

Annual Student Performance Report

With deep appreciation to the ladies in Educational Services who, under the most unfortunate and adverse conditions have managed to keep our basic accountability system intact, allowing me to mine the data and draw from it the most critical information that keeps the spotlight on our students' performance and that tells the story of how we progress from year to year.

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Snapshot of the district's accountability system with reports by school

A Snapshot of the District's Accountability System

About ten years ago, various groups of stakeholders were invited to review progress we were making on our **Longitudinal Indicators of Student Progress**. For the most part we were delighted and excited to see that district wide, all students showed at that point, that they had made progress, every single year, on virtually every single indicator. Celebration was in order!

This discovery raised the question among some, "Are we done yet? We are doing so well, we should be able to stop now and just make sure that we are not losing ground." It is true, we had been working hard, but "stopping" ? Who would ever think of that? So, instead of resting on our laurels, we did the right thing and asked ourselves, "What is a realistic number for each indicator that we think we might be able to reach?" Hence our "**Targets**" were born. From that day forward we reported on progress we were making annually with the aim of reaching or exceeding these targets. Granted these targets were not set in a highly scientific manner, but that did not matter...they served as goals that we were now aiming to exceed, or for the very least, achieve! Now, instead of thinking to slow down our work, we became inspired again and were off for the next stretch of our race, and as you can see, we are still running!.

While this was the fun part, we also made some grim discoveries as we delved deeper into our data. We had always as long as I can remember, actually right from the beginning when I first created this system of accountability back in 1993-94, disaggregated our data to make sure that our focus would not just be on "**all students**", but that we had a way of tracking the performance of all, and then compare it to that of certain subgroups. Doing so revealed that serious and significant **performance discrepancies** existed among certain student groups, both demographically and also by program. We knew we had much work left to be done, and resting on our laurels was clearly not an option.

We kept working as hard as we could on a new goal, and that was to work specifically on improving the performance of our underperforming student groups, students we designate to be "students of promise". We identified strategies, we implemented them, we brought the community into this and made sure that we, as a district, had a unified vision and the will to attack the performance and opportunity gaps that existed among our students. We thought simplistically that if we can achieve overall growth every year, then surely we can do this for specific student groups as well. **WRONG!** The challenge began to feel like a big huge bolder that we just simply could not move. With much consternation and a sense of defeat, we had to admit that we simply did not know what to do, in spite of the best of our intentions. On came "**Principals Exchange**", a small group of dedicated educators who had formed a company dealing with just this very issue...how to help districts move this 'bolder'. I met the head of the company at a conference in Southern California, literally in the restroom, overhearing her speak about this issue to her friend. Never the shy one, I asked her

whether she and her group would come up and help us. She was delighted to do so. After conducting a thorough week-long audit, she left us with some new insights. The most critical takeaways were this:

- Our regular education Latino students were doing as well, if not better than their White counterparts on most indicators, except earning a GPA of 3 or better
- Our curriculum was deemed to be one of the strongest anywhere in California accompanied by exceedingly high performance expectations
- It was determined that what we call regular college prep courses, were in comparison with other district's regular college prep courses, at a level equal to honors or accelerated courses
- Our English Learners were struggling the most, especially our Latino English Learners
- Our Socioeconomically disadvantaged students were struggling, but if they were Latino, they were struggling even more than others
- Our LTEL students, most, if not all of them are Latino, were more challenged than any other student group, especially in regard to completing Algebra II, completing the UC a-g requirements, accessing AP and reaching a collective GPA of 3.0 or better
- Latino students in special ed, especially if they were also English Learners were at the bottom of all in their performance

This discovery was made eight years ago...we would have loved to stop after reading bullet #1, but that just is not our nature. We revamped our accountability system so that we could track the performance of "subgroups of our subgroups" and never took our eyes off the aim at improving the performance of these small subgroups. Sadly, the attached charts show that while our overall progress continues to be very strong, our special populations are struggling as much today as they did when we first discovered their struggles.

Enter "SigDis" the recognition that we are, and have been for the last three years, SIGNIFICANTLY DISPROPORTIONATE in identifying Latino students for special education, especially in the Disability Category of SLD (Specific Learning Disability). Latino students are also significantly disproportionately represented among students who are suspended; they have higher than average chronic absenteeism rates; they make up the majority of homeless students, and they don't avail themselves of interventions like 504 at the rate as other students do.

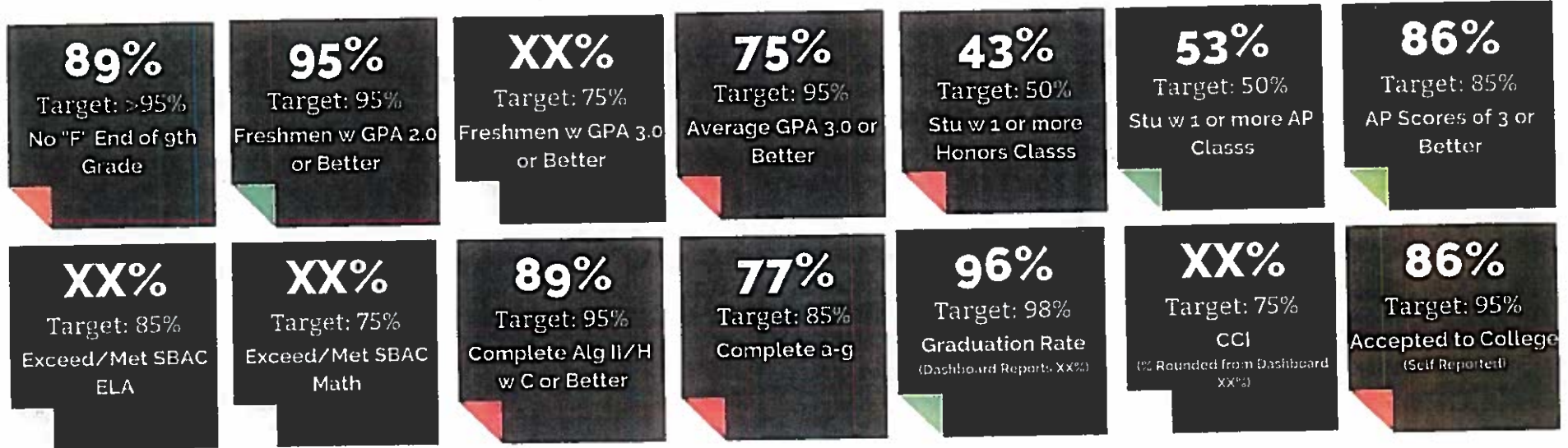
This grim reality gives us a new mandate, and I am not talking about the mandate imposed by the state, but a mandate that we assume for ourselves, one that is borne out of our convictions, or ethics, our professionalism, and our core principles...WE CAN DO BETTER AND WE WILL!!! We will figure this out!

2020

MVLA District Accountability

Board Adopted Indicators

Our Goal: Improve academic achievement of all students at all performance levels



"How"

- Data Review
- Set Performance Goals
- Data-Driven Decision Making
- Collaboration
- Best Practices
- Differentiated Academic Support



"What"

- Excellence for ALL Students
- Equitable & Inclusive Learning Environment
- 21st Century Digital Citizenship Attention to Wellness: Identity, Safety, Growth Mindset
- A Respectful, Collaborative Culture, Embracing Diversity
- Functional, Dependable Infrastructure, Facilities & Technology
- Hiring, Retaining & Supporting the Best Staff
- Fiscal Solvency, Now & for the Future

Color Key:

- Green - within 5% of meeting target
- Red - below 5% threshold of meeting target

Indicator Summary Sheet
2020

Dec 8, 2020
12:00pm

Mountain View High School														
Indicator	#8	#7a	#7b	#7c	#8b	#9a	#4	#1a	#1b	#3	#2	#10	Dashboard	#12
	9th Grade NO P	9th Grade GPA 2.0+	9th Grade GPA 3.0+	Average GPA Range 3.0+	1+ H Class	1+ AP Class	AP 3+	SBAC ELA Met/Exceeded	SBAC Math Met/Exceeded	Algebra I/H	R-S	Grad Rate (Class of 2020)	CCI	College Acceptance*
Benchmark Goal	>85%	>85%	>75%	>85%	>50%	>50%	>85%	>85%	>75%	>95%	>85%	>98%	>75%	>95%
All Students All	93	95		76	90	57	84			85	76	94		86
By Ethnicity	Caucasian	97	98		84	54	88			95	85	97		
	Asian	97	98		92	53	91			94	83	97		
	Hispanic	81	87		42	30	32			63	45	83		
	African American	86	86		61	33	46			83	55	92		
By Program	Resource	94	97		46	20	16			79	39	100		
	SDA	85	90		70	35	68			100	74	97		
	AVD	88	93		46	43	35			100	72	96		
	SED	76	85		39	25	34			58	40	79		
By Language Fluency	English Only	97	97		83	57	85			94	84	98		
	IFEP	92	93		67	35	63			94	97	100		
	IFEP	88	93		62	35	50			85	59	97		
	EL	56	68		41	12	10			18	6	45		
By English Learner	LTEL	56	63		22	12	3			20	0	67		
	Newcomer	56	72		51	13	14			17	8	39		
By Latino Subgroup	Latino Reg Ed	78	93		61	45	47			95	85	100		
	Latino EL	58	67		35	10	5			14	0	43		
	Latino IFEP	76	93		32	39	39			76	38	100		
	Latino Resource													
Latino SED	74	83		31	30	35			47	22	72			

Students did not take SBAC 2020 due to COVID Pandemic

Los Altos High School														
Indicator	#8	#7a	#7b	#7c	#8b	#9a	#4	#1a	#1b	#3	#2	#10	Dashboard	#12
	9th Grade NO P	9th Grade GPA 2.0+	9th Grade GPA 3.0+	Average GPA Range 3.0+	1+ B Class	1+ AP Class	AP 3+	SBAC ELA Met/Exceeded	SBAC Math Met/Exceeded	Algebra I/H	R-S	Grad Rate (Class of 2020)	CCI	College Acceptance*
Benchmark Goal	>85%	>85%	>75%	>85%	>50%	>50%	>85%	>85%	>75%	>95%	>85%	>98%	>75%	>95%
All Students All	86	95		75	41	38	88			91	78	90		86
By Ethnicity	Caucasian	93	97		85	42	81			96	84	98		
	Asian	97	98		90	38	90			96	88	98		
	Hispanic	67	89		44	25	34			77	54	96		
	African American	83	90		43	13	40			71	43	100		
By Program	Resource	88	88		37	9	17			40	30	95		
	SDA	90	95		81	11	39			96	33	100		
	AVD	88	100		69	32	56			96	80	100		
	SED	57	86		42	23	37			79	57	100		
By Language Fluency	English Only	94	97		83	42	58			96	82	99		
	IFEP	92	97		70	35	68			96	95	97		
	IFEP	75	93		59	34	45			84	68	97		
	EL	45	68		24	4	6			57	29	88		
By English Learner	LTEL	42	63		13	2	7			50	33	86		
	Newcomer	67	90		35	17	0			100	0	100		
By Latino Subgroup	Latino Reg Ed	79	91		60	33	43			89	67	93		
	Latino EL	44	67		9	0	3			0	0	75		
	Latino Resource	65	91		41	25	34			78	55	97		
	Latino SED	59	90		38	23	33			77	53	100		

Students did not take SBAC 2020 due to COVID Pandemic

Color Key: Approaching: e.g., within 3% of target

Source: Indicators (Aeries Query)
Percents are rounded
Blank = No data available

Significant Disproportionality and Performance Indicator Review (PIR)

Significant Disproportionality

What is contained in this section?

1. Explanation of the Disproportionality Issue and the requirements for the SEP Plan: What the Process means; how do we address the issue? What do we have to do to rectify it?
2. Pertinent Data
 - a. Enrollment Summary in Specific Categories
 - b. Referral Data (This data is still under review, if we find discrepancies, I will send out a replacement)
 - c. English Learners with IEPs
 - d. AVHS-Disaggregation of Annual Enrollment
3. Summary of Quantitative & Qualitative Data and Process for the Selection of the Cohort
4. Tentative Leadership Team consensus of Root Causes, to be presented to the Stakeholder Group for approval on December 15, 2020

This document aims at explaining the Disproportionality Issue and the Process the District must engage in to remediate and to address the issues that the year-long process of collecting and analyzing quantitative and qualitative data will have uncovered

In January 2020, our district was notified of *Significantly Disproportionate (Sig/Dis)* status. This notification was based on findings that a disproportionate number of students across the district have been identified for Special Education. When this happens, a district works to improve systems and processes in **general education** that may be contributing to too many students being identified for Special Education, a system that will ensure that students find success in general ed, that keeps them from being identified for special ed.

It is important to know that under the *Comprehensive Coordinated Early Intervening Services Plan (CCEIS)*, a target group of 40-50 students must be selected and monitored for 27 months. These students will be the direct beneficiaries of highly specific new methods and interventions directed at improving their performance, with the single aim of keeping them from being identified for special education.

In March 2019, our district was notified that we failed to achieve a number of indicators on the *Annual Performance Report (APR)* in relationship to our Special Education Program. When this happens, a district works to improve systems and processes in **special education**.

For both of these areas, it is important to understand how we got here and what we have to do to reverse these trends.

Significantly Disproportionate	
Why:	<ul style="list-style-type: none"> Significant Disproportionality Status was determined on the basis of over-identification of certain student groups and disproportionality in suspensions.
What:	<ul style="list-style-type: none"> December 15, 2020, the MVLA High School District will submit a comprehensive review of our general education program, culminating in a <i>Comprehensive Coordinated Early Intervening Services Plan (CCEIS Plan)</i> for addressing the disproportionality. <ul style="list-style-type: none"> We will not be able to make this deadline, but will have evidence of work in progress.

How:	<ul style="list-style-type: none"> ● Four different teams work to create the <i>CCEIS Plan</i>. These teams are required to meet multiple times during the year. Some of the teams will continue meeting during the 27 month period after approval of the plan during which the LEA¹ has to implement the agreed upon strategies to reverse the trend of disproportionate identification of students for SPED, and disproportionality in suspensions. ○ LEADERSHIP TEAM: Oversees the process and directs and oversees the work of the Core Implementation Team. <u>Members:</u> Superintendent or designee, district personnel, staff representing both special ed and general ed. ○ CORE IMPLEMENTATION TEAM: Makes recommendations to the Leadership Team and writes the CCEIS Plan. Performs all of the activities related to implementing and sustaining the plan, including collecting qualitative and quantitative data, identifying root causes, recommending strategies and measurable outcomes, identifying a target group of students who have to be monitored for 27 months, and writing the quarterly progress reports. <u>Members:</u> General Ed and Special Ed staff, someone representing student and parent voice, and the Director of Fiscal Services. ○ STAKEHOLDER GROUP: Reviews the data, and helps the district develop a shared understanding of the CCEIS Program Improvement Process. The group meets quarterly throughout the course of the 27 month monitoring period. <u>Members:</u> Superintendent or designee, Directors of Curriculum, Special Ed and Assessment Directors, general ed and special ed teachers, psychologists, counselors, school principals and a diverse group of parents and community members that represent the identified student groups. ○ FOCUS GROUPS: Review the data and the exploration of the Root Causes. <u>Members:</u> Homogeneous groups of various stakeholders such as, Teachers, Para Professionals, Administrators, Parents, Psychologists, students, etc.
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¹ LEA refers to the Local Education Agency which, in this case, is the MVLA High School District

Performance Indicator Review (PIR) Status

Why:	<ul style="list-style-type: none"> ● According to the 2018 CA School Dashboard, MVLA measured “red” or “orange” for students with disabilities in the following areas: <ul style="list-style-type: none"> ○ Graduation Rate ○ Math/English Arts Achievement ○ Overall Discipline/Suspension Rates ● In addition, the LEA had five unmet performance targets from the 2017-18 year APR in the following areas that will be addressed as well: <ul style="list-style-type: none"> ○ Dropout Rate ○ Participation rate in state assessments ○ Least Restrictive Environment ○ Parent Involvement ○ Post high school outcomes
What:	<ul style="list-style-type: none"> ● December 10, 2020, the LEA will provide a comprehensive review of the APR (Annual Performance Report) Indicators, culminating in a Special Education Plan (SEP plan) to be submitted to the Special Education Local Plan Area (SELPA). ● If approved, then the plan will be sent on by the SELPA for CDE approval.
How:	<ul style="list-style-type: none"> ● A planning team that represents various stakeholder groups meets throughout the year to develop the SEP plan which will be shared with the Board of Trustees for information, and submitted to the SELPA and the state for approval. ● Planning Team will include members from <ul style="list-style-type: none"> ○ The SELPA ○ The LEA Special Education Administration ○ The LEA General Education Administration ○ Site level participants representing both general education and special education

Equity and culturally responsive practices are two important pillars of the district's Core Values. This process has helped us to uncover areas where improvement is needed. I know that my fellow educators in this district want the best for their students and that together, we will make the improvements that are necessary to address the issues identified above.

