Los Altos High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Los Altos High School
Street	201 Almond Ave.
City, State, Zip	Los Altos, CA 94022-2206
Phone Number	650.960.8812
Principal	Wynne Satterwhite
Email Address	wynne.satterwhite@mvla.net
School Website	https://lahs.mvla.net/
County-District-School (CDS) Code	4369094334116

2022-23 District Contact Information

District Name	Mountain View-Los Altos Union High School District
Phone Number	650.940.4650
Superintendent	Nellie Meyer
Email Address	nellie.meyer@mvla.net
District Website Address	www.mvla.net

2022-23 School Overview

Los Altos High School is a comprehensive public school situated in the heart of Silicon Valley and currently serves approximately 2,141 students (CBEDS Oct 2022). Our attendance boundaries include residential, light industry, high technology and retail districts of the cities of Mountain View, Los Altos, Los Altos Hills and a small section of Palo Alto. We are fortunate to be a Basic Aid District, and our local property tax base still exceeds the State revenue limit.

Our students are socioeconomically, ethnically, linguistically and culturally diverse. Los Altos High School provides rigorous academics through an excellent college preparatory program for the large majority of our students, a wide range of honors and AP courses taken by over a third of our students, and a strong set of support classes and programs for students who are not meeting proficiency standards. Students take a broad range of courses in the visual and performing arts and participate in award-winning programs throughout the arts curriculum. We offer CTE courses in Engineering, Computer Science, Culinary Arts and our STEAM Academy. Our athletics program serves more than half of the student body and has been highly successful in both League and Section Competition. Numerous student clubs, an active Associated Student Body (ASB) and School Community Leaders class (SCL) along with a strong yearbook team and an award-winning student newspaper provide students many pathways to personal growth and enjoyment outside the classroom.

In our last WASC process we revised our Vision to:
We value a healthy, equitable learning environment in which students and staff support one another.
We are committed to the application of 21st Century skills and knowledge in the classroom and beyond.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	518
Grade 10	519
Grade 11	545
Grade 12	554
Total Enrollment	2,136

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	48.8
American Indian or Alaska Native	0.2
Asian	27.7
Black or African American	1.0
Filipino	1.3
Hispanic or Latino	27.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.4
White	35.6
English Learners	3.8
Foster Youth	0.1
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	16.3
Students with Disabilities	10.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	109.00	94.84	223.60	94.54	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	0.78	2.00	0.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	0.75	2.70	1.17	12115.80	4.41
Unknown	4.10	3.62	8.10	3.43	18854.30	6.86
Total Teaching Positions	115.00	100.00	236.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.90	

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	
Local Assignment Options	0.60	
Total Out-of-Field Teachers	0.80	

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.20	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent		0
Mathematics	Excellent		0
Science	Excellent		0
History-Social Science	Excellent		0
Foreign Language	Excellent		0
Health	Excellent		0

Visual and Performing Arts	Excellent		0
Science Laboratory Equipment (grades 9-12)	Excellent		0

School Facility Conditions and Planned Improvements

The safety, cleanliness and adequacy of the school facility are of the highest priority. Our facilities are maintained by a professional and committed custodial and maintenance staff that addresses immediate and longer-term maintenance and facilities needs. Recent increases in enrollment have pushed our site towards its classroom capacity, but we are still able to provide safe, clean, high quality classrooms and work spaces for all students and staff. A new set of classrooms, labs and athletic facilities was completed and occupied in the fall of 2021. Current construction includes a new Student Services building.

Year and month of the most recent FIT report	December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	85	N/A	83	N/A	47
Mathematics (grades 3-8 and 11)	N/A	70	N/A	69	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	535	477	89.16	10.84	85.08
Female	263	235	89.35	10.65	87.18
Male	269	240	89.22	10.78	83.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	141	129	91.49	8.51	99.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	149	93.71	6.29	63.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	43	93.48	6.52	90.70
White	177	145	81.92	18.08	94.48
English Learners	15	12	80.00	20.00	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	85	92.39	7.61	62.35
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	64	47	73.44	26.56	34.78

