offers Apex, Mt. Sac HSR for credit recovery Academic Plan in Aeries DFI Letter to Parents</p> <p>Graduation checks Concurrent enrollment through Rio Hondo College/Cerritos College Dual enrollment agreement with Mt. Sac College: HLPUSD Adult school CTE program enrollment</p> <p>RFEP/ISPEL</p>
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**Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress**

**Directions**

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **teachers’ use of assessment strategies to monitor and modify instruction impact student learning and well-being.**

**Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (1–3 pages maximum)**

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

**D2.1 Monitoring Student Growth:** Teachers determine and monitor all students’ growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

**D2.2 Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

**D2.3 Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Evidence
<p>Teachers monitor students’ progress and growth on a regular basis using both formal and informal assessments. The data gained from these assessments helps to determine learning gaps and helps the teacher to determine if the pacing needs to be altered or any reteaching needs to be done. Digital platforms such as Kahoot, Quizlet, and sites we can link in our Canvas assignments allow for quick feedback during lessons to check for understanding of the content material.</p> <p>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 the semester.</p> <p>Counselors hold individual meetings and/or schedule parent meetings to determine the reasons 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.</p>	<p>Benchmark Assessments Classroom Assessments Digital Platforms Canvas</p> <p>Aeries</p>



corrections, giving the students an opportunity to identify, examine and explain mistakes as a method of informing their instruction and curricular planning.

The use of common curriculum across course levels have helped teachers better utilize student data to inform instruction.

Examination of student work allows teachers to assess student understanding of the content and adjust instruction as needed. This is done by individual teachers on a regular basis as part of their teaching practice. This is also done in departments and PLC's to help adjust pacing guides and evaluate/determine the best strategies that can be used for increased student performance.

**Summary:**

The teachers at Los Altos use a variety of assessments to monitor student progress. Our staff looks at data on a regular basis whether it's with all staff, in leadership, in departments, or in PLC's. We have both formal and informal discussions about various types of data, and these conversations help drive decisions made on campus and help facilitate discussions about the effectiveness of our teaching strategies. An area we are focused on is strengthening the use of PLC time and have all PLC's to deepen their data conversations to have the data driven instruction and inform where change is needed.

## **ACS WASC Category D. Assessment and Accountability Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

### **Areas of Strength:**

1. Sharing of CAASPP/CAST/AP results by administration to leadership and all staff as a regular practice to help guide discussions on areas of success and areas for growth.
2. Use of AERIES to identify D/F students and share grades with parents in real time. Students and parents have access to current grades as well as transcripts to monitor graduation status. Students can register for classes and summer school on Aeries.
3. PLC and department times allow teachers to share data, best practices, and collaboration.

### **Areas of Growth:**

1. Continue PLC time to focus and review assessment results by department/subject area, increasing depth of those discussions.
2. We adjusted our master schedule so that we do not have as many "singletons" (only one teacher teaching a given subject), which has allowed for more collaboration. Moving forward we can improve on the use of PLC time for those PLC's that are working together for the first time.
3. Improve on how we use the data to adapt our teaching and counseling practices to meet the needs of our students.

**Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (6 pages maximum for Category E)**

**Criterion E1: Family and Community Involvement**

**Directions**

- Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **family and community involvement impacts student learning and well-being**.

**Criterion E1: Family and Community Involvement (1–2 pages maximum)**

The school leadership employs a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process.

**E1.1 Strategies and Processes:** School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

**E1.2 Inclusive Cultural Understanding:** School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

**E1.3 Rapport and Trust:** School leadership develops rapport and trust with students, families, and the community, valuing the identities of all individuals.

Findings	Evidence
<p>The regular involvement of Los Altos families with education and activities begins before freshmen students enroll through our 8th grade orientation and Open House. During both the orientation and Open House, the local middle school students and families as well as other prospective families explore departments, academies, programs, visual and performing arts (VAPA), as well as career technical education programs (CTE) that showcase what they have to offer. This event builds culture and provides families with a snapshot of the vast opportunities our school provides for students to get involved and find a place of belonging during their high school years.</p>	<p>8<sup>th</sup> grade orientation Open House</p>
<p>Early in the school year we host a Back to School Night, where parents/families are invited to follow their students' schedule and hear a brief presentation in each class about what learning will be done in that class throughout the year. We also host a Parent Conference night during the first semester, after the first grading period is done. During this event parents can meet one on one with their students' teachers and discuss how they are doing in the class, and how they can improve if needed.</p>	<p>Back to School Parent Conferences Open House</p>



The school leadership focuses on continuous school improvement by providing a nurturing learning environment and develops a culture that is characterized by trust, inclusivity, professionalism, and high expectations for all students.