Enrollment Summary in Specific Categories

MVLA

Data Source: DataQuest (unless marked otherwise)

2016-17																			
Student Groups	DataQuest		DataQuest		DataQuest		DataQuest		DataQuest		Aeries		DataQuest		DataQuest		Aeries		
	TOTAL ENRL.		SPED		SLD		FOSTER		HOMELESS		504		SUSPENSION		CHRONIC ABS.*		a-g*		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	# Sen.	# met	% met
By ETHNICITY																			
African-Amer	65	1.58%	0	-	0	-	0	-	3	6.82%	3	0.90%	1	1.02%	15	23.07%	24	13	54.17%
Amer Indian	3	0.07%	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	0	-
Asian	903	22.02%	19	4.87%	0	-	0	-	2	4.55%	64	19.10%	7	7.14%	42	4.65%	191	169	88.48%
Filipino	94	2.29%	0	-	0	-	0	-	0	-	7	2.09%	1	1.02%	13	13.82%	20	14	70.00%
Hispanic	1069	26.07%	184	47.18%	149	68.66%	2	33.33%	35	79.55%	52	15.52%	61	62.24%	209	19.55%	230	100	43.48%
Pac. Island	20	0.49%	0	-	0	-	0	-	1	2.27%	0	-	0	-	5	25.00%	5	2	40.00%
White	1713	41.77%	187	47.95%	68	31.34%	3	50.00%	3	6.82%	206	61.49%	22	22.45%	153	8.93%	405	335	82.72%
2 or More	231	5.63%	0	-	0	-	1	16.67%	0	-	3	0.90%	6	6.12%	16	6.92%	20	16	80.00%
Not Report	3	0.07%	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	0	-
Total	4101		390		217		6		44		335		98		453		895	649	71.73%

Percentages in each category are shown in relationship to the percentage of each ethnic group in the total school population. This is calculated by dividing the # for each ethnic group in each category into the total # in that category, e.g., 187/390 (47.95%) of white students are in SPED, compared to white students making up 41.77% of total district enrollment. This shows that white students are marginally overrepresented in SPED, while Hispanics make up 47.18% of SPED enrollment, but only 26.07% of total district enrollment, showing them to be highly overrepresented in SPED.

*Percentages reflect the percentage of each ethnic group who have been chronically absent (15/65 (23.07%) of AA have been absent for 18 days or more, compared to 9.93% of White students and 4.65% of Asian students)

By PROGRAM																				
Sp. Ed.	390																	38	8	21.5%
English Learn	321																	21	1	9.52%
Foster	10																	10	5	50%
Homeless																				

2017-18																			
Student Groups	DataQuest		DataQuest		DataQuest		DataQuest		DataQuest		Aeries		DataQuest		DataQuest		Aeries		
	TOTAL ENRL.		SPED		SLD		FOSTER		HOMELESS		504		SUSPENSION		CHRONIC ABS.*		a-g*		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	# Sen.	# met	% met
By ETHNICITY																			
African-Amer	51	1.18%	0	-	0	-	0	-	3	3.57%	7	1.82%	3	2.91%	9	17.64%	15	9	60.00%
Amer Indian	3	0.07%	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	0	-
Asian	991	23.03%	38	9.34%	0	-	0	-	3	3.57%	84	21.88%	7	6.80%	52	5.24%	248	226	91.13%
Filipino	102	2.37%	0	-	0	-	0	-	2	2.38%	7	1.82%	1	0.97%	11	10.78%	0	0	-
Hispanic	1130	25.79%	199	48.89%	144	0.72	5	55.56%	65	77.38%	61	15.89%	65	63.11%	208	18.73%	229	118	51.53%
Pac. Island	19	0.44%	0	-	0	-	0	-	0	-	0	-	3	2.91%	4	21.05%	0	0	-
White	1726	40.10%	170	41.77%	56	28.00%	2	22.22%	6	7.14%	222	57.81%	24	23.30%	158	9.15%	402	334	83.06%
2 or More	302	7.02%	0	-	0	-	2	22.22%	5	5.95%	3	0.78%	0	-	19	6.29%	0	0	-
Not Report	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	0	-
Total	4304		407		200		9		84		384		103		461		894	687	76.80%

Percentages in each category are shown in relationship to the percent of each ethnic group in the total school population. This is calculated by dividing the # for each ethnic group in each category into the total # in that category, e.g., 170/407 (41.77%) of white students are in SPED, compared to white students making up 40.10% of total district enrollment. This shows that white students are only slightly overrepresented in SPED, while Hispanics make up 48.89% of SPED enrollment, but only 25.79% of total district enrollment, showing them to be highly overrepresented in SPED.

*Percentages reflect the percentage of each ethnic group who have been chronically absent (9/51 (17.64%) of AA have been absent for 18 days or more)

By PROGRAM																				
Sp. Ed.	407																	33	3	9.09%
English Learn	286																	17	0	-
Foster	9																	7	1	14.29%
Homeless	84																			

FINAL Enrollment Data in Specific Categories, verified and certified to be accurate 12/4/2020

2018-19																			
Student Groups	DataQuest		DataQuest		DataQuest		DataQuest		DataQuest		Aeries		DataQuest		DataQuest		Aeries		
	TOTAL ENRL		SPED		SLD		FOSTER		HOMELESS		504		SUSPENSION		CHRONIC ABS.*		a-g*		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	# Sen.	# met	% met
By ETHNICITY																			
African-Amer	56	1.27%	0	-	0	-	1	20.00%	1	2.63%	6	1.39%	9	8.10%	8	14.28%	11	8	72.73%
Amer Indian	4	0.09%	0	-	0	-	0	-	0	-	0	-	*	*	*	*	0	0	-
Asian	1018	23.17%	49	11.64%	12	5.48%	0	-	1	2.63%	105	24.31%	10	9.00%	40	3.93%	267	244	91.39%
Filipino	81	1.84%	0	-	0	-	0	-	1	2.63%	3	0.69%	0	0.00%	7	8.64%	0	0	-
Hispanic	1132	25.76%	200	49.64%	145	66.21%	1	0.2	32	84.21%	62	14.35%	68	61.20%	198	17.49%	230	112	48.70%
Pac. Island	15	0.34%	0	-	0	-	0	-	1	2.63%	0	-	0	0.00%	5	33.33%	0	0	-
White	1701	38.71%	163	38.72%	62	28.31%	2	40.00%	0	-	251	58.10%	19	17.12%	138	8.11%	424	349	82.31%
2 or More	373	8.49%	0	-	0	-	1	20.00%	2	5.26%	5	1.16%	5	4.50%	30	8.04%	0	0	-
Not Report	14	0.32%	0	-	0	-	0	-	0	-	-	-	*	0.00%	0	-	0	0	-
Total	4394		421		219		5		38		432		111		426		932	713	76.50%

Percentages in each category are shown in relationship to the percent of each ethnic group in the total school population. This is calculated by dividing the # for each ethnic group in each category into the total # in that category, e.g., 163/421 (38.72) of white students are in SPED, compared to white students making up 38.71% of total district enrollment. This shows almost perfect parity between their percentage in the total population and their percentage in SPED. Hispanics on the other hand make up 49.64% of SPED enrollment, while they only make up 25.76% of total district enrollment, making Latino students highly overrepresented in SPED.

*Percentages reflect the percentage of each ethnic group who have been chronically absent (8/56 (14.28%) of AA have been absent for 18 days or more)

By PROGRAM																			
Sp. Ed.	421																45	11	24%
English Learn	269																30	4	13.33%
Foster	5																3	1	33%
Homeless	38																		

2019-20																			
Student Groups	DataQuest		DataQuest		DataQuest		DataQuest		DataQuest		Aeries		Aeries Query		Data not yet available		Aeries		
	TOTAL ENRL		SPED		SLD		FOSTER		HOMELESS		504		SUSPENSION		CHRONIC ABS.*		a-g*		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	# Sen.	# met	% met
By ETHNICITY																			
African-Amer	56	1.23%	12	2.12%	6	2.27%	1	25.00%	1	2.78%	9	2.03%	3	3.75%			18	9	50.00%
Amer Indian	5	0.11%	0	-	0	-	0	0.00%	0	-	0	-	*	*			0	0	-
Asian	1056	23.22%	49	8.67%	6	2.27%	1	25.00%	0	-	100	22.57%	7	8.75%			316	281	88.92%
Filipino	88	1.93%	8	1.42%	2	0.76%	0	0.00%	1	2.78%	7	1.58%	1	1.25%			0	0	-
Hispanic	1175	25.84%	232	41.06%	144	54.55%	1	25.00%	32	88.89%	62	14.00%	49	61.25%			219	109	49.77%
Pac. Island	21	0.46%	3	0.53%	3	1.14%	0	0.00%	0	-	0	-	*	*			0	0	-
White	1692	37.20%	172	30.44%	58	21.97%	1	25.00%	1	2.78%	250	58.69%	20	25.00%			378	281	74.34%
2 or More	441	9.70%	77	13.63%	38	14.39%	0	0.00%	1	2.78%	5	1.13%	n/a	n/a			0	0	-
No Report	14	0.31%	12	2.12%	7	2.65%	0	0.00%	0	-			n/a	n/aa			0	0	-
Total	4548		565		264		4		36		443		80				931	680	73.00%

Percentages in each category are shown in relationship to the percent of each ethnic group in the total school population. This is calculated by dividing the # for each ethnic group in each category into the total # in that category, e.g., 172/565 (30.44%) of white students are in SPED, compared to white students making up 37.20% of total district enrollment. This shows that white students are underrepresented in SPED, while Hispanics are 41.06% of SPED enrollment, while they only make up 25.84% of total district enrollment, making them highly overrepresented in SPED.

*Percentages reflect the percentage of each ethnic group in the senior class who have met a-g (9/18 graduating seniors (50%) of AA met a-g)

By PROGRAM																			
Sp. Ed.																			
English Learn																			
Foster																			
Homeless																			

Referrals to Special Ed for Students Grade 9-12

LAHS - 2016/17								
By Ethnic Group	# Referred	# Assessed	# Qualified for SPED	# Qualified for SLD	# of Rising 9th Graders w/IEP	# of Latinos Included in 9th Grade count	Total # Qualifying for SLD	# of Latino Students Qualifying for SLD
All	51	49	33	9	44	17	20	15
Hispanic	17	15	11	4				
Asian	6	6	4	2				
White	24	24	14	1				

LAHS - 2017/18								
By Ethnic Group	# Referred	# Assessed	# Qualified for SPED	# Qualified for SLD	# of Rising 9th Graders w/IEP	# of Latinos Included in 9th Grade count	Total # Qualifying for SLD	# of Latino Students Qualifying for SLD
All	74	66	36	14	45	26	26	17
Hispanic	33	28	15	11				
Asian	8	8	5	0				
White	27	26	16	3				

LAHS - 2018/19								
By Ethnic Group	# Referred	# Assessed	# Qualified for SPED	# Qualified for SLD	# of Rising 9th Graders w/IEP	# of Latinos Included in 9th Grade count	Total # Qualifying for SLD	# of Latino Students Qualifying for SLD
All	40	40	15	4	60	30	41	27
Hispanic	16	16	6	4				
Asian	4	4	1	0				
White	17	17	6	0				

LAHS - 2019/20								
By Ethnic Group	# Referred	# Assessed	# Qualified for SPED	# Qualified for SLD	# of Rising 9th Graders w/IEP	# of Latinos Included in 9th Grade count	Total # Qualifying for SLD	# of Latino Students Qualifying for SLD
All	58	37	12	3	52	28	33	27
Hispanic	23	14	7	3				
Asian	6	4	0	0				
White	22	13	5	0				

Rising 9th Grade Students Entering HS with an IEP

MVHS - 2016/17								
By Ethnic Group	# Referred	# Assessed	# Qualified for SPED	# Qualified for SLD	# of Rising 9th Graders w/IEP	# of Latinos Included in 9th Grade count	Total # Qualifying for SLD	# of Latino Students Qualifying for SLD
All	39	27	22					
Hispanic	11	10	9	3				
Asian	3	1	1	0				
White	12	10	7	1				

MVHS - 2017/18								
By Ethnic Group	# Referred	# Assessed	# Qualified for SPED	# Qualified for SLD	# of Rising 9th Graders w/IEP	# of Latinos Included in 9th Grade count	Total # Qualifying for SLD	# of Latino Students Qualifying for SLD
All	43	38	30	0	30	10	12	6
Hispanic	10	8	7	3				
Asian	7	7	6	0				
White	22	19	13	3				

MVHS - 2018/19								
By Ethnic Group	# Referred	# Assessed	# Qualified for SPED	# Qualified for SLD	# of Rising 9th Graders w/IEP	# of Latinos Included in 9th Grade count	Total # Qualifying for SLD	# of Latino Students Qualifying for SLD
All	38	29	21	0	36	19	21	13
Hispanic	10	9	7	2				
Asian	4	4	3	0				
White	16	12	9	4				

MVHS - 2019/20								
By Ethnic Group	# Referred	# Assessed	# Qualified for SPED	# Qualified for SLD	# of Rising 9th Graders w/IEP	# of Latinos Included in 9th Grade count	Total # Qualifying for SLD	# of Latino Students Qualifying for SLD
All	24	17	14	0	58	20	31	13
Hispanic	11	9	8	6				
Asian	1	1	5	0				
White	9	6	0	2				

Numbers reflect local school records. These may or may not match SIRAS. Special Ed District personnel was not able to provide accurate data extracts from SIRAS.

English Learners with IEPs

EL Students with IEPs -- 2020/21			
School	# of EL Students	# of Students w/IEP	% of Students w/IEP
MVHS	169	37	22%
LAHS	65	26	40%
AVHS	7	1	14%
MVLA	241	66	27%

EL Students with IEPs -- 2019/20			
School	# of EL Students	# of Students w/IEP	% of Students w/IEP
MVHS	167	36	22%
LAHS	70	20	29%
AVHS	13	5	38%
MVLA	250	61	24%

AVHS - Disaggregation of Annual Enrollment 2015/16 - 2020/21

2020/21	Total Enrlmt.	Caucasian	Asian	LatinX	AA	Other	EL	IFEP	RFEP	SPED	Lat/SPED
		% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	
	4621	39%	30%	25%	2%	4%	5%	11%	26%	8%	
AVHS											
#	78	14	4	57	2	1	7	1	49	8	6/8
%		18%	5%	73%	3%	1%	9%	1%	63%	10%	75%
2019/20	Total Enrlmt.	Caucasian	Asian	LatinX	AA	Other	EL	IFEP	RFEP	SPED	Lat/SPED
		% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	
	4513	39%	30%	26%	2%	4%	5%	12%	27%	9%	
AVHS											
#	74	13	4	52	2	3	11	1	39	14	11/14
%		18%	5%	79%	3%	4%	15%	1%	53%	19%	79%
2018/19	Total Enrlmt.	Caucasian	Asian	LatinX	AA	Other	EL	IFEP	RFEP	SPED	Lat/SPED
		% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	
		40%	28%	26%	2%	4%	5%	11%	27%	9%	
AVHS											
#	71	12	5	48	3	2	13	4	30	13	12/15
%		17%	7%	68%	4%	3%	18%	6%	42%	18%	80%
2017/18	Total Enrlmt.	Caucasian	Asian	LatinX	AA	Other	EL	IFEP	RFEP	SPED	Lat/SPED
		% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	
		41%	27%	27%	2%	4%	6%	11%	26%	10%	
AVHS											
#	74	15	3	53	2	3	14	1	29	19	16/19

%		20%	4%	72%	3%	4%	19%	1%	39%	26%	84%
2016/17	Total Enrlmt.	Caucasian	Asian	LatinX	AA	Other	EL	IFEP	RFEP	SPED	Lat/SPED
		% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	
		41%	26%	27%	2%	4%	7%	10%	27%	11%	
AVHS											
#	84	18	4	54	3	3	24	2	23	17	11/17
%		21%	5%	64%	4%	4%	26%	2%	27%	29%	65%
2015/16	Total Enrlmt.	Caucasian	Asian	LatinX	AA	Other	EL	IFEP	RFEP	SPED	Lat/SPED
		% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	% Dist. Enr.	
		45%	24%	26%	2%	4%	7%	10%	23%	11%	
AVHS											
#	65	12	3	41	2	4	19	0	20	15	10/15
%		18%	5%	63%	3%	6%	29%	0%	31%	23%	67%

Note: Percentages are rounded

Conclusions:

- LatinX students consistently overrepresented by a large margin
- English Learners overrepresented, with the exception of this year
- RFEP students consistently overrepresented, more significantly in the last four years
- SPED students overrepresented, less so this year
- Percent of SPED students who are LatinX alarmingly high

Points to be considered by Stakeholder and Leadership Team members in their discussion and identification of Root Causes and the selection of a Cohort of Students to be monitored for 27 months.