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	535	466	87.10	12.90	69.96
Female	263	228	86.69	13.31	72.37
Male	269	236	87.73	12.27	67.80
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	141	129	91.49	8.51	94.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	145	91.19	8.81	31.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	41	89.13	10.87	90.24
White	177	141	79.66	20.34	82.98
English Learners	15	12	80.00	20.00	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	83	90.22	9.78	31.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	64	44	68.75	31.25	27.27

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	67.45	NT	68.7	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	547	385	70.38	29.62	67.45
Female	272	188	69.12	30.88	71.28
Male	272	194	71.32	28.68	63.73
American Indian or Alaska Native	--	--	--	--	--
Asian	146	111	76.03	23.97	83.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	146	111	76.03	23.97	30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	23	63.89	36.11	78.26
White	203	127	62.56	37.44	85.04
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	7	46.67	53.33	--
Socioeconomically Disadvantaged	91	71	78.02	21.98	32.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	36	60	40	25.71

2021-22 Career Technical Education Programs

In Mountain View Los Altos Union High School District, we currently offer 4 out of the 15 industry sectors available in California. Within those 4 sectors, we currently offer 8 pathways. For the 2023-2024 School year, we added 3 new unique industry sectors, based on Santa Clara County's industry demands and student interest. This addition resulted in tremendous growth of our CTE programs bringing our district total to 7 sectors, with a total of 15 unique pathways district-wide, respectively.

Some of the new pathways that will be offered for the 23'-24' school year include; Software and Systems Development, Engineering and Design, Games and Simulation, Mental and Behavioral Health, Architectural Design, Business Management, Design, Visual and Media Arts in the Commercial Arts, and we have expanded our (WEE) Work Experience Education Program.

Additionally, we still have our Robotics program, which competes regularly and has won many awards. We have a robust Culinary Program that runs community events and serves teachers every Friday for "Feed me Fridays". Our Model Academy of Communication, Arts and Technology School; FreeStyle Academy, boasts an Arts Media and Entertainment Sector comprising of 4 unique pathways, encompassed with an aligned English Curriculum for an industry-immersive, unique high school experience.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	336
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.94
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	82.36

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Los Altos High School has numerous active parent groups who help to create an atmosphere of academic excellence and who support an array of extra curricular activities that students have come to expect at LAHS. The Los Altos Parent Teacher Student Association (PTSA) provides a wide variety of indispensable services to the school. They support us with critical volunteer assistance and many other special projects, such as Grad Night, Challenge Day, Writer's Week, STEAM Week, and parent education seminars.

LUCHA is a Latino parent group whose purpose is to inform, assist and educate Latino parents and parents of English Language Learners about the educational system and their role in the academic lives of their children. Themes such as graduation requirements, the college entrance process, high school and college exams, community services, financial aid and how to communicate with and have access to teachers, counselors and administration at Los Altos High School are discussed. LUCHA also provides these families with opportunities to provide input on school programs. The reintroduction of an English Language Learner program at LAHS, the engagement of the Latino community via LUCHA and other programs is even more important.

The Los Altos High School Athletic Boosters Club is a non-profit organization made up of parents, staff and community members. Booster Club funds come mainly from membership dues and fundraisers that help provide uniforms, Varsity Letters, trophies and equipment to the athletic program.

The Instrumental Music Boosters provide financial and logistical support for the LAHS marching band, orchestra, symphonic band, wind ensemble and jazz band. They provide funds to assist with support staff, the purchase and repair of instruments, music arrangements and scholarships.

Los Altos High School has an active School Site Council made up of twenty members including students, parents, teachers, and administrators. The School Site Council is designed to improve and support school services including organization, instruction and campus climate. Annually, this group supports the school in developing our Single Plan and our Safety Plan.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		97.6	1.3		52.9	2		8.9	7.8
Graduation Rate		0.7	98		43	95.3		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	558	547	98.0
Female	278	274	98.6
Male	277	270	97.5
American Indian or Alaska Native	--	--	--
Asian	146	146	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	153	148	96.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	38	36	94.7
White	205	201	98.0
English Learners	26	23	88.5
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	149	144	96.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	69	65	94.2