**E2.1 Policies and Resources:** The policies, regulations, and resources ensure a nurturing learning environment for all students, including internet safety.

**E2.2 Trust, Respect, and Equity:** The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

**E2.3 School Culture:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
<p>Student Handbooks are sent out in the summer to all students. These packets contain student behavior expectations and school-wide policies. Schoolwide policies are also posted in each classroom.</p> <p>Our security guards and Administrative Team regularly patrol the hallways during passing periods, nutrition, lunch and throughout the day to ensure student safety.</p> <p>Our custodial staff regularly monitors our restrooms during lunch and nutrition to ensure cleanliness and deter any student misconduct.</p> <p>LAHS hosts a Week of Welcome (WOW) upon returning to school in August. WOW consists of 2-3 days of school-wide activities and lessons designed to onboard students, convey school-wide expectations and teach/reinforce our HEART Values. Activities include classroom icebreakers, rules/expectation discussions, a keynote speaker, and core values (HEART) lesson plans. Each year we have a theme that focuses on a positive culture and staff and students receive shirts that reflect the theme (distinct colors for each grade level). Last year our theme was “Rise Up”, and this year it is “We are in this race together”.</p> <p>Renaissance and ASB host a Freshman Orientation for all incoming 9th graders. This event focuses on building culture and teaching school wide expectations.</p>	<p>Student handbook</p> <p>Administrative schedules, security logs, supervision calendar</p> <p>Custodial schedule</p> <p>WOW Google drive folder Pictures Social media Theme shirts</p> <p>Master Calendar Frosh Orientation Google Folder</p>