Part 1: Significant Findings from the analysis of Quantitative Data

Referral to Special Education	Suspensions	Academic Indicators	Findings from Review of MVW Data
Hispanic Students are referred to Special Ed more often than any other ethnic group	Hispanics make up 60%+ of all suspended students, while they are only roughly one quarter of the district's student population	60-80 % of students referred to AVHS Continuation are Hispanic	Hispanic students make up over 60% of the special education enrollment in the Mountain View Whisman district. Hispanics are 35% of the districts population
Hispanic students qualify for Special Ed at higher rates than other students		The largest number of students in Skills classes and other intervention classes are Hispanic	54% of Hispanic students in MVW are assigned to the disability category of SLD
Hispanic students are more likely identified for SLD than any other group of students		Hispanics have the lowest a-g and Algebra II completion rates <u>2020:</u> 45% a-g compared to 85% for White students 63% Alg II compared to 95% for White students	
More students at LAHS are referred to Special Ed than at MVHS		42% of Hispanic students have a GPA of 3 or better, while the percentage for White students is 84%	
Hispanic students in 2018/19 were 49.64% of all students in Special Ed compared to making up only 25.76% of the district's enrollment		32% of Hispanic students take at least one AP class, compared to 56% of White students	

Part 2: Significant Findings from the analysis of Qualitative Data

(The statements and assertions below reflect the input from a variety of different stakeholders)

Interventions and Referrals	Differential Access to Educational Opportunities	Instruction and Assessment
Lack of a coordinated and comprehensive system of MTSS (Multi Tiered System of Support). Help with setting up such a training, and training of staff on the effective utilization of MTSS	More training needed in differentiated instruction for general ed teachers	Many Latino students enter high school ill prepared for the rigor and competitiveness of the MVLA educational experience. Big difference in expectations between the high school and one of its feeder districts
Some students find it difficult to be successful in our lowest level of regular College Prep (a-g approved) classes	Need more and better instruments to assess students' needs, especially to differentiate between literacy needs vs. needs to address a true learning disability	Latino students do not always share the same level of advocacy from their families as other students do
Special Ed is seen as one of "few available interventions" (Note: SPED is NOT an intervention aimed at helping students become successful in Gen Ed)	Be more proactive, and less reactive!	Lack of strategic programs to improve language acquisition at LAHS for English Learners
General confusion between what is an intervention as opposed to what is an accommodation	Identification and use of research-based best practices in improving literacy and the performance of historically underserved students	Open Access has the unintended consequences of creating situations where students enroll in classes that are not the best fit for them
How can we better support Newcomers and Beginning English Learners?	We claim to have "Open Access", and we do, but it does not help a student be successful, if the student lacks the basis skills to be successful in academically challenging and competitive courses	Many Latino students get identified for SPED in elementary school and then carry that label as they enter high school
While there are some support classes for 9th graders, very little is available for 10 and up	Many of our classes have a Euro-centered view of the world, when half of our students do not see themselves reflected in the point of view	Students could benefit from being taught how to study as opposed to being taught how to take a test

SST process exists, but with limited interventions available, it is difficult to craft meaningful and effective support plans	Opportunities for underserved students to be successful in the mainstream are very limited. There are some, but there is no coherent system of options for these students	We need a unifying vision across all three of our schools as we think about how to ameliorate the performance and opportunity gaps in the district
Lack of curricular options, e.g. Vocational Classes	Teachers do not always feel they have the support they need to be effective in addressing the needs to help struggling students	
It is challenging to accurately distinguish a student's lack of progress as being a function of a disability, vs. a function of lacking literacy, particularly in a student's native language		

Family and Community Partnerships	Teacher Expectations and Misconceptions	Cultural Dissonance
Seek to improve districtwide understanding of Latino students and their community.	Rules and regulations are inconsistently applied. White students often get a pass both in terms of discipline and attendance, which Latino students are dealt with more harshly.	Discipline and consequences for absences are meted out inconsistently among students, depending on their status and often ethnic or racial identification.
Explore systems that would help parents to help their students with school work.	Teachers at LAHS in particular are frustrated by having so many English Learners on their campus and no coordinated program to teach language acquisition and development.	Lack of access for students of color to mainstream leadership opportunities.
Help the community understand and appreciate that AVHS is a great place and an	Some teachers and staff treat students of color differently from their high achieving	"Culturally responsive practices and pedagogy" are talked about, but there is little action to train staff and then support them in

<p>alternative where students have access to curriculum and instructional practices that are geared to helping them become success. Going to AVHS is NOT a punishment, but an opportunity.</p>	<p>white and asian peers. In general, teachers have lower expectations for brown and black students as they do for their white and Asian students.</p>	<p>the implementation of these practices.</p>
<p>Find ways to partner with parents in seeking solutions to their students' lack of success, instead of creating adversarial conditions</p>	<p>There is a general phenomenon that students who "do not get it" are left behind, because the majority of students who "do get it", are pushing to move forward.</p>	<p>An apparent system-wide perception that if a student can't make it in honors or AP, and God-forbid, in our "ordinary CP programs" then the student must belong in SPED.</p>
<p>Help parents understand what options are available in the district other than identifying students for special ed.</p>	<p>There is a sense that when "you don't make the grade in my class, there must be something wrong with you, and you must belong in Special Ed.</p>	<p>SPED students are seen as "second class citizens".</p>
<p>Many Latino parents are grateful for the tremendous outreach to our Latino Community that our schools do. Our schools try hard to create a sense of belonging and inclusivity, but in spite of this, some students and some families still feel they are not getting the support they need for their children to be successful.</p>	<p>A large number of students who fail in our district and those who are in special ed, would just be average in other districts. (This was also confirmed by the audit conducted by Principal's Exchange).</p>	<p>Hate speech is not always dealt with.</p>
	<p>Students are made to feel that they are incapable or bad people, instead of students who need different type of approaches or interventions.</p>	<p>No support for EL students at LAHS.</p>
	<p>Teachers are frustrated because they want to do right by their students but they do not have the right tools in their tool bags.</p>	<p>District does not have a comprehensive teacher support system, but leaves it up to each site to design and decide what the school needs.</p>
	<p>There is a sense that the district feels burdened by having to "deal with these kids", and finding ways to support them is burdensome and viewed as an imposition. (The editor of this document considers this to</p>	<p>District office is not responsive or supportive when teachers ask for training or Professional Development. (Again, the editor of this document takes exceptions to this comment).</p>

	be inaccurate and untrue)	
	Lack of success, lack of a sense of belonging causes anxiety and depression in some students.	Do we screen assessments for being culturally-relevant and appropriate?
	Students feel unprepared for the degree of rigor they find when they get to high school.	Our own implicit racial and cultural biases influence how we see and react to our students.
		Students of color need more role models of teachers and staff who look like them.
		Lack of empathy for students' socioeconomic status and conditions.
		District office staff do not acknowledge the existence of implicit bias and the impact it has on student learning. The district has not made any progress in this area. (Again, the editor differs with this perception).

Part 3: Given the data, what criteria should be used to choose the general education student cohorts who will be followed for 27 months?

The students in the cohort must chiefly be drawn from the students in the district that are most disproportionately represented in several categories. For MVLA, this would be Hispanic students, who are overrepresented in Special Education and overrepresented in the disability category of SLD (Specific Learning Disability). They are also highly overrepresented in suspensions. They make up the largest number of Homeless students in the district. Hispanic students complete a-g requirements at half the rate of their Asian and White peers, and they do not take advantage of 504 accommodations as other students do.

We have identified a large number of students who will make up a pool from which staff will select those who will become part of the cohort of students to be monitored and supported for the next 27 months in an effort to keep them from being identified for Special Ed, and instead supported so that they can be successful in the mainstream.

Process of selecting students for the cohort:

We started by identifying all 9th and 10th grade students who had a GPA below 2.25

Any student in that pool who also matched a minimum of three of the following criteria was selected as part of a smaller pool. The criteria included:

- 1 or more suspensions
- Students who have earned a D or F in one or more a-g class(es) in any given semester
- 9th grade students enrolled in algebra or lower
- 9th or 10th grade students enrolled in skills classes in English and/or math
- Students who identify as Hispanic
- Students who are Hispanics and English Learners
- Long Term English Learners (LTELs)
- Students with more than 10 full day absences in any given year
- Students who qualify for Free or Reduced Lunch
- Students on a 504 plan

The goal is to identify between 25 to 35 students on each campus to become part of the cohort. 51% or more of them have to be Hispanics, but we think the Hispanic sample should probably make up 80% of the students in the Cohort. Two thirds of them will be Freshmen, as we want to maximize the time that they will be spending in our district to benefit from the interventions and support that those students will receive.

Leadership Consensus on Probable Root Causes as Reasons for the District's 3-year long Issue of Disproportionality in Special Education

1. Cultural Dissonance/Implicit and Explicit Bias

- a. Leads to inequitable educational experiences and outcomes for LatinX students (e.g, lack of ELDat LAHS, teacher expectations and beliefs about LatinX students).
- b. Policies, Practices and Procedures more harshly enforced for LatinX students (e.g. attendance, discipline, instruction, classroom policies by teachers, etc.)

2. Lack of a Multi-tiered System of Support (MTSS)

- a. Absence on interventions in general education for students.
- b. Inconsistent SST practices.
- c. LatinX students not accessing 504 Plans at the same rate as White and Asian students

3. Lack of meaningful family engagement that is District-led to connect with and empowers LatinX families.

4. Improving Literacy, Numeracy and Academic Language

- a. Through collaboration and articulation with the Mountain View Whisman Elementary District
- b. Refining MVLA's practices to support students at all levels in pursuit of improving Literacy and Numeracy during the four years of high school

Active Course List (New Courses)

Active Course Log by Section

Nine years ago, Ed Services began to provide annual updates on new courses that our sites requested to offer during the following year. At the time, I created a simple list of all the courses that had been proposed by MV and LA high schools for approval for the following school year.

Thanks to the talented Ed Services staff who have been a huge asset in helping me refine some of my coarse and clumsy systems of communicating information to you and others, we have now come up with a format that is easy to maintain and fool-proof. At a glance you will be able to see all active courses for a particular year, and in addition it is easy to ascertain when that course was first put in place, if it involves a course that has been added since 2012. It also allows you to see when a course ceased to be offered.

The highlighted fields show the year in which the course was first offered, and when a course stops to be offered, the field is left blank. The numbers in each field represent the number of sections of each course that is offered in a particular year.

Please note that it differs from the previous tables in so far, that this represents new courses that actually become part of our course offerings in a given year, compared to the old format which only told you which new courses had been approved to be offered. The difference, of course, is linked to the fact that even though a course is approved, there may not be enough demand to actually offer the course.

I hope you will find this new format helpful.

As to requests for new course approvals for 2020-21, we received five requests from LAHS and none from MVHS. Our practice has always been that we would approve courses administratively, if they met two conditions: (1) it involved a course that had previously been approved to be offered, and (2) the course is offered as an elective course, which does not affect the graduation requirements of the district and would not require additional staffing allocation. Any course that would increase graduation requirements, replace an existing course required for graduation or significantly alter the sequence of courses in a core department would be presented to the board for approval before it becomes part of the course catalogue.

The following new courses were requested by LAHS to be offered for the 2020-21 school year:

- ★ Introduction to Journalism - new to LAHS, course already offered at MVHS
- ★ Exploring Music - course with similar content, but a slightly different name had previously been approved and offered in the district
- ★ Agricultural Ecology - Elective only for next year. If there is an interest to make this course part of the science sequence, it will be brought back to the board for approval for the 2021-22 school year
- ★ Holistic PE - Elective ONLY
- ★ Ethnic Studies - 9th grade Pilot - Course proposal withdrawn by LAHS

Mountain View HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
A	AA5010	AP Calc AB	3	4	3	3	4	3	4	3	2
A	AA5011	AP Calc BC	6	5	4	3	3	4	3	3	3
A	AA6010	AP Stat	4	3	3	3	2	2	3	2	2
A	AB2010	Geometry H	6	7	7	6	6	6	7	5	5
A	AB3010	Algebra II H	10	10	9	8	7	7	8	7	6
A	AB4010	Trig/Math Ana H	8	7	6	5	5	5	5	5	5
A	AB5010	MultiVarCalcC H	1	1			1	1	1		
A	AC1010	Algebra 9								5	3
A	AC1110	Algebra I	9	8	8	7	8	6	4	5	2
A	AC1210	Alg I Enh	1	1	2						
A	AC2010	Geometry 9									7
A	AC2110	Geometry	11	10	10	12	10	10	12	10	4
A	AC2210	Geo S1	1	3	2	1	2				
A	AC2211	Geo S2	2	2	1	1	1				
A	AC3010	Algebra II	9	8	7	6	8	8	7	7	9
A	AC3110	Alg II S1	1	3	2	1	2				
A	AC3111	Alg II S2	2	2	1	1	1				
A	AC3115	Financial Alg	1	1	1	2					
A	AC4010	Trig/Math Ana	8	6	7	7	8	8	9	7	9
A	AC5010	Calculus	2	2	2	2	2	3	3	3	3
A	AC6010	Statistics	2	2	2	2	2	2			
A	AI0010	Math Mastery	1	2	1	2	1	1	1	1	2
A	AI0020	Math Lab				1			1	1	1
A	AI1110	Algebra Skills	1	1	2	2	2	2	2	2	2
A	AI1210	Alg I Enh				2	2	2	2	2	2
A	AI2210	Geometry Enh								1	1
A	AI3110	Alg II A			1	1	1	1	1	2	1
A	AI3111	Alg II B			1	1	1	1	2	1	

First introduction of new courses are highlighted

*Section is considered active if at least 1 student is enrolled as of the last day of school excluding 2020-21

**Departments excluded from this data set: K, M, O, P, Q, R, S, T,U, V, X

Mountain View HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
B	BA1010	AP Comp Sci A	4	4	3	3	3	4	3	3	2
B	BC1010	IntroCompSci	2	3	3	2	2	1	2		
B	BC1018	App & Game Dsgn	1	1	1	1	1				
B	BC1019	Adv Comp Sci	1	1	2	2					
B	BC1020	Pre-Engineering					1	1	1	2	2
B	BC2020	EngineerTech I	3	3	3	3	2	2	2	1	1
B	BC2030	EngineerTech II	1	1	2	1	1	1	1	1	1
B	BC2050	InnDsgnCapstone	1	1							
B	BC2060	Robotics I							1	1	
B	BC2210	Publ Design	1	1	1	1	1	1			
B	BC3010	Architectural D	2	2	1	1	1	1	1	1	1
C	CA1010	AP Bio	3	3	4	2	2	2	2	3	3
C	CA2010	AP Chem	2	1	1	2	2	2	3	1	2
C	CA3010	AP Physics I	6	6	5	4	3	4	2		
C	CA3039	AP PhysC: Mech	2	2	2						
C	CA3040	AP Phys C: M				3	3	4	4	3	3
C	CA3041	AP Phys C: E&M				1	1	1			
C	CA3042	AP Phys C:E&Mgn	2	2	2						
C	CA4010	AP Env Sci	7	6	8	6	6	5	7	3	
C	CB1010	Biology H	9	8	8	6	5	7	7	6	13
C	CB2010	Chemistry H	7	8	5	5	4	6	5	4	
C	CC0010	Life Science								1	1
C	CC0011	Life Sci SDAIE						2	1		
C	CC0020	Earth Science						2	3	3	3
C	CC1010	Biology	14	12	11	11	12	9	10	8	13
C	CC1012	Pre-Biology				2					
C	CC2010	Chemistry	10	9	10	11	12	8	9	11	2