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2192	2170	266	12.3
Female	1108	1094	147	13.4
Male	1068	1060	116	10.9
American Indian or Alaska Native	4	4	0	0.0
Asian	599	595	33	5.5
Black or African American	21	21	6	28.6
Filipino	29	29	3	10.3
Hispanic or Latino	613	602	120	19.9
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	140	139	17	12.2
White	778	772	85	11.0
English Learners	90	89	29	32.6
Foster Youth	6	5	3	60.0
Homeless	12	12	4	33.3
Socioeconomically Disadvantaged	386	382	96	25.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	264	257	91	35.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.91	1.11	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.04	1.64	0.06	1.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.64	0.00
Female	0.81	0.00
Male	2.53	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.67	0.00
Black or African American	0.00	0.00
Filipino	3.45	0.00
Hispanic or Latino	3.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.71	0.00
White	1.16	0.00
English Learners	4.44	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.68	0.00

2022-23 School Safety Plan

Maintaining a climate that is conducive to academic excellence as well as positive engagement and well-being are our highest priorities. The district supports this effort through rigorous follow-through on school safety and disciplinary matters. Well-planned and resourced procedures and materials for physical and emotional safety ensure that students can safely attend their classes and participate in school activities. Early interventions, including counseling and other school and community based support services, as well as the work done by our Student Conduct Liaisons, support effective response to disciplinary issues. Administrators work collaboratively with staff to develop and enforce clear behavioral expectations and act on infractions in a fair and consistent manner. The School Safety plan has been reviewed and updated by the School Site Council in March of 2021-22 based on current data and stakeholder input.
GOAL #1 Follow evidence-based practices to support student, staff and visitor safety related to Covid.
GOAL #2 Provide access to appropriate social and mental health, as well as discipline procedures, that support a climate of inclusion, respect and responsible behavior.
GOAL #3 Improve parking access and transportation safety for students and staff.
GOAL #4 Review and training related to emergency and safety issues for students and staff

The Site Council is in the process of developing goals for the 2022-23 School Safety Plan, to submit to the Board in March of 2023.

A copy of the Safety plan is made available upon request.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	52	46	4
Mathematics	23	35	59	2
Science	30	5	65	9
Social Science	25	17	71	6

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	63	28	5
Mathematics	19	54	50	1
Science	28	11	60	4
Social Science	24	27	61	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	45	46	
Mathematics	19	51	52	1
Science	27	12	62	
Social Science	26	13	69	1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	281.05

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,909	$3,276	$12,633	$146,595
District	N/A	N/A	$17,143	$145,192
Percent Difference - School Site and District	N/A	N/A	-30.3	1.0
State	N/A	N/A	$6,594	$94,126
Percent Difference - School Site and State	N/A	N/A	62.8	43.6

2021-22 Types of Services Funded

Per Pupil Expenditures in this district are approximately $21,234. The district offers a comprehensive program of services that is designed to accommodate students with divergent and disparate needs. We have a very strong college preparatory program and many different support services for students whose academic talents are just beginning to unfold. To provide all students the opportunity to complete high school and to be prepared for post- secondary education, training and work experience, the district operates a multitude of alternative programs, each one designed to cater to the needs of a particular group of students. We provide a wide array of alternative programs which include among others a Young Parents Program, College Now, Middle College Program, Alta Vista Continuation High School, Freestyle High - Academy of Communication Arts and Technology, and academic support classes in English and Math. We also offer two sections of AVID at each grade level and have an Academy Program that supports upperclassmen as they continue to develop their academic skills.

Over the last two years, the district has developed a comprehensive Wellness Program that supports students' emotional and behavioral needs. We have added a Student Services Coordinator and three full-time therapists to our staff to address the increasing needs of our students. We also contract with local community agencies including Community Health Awareness Council (CHAC), Pacific Clinics, Children Health Council (CHC) and Stanford University (Psychiatry Fellows).