<p>A myriad of multicultural clubs and honors societies help LAHS celebrate our diverse campus culture including GSA who focuses on gender identity and sexual orientation creating a safe space for students of all walks of life.</p> <p>Our “See Something, Text Something” provides an opportunity for any member of the Conqueror Family to voice safety concerns in a confidential manner.</p> <p>Our Principal releases an Honor Roll each semester which reinforces the importance of academic success and celebrates those students who have reached various GPA (Grade Point Average) levels.</p> <p>Los Altos Renaissance is a student leadership class whose sole purpose is to recognize, reward and celebrate the members of our Conqueror Family. They carry out hundreds of recognitions each year that help to build respect for our HEART values, academic success, athletic achievement, and much more.</p> <p>Certificated staff are contracted to work 15 hours of adjunct duty which help to support the various athletic, performing arts and cultural events on campus.</p> <p>In 2021 Los Altos opened the Shalom Montgomery Wellness Center to address student SEL (Social Emotional Learning) needs. The center was open throughout the day for students to use in a variety of ways including one-on-one sessions without intervention counselor, quiet space to relax and study, etc. We lost our Interventionist position this year, so the Wellness Center is closed until we can figure out a way to have qualified staff be in there to provide access for students again.</p> <p>Los Altos administers the California Healthy Kids Survey each year and uses the data to analyze our student population in various ways. Data is used by SSC, Site Leadership Team, and Faculty to evaluate and adjust our practices.</p>	<p>Club Minutes Master Calendar</p> <p>See Something, Text Something posters and log of reports</p> <p>Honor Roll Reports Social Media</p> <p>Renaissance Instagram Renaissance Google Folder</p> <p>Adjunct Duty Calendar</p> <p>Wellness Center</p> <p>CHKS Data and Records</p>
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<p>During the spring of 2023 we implemented a Peer Mentoring program where some of our top performing upperclassmen volunteer to take on guidance of our most at risk freshmen/sophomore students by actively taking part in pull out check ins to help them cope with the stresses of high school. The mentors help with organizational tips, academic tutoring, and assistance with locating resources as needed.</p> <p>At the end of each year, we host a Senior Honors Night. This event allows our school, community, and student body to celebrate academic, artistic, and athletic achievements. As a school we are here to recognize and promote those students making great impacts over their high school career.</p> <p>A PD for Staff was presented by the current Ethnic Studies teacher. The PD provided an overview of how we are piloting the Ethnic Studies program which will become a statewide mandate for graduation in the coming years.</p> <p>During the 2023-2024 school year, the campus has gone through a district refresh of Facilities/Roofs. New floors, painted walls, and roof/leak repair work were done to update facilities to a more aesthetically pleasing and safe environment.</p> <p>ParentSquare, one of our online communication platforms, is used by teachers and admin to communicate with families about upcoming events and all school happenings. Messaging is also a feature of ParentSquare used to send short communications between families and school staff.</p> <p>Athletics &amp; Performing Arts build team spirit and collaborative support. Each program takes time to teach team building skills that align with our school-wide HEART values.</p> <p>Every couple of years juniors and seniors take part in the Every 15 Minutes program highlighting the</p>	<p>Peer Mentoring Calendar Mentor Reports</p> <p>Master Calendar Event Program Video Production Recording</p> <p>Morning Meeting Agenda (12/11/23) Presentation Slides</p> <p>District Facilities Records Physical Classrooms</p> <p>Parent Square History Records</p> <p>Master Schedule Social Media</p> <p>Meeting Logs Information packets</p>
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<p>dangers and realities of drunk driving. Helping to foster a safe campus environment and a culture of responsibility among students. Whether or not we host this event depends on availability of resources within local law enforcement entities.</p> <p>Twice a year, LAHS utilizes a Universal Screener tool to help with our MTSS process. The tool allows teachers to assist Tier 1 Identification of students who exhibit certain external and internal behaviors. The collective data is used by admin and guidance staff to initiate Tier 2 interventions.</p> <p>The Video Production Academy provides audio and video services on and off campus. Coverage includes students planning, shooting and editing of events.</p> <p>To address the growing social-emotional concerns amongst today's youth, LAHS uses site funds to pay for an additional intervention counselor. This individual runs the Wellness Center and meets with students regularly for check-ins or on the spot support. Also provides support for our SDC (Special Day Class) students to learn coping skills.</p> <p><b>Safety Drills &amp; Procedures</b> We run safety drills to prepare students and staff for emergency situations. Practice of events Such as earthquakes, fires, and lockdowns allow for us to address the social anxieties around school.</p> <p>Graffiti is immediately removed when seen by custodians. Administration will regularly email pictures of unrecognized graffiti and possible offenders to staff to keep small problems from becoming big problems.</p>	<p>Student release forms Video of Event</p> <p>Universal Screener Google Form</p> <p>YouTube Channel Social Media</p> <p>Title I Records School Budget Wellness Center Records</p> <p>Emergency Binder Master Calendar</p> <p>Custodial Records Emails</p>
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**Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Support**

**Directions**

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.

- Explain how the *multi-tiered support systems impact student learning and well-being*.

**Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Support (1–2 pages maximum)**

All students receive appropriate multi-tiered personal, social-emotional, and academic support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

**E3.1 Multi-tiered Support:** School leadership implements and evaluates the effectiveness of personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

**E3.2 Student Involvement:** The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

**E3.3 Student Self Advocacy:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Evidence
<p>Los Altos High School has five full-time counselors with about 315 students per counselor. We also have one interventionist and one and a half school psychologists who provide student support throughout the year. Our counselors can refer students to Care Solace and Foothill Family Services, our partner mental health service organizations. In addition, our district offers added support for homeless, foster, and low-income students through the department of Equity &amp; Access.</p> <p>The leadership team at Los Altos High School assesses the effectiveness of multi-tiered support for students’ social-emotional learning needs through multiple tools and assessments. The school staff also participates in a Universal Screener twice per year (once each semester) to help the school leadership and counseling team assess students’ internal and external behaviors. This allows the counseling team to target specific students who need additional support. Our</p>	<p>Counselors, Interventionist, School Psychologists</p> <p>Referrals to local health agencies</p> <p>HLPUSD Equity &amp; Access</p> <p>Universal Screener</p> <p>Referral Tracker/Success Plan Upon Re-Entry</p> <ul style="list-style-type: none"> <li>• Academic</li> <li>• Discipline</li> <li>• Attendance</li> </ul>