First introduction of new courses are highlighted

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**Departments excluded from this data set: K, M, O, P, Q, R, S, T,U, V, X

Mountain View HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
C	CC3010	Physics	7	5	5	5	5	5	6	9	9
C	CC4010	Environ Sci	1	3	3	3	3				
C	CC4011	Envi Sci SDAIE					2				
C	CC4025	Anatomy&Phys	2	3							
C	CI1012	Pre-Biology		3							
C	CI4012	Pre Environ Sci	2		3						
D	DA2010	AP Engl Lang	11	10	10	8	8	8	7	5	5
D	DA4010	AP Engl Lit	3	5	4	2	2	3	1	2	4
D	DB3018	American Lit H	5	7	6	6	6	6	7	6	6
D	DC1010	Survey Comp/Lit	29	27	27	25	25	23	23	21	24
D	DC1011	SurvC/LitSDAIE	3	2	2	2	2	1	1	1	2
D	DC2010	Comp/World Lit	7	7	6	7	7	7	7	9	10
D	DC2011	CompWLit SDAIE	1	1	1	1	1	1	1	1	1
D	DC3010	Amer Lit Survey	13	11	13	11	11	9	10	10	11
D	DC5020	Soc & Pol n Lit		2	2	3	3	3	2	3	3
D	DC5030	Philos In Lit	6	6	6	6	6	5	7	5	6
D	DC5050	IntroJournalism	1	1	1	2	1	1	1		
D	DC5051	Journalism	1	1	1	1	1	1	1	1	1
D	DC5140	Exp Read & Writ		2	2	2	2	2	2	2	
D	DC5145	LitCulSoc(ERWC)	5								
E	EA2010	AP Eur Hist	5	4	3	3	3	2	2	3	2
E	EA2030	AP World Hist	3	3	3	2	2	3	3	3	4
E	EA3010	AP US Hist	6	4	4	5	6	3	4	5	5
E	EA4010	AP GovPol US	6	7	5	5	5	3			
E	EA4021	AP Macro	6	7	5	5	5	3			
E	EA4030	AP Psychology	4	5	4	5	6	6	6	3	
E	EC1010	World Studies	19	21	21	19	18	17	17	16	17

First introduction of new courses are highlighted

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Mountain View HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
E	EC1011	Wld Study SDAIE	2	2	1	2	2	1	1	1	1
E	EC1110	Cont Wld Issues	8	11	11	11	9	9	9	9	10
E	EC1111	CWI SDAIE		1	1	1	1	1	1	1	1
E	EC3010	US History	11	10	11	9	9	10	10	9	8
E	EC3011	US Hist SDAIE	1		1	1					
E	EC4111	Econ/Civics	8	7	9	8	8	10	13	11	12
E	EC4410	Social Justice	2		1						
E	EI1012	Wld Stud Skills							1	1	1
E	EI1030	Civics ELL	2	2	2	1	1				
E	EI1031	Econ ELL	2	2	2	1	1				
E	EI1120	Soc St ELL	1	2							
E	EI1121	CWI ELL		2							
F	FA1014	AP French Lang	2	1	1	1	1	1	1	2	2
F	FA2015	AP Span Lang	4	3	3	3	4	4	3	3	2
F	FA2017	AP Span Lit	2	2	2	1	2	2	2	1	1
F	FA4014	AP Jap Lang	1	1	1	1	1	1	1	1	1
F	FA5013	AP Chinese Lang	1	1	1	1	1	1	1		
F	FB1013	French III H	2	2	2	2	2	3	2	2	3
F	FB1016	French V H	2	1			1		1	1	2
F	FB2012	Spanish II H	7	6	7	6	4	4	4	5	5
F	FB2014	Spanish III H	6	6	6	5	5	5	5	5	4
F	FB2111	Splll H Sp spk	2	2	2	2	1	1	1	1	1
F	FB4010	Japanese III H	1								
F	FB5014	Mand Chin IV H	1	1							
F	FC1010	French I	2	2	2	2	2	2	2	2	2
F	FC1011	French II	2	3	3	3	2	3	3	2	3
F	FC1012	French III	2	2	2	2	2	3	2	2	3

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Mountain View HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
F	FC2010	Spanish I	7	7	7	7	7	7	6	6	7
F	FC2011	Spanish II	4	4	3	3	4	4	5	4	4
F	FC2013	Spanish III	2	1	2	2	2	2	2	2	2
F	FC2015	Spanish IV	1						1	1	2
F	FC2110	Spanish Span Sp							1	1	1
F	FC4010	Japanese I	2	2	2	2	2	2	2	2	2
F	FC4011	Japanese II	2	2	2	2	2	2	2	2	2
F	FC4012	Japanese III	1	1	1	1	1	1	2	2	1
F	FC4013	Japanese IV	1	1	1						1
F	FC5010	Mandrin Chin I	1	1	1	1	1	1	1	1	1
F	FC5011	Mandrin Chin II	1	1	1	1	1	1	1	1	1
F	FC5012	Mandri Chin III	2	1	1	1	1	1	1	1	1
F	FC5013	MandarinChin IV			1	1	1	1	1		
G	GC1010	ELD I Lit	1	2	2	2	2	1	1	1	1
G	GC1011	ELD I Oral	1	2	2	2	1	1	1	1	1
G	GC1020	ELD II Lit	2	2	2	1	1	2	1	1	1
G	GC1021	ELD II Oral	2	2	2	1	1	2	1	1	1
G	GC1030	ELD III Lit	2	2	1	2	2	1	1	2	2
G	GC1040	ELD IV Lit	2	1	2	2	2	2	2	2	2
G	GI1120	Soc St ELL			1	1	1				
G	GI1130	CWI ELL	1		2	2	1	2			
H	HC0010	Pre-AVID ELD							1		
H	HC0020	AVID Frosh	2	2	2	2	1	1	1	1	1
H	HC0030	AVID Soph	2	2	2	1	1	1	1	1	1
H	HC0040	AVID Junior	2	2	1	2	1	1	1	1	1
H	HC0050	AVID Senior	2	1	1	1	1	1	1	1	1
H	HO0070	AVID Tutor	8	7	8	8	7	6	5	7	6

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Mountain View HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
I	IA0110	AP StudioArt 3D	1	1	1	1	1	1	2	1	1
I	IA1010	APStudioArtDraw	1	1	1	1	1	1	2		
I	IA1020	AP Art 2D	1	1	1	1	1	1	2	1	1
I	IC0010	Art Survey							1	1	1
I	IC0020	Ceramics I	3	3	3	3	3	3	3	3	3
I	IC1010	Drawing I	3	3	3	3	3	3	3	3	3
I	IC1011	Drawing II	1	1	1	1	1	1			
I	IC1110	Painting I	1	1	1	1	1	1	1	1	1
I	IC1210	Photography I	3	4	3	3	4	4	3	4	4
I	IC1211	Photography II	1	1	1	1	1	1	1	1	1
I	IC1230	Digital Art Img	1	1	1	1					
I	IO0200	Ind Study Art		1			1			1	2
J	JC1030	Concert Choir	1	1	1	1	1	1	1		
J	JC1090	Madrigals	1	1	1	1	1	1	1	1	1
J	JC1100	Chamber Choir	1	1	1	1	1	1	1	1	1
J	JC1110	A Cappella	2	2	2	1	1	1	1	1	1
J	JC1200	Marching Band	1	1	1	1	1	1	1	1	1
J	JC1202	Marching BandPE	1	1	1	1					
J	JC1210	Jazz Dance	1	1	1	1	1	3	3	3	3
J	JC1211	Adv Jazz Dance	1	1	1	1	1	1	1	1	1
J	JC1212	Int Dance	1	1	1	1	1	1			
J	JC1215	World Dance	1	1	1	2	1				
J	JC1220	Concert Band	1								
J	JC1230	Symphonic Band	1	1	1	1	1	1	1	1	1
J	JC1240	Wind Ensemble	1	1	1	1	1	1	1	1	1
J	JC1250	Chamber Ensembl	1	1	1	1	1	1	1	1	
J	JC1260	Jazz Ensemble	1	2	4	4	4	4	4	3	4

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Mountain View HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
J	JC1270	Orchestra	1	1	1	1	1	1	1	1	2
J	JC1280	Symphony Orch			1	1	1	1	1	1	1
J	JC1310	Intro to Music						1	1	1	1
J	JC1410	Acting I	1	1	1	1	1	1	1	1	1
J	JC1420	Acting II	1	1	1	1	1	1	1	1	1
J	JC1430	Acting III	1	1	1	1	1	1			
J	JC1510	Stagecraft	1	1	1	1	1	1	1	1	1
J	JC1520	Stagecraft II	1	1	1	1	1	1	1	1	1
J	JO1211	Auxiliary Unit		1	1	1	1	1	1	1	1
J	JO1212	Wintr Auxiliary	1	2	2	2	2	2	2	2	2
L	LC1010	Health			12	10	10	10	10	10	12
L	LC1013	Health Ed	12	10							
L	LC1015	Hlth & Wellness		1							
N	NI1010	Academic Skills	2	2	2	1					
N	NI1030	Supervised Stdy	4	4	4	5	4	5	6	5	6
N	NI1040	Acad Supp			1			1			
N	NO1060	Peer Tutor					4	2	5	6	6

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Los Altos HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
A	AA5010	AP Calc AB	5	5	4	5	5	5	4	3	3
A	AA5011	AP Calc BC	4	4	2	2	2	2	2	2	2
A	AA6010	AP Stat	6	4	4	4	3	2	3	1	2
A	AB2010	Geometry H	5	5	7	9	8	7	8	6	7
A	AB3010	Algebra II H	8	7	8	8	6	4	4	4	3
A	AB4010	Trig/Math Ana H	7	7	7	6	6	5	5	4	3
A	AB5010	MultiVarCalcC H					1	1	1	1	
A	AB5011	Math 1C & 1D	1	1		1					
A	AC1010	Algebra 9	6	7	6	6	6	5	4	4	4
A	AC1110	Algebra I	6	7	3	4	1	5	4	4	4
A	AC1210	Alg I Enh			2						
A	AC2010	Geometry 9	12	12	6	7	9	8	10	8	8
A	AC2110	Geometry	12	12	5	4	4	4	4	3	2
A	AC3010	Algebra II	12	14	12	12	13	14	12	12	10
A	AC4010	Trig/Math Ana	8	8	9	9	7	7	8	6	8
A	AC5010	Calculus	3	3	3	3	3	3	3	4	3
A	AC6010	Statistics	4	4	5	3	3	2	2	2	
A	AI0020	Math Lab	1	1	2	2	1	2	2	2	2
A	AI0021	Math Lab SDAIE							2	1	
A	AI1210	Alg I Enh	1	1		2	1	2	2	2	2
A	AI2310	GeoAlternPath								1	1
A	AI2350	Ess Math Concep	2	2	2	2	1				
A	AI3100	Alg II Skills	1	1	1	1	2	1			
B	BA1010	AP Comp Sci A	4	4	3	3	3	2	3	2	2
B	BC1010	IntroCompSci	2	2	3	3	3	3	4	2	
B	BC1015	Computer Applic									1
B	BC1030	ADEN	2								

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Los Altos HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

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Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
B	BC2010	Intro toEngrDes	2	1	2	2	2	2	2		
B	BC2011	Princip of Engr		1	1	1	1	1			
B	BC2012	Aerospace Eng	1	1	1	1	1				
B	BC2020	EngineerTech I									1
B	BC2030	EngineerTech II								1	
B	BC2040	Desgn & Proto	1	1	1	1					
B	BC2041	Desgn & Fabr	1	1							
B	BC2045	InnovDesgnEssen	2	2	4						
B	BC2050	InnDsgnCapstone	1								
B	BC2060	Robotics I	1	1	2	2	1	1	1	1	1
B	BC2061	Robotics II	1	1							
B	BO2030	Ind St Comp Sci							1		
C	CA1010	AP Bio	4	4	4	4	3	3	2	4	3
C	CA2010	AP Chem	2	3	2	2	2	1	1	1	1
C	CA3010	AP Physics I	7	5	5	7	8	8	7		
C	CA3020	AP Physics II					3	3	5		
C	CA3030	AP Phys B								4	3
C	CA3039	AP PhysC: Mech	2	2	2	2					
C	CA3041	AP Phys C: E&M					2	2	2	1	1
C	CA3042	AP Phys C:E&Mgn	2	2	2						
C	CA4010	AP Env Sci	6	6	5	5	5	4	4	3	3
C	CB1010	Biology H	11	10	10	12	10	8	9	7	8
C	CB2010	Chemistry H	8	8	9	9	7	7	5	5	4
C	CC0010	Life Science							1		
C	CC0020	Earth Science								3	4
C	CC1010	Biology	8	9	10	7	9	9	9	8	8
C	CC1020	Human Bio	2	2	2	2	1	1			

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Los Altos HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
C	CC1048	Intro BioTech					1	1			
C	CC1050	BioTech	3	3	4	3	2	2	2	2	
C	CC1060	Adv Sci Investi	1	1	1	1	1	1			
C	CC2010	Chemistry	9	10	9	8	9	9	8	8	8
C	CC3010	Physics	6	5	6	3				4	5
C	CC4010	Environ Sci	4	5	5	5	5	4	4		
C	CC4020	Forensics	2	2	2	3	3	3	2	1	1
D	DA2010	AP Engl Lang	4	4	5	4	5	4	4	3	3
D	DA4010	AP Engl Lit	2	3	2	3	3	3	3	4	2
D	DB2010	World Lit H	4	4	5	5	5	5	4	4	3
D	DC1010	Survey Comp/Lit	28	27	29	29	28	25	27	24	23
D	DC2015	Wrld Literature	18	17	18	14	15	14	13	13	12
D	DC2020	English 10				2	1	2			
D	DC3010	Amer Lit Survey	12	12	12	10	10	9	10	8	9
D	DC4010	Eng Lit Survey	5	7	7	6	6	7	5	5	4
D	DC5010	Film Analysis	7	4	4	3	2	2	1	2	2
D	DC5020	Soc & Pol n Lit		2	1	1	1	1	1	1	
D	DC5040	Global Connec A	2	2	2	2	2	2	2	2	2
D	DC5041	Global Connec B	2	2	2	2	2	2	2	2	2
D	DC5051	Journalism	1	1	1	1	1	1	1	1	1
D	DC5140	Exp Read & Writ		2	1	1	1	1	1	1	1
D	DC5150	CIC A	3								
D	DI1010	Survey Skills	3	3	3	3	3	3	2	3	2
D	DI1011	Sv Skills SDAIE						1	2	3	
D	DI2010	Wld Lit Skills	1						1	1	1
D	DI2020	Eng 10 Skills		1	1	2	1	2			
D	DI2130	WL SK SDAIE							1	1	

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Los Altos HS
Active Courses
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2012-13 - Present