This group also provides parent education around issues of wellness and mental health in collaboration with the parent speaker series funding by the MVLA Foundation.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$88,066	$55,947
Mid-Range Teacher Salary	$140,135	$90,080
Highest Teacher Salary	$166,410	$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$146,364
Average Principal Salary (High)	$229,761	$164,633
Superintendent Salary	$315,356	$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	51.5

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	7
Fine and Performing Arts	3
Foreign Language	8
Mathematics	14
Science	28
Social Science	25
Total AP Courses Offered Where there are student course enrollments of at least one student.	89

Professional Development

The Leadership Team has consistently expressed its support for a focused, annual set of professional growth activities that are rooted in our current WASC Action Plan. Based on student achievement data, surveys of students, staff and parents, and other relevant information and data, the specific goals for staff development are reviewed and revised by the Staff Development Innovation Team and the Leadership Team on an annual basis. The core of staff development work occurs in time allocated to course teams and departments, which are in effect professional learning teams. The collaborative staff development process has been normalized such that most course teams meet on at least a monthly basis-- often weekly-- to improve teaching and learning. These meetings are usually held during allocated morning or afternoon meeting times and again focus on our school-wide Staff Development goals. Activities across disciplines take place during time allocated throughout the course of the year to school-wide and district-wide staff development activities.

For the 2019-20 school year The GOAL was to Improve our skills as professionals in the use of data as a critical resource in making decisions to improve teaching and learning. The FOCUS was to examine our practices and programs as they reveal challenges and opportunities that relate to equity and achievement. Each staff member worked toward this goal, with this focus, and chose to work with a Course team , Department or other collaborative group with the outcome of sharing their work and progress toward the GOAL, with the FOCUS.

For the 2020-21 school year, the focus, of course, was on revising curriculum, instruction and assessment to support student progress during distance learning, including a focus on digital tools and platforms that could be effectively used in this context. Staff received direct training in the use of new platforms like CANVAS LMS, as well as a variety of online tools like Zoom, Nearpod and Actively Learn. Much of what staff have focused on during this extraordinary time will remain applicable to effective teaching and learning when we return to normal instruction.

For the 2021-22 school year, the focus was on reviewing assessment policies and practices with the goal of addressing inequities in learning outcomes and achievement. Course teams reviewed student outcomes in relation to specific assessments and course team/departmental assessment policies and practices, identified areas of possible concern, and developed revised assessments, policies and practices. Staff will examine student learning outcomes through an equity lens over the course of the coming years and make ongoing revisions in their assessments.

We have a highly professional and dedicated staff. Individual teachers, teams of teachers, entire departments and other interdisciplinary groups of teachers work together on site, attend courses and workshops and work toward advanced degrees and National Board Certification on an ongoing basis. These professional growth activities are directly tied to Action Plan goals and lead directly to improved practices in the classroom. The governing board and the district office administration have consistently supported these professional growth opportunities through release time, compensation for out-of-contract time and funding for workshop enrollment. The School Site Council also provides regular support for staff development programs.

New teachers, and teachers new to the District, enjoy a fully supported and structured Induction program, with excellent consulting teachers. Consulting teachers organize monthly meetings and additional workshop opportunities. Workshops and site meetings help orient new teachers to the particular policies of the school as well as the educational values of the schoo. Each new teacher also has a mentor assigned to them, either an induction coach if they are new to teaching or a Consulting Teacher if they are experienced but new to the district. The Induction program employed by our school uses a Formative Assessment model that asks new teachers to choose one or two particular sub-categories of the California Teaching Standards as their professional growth goal. The identified goal is discussed in a one on one meeting with their induction coach and then observed by the coach in a classroom setting. Additionally, beginning this year, department coordinators have a more clearly defined role in supporting new teachers. The individual attention we are able to provide new teachers through our induction program helps them to improve their teaching practice.

Classified staff plays a critical role in our school culture through their work and as members of our school community. They can also pursue professional growth activities individually and as teams on an ongoing basis.

Through the use of school-wide, department, course and individual student performance and survey data, our District, site administration, Leadership Team and staff development innovation team develop strategies to improve and align instruction to the California State Standards and improve student achievement. An additional focus is the use of classroom-based data by Course Teams and Departments to improve instruction and student achievement and address inequities in learning outcomes. Course teams choose an annual focus and use classroom-based data to identify areas for growth and determine best practices to achieve those goals. The current area of focus is on equitable assessment policies and practices at the course team and department level.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	10