<p>Assistant Principal of discipline tracks student progress (academic and discipline) through tools like referral trackers, re-entry success plans, and student growth logs.</p> <p>Los Altos High School prides itself on ensuring an elevated level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness. In addition to the many student clubs we have on campus, students also host student-led events such as the flea market (entrepreneurship), football tailgates (camaraderie), rallies (recognition), and talent shows (social). Our AVID program focuses on first-gen, low-income, college bound students and provides them with the support and knowledge needed to become active members at school and prepared individuals for life after high school. Twice a week, we also have CAP (College Access Plan) on campus, who provide college assistance and information regarding financial aid and other relevant college topics. In addition, LAHS has a strong leadership program that promotes student involvement and camaraderie. Freshmen can get leadership through our Freshmen Leadership class and then can apply for either Renaissance or ASB their sophomore through senior years. LAHS also encourages student participation through mini college/career fairs, SPED student involvement opportunities, and our Conqueror Mental Health Talk. At LAHS, we pride ourselves on developing a well-</p>	<p>Student Clubs</p> <p>Student Led Events</p> <ul style="list-style-type: none"> <li>• Flea Market (once per semester)</li> <li>• Football Tailgates</li> <li>• Rallies</li> <li>• Talent Show</li> </ul> <p>AVID Program</p> <p>CAP (College Access Plan)</p> <p>Renaissance Leadership Class</p> <p>ASB Leadership Class</p> <p>Mini College/Career Fairs</p> <p>SPED Student Involvement</p> <ul style="list-style-type: none"> <li>• Social-Emotional Development</li> <li>• Best Buddies Club</li> <li>• Career Readiness</li> <li>• IEPs</li> <li>• 504s</li> </ul> <p>Conqueror Mental Health Talk</p>
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<p>rounded and engaged student body.</p> <p>Here at LAHS, students have the chance to deepen their sense of self and make meaningful and community connections. These opportunities allow students to become advocates for their own needs and supports, including peer mentoring program, CSF Tutoring program, a teacher tutoring matrix which gives students the ability to schedule tutoring outside of class time, student goal setting opportunities per individual teacher, and our Wellness center, which students use to advocate for themselves and prioritize their mental health and physical well-being.</p> <p><b><u>Summary:</u></b></p> <p>Los Altos fosters a supportive culture through our HEART values and an annual themed message that sets the tone each year of a supportive environment for our students. We provide a wide variety of opportunities for students to get involved on campus. There are also a wide variety of resources available to students for academic and social/emotional support. LAHS communicates information to families and community members through a variety of platforms on a regular basis. We lost our Interventionist position this year and had to close our Wellness Center, so we need to figure out a way to staff our Wellness Center so that students can access it again. Our other focus is getting students to access the resources that we have on a consistent basis.</p>	<p>Peer Mentor Program</p> <p>CSF Tutoring</p> <p>Teacher Tutoring Matrix</p>
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## **ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary**

*Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.*

### **Areas of Strength:**

1. Students have many resources and opportunities available to them for academic support and social emotional support, including but not limited to: peer mentoring, academic tutoring, resources through our guidance office, our Wellness Center, and online classes.
2. We have a strong leadership program that embraces our HEART values and celebrates our students and staff in a variety of ways and promotes student success, well-being, and involvement on campus.
3. There are a variety of ways students can get involved on campus both in the classroom and through extracurricular activities.

### **Areas of Growth:**

1. Continue to provide communication to students and parents about resources available to them for academic and social/emotional support to increase those that access the resources provided.
2. Continue to provide communication to students and parents about opportunities for students to get involved on campus to increase student involvement in programs, clubs, and extracurricular opportunities.
3. Develop a means to have a consistent position available for an Interventionist to provide social/emotional support to students, assist our guidance counselors in this support, and have continuity of support and running of our Wellness Center.

## Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- Insert or use the table with prioritized strengths and growth areas and determine the 3-4 growth areas for inclusion in your plan
- Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.