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Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
D	DO4010	Writing Center	1	1	1						
D	DO5070	Ind Study Eng		1	1	1	1	1	1		
E	9118	English IIIH									1
E	EA2010	AP Eur Hist	4	4	5	6	5	6	5	6	5
E	EA2020	AP Art Hist								1	1
E	EA3010	AP US Hist	5	5	4	4	4	2	3	3	4
E	EA4010	AP GovPol US	8	7	6	5	3	3	3	4	3
E	EA4020	AP Micro	10	9	8	6	4	5	4	4	3
E	EA4030	AP Psychology	4	4	4	5	4	3	2	4	
E	EA5010	AP Human Geo	10	9	8	5	3				
E	EC1010	World Studies	23	23	24	24	23	20	22	20	19
E	EC1110	Cont Wld Issues	4	5	6	8	11	14	10	11	8
E	EC3010	US History	13	14	14	13	15	13	13	10	9
E	EC4010	Civics	8	7	8	10	10	11	7	7	6
E	EC4020	Economics	7	7	8	10	10	10	8	8	8
E	EC4310	Psychology	2	2	2	2	2	3	2	2	2
E	EC4311	Positive Psych	1	1	1	1					
E	EI1012	Wld Stud Skills				1	1	2	2	2	2
E	EI1013	Wld St Sk SDAIE							2	2	
F	FA1014	AP French Lang	1	1	1	1	1	1	1	2	1
F	FA2015	AP Span Lang	5	4	2	4	3	2	3	2	2
F	FA2017	AP Span Lit		1							
F	FA3013	AP Lat	1	1	1	1	1	1	1	1	1
F	FA5013	AP Chinese Lang	1	1	1	1	1	1	1	1	
F	FB1013	French III H	2	1	2	2	1	2	1	2	1
F	FB2012	Spanish II H	3	3	4	3	3	3	3	3	3
F	FB2014	Spanish III H	3	4	3	3	3	3	4	3	4

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Los Altos HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
F	FB2111	SpIII H Sp spk	1	2	2	1	1	2			
F	FB5014	Mand Chin IV H	2	2	2						
F	FC1010	French I	2	2	2	2	1	2	2	2	1
F	FC1011	French II	3	3	3	3	4	3	3	2	3
F	FC1012	French III	1	1	1	2	2	1	1	1	1
F	FC1015	Adv French V								1	
F	FC2010	Spanish I	5	5	5	5	5	4	5	4	3
F	FC2011	Spanish II	7	7	7	8	7	8	7	8	6
F	FC2013	Spanish III	4	3	6	4	5	4	4	5	4
F	FC2015	Spanish IV	1	1	1	2	2	2	1	1	1
F	FC2111	Span II Sp Spk		1	2	1					
F	FC3010	Latin I	1	2	2	1	2	1	2	2	2
F	FC3011	Latin II	1	2	1	1	1	2	2	2	1
F	FC3012	Latin III	1	1	1	1	2	2	1	1	1
F	FC3013	Latin IV	1					1			
F	FC4012	Japanese III	1								1
F	FC5010	Mandrin Chin I	1	1	1	1	1	1	1	1	1
F	FC5011	Mandrin Chin II	2	2	2	2	2	1	1	1	1
F	FC5012	Mandri Chin III	2	2	2	2	1	1	1	1	1
F	FC5013	MandarinChin IV				1	1	1	1	1	
H	HC0020	AVID Frosh	2	2	2	2	2	1	1	1	1
H	HC0030	AVID Soph	2	2	2	2	2	2	2	1	2
H	HC0040	AVID Junior	2	2	2	2	2	2	1	2	1
H	HC0050	AVID Senior	2	2	2	2	2	1	2	1	1
H	HC0060	AVID Sr Sem									1
H	HO0070	AVID Tutor	4	4	3	3	3	3	3	3	3
I	IA1010	APStudioArtDraw			1	1	1	2	1	1	

First introduction of new courses are highlighted

*Section is considered active if at least 1 student is enrolled as of the last day of school excluding 2020-21

**Departments excluded from this data set: K, M, O, P, Q, R, S, T,U, V, X

Los Altos HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
I	IA1015	AP Drawing	1	1							
I	IA1020	AP Art 2D			1	1	1	2	1	2	2
I	IA1025	AP 2D Art&Desgn	2	1							
I	IC0010	Art Survey	1	1							
I	IC1010	Drawing I	7	6	6	5	5	4	4	4	4
I	IC1011	Drawing II	2	2	2	1	1	1	1	1	1
I	IC1012	Drawing III	1	1	1		1	1	1	2	2
I	IC1110	Painting I	2	2	2	1	1	1	1	1	1
I	IC1210	Photography I	4	6	6	6	6	6	6	5	5
I	IC1211	Photography II	1	1	1	1	1	1	1	1	1
I	IC1220	Digital Photo	1	1	1	1	1	1	1	1	1
J	JC1010	Girls Ensemble			1	1	1	1	1	1	1
J	JC1020	Chorale	2	1	1	1	1	1	1	1	1
J	JC1030	Concert Choir	1	1	1	1	1	1	1	1	1
J	JC1040	Girls 21			1	1	1	1	1	1	1
J	JC1050	Var Mens Glee			1	1	1	1	1	1	1
J	JC1060	VarWomen s Glee			1	1	1	2	1		
J	JC1070	Voice				1	1	1	1	1	1
J	JC1080	Mainst Singers		1	1	1	1	1	1	1	1
J	JC1085	Volare	1								
J	JC1200	Marching Band	1	1	1	1	1	1	1	1	1
J	JC1202	Marching BandPE	1	1	1	1	1				
J	JC1210	Jazz Dance	2	2	2	2	2	2	2	2	2
J	JC1211	Adv Jazz Dance	1	1	1	1	1	1	1	1	1
J	JC1220	Concert Band	1	1	1	1	1	1	1	1	1
J	JC1230	Symphonic Band	1	1	1	1	1	1	1	1	1
J	JC1240	Wind Ensemble	1	1	1	1	1	1	1	1	1

First introduction of new courses are highlighted

*Section is considered active if at least 1 student is enrolled as of the last day of school excluding 2020-21

**Departments excluded from this data set: K, M, O, P, Q, R, S, T,U, V, X

Mountain View HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
A	AA5010	AP Calc AB	3	4	3	3	4	3	4	3	2
A	AA5011	AP Calc BC	6	5	4	3	3	4	3	3	3
A	AA6010	AP Stat	4	3	3	3	2	2	3	2	2
A	AB2010	Geometry H	6	7	7	6	6	6	7	5	5
A	AB3010	Algebra II H	10	10	9	8	7	7	8	7	6
A	AB4010	Trig/Math Ana H	8	7	6	5	5	5	5	5	5
A	AB5010	MultiVarCalcC H	1	1			1	1	1		
A	AC1010	Algebra 9								5	3
A	AC1110	Algebra I	9	8	8	7	8	6	4	5	2
A	AC1210	Alg I Enh	1	1	2						
A	AC2010	Geometry 9									7
A	AC2110	Geometry	11	10	10	12	10	10	12	10	4
A	AC2210	Geo S1	1	3	2	1	2				
A	AC2211	Geo S2	2	2	1	1	1				
A	AC3010	Algebra II	9	8	7	6	8	8	7	7	9
A	AC3110	Alg II S1	1	3	2	1	2				
A	AC3111	Alg II S2	2	2	1	1	1				
A	AC3115	Financial Alg	1	1	1	2					
A	AC4010	Trig/Math Ana	8	6	7	7	8	8	9	7	9
A	AC5010	Calculus	2	2	2	2	2	3	3	3	3
A	AC6010	Statistics	2	2	2	2	2	2			
A	AI0010	Math Mastery	1	2	1	2	1	1	1	1	2
A	AI0020	Math Lab				1			1	1	1
A	AI1110	Algebra Skills	1	1	2	2	2	2	2	2	2
A	AI1210	Alg I Enh				2	2	2	2	2	2
A	AI2210	Geometry Enh								1	1
A	AI3110	Alg II A			1	1	1	1	1	2	1
A	AI3111	Alg II B			1	1	1	1	2	1	

First introduction of new courses are highlighted

*Section is considered active if at least 1 student is enrolled as of the last day of school excluding 2020-21

**Departments excluded from this data set: M, O, P, Q, R, S, T,U, V, X

**Los Altos HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present**

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
J	JC1250	Chamber Ensembl	1	1	1	1	1	1	1	1	1
J	JC1260	Jazz Ensemble	1	1	1	1	1	1	1	1	1
J	JC1270	Orchestra	1	1	1	1	1	1	1	1	1
J	JC1410	Acting I	2	2	2	2	2	2	2	1	1
J	JC1420	Acting II	1	1	1	1	1	1	1	1	1
J	JO1211	Auxiliary Unit						1	1	1	1
K	1708	Web Design									1
K	KC1010	CulinaryArt I	5	5	5	2	3	3	3	3	2
K	KC1011	CulinaryArt II	5	4	3	1	3	3	3	3	1
K	KC1030	Construction								2	2
K	KC1040	Auto Tech				3	4	2	1	2	3
K	KC1055	New Media Liter	1	1	1	1	1				
K	KO1210	WEEP I								1	1
L	LC1010	Health	8	8	8	8	8	8	8	8	8
N	NI1010	Academic Skills	4	3	2						
N	NI1030	Supervised Stdy	4	4	4	5	4	4	4	4	4
N	NO1060	Peer Tutor	4	4	3	4	4	4	4	4	4
N	NO1070	Opportun Tutor				2	2	2	2	2	2

First introduction of new courses are highlighted

*Section is considered active if at least 1 student is enrolled as of the last day of school excluding 2020-21

**Departments excluded from this data set: M, O, P, Q, R, S, T,U, V, X

Los Altos HS
Active Courses
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
J	JC1250	Chamber Ensembl	1	1	1	1	1	1	1	1	1
J	JC1260	Jazz Ensemble	1	1	1	1	1	1	1	1	1
J	JC1270	Orchestra	1	1	1	1	1	1	1	1	1
J	JC1410	Acting I	2	2	2	2	2	2	2	1	1
J	JC1420	Acting II	1	1	1	1	1	1	1	1	1
J	JO1211	Auxillary Unit						1	1	1	1
K	1708	Web Design									1
K	KC1010	CulinaryArt I	5	5	5	2	3	3	3	3	2
K	KC1011	CulinaryArt II	5	4	3	1	3	3	3	3	1
K	KC1030	Construction								2	2
K	KC1040	Auto Tech				3	4	2	1	2	3
K	KC1055	New Media Liter	1	1	1	1	1				
K	KO1210	WEEP I								1	1
L	LC1010	Health	8	8	8	8	8	8	8	8	8
N	NI1010	Academic Skills	4	3	2						
N	NI1030	Supervised Stdy	4	4	4	5	4	4	4	4	4
N	NO1060	Peer Tutor	4	4	3	4	4	4	4	4	4
N	NO1070	Opportun Tutor				2	2	2	2	2	2

First introduction of new courses are highlighted

*Section is considered active if at least 1 student is enrolled as of the last day of school excluding 2020-21

**Departments excluded from this data set: M, O, P, Q, R, S, T,U, V, X

**Los Altos HS
Active Courses**
Highlights Represent the Year when Course was First Offered
2012-13 - Present

Course Data			Number of Active Sections*								
Dept**	Course #	Course Title	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
J	JC1250	Chamber Ensembl	1	1	1	1	1	1	1	1	1
J	JC1260	Jazz Ensemble	1	1	1	1	1	1	1	1	1
J	JC1270	Orchestra	1	1	1	1	1	1	1	1	1
J	JC1410	Acting I	2	2	2	2	2	2	2	1	1
J	JC1420	Acting II	1	1	1	1	1	1	1	1	1
J	JO1211	Auxiliary Unit						1	1	1	1
L	LC1010	Health	8	8	8	8	8	8	8	8	8
N	NI1010	Academic Skills	4	3	2						
N	NI1030	Supervised Stdy	4	4	4	5	4	4	4	4	4
N	NO1060	Peer Tutor	4	4	3	4	4	4	4	4	4
N	NO1070	Opportun Tutor				2	2	2	2	2	2

First introduction of new courses are highlighted

*Section is considered active if at least 1 student is enrolled as of the last day of school excluding 2020-21

**Departments excluded from this data set: K, M, O, P, Q, R, S, T,U, V, X

Grades

Conclusion from the analysis of grades earned 1st Quarter 2019/20 and earlier, in comparison with grades earned 1st Quarter 2020/21 during COVID-Distance Learning

- A significant difference emerged in the grading patterns between MVHS and LAHS, with LAHS experiencing greater deviation from the grading pattern of the same quarter in the prior year.
- **MVHS** showed a moderate increase in the # of As (+2.5%); a significant loss in the # of Bs (-5%); a small reduction in the # of Cs (-1.7%) a small increase in the # of Ds (+1.1%), and a moderate increase in the # of Fs (+2.7%).
- In 2020/21, 9.2% (1229/13338) of all grades earned at were Ds or Fs, compared to 5.4% in the prior year.
- The overall GPA at MVHS went down by .05, from 3.6 in 2019/20 to 3.55 in 2020/21—a rather insignificant drop.
- **LAHS** showed a significant reduction in both, As and Bs (-1.9% and -3.2% respectively), very little change in the # of Cs (+.1%), a small increase in the # of Ds (+1.2%), and a rather significant increase in the # of Fs (+3.9%).
- In 2021, 11.7% (1503/12990) of all grades earned were Ds Fs, compared to 6.6% in the prior year.
- Overall GPA went down by .16, from 3.59 to 3.43.

Another important factor to consider is that district-wide, this last quarter we had a total of 2732 grades that disqualify the course in which the grade was earned from meeting a-g standards. Hence, this metric will have a significant impact on the percentage of students who will meet a-g this year, if this pattern continues through the end of the first semester and/or perhaps extends through the course of this academic year.

Please note that the outcome data has not been adjusted to reflect the fluctuations in enrollment. It behoves us to take this into consideration, as we look at this data.

Considering that the differences between the two schools are rather striking, further analysis is required to see if other patterns will emerge. The next level of investigation will focus on the grading patterns in departments and then drilling down to course teams and individual teachers.

For all of these, I recommend that we go back and use the same format and process that we used in the past as it served us well to discover the root causes, which we then were able to address. This will take some time, but it is worth the effort.

1st Quarter Grade Analysis 2015 through 2020

1st Quarter Grades			A		B		C		D		F		I		Other		GPA
# Grades Posted	Year	# Enrolled	Total	PCT	Total	PCT	Total	PCT	Total	PCT	Total	PCT	Total	PCT	Total	PCT	
11610	October 2015	1858	5182	44.6	3580	30.8	1630	14	587	5.1	287	2.5	27	0.2	317	2.7	3.41
12102	October 2016	1905	5318	43.9	3590	29.7	1672	13.8	606	5	310	2.6	12	0.1	594	4.9	3.4
12205	October 2017	1955	5879	48.2	3455	28.3	1553	12.7	561	4.6	285	2.3	39	0.3	433	3.5	3.47
12712	October 2018	2043	6428	50.6	3710	29.2	1492	11.7	489	3.8	209	1.6	20	0.2	364	2.9	3.56
13500	October 2019	2158	7091	52.5	3740	27.7	1553	11.5	477	3.5	235	1.9	31	0.2	373	2.8	3.6
13338	October 2020	2258	7333	55	3029	22.7	1305	9.8	613	4.6	616	4.6	30	0.2	412	3.1	3.55
1st Quarter 15/16 - 1st Quarter 16/17		+47	+136	-0.7	+10	-1.1	+42	-0.2	+19	-0.1	+23	+0.1	-15	-0.1	+277	+2.2	-0.01
1st Quarter 16/17 - 1st Quarter 17/18		+50	+561	+4.3	-135	-1.4	-119	-1.1	-45	-0.4	-25	-0.3	+27	+0.2	-161	-1.4	+0.07
1st Quarter 17/18 - 1st Quarter 18/19		-110	+549	+2.4	+255	+0.9	-61	-1	-72	-0.8	-76	-0.7	-19	-0.1	-69	-0.6	+0.09
1st Quarter 18/19 - 1st Quarter 19/20		+115	+663	+1.9	+30	-1.5	+61	-0.2	-12	-0.3	+26	+0.3	+11	0	+9	-0.1	+0.04
1st Quarter 19/20 - 1st Quarter 20/21		+100	+242	+2.5	-711	-5	-248	-1.7	+136	+1.1	+381	+2.7	-1	0	+39	+0.3	-0.05

1st Quarter Grades			A		B		C		D		F		I		Other		GPA
# Grades Posted	Year	# Enrolled	Total	PCT	Total	PCT	Total	PCT	Total	PCT	Total	PCT	Total	PCT	Total	PCT	
12529	October 2015	2024	5972	47.7	3795	30.3	1607	12.8	599	4.8	369	2.9	32	0.3	155	1.2	3.41
12902	October 2016	2065	6347	49.2	3620	28.1	1645	12.7	615	4.8	429	3.3	25	0.2	221	1.7	3.43
13663	October 2017	2208	6656	48.7	4058	29.7	1701	12.4	615	4.5	476	3.5	29	0.2	128	0.9	3.44
13620	October 2018	2195	7077	52	4035	29.6	1497	11	519	3.8	337	2.5	18	0.1	137	1	3.54
13701	October 2019	2226	7528	54.9	3801	27.7	1332	9.7	490	3.6	405	3	11	0.1	134	1	3.59
12990	October 2020	2210	6975	53	3134	24.5	1259	9.8	619	4.8	884	6.9	15	0.1	104	0.8	3.43
1st Quarter 15/16 - 1st Quarter 16/17		+41	+375	+1.5	-175	-2.2	+38	-0.1	+16	0	+60	+0.4	-7	-0.1	+66	+0.5	+0.02
1st Quarter 16/17 - 1st Quarter 17/18		+143	+309	-0.5	+438	+1.6	+56	-0.3	0	-0.3	+47	+0.2	+4	0	-93	-0.8	+0.01
1st Quarter 17/18 - 1st Quarter 18/19		-13	+421	+3.3	-23	-0.1	-204	-1.4	-96	-0.7	-139	-1	-11	-0.1	+9	+0.1	+0.1
1st Quarter 18/19 - 1st Quarter 19/20		+31	+451	+2.9	-234	-1.9	-165	-1.3	-29	-0.2	+68	+0.5	-7	0	-3	0	+0.05
1st Quarter 19/20 - 1st Quarter 20/21		-16	-553	-1.9	-667	-3.2	-73	+0.1	+129	+1.2	+479	+3.9	+4	0	-30	-0.2	-0.16

Unduplicated Count of Students Earning a D or F Grade, Q1 2019 and Q 1 2020

This table repeats some of the information from other tables but puts it in a different context. The essence of this table is to allow the reader to determine at a glance the difference among grade level, Ethnicity and Student Program or Status affiliation.

Takeaways from a districtwide perspective...

- ❖ Ds and Fs have gone up during distance learning
- ❖ All ethnic groups are experiencing a rise in Ds and Fs, except Filipinos and students who report as "other"
- ❖ Student groups that seem to be most strongly affected are English Learners and LTELs. Here is the percentage increases for each subgroup:

Special Education	18%
Resource	12%
SDC	35%
Therapeutic	No change
English Learners	69%
RFEP	18%
LTELs	70%
AVID	22%
504	No significant change
SED (F/R Lunch)	19%

Summary Charts - Unduplicated Count of Students Earning a D or F Grade in Q 1

School	Count of Student ID
LAHS	551
MVHS	477
Grand Total	1028

School	Count of Student ID
LAHS	418
MVHS	401
Grand Total	819

Q 1 - October 2020

Student Count by Grade			
Grade	LAHS	MVHS	Grand Total
9	148	99	247
10	141	112	253
11	144	142	286
12	115	124	239
14	3	0	3
Grand Total	551	477	1028

Q 1 - October 2019

Student Count by Grade			
Grade	LAHS	MVHS	Grand Total
9	115	87	202
10	102	118	220
11	114	90	204
12	88	105	191
14	1	1	2
Grand Total	418	401	819

Student Count by Race/Ethnicity			
Race	LAHS	MVHS	Grand Total
African American	14	12	26
Asian	63	50	113
Caucasian	144	138	282
Filipino	9	14	23
Hispanic	315	255	570
Other	8	8	14
Grand Total	551	477	1028

Student Count by Race/Ethnicity			
Race	LAHS	MVHS	Grand Total
African American	6	14	20
Asian	37	39	76
Caucasian	101	118	219
Filipino	13	15	28
Hispanic	250	207	457
Other	11	8	19
Grand Total	418	401	819

Student Count by Program			
Program	LAHS	MVHS	Grand Total
All Special Ed	129	78	207
Resource Program	51	45	96
SDC	51	30	81
Therapeutic Program	27	3	30
English Learners	52	105	157
RFEP	265	150	415
LTEL	45	47	92
AVID	73	72	145
504	46	62	108
SED	225	180	405
Grand Total			

Student Count by Program			
Program	LAHS	MVHS	Grand Total
All Special Ed	109	67	176
Resource Program	50	36	86
SDC	31	29	60
Therapeutic Program	28	2	30
English Learners	27	66	93
RFEP	221	132	353
LTEL	26	28	54
AVID	55	64	119
504	43	62	105
SED	179	161	340
Grand Total			

Cohort Analysis of Grades earned Q 1 2019 compared with Q 1 2020

Summary of D/F/NM/NR/Incompletes for all students by grade level

This data reflects the performance for the same cohort of student defined by their performance at the end of the 1st Quarter 2019

MVHS

Q 1 2020...140 more students earned Fs than last year
174 more students earned Ds
174 more students earned either a D or an F
off those 174 students, 83 had 1 D or F, and 91 students had more than 1 D or F
144 more students earned an Incomplete, NM, NR, Pass or Fail

LAHS

Q 1 2020...164 more students earned Fs than last year
172 more students earned Ds
196 more students earned either a D or an F
off those 196 students, 93 had 1 D or F, and 103 students had more than 1 D or F
109 more students earned an Incomplete, NM, NR, Pass or Fail

The tables on the bottom of the sheets for each school reflect data that is NOT specific to a cohort, broken down by grade level

At MVHS the number of students with 1 or more Fs has gone up from 37 to 154 students, and for more than 1 D/F from 171 to 309. The number of students with other marks has gone up from 155 to 205

At LAHS the number of students with 1 or more Fs has gone up from 74 to 223 students, and for more than 1 D/F from 199 to 358. The number of students with other marks has gone down from 139 to 54 *(This data point looks suspicious, but after having run the data twice by two different people, we are still getting the same numbers. This requires further review)*

Data reflects performance for the same cohort of students defined by their performance 1st Q 2019

MVHS 1st Q 2019 compared with 1st Q 2020

	2019	2020		
		No F	1 F	>1F
# Stu no F	1529	1389	67	73
# Stu w/1 F	86	30	21	35
# Stu w/ >1 F	19	4	3	12
		No D	1 D	>1D
# Stu no D	1395	1221	109	65
# Stu w/1 D	160	87	34	39
# Stu w >1 D	79	32	25	22
		No D/F	1 D/F	> 1D/F
# Stu no D/F	1357	1183	83	91
# Stu w/1 D/F	153	83	26	64
# Stu w/>1 D/F	124	22	20	82
		No I, NM, NR, P or W	1 I, NM, NR, P or W	> 1I, NM, NR, P or W
# Stu no I, NM, NR, P or W	1498	1354	140	4
# Stu w/1 I, NM, NR, P or W	88	62	25	1
# Stu w/>1 I, NM, NR, P or W	48	11	7	30

Data reflects numbers for all students, NOT a specific cohort!

	2019					
	9th	10th	11th	12th	14th	All Students
# Stu no F	554	529	455	444	19	1991
# Stu w/1 F	26	32	35	35	0	128
# Stu w/ >1 F	9	10	4	14	0	37
# Stu no D	501	474	418	418	18	1829
# Stu w/1 D	53	63	51	58	0	225
# Stu w >1 D	25	34	25	17	1	102
# Stu no D/F	492	454	404	389	18	1757
# Stu w/1 D/F	43	68	52	65	0	228
# Stu w/>1 D/F	44	49	38	39	1	171

# Stu no I, NM, NR, P or W	532	540	454	419	1	1946
# Stu w/1 I, NM, NR, P or W	36	19	24	60	16	155
# Stu w/>1 I, NM, NR, P or W	11	12	16	14	2	55

	2020					
	9th	10th	11th	12th	14th	All Students
# Stu no F	507	529	483	438	21	1978
# Stu w/1 F	26	27	37	31	0	121
# Stu w/ >1 F	30	36	50	38	0	154
# Stu no D	478	502	453	412	21	1867
# Stu w/1 D	44	56	57	67	0	224
# Stu w >1 D	40	34	60	28	0	162
# Stu no D/F	464	480	428	382	21	1775
# Stu w/1 D/F	32	47	37	53	0	169
# Stu w/>1 D/F	67	65	105	72	0	309
# Stu no I, NM, NR, P or W	525	549	522	401	0	1997
# Stu w/1 I, NM, NR, P or W	24	31	40	91	19	205
# Stu w/>1 I, NM, NR, P or W	14	12	8	15	2	51

Data reflects performance for the same cohort of students defined by their performance 1st Q 2019

LAHS 1st Q 2019 compared with 1st Q 2020

	2019	2020		
		No F	1 F	>1F
# Stu no F	1482	1318	76	88
# Stu w/1 F	100	54	15	31
# Stu w/ >1 F	55	18	12	25
		No D	1 D	>1D
# Stu no D	1379	1207	122	50
# Stu w/1 D	183	97	45	41
# Stu w >1 D	75	35	22	18
		No D/F	1 D/F	> 1D/F
# Stu no D/F	1319	1123	93	103
# Stu w/1 D/F	166	76	30	60
# Stu w/>1 D/F	152	44	22	86
		No I, NM, NR, P or W	1 I, NM, NR, P or W	> 1I, NM, NR, P or W
# Stu no I, NM, NR, P or W	1522	1485	31	6
# Stu w/1 I, NM, NR, P or W	109	101	6	2
# Stu w/>1 I, NM, NR, P or W	6	1	2	3

Data reflects numbers for all students, NOT a specific cohort!

	2019					All Students
	9th	10th	11th	12th	14th	
# Stu no F	501	495	513	461	1	1971
# Stu w/1 F	35	36	30	31	0	132
# Stu w/ >1 F	17	15	29	12	1	74
# Stu no D	455	462	488	436	2	1843
# Stu w/1 D	68	59	60	54	0	241
# Stu w >1 D	30	25	24	14	0	93
# Stu no D/F	439	444	458	418	1	1760
# Stu w/1 D/F	60	52	57	49	0	218
# Stu w/>1 D/F	54	50	57	37	1	199

# Stu no I, NM, NR, P or W	472	524	558	475	0	2029
# Stu w/1 I, NM, NR, P or W	80	22	9	27	1	139
# Stu w/>1 I, NM, NR, P or W	1	0	5	2	1	9

	2020					
	9th	10th	11th	12th	14th	All Students
# Stu no F	432	456	470	483	1	1842
# Stu w/1 F	30	40	36	30	2	138
# Stu w/ >1 F	76	54	43	49	1	223
# Stu no D	426	447	433	479	3	1788
# Stu w/1 D	72	60	76	57	1	266
# Stu w >1 D	40	43	40	26	0	149
# Stu no D/F	390	409	405	447	1	1652
# Stu w/1 D/F	44	46	62	40	1	193
# Stu w/>1 D/F	104	95	82	75	2	358
# Stu no I, NM, NR, P or W	525	537	533	538	1	2134
# Stu w/1 I, NM, NR, P or W	11	10	12	20	1	54
# Stu w/>1 I, NM, NR, P or W	2	3	4	4	2	15

"F" and "No Credit" Grade Comparison

These three tables, one for each school and one for the district, aim at comparing data from the 2nd Semester (Spring of 2019 and Spring of 2020) in terms of a percentage increase in students who failed to earn credit, either because of an "F" in 2019 or a "NoCredit" in 2020.

The data is reported for all students, by Ethnicity, by Grade Level, by Subgroups and by Core Academic Departments. Subject area percentages are calculated by dividing the number of Fs in each area into the total number of Fs.

Takeaways from these tables ...

MVHS

No credit (either because of Fs or No Credit) have increased across all subgroups, grade levels and ethnicities, with the exception of Math and ELD at MVHS, as well as in 9th grade.

- The percentage difference is most significant among African American, Asians and Other.
- The increase in grade level is most noticeable among seniors.
- Among our subgroups, the once most affected are AVID SED, students with a 504 plan, RFEP students and Els.
- Among subjects, the largest number of Fs are earned in Math, consistent for both years, although the percentage is lower in 2020 than it was in 2019.

LAHS

No credit (either because of Fs or No Credit) have increased across all subgroups, grade levels and ethnicities, with the exception of African Americans (too small a sample size to make this relevant). The increase for Asians is insignificant.

- Numbers (percentages) for all grade levels have gone up, which is also the case for all subgroups.
- Among subjects, like at MVHS, the largest number of Fs was earned in Math in 2019. The portion of Fs assigned in Math at LAHS in 2020 is considerably smaller than it was in 2019. It appears that the number of Fs are more equally spread between the subjects listed, with Social Science having the lowest percentage of Fs.

DISTRICT

Of course the results on this chart mirror what is being reported for our schools.

All ethnic groups show an increase at varying degrees, with the biggest increase for Hispanics and Others.

- All grade levels show an increase with the most significant one for seniors.
- There are increases for every subgroup, with 504 and AVID students and SED (F/R Lunch) showing the biggest increases.

"F" and "No Credit" Grade Comparisons

MOUNTAIN VIEW HIGH SCHOOL			
Spring 2019 - F Grades			
	Enrollment	Students Earning F Grades	% of Enrollment
All Students	1993	117	5.87%
Ethnicity:			
Caucasian	846	25	2.96%
Hispanic	471	82	17.41%
African American	42	2	4.76%
Asian	551	4	0.73%
Other	83	4	4.82%
Grade Level:			
9	571	46	8.06%
10	487	23	4.72%
11	482	28	5.81%
12	453	20	4.42%
Special Populations:			
EL	150	41	27.33%
RFEP	434	39	8.99%
IFEP	201	6	2.99%
English Only	1208	31	2.57%
SPED (Resource & SDC)	205	24	11.71%
504	215	11	5.12%
SED (FRE)	399	71	17.79%
AVID	156	15	9.62%
All Courses*		183	% of All Courses
Courses:			
English		15	8.20%
Math		71	38.80%
Science		19	10.38%
Social Science		11	6.01%
ELD (MVHS only)		17	9.29%

MOUNTAIN VIEW HIGH SCHOOL			
Spring 2020 - No Credit (NC) Grades			
	Enrollment	Students Earning NC Grades	% of Enrollment
All Students	2128	176	8.27%
Ethnicity:			
Caucasian	871	35	4.02%
Hispanic	489	110	22.49%
African American	45	6	13.33%
Asian	631	18	2.85%
Other	92	8	8.70%
Grade Level:			
9	583	43	7.38%
10	573	45	7.85%
11	486	40	8.23%
12	486	49	10.08%
Special Populations:			
EL	156	55	35.26%
RFEP	463	57	12.31%
IFEP	226	7	3.10%
English Only	1282	58	4.52%
SPED (Resource & SDC)	200	24	12.00%
504	211	32	15.17%
SED (FRE)	366	91	24.86%
AVID	157	25	15.92%
All Courses*		307	% of All Courses
Courses:			
English		28	9.12%
Math		77	25.08%
Science		40	13.03%
Social Science		32	10.42%
ELD (MVHS only)		27	8.79%

*All Courses = Total # of F or NC grades earned in all courses during Spring 2019 or Spring 2020

"F" and "No Credit" Grade Comparisons

LOS ALTOS HIGH SCHOOL			
Spring 2019 - F Grades			
	Enrollment	Students Earning F Grades	% of Enrollment
All Students	2150	173	8.05%
Ethnicity:			
Caucasian	857	36	4.20%
Hispanic	558	113	20.25%
African American	22	3	13.64%
Asian	664	14	2.11%
Other	49	7	14.29%
Grade Level:			
9	552	60	10.87%
10	566	46	8.13%
11	529	41	7.75%
12	503	26	5.17%
Special Populations:			
EL	49	20	40.82%
RFEP	687	90	13.10%
IFEP	277	8	2.89%
English Only	1137	55	4.84%
SPED (Resource & SDC)	166	35	21.08%
504	211	11	5.21%
SED (FRE)	474	99	20.89%
AVID	208	13	6.25%
All Courses*		284	% of All Courses
Courses:			
English		33	11.62%
Math		77	27.11%
Science		38	13.38%
Social Science		26	9.15%
ELD (MVHS only)		0	0.00%