	Category A	Category B	Category C	Category D	Category E
<b>Strength</b>	Clear structures in place, collaborative decision making, and well established HEART values to set the vision and tone of the expectations at our school.	Variety of courses offered, equitable access to these courses, and graduation requirements that exceed the CA state requirements.	Teachers scaffold material and use a wide range of strategies to increase student engagement and foster learning.	Teachers use a variety of assessments to monitor student progress. Data is reviewed by the leadership team, PLC's, departments, and the staff as a whole on a regular basis to help guide teaching and inform decisions.	A wide variety of opportunities for students to get involved on campus through various programs, clubs, athletics, and the arts. Support for students both academically and social/emotional through counseling, peer mentoring, tutoring, and our Wellness Center.
<b>Growth</b>	A consistent PD plan for all staff that focuses on strategies to increase students' college and career readiness.	Continue to discuss ways to encourage students who are capable to enroll in an AP course and increase the percentage of students that are A-G eligible.	Continued to focus on writing and critical reading strategies that will increase student understanding of content and be college and career ready.	Continue to use the data discussions to make changes in instructional practice as needed in order to increase student engagement and understanding of the material.	Increase communication to students and parents regarding resources available on campus and promote opportunities available for students to get involved on campus.

## Chapter 5: Schoolwide Action Plan/SPSA

- State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.
- Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)
- Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.

**Action Plan Goal #1:** School-wide strategies to increase student academic proficiency and performance on ELA, Math, and Science standardized tests (including state tests, district tests, and common department assessments).

**Rationale:** To improve student test scores across all assessments (S-MAP, CAASPP, AP)

<p><b>Action Steps</b></p> <p><i>What must educators do to accomplish this goal?</i></p> <p><i>What action steps do we think will generate improvement?</i></p> <p><i>Who will be involved and what will they do?</i></p>	<p><b>Timeline</b></p> <p><i>What is an appropriate timeline for the action steps?</i></p>	<p><b>Resources</b></p> <p><i>What resources will we use to advance this goal?</i></p>
<p>Identify/target standards/skills tested and how they relate to content areas to determine strategies that address these skills.</p> <p>Staff participate in a Performance Task to better understand what is expected of students</p>	<p>-Identify skills tested by Dec 2025</p> <p>-Determine strategies that help develop these skills by Feb 2026</p> <p>-Staff PD plan for 2026-2027 developed by May 2026</p> <p>-By Spring of 2025 staff will have participated in a sample Performance Task</p> <p>-Fall of 2025 departments will identify how they can support skills students need to do well</p> <p>-Spring 2026 all staff use strategies determined by their dept to support skills</p>	<p>-Access to assessments</p> <p>-Assessment data</p> <p>-Breakdown of standards/skills tested</p> <p>-Dept/PLC time to discuss and plan</p> <p>-Access to sample performance task</p> <p>-Staff meeting to have staff participate</p> <p>-Meeting time to debrief and discuss reflection of skills needed</p>

<p>Implement Science “boot camp”</p> <p>Review and practice SBAC questions on 9th/10th</p> <p>Regular use of DOK, vocabulary development, and critical thinking skills/strategies in all classes</p>	<p>-Fall 2027 staff analyze testing data and discuss if this had a positive effect</p> <p>Spring 2025 for planning of boot camp 2-3 weeks prior to testing each year after</p> <p>-Identify how to implement by Spring 2026 and start Fall of 2026</p> <p>-Dept/PLC reflect on how this is done by Fall 205</p>	<p>-Dept/PLC planning time -CAASP/SBAC practice materials -Science pull out day (discipline specific)</p> <p>-CAASP/SBAC data -Dept/PLC time to discuss how to scaffold strategies for 9th/10th</p> <p>-PD support within staff/dept/PLC for continuous improvement</p>
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**Action Plan Goal #2:** Increase the percentage of students that meet A-G eligibility.  
**Rationale:** To decrease the number of students earning D/F grades, and to increase the percentage of students who meet the a-g college eligibility standards.

<p><b>Action Steps</b>  <i>What must educators do to accomplish this goal?                      What action steps do we think will generate improvement?                      Who will be involved and</i></p>	<p><b>Timeline</b>  <i>What is an appropriate timeline for the action steps?</i></p>	<p><b>Resources</b>  <i>What resources will we use to advance this goal?</i></p>
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<i>what will they do?</i>		
<p>PD for staff on A-G eligibility and overall understanding of A-G requirements</p> <p>Academic interventions for struggling students:</p> <ul style="list-style-type: none"> <li>●Grade conferences</li> <li>●Tutoring opportunities</li> <li>●Reteaching/retesting</li> <li>●Student understanding of A-G</li> <li>●Emails home for students with D/F grades</li> <li>●Attendance Monitoring</li> </ul>	<p>By November 2025</p> <p>-Staff review of academic interventions available by Oct 2025</p> <p>-Dept/PLC discussion of what teachers can do by Nov 2025</p> <p>-Grade conference form developed by Nov 2025</p> <p>-Progressive academic intervention plan by Feb 2026</p>	<p>Counselors/trained staff</p> <p>Staff meeting time</p> <p>-Aeries/grades updated</p> <p>-“Think Together”</p> <p>-Tutor.com</p> <p>-CSF tutors</p> <p>-Reflective grade check forms</p> <p>-Staff PD for intervention strategies</p> <p>-Dept/PLC time to discuss and plan for student support</p>
<p>4 year plan monitoring - teachers getting access to “view only” access</p>	<p>By Fall 2025</p>	<p>-NCS allowing access</p> <p>-Staff training on how to read this and how we can supp</p>
<p>College and Career Week - schoolwide campaign covering A-G Annual:</p> <ul style="list-style-type: none"> <li>- District College and Career fair</li> <li>- LAHS College and Career Week</li> </ul>	<p>-A-G Posters by Dec 2025</p> <p>-Plan “a-g” campaign by Dec 2025</p>	<p>-Time for planning</p> <ul style="list-style-type: none"> <li>- A-G Posters</li> <li>- College Parent Night</li> <li>- CAP (after school support for students with college applications and financial aid)</li> </ul>

**Action Plan Goal #3:** Implement department/schoolwide writing and critical reading strategies in all content areas.

**Rationale:** To address our concerns about literacy development and proficiency.

<p><b>Action Steps</b>  <i>What must educators do to accomplish this goal?                      What action steps do we think will generate improvement?                      Who will be involved and what will they do?</i></p>	<p><b>Timeline</b>  <i>What is an appropriate timeline for the action steps?</i></p>	<p><b>Resources</b>  <i>What resources will we use to advance this goal?</i></p>
<p>PD plan for specific strategies that will be implemented schoolwide and within departments:                      - Focused Note Taking                      - Critical Reading Skills</p> <p>New Teacher training of schoolwide strategies</p> <p>Dept/PLC plan to discuss writing and reading strategies, providing ongoing support for teachers, and analyzing student work</p>	<p>Determine specific strategies to focus PD on by December 2025</p> <p>By May 2026 develop PD plan                      2026-2027 school year implement PD plan</p> <p>-Teacher Lead by Sept 2025                      -First meeting by Nov 2025</p> <p>Consistency of strategies within dept/PLC by Fall 2026</p> <p>Follow up on effectiveness Spring 2027</p> <p>Revise as needed Fall 2027</p>	<p>-List of PD available                      -Point person/lead to plan                      -Staff point person/team                      -Dept/PLC lead                      -\$\$ to pay for training                      -Send more staff to AVID Summer Institute</p> <p>-Teacher Lead                      -Meeting time</p> <p>-Dept/PLC pull out days                      -Dept/PLC meeting time focused writing/reading strategies</p>

<p>Consistency of rubrics and assessment of writing tasks</p>	<p>March 2026</p>	<ul style="list-style-type: none"> <li>-Samples of quality rubrics</li> <li>-Dept time to develop common rubrics</li> <li>-PD for staff on use of rubrics if needed</li> </ul>
<p>Writing based best strategies shared in staff meetings</p>	<p>2026-2027 staff meetings</p>	<ul style="list-style-type: none"> <li>-Dedicated staff meeting time</li> <li>-Point person for planning</li> </ul>

## Appendices

Include hyperlinks to relevant evidence:

- A. [Local Control and Accountability Plan \(LCAP\): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link](#)
- B. [California School Dashboard Summary performance indicators](#)
- C. [Results of student questionnaire/interviews](#)
- D. [The most recent California Healthy Kids Survey Summary Results](#)
- 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. [LAHS School Website](#)
- I. [School accountability report card \(SARC\)](#)
- J. [Graduation Requirements](#)
- K. [Summary of School Budget](#)
- L. [Counseling Website](#)