LOS ALTOS HIGH SCHOOL			
Spring 2020 - No Credit (NC) Grades			
	Enrollment	Students Earning NC Grades	% of Enrollment
All Students	2207	250	11.33%
Ethnicity:			
Caucasian	823	55	6.68%
Hispanic	594	161	27.10%
African American	28	2	7.14%
Asian	705	20	2.84%
Other	23	12	52.17%
Grade Level:			
9	560	82	14.64%
10	555	59	10.63%
11	570	63	11.05%
12	522	46	8.81%
Special Populations:			
EL	46	19	41.30%
RFEP	706	141	19.97%
IFEP	290	20	6.90%
English Only	1165	70	6.01%
SPED (Resource & SDC)	156	42	26.92%
504	227	22	9.69%
SED (FRE)	417	129	30.94%
AVID	193	24	12.44%
All Courses*		533	% of All Courses
Courses:			
English		68	12.76%
Math		77	14.45%
Science		64	12.01%
Social Science		38	7.13%
ELD (MVHS only)		0	0.00%

*All Courses = Total # of F or NC grades earned in all courses during Spring 2019 or Spring 2020

"F" and "No Credit" Grade Comparisons

MVLA DISTRICT			
Spring 2019 - F Grades			
	Enrollment	Students Earning F Grades	% of Enrollment
All Students	4143	290	7.00%
Ethnicity:			
Caucasian	1703	61	3.58%
Hispanic	1029	195	18.95%
African American	64	5	7.81%
Asian	1215	18	1.48%
Other	132	11	8.33%
Grade Level:			
9	1123	106	9.44%
10	1053	69	6.55%
11	1011	69	6.82%
12	956	46	4.81%
Special Populations:			
EL	199	61	30.65%
RFEP	1121	129	11.51%
IFEP	478	14	2.93%
English Only	2345	86	3.67%
SPED (Resource & SDC)	371	59	15.90%
504	426	22	5.16%
SED (FRE)	873	170	19.47%
AVID	364	28	7.69%
All Courses*		467	% of All Courses
Courses:			
English		48	10.28%
Math		148	31.69%
Science		57	12.21%
Social Science		37	7.92%
ELD (MVHS only)		17	3.64%

MVLA DISTRICT			
Spring 2020 - No Credit (NC) Grades			
	Enrollment	Students Earning NC Grades	% of Enrollment
All Students	4335	426	9.83%
Ethnicity:			
Caucasian	1694	90	5.31%
Hispanic	1083	271	25.02%
African American	73	8	10.96%
Asian	1336	38	2.84%
Other	115	20	17.39%
Grade Level:			
9	1143	125	10.94%
10	1128	104	9.22%
11	1056	103	9.75%
12	1008	95	9.42%
Special Populations:			
EL	202	74	36.63%
RFEP	1169	198	16.94%
IFEP	516	27	5.23%
English Only	2447	128	5.23%
SPED (Resource & SDC)	356	66	18.54%
504	438	54	12.33%
SED (FRE)	783	220	28.10%
AVID	350	49	14.00%
All Courses*		840	% of All Courses
Courses:			
English		96	11.43%
Math		154	18.33%
Science		104	12.38%
Social Science		70	8.33%
ELD (MVHS only)		27	3.21%

*All Courses = Total # of F or NC grades earned in all courses during Spring 2019 or Spring 2020

Longitudinal Comparison of 1st Quarter Grades - 2012/13 - 2020/21

These two tables, one for each school, gives you some perspective on how the number of courses have changed from year to year based on the percentage of students receiving certain grades. Nine years ago we came up with an arbitrary cut off on which we based this information. We counted the number of courses where students received fewer than 50% As or Bs, and then we looked at those courses where students earned more than 25% Ds or Fs.

The table on the bottom lists the names of teachers who fall into these categories as well. Of course for this purpose, the names have been redacted, but it is interesting to just look at the numbers of teachers and see the fluctuation from year to year.

Takeaways...

MVHS

The number of courses with fewer than 50% A/Bs declined for the first three years significantly, from 19 to 14 and then down to five. The following year the number increased again significantly, dropped a little the next year and in 2017/18 the number had grown to 28 courses, the largest number in the 9 year history of tracking this information. 2018/19, back down to only four courses and then for the next to years another rapid escalation ending with 23 courses this last Quarter.

The table on the right side of the page shows the number of courses where more than 25% of students are earning ds and Fs. That list has almost doubled this last year compared to any other of the past nine years.

Not surprising, but still interesting is the type of courses that fall into one or both of these categories.

Math, Special Ed, intervention classes, ELD are faithful contenders in these categories, but then there are also some surprises, e.g., Freestyle for example, a few World Language classes, Some Art and Science classes among others.

LAHS

The patterns are not very different in terms of the type of courses that fall into these categories, what is noticeable though is the fact that this last Quarter has shown almost a doubling of the number of courses, with the exception of 2017/18, which was another bad year.

Speculations...

Each year when I look at this data, I ask myself two questions, (1) is this even worthwhile to collect, and (2) what accounts for the differences from year to year. The reason I keep collecting this information is chiefly because I think I have figured out the pattern. First of all the idea to collect this actually came from a conversation with some of our department chairs ten years ago. They were curious, and I said I would track this information for them. So, the first year or two, we had a lot of conversations about this issue. I shared the data with department coordinators, we discussed it and then they met with their teachers. That seemed to actually have made a difference in the first few years, more so at MVHS than at LAHS. As soon as we stopped shining the spotlight on this we fell back into old habits and the numbers started rising again rapidly. While there are some unexplainable patterns, this may be a function of the "Hawthorne" effect.

The one place where this information actually really came in handy was when we revised our grading policies and were looking for inequities within course teams. This is not discernible from these tables, but the conversations around inequities in grading practices evolved from looking at this information, which was presented to departments with much more granularity than what you can see from these charts.

Advanced Placement Performance

AP Analysis (continuation of what was presented in the format of our former Board Reports). These tables provide a bit more nuanced insights.

Please note that some of this information comes from our local database, and is often significantly different from what you find on the College Board Reports. As I already explained in other parts of this report, College Board Report data change frequently as they update their reports for a variety of reasons on a fairly regular basis. Data extracted from AERIES reflects data from the moment in time when the data was pulled. We try to be as consistent as we can from year to year and extract most of our Indicator data around CBEDS time, however, that does not always work as some data may not have arrived from the third party vendors by CBEDS time, which is usually the first Wednesday in October. The variances are usually small, and do not affect the story that the data tell, but under careful scrutiny they are noticeable.

Page 1

The set starts off with seven years of Exam results broken down by ethnicity and student groups. This reflects the percent of students scoring 3 or better. A few quick takeaways include:

Overall, for both schools the percent of students scoring 3 or better are strong over the seven year period, with LAHS reaching 88%, the highest score during this seven year time period. MVHS is at 84%, one point below where they were seven years ago.

Latino students, at both schools, are close to where they were seven years ago, after having recovered from a dip in scores that occurred in the intervening years. What is remarkable about Latino performance is the increase in the number of tests. MVHS went from 100 tests in 2014 to 172 in 2020, with 73% of Latino students scoring 3 or better. At LAHS, the number of Latino tests has gone up from 90 in 2014 to 240 in 2020, with 74% scoring 3 or better.

AVID students' percentage of 3 or better has dropped by 3 percentage points at MVHS, and risen by 18% at LAHS.

The pattern for socioeconomically disadvantaged students is interesting. At MVHS, this group of students took 47 tests in 2014 with 94% scoring 3 or better, compared to 134 tests in 2020 with a percentage of 64% scoring 3 or better. At LAHS, the number of tests rose from 57 to 191, and the percent scoring 3 or better was 75% in 2014 and 77% in 2020.

Page 2

The second page shows the changes that have occurred over the last seven years in the percentage of students who are taking at least one AP class. Consistent with what we have reported before, the percent of students with one or more AP classes has gone up for every subgroup.

Page 3 (Table 1)

Nothing new to report here...you saw this already in the board report; it is in this report solely for contextual purposes as this report is shared with different stakeholders who would not have received the board report.

Page 4 (Table 2)

This data underscores the marginal increase in overall student population in five years compared with a dramatic increase in the number of AP students, AP exams, and exam scores of 3 or better.

Pages 5 & 6 (Tables 4a and b)

This table is a graphic representation of the percent of exams that score at each of the five levels. Scores of 4 and 5 have remained relatively constant. MVHS shows a slight increase in scores of 3, with a fairly constant low percentage of scores at level 2, and very few ones. At LAHS, there is a slight increase in the percent of scores at level 4 and 5. Scores at level three are fairly stable; there is a decline at level 2 and level 1 scores remain low.

Page 7 (Table 5) was removed because a similar table was in the board report and will be added back to this set when it is distributed to stakeholders.

Page 8 (Table 6)

This page lets you see at a glance how many Latino students took an AP test in a particular subject together with their mean score. MVHS does a great job getting Latino students to take English Language, and of course they are strongly represented in Spanish Language. LAHS attracts a lot of Latino students in Environmental science, Human Geography, US History and Spanish Language and Literature.

Pages 9-12 (Tables 7a & 7b)

These tables show two years' worth of results by course, listing the # of exams, # and % 3 or better and Mean score.

Page 13 (Table 8 was removed for the same reason as shown above)

Page 14 (Table 9)

This table reflects the CB Scholar Report over the last five years. As with most everything else AP related, the numbers keep going up!

Note: Next year we will combine slides from the 'old' board report format with these slides in a more organized and coherent manner. (I apologize for the redundancies, but there just simply is not time to get this all cleaned up).

Indicator Data Sheet
AP Test Results of 3+ Score
Indicator 4

Mountain View High School																						
School Year		2013-14			2014-15			2015-16			2016-17			2017-18			2018-19			2019-20		
Main Chart Title	Student Groups	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %
All Students	All	1247	1066	85%	1392	1166	84%	1529	1294	85%	1653	1363	82%	1647	1410	86%	1881	1549	82%	2001	1687	84%
By Ethnicity	Caucasian	661	579	88%	702	644	92%	771	666	86%	844	715	85%	770	672	87%	856	720	84%	894	751	84%
	Asian	440	385	88%	495	467	94%	558	502	90%	629	539	86%	698	626	90%	780	694	89%	862	766	89%
	Hispanic	105	74	70%	141	86	61%	133	81	61%	123	70	57%	131	85	65%	179	101	56%	172	125	73%
	African American	9	5	56%	7	4	57%	9	6	67%	11	5	45%	16	10	63%	22	13	59%	19	11	58%
	Other	32	23	72%				58	39	67%	46	34	74%	32	17	53%	44	21	48%	54	34	63%
By Program	Resource	5	3	60%	9	6	67%	16	11	69%	13	13	100%	10	5	50%	18	10	56%	7	5	71%
	504	61	56	92%	96	73	76%	76	58	76%	120	95	79%	125	108	86%	96	80	83%	78	60	77%
	Aviation	61	30	49%	88	38	43%	91	39	43%	72	25	35%	71	28	39%	112	38	34%	89	41	46%
	SED	47	44	94%	97	52	54%	114	71	62%	97	54	56%	120	82	68%	177	105	59%	134	86	64%
	English Only	860	741	86%	964	809	84%	1086	926	85%	1132	951	84%	1127	978	87%	1255	1061	85%	1326	1132	85%
By Language Proficiency	IFEP	157	145	92%	156	153	98%	215	197	92%	241	222	92%	268	247	92%	298	268	90%	330	291	88%
	ELL	213	168	79%	247	187	76%	221	167	76%	265	182	69%	237	173	73%	319	212	67%	333	253	76%
	EL	17	12	71%	25	15	60%	7	4	57%	15	8	53%	15	12	80%	9	8	89%	12	11	92%
By English Learner	LTEL																1	1	100%	1	1	100%
	Newcomer																8	7	88%	11	10	91%
By Latino Subgroup	Latino Reg Ed										78	52	67%	95	66	69%	106	73	69%	107	88	82%
	Latino EL	12	9	75%	17	10	59%	6	4	67%	2	0	0%	5	4	80%	2	2	100%	5	5	100%
	Latino IEP													52	30	58%	86	34	39%	60	38	63%
	Latino Resource																					
	Latino SED	33	21	64%	8	5	63%	51	23	45%	45	18	40%	33	18	55%	71	27	38%	64	36	56%

Los Altos High School																						
School Year		2013-14			2014-15			2015-16			2016-17			2017-18			2018-19			2019-20		
Main Chart Title	Student Groups	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %	# Tests	3+ Score #	3+ Score %
All Students	All	1351	1127	83%	1636	1330	81%	1642	1351	82%	1805	1503	83%	1937	1680	87%	2136	1849	87%	2254	1989	88%
By Ethnicity	Caucasian	694	587	85%	834	703	84%	821	681	83%	788	670	85%	782	687	88%	818	722	88%	885	782	88%
	Asian	531	456	86%	617	509	82%	627	553	88%	767	691	90%	857	834	97%	1072	968	90%	1069	977	91%
	Hispanic	90	65	72%	139	88	63%	152	88	58%	210	117	56%	222	132	59%	204	124	61%	240	178	74%
	African American	5	1	20%	7	6	86%	16	11	69%	16	12	75%	9	7	78%	19	16	84%	23	21	91%
By Program	Resource	13	11	85%	13	8	62%	15	9	60%	8	4	50%	8	6	75%	16	10	63%	12	9	75%
	504	42	30	71%	56	37	66%	74	52	70%	112	91	81%	143	115	80%	3	3	100%	0	0	
	Aviation	49	26	53%	87	42	48%	75	30	40%	140	64	46%	145	71	49%	113	50	44%	129	92	71%
	SED	57	43	75%	84	45	54%	81	44	54%	119	67	56%	198	128	65%	192	115	60%	191	147	77%
By Language Proficiency	English Only	866	735	85%	1052	880	84%	1064	883	83%	1046	893	85%	1078	968	90%	1204	1073	89%	1277	1146	90%
	IEP	278	239	86%	328	279	85%	338	306	91%	361	320	89%	387	353	91%	411	382	93%	446	409	92%
	ELL	207	153	74%	255	170	67%	235	158	67%	394	286	73%	462	349	75%	517	392	76%	527	430	81%
By English Learner	LTEL																2	1	50%	3	3	100%
	Newcomer																2	1	50%	1	1	100%
By Latino Subgroup	Latino Reg Ed							93	60	65%	115	71	62%	91	58	64%	97	77	79%	130	101	78%
	Latino EL				1	1	100%	3	2	67%				3	3	100%	1	0	0%	3	3	100%
	Latino IEP													161	87	54%	125	58	46%	151	100	66%
	Latino SED	34	23	68%	6	4	67%	34	14	41%	95	46	48%	130	73	56%	105	45	43%	110	77	70%

Data Source: Indicators (Aeries Query) - Data does not match College Board

Indicator Data Sheet
AP Enrollment - Students with 1+ AP Class
Indicator 9a

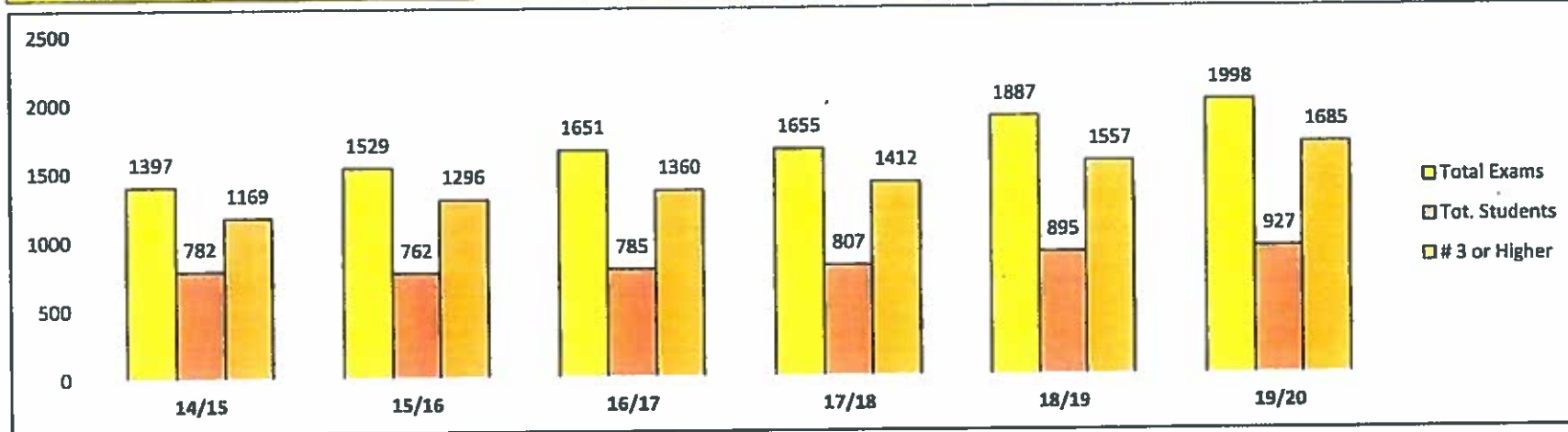
Mountain View High School																						
School Year		2013-14			2014-15			2015-16			2016-17			2017-18			2018-19			2019-20		
Main Chart Title	Student Groups	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %
All Student:	All	1838	807	44%	1836	921	50%	1871	957	51%	1912	989	52%	1971	991	50%	2071	1050	51%	2172	1121	52%
By Ethnicity	Caucasian	910	435	48%	880	473	54%	885	491	55%	856	495	58%	870	481	55%	892	485	54%	900	504	56%
	Asian	411	244	59%	428	256	60%	451	270	60%	488	304	62%	535	314	59%	562	353	63%	634	387	61%
	Hispanic	384	89	23%	397	140	35%	405	142	35%	424	156	37%	438	139	31%	481	156	32%	494	159	32%
	African American	44	10	23%	35	13	37%	35	11	31%	50	15	30%	40	20	50%	48	18	38%	48	22	46%
	Other	89	29	33%	96	39	41%	95	43	45%	94	39	42%	88	37	42%	88	37	42%	96	49	51%
By Program	Resource	94	8	9%	95	16	17%	89	19	21%	104	18	17%	79	17	22%	116	20	17%	123	20	16%
	504										151	69	46%	178	94	53%	166	91	55%	171	90	53%
	Gifted	127	55	43%	136	73	53%	133	74	56%	143	86	60%	135	70	52%	150	91	61%	176	96	55%
	SED	298	50	17%	301	96	32%	268	75	28%	253	73	29%	320	106	33%	339	120	36%	358	121	34%
By Language Proficiency	English Only							1212	676	56%	1250	672	54%	1272	679	53%	1293	711	55%	1324	733	55%
	IFEP							152	97	64%	163	115	71%	179	116	65%	190	124	65%	227	144	63%
	WFL							324	152	47%	338	185	55%	362	180	50%	416	193	46%	460	228	50%
	EL	216	27	13%	192	40	21%	183	32	17%	161	17	11%	158	16	10%	172	22	13%	161	16	10%
By English Learner	LTEL													74	6	8%				58	2	3%
	Newcomer													84	10	12%				103	14	14%
By Latino Subgroup	Latino Reg Ed							157	72	46%	169	86	51%	183	87	48%	176	87	49%	177	84	47%
	Latino EL							104	7	7%	117	8	7%	117	6	5%	134	13	10%	132	7	5%
	Latino 504																183	68	37%	190	74	39%
	Latino Resource																					
	Latino SED							279	46	16%	175	45	26%	204	49	24%	238	63	26%	204	71	35%

Las Altas High School																						
School Year		2013-14			2014-15			2015-16			2016-17			2017-18			2018-19			2019-20		
Main Chart Title	Student Groups	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %	# Enrolled	1+ AP #	1+ AP %
All Student:	All	1784	754	42%	1919	792	41%	2044	864	42%	2091	948	45%	2239	1063	47%	2232	1143	51%	2250	1229	55%
By Ethnicity	Caucasian	838	410	49%	866	413	48%	912	450	49%	857	445	51%	906	458	51%	886	481	54%	841	513	61%
	Asian	374	234	63%	422	236	56%	482	273	57%	546	310	57%	632	385	61%	672	447	67%	715	469	66%
	Hispanic	474	86	18%	533	113	21%	572	116	20%	587	169	29%	611	215	35%	590	184	31%	604	206	34%
	African American	34	4	12%	34	5	15%	32	10	31%	34	12	35%	32	10	31%	27	14	52%	30	12	40%
	Other	64	20	31%	64	25	39%	46	15	33%	57	18	32%	58	25	43%	57	17	30%	60	29	48%
By Program	Resource	86	11	13%	99	13	13%	120	16	13%	114	22	19%	116	15	13%	115	15	13%	93	16	17%
	504							129	57	44%	165	70	42%	175	95	54%	158	97	61%	18	7	39%
	Gifted	184	52	28%	193	76	39%	163	57	35%	225	123	55%	155	124	80%	212	110	52%	220	123	56%
	SED	289	44	15%	370	71	19%	296	50	17%	324	76	23%	433	169	39%	391	131	34%	422	156	37%
By Language Proficiency	English Only							1149	566	49%	1657	566	34%	1188	617	52%	1197	669	56%	1188	703	59%
	IFEP							238	143	60%	243	151	62%	277	160	58%	271	165	61%	294	199	68%
	WFL							524	147	28%				673	303	45%	684	299	44%	719	324	45%
	EL	71	3	4%	107	4	4%	133	8	6%	132	12	9%	101	13	13%	80	10	13%	49	3	6%
By English Learner	LTEL													84	7	8%				43	3	7%
	Newcomer													17	6	35%				6	0	0%
By Latino Subgroup	Latino Reg Ed							212	61	29%	247	98	40%	220	87	40%	227	84	37%	223	95	43%
	Latino EL							81	3	4%	100	3	3%	73	1	1%	54	3	6%	36	1	3%
	Latino 504																412	129	31%	431	146	34%
	Latino Resource																					
	Latino SED							280	39	14%	266	59	22%	346	118	37%	313	98	31%	337	110	33%

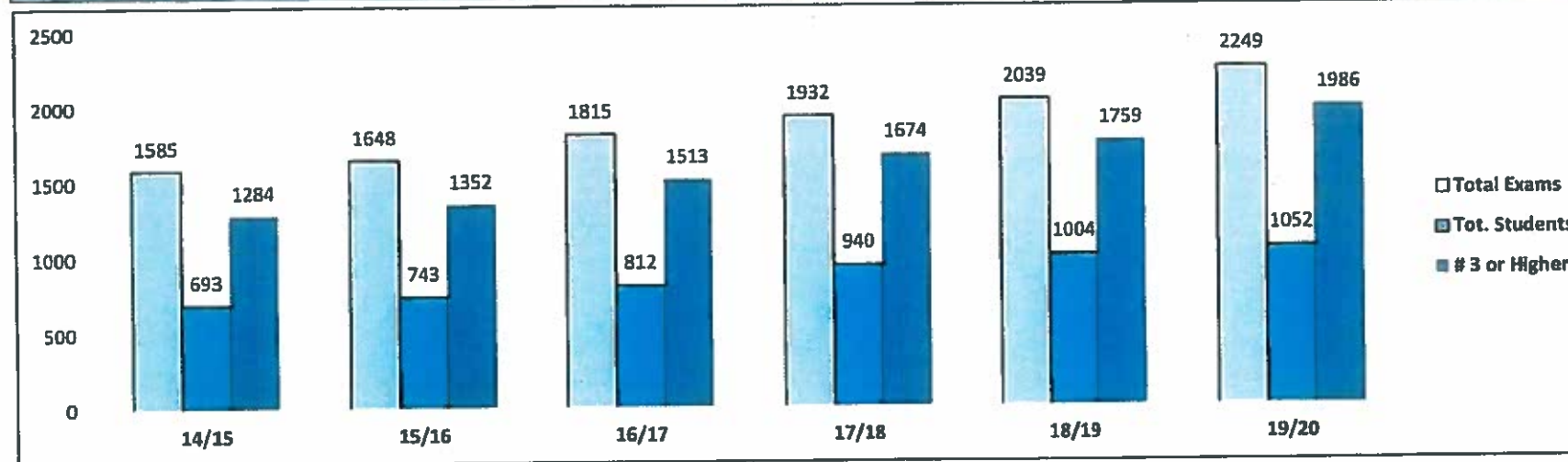
Data Source: Indicators (Aeries Query) - Data does not match College Board

Table 1
AP Results
2015/16 – 2019/20

Mountain View High School



Los Altos High School



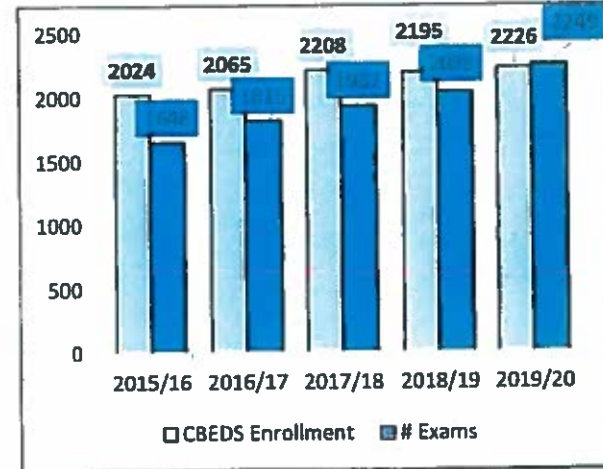
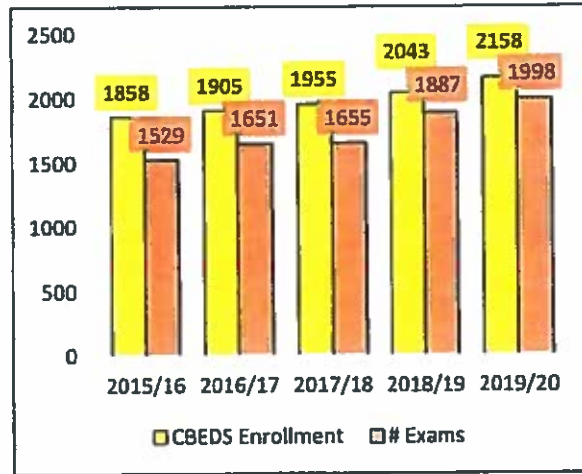
Data Source: Longitudinal AP test results table

Table 2
5 Year Change in Enrollment vs AP Participation
2015/16 to 2019/20

	Mountain View High School		Los Altos High School	
	#	%	#	%
Increase in Total School Enrollment*	+300	16%	+202	10%
AP Students	+165	22%	+309	42%
AP Exams	+469	31%	+601	36%
AP Exams 3 or Better	+389	30%	+634	47%

Data Source: Longitudinal AP test results table; * School Enrollment does not include Moffett/Middle College students

Tracking Enrollment Growth and Increase in Number of AP Exams



Ratio of AP Exams to Total School Enrollment

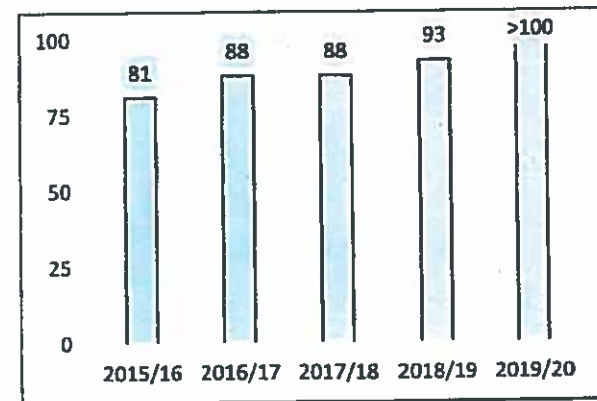
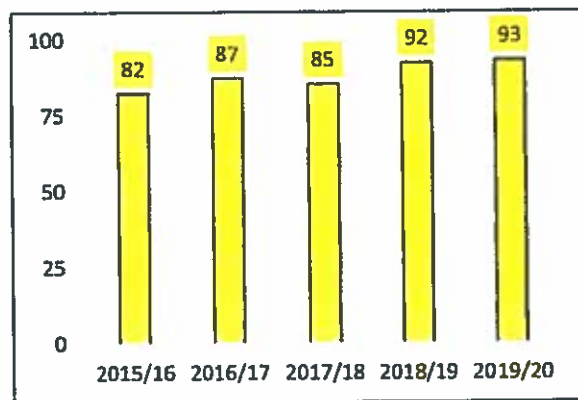
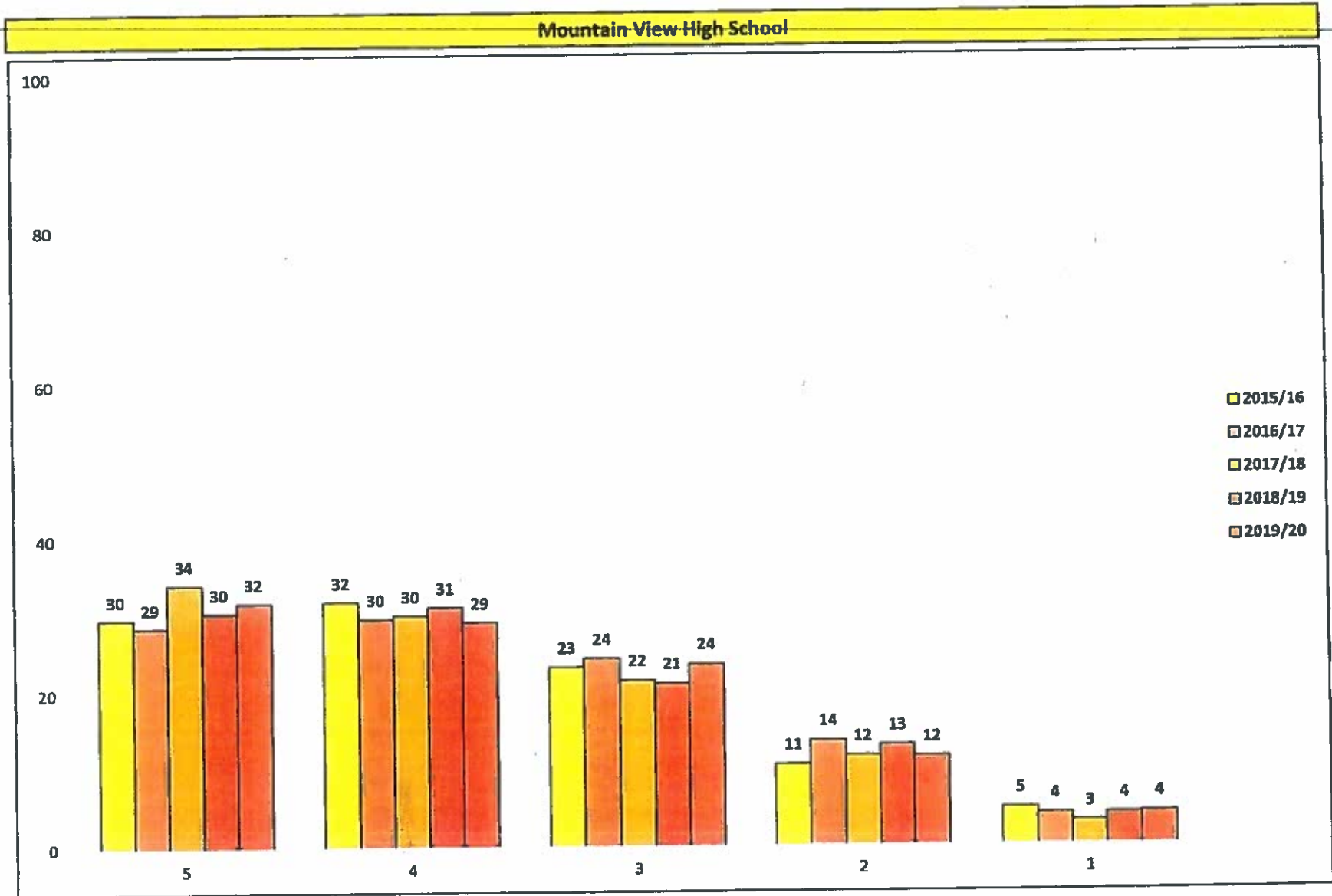


Table 4a
5 Year Comparison of % Students Scoring at Each Proficiency Level
2015/16 – 2019/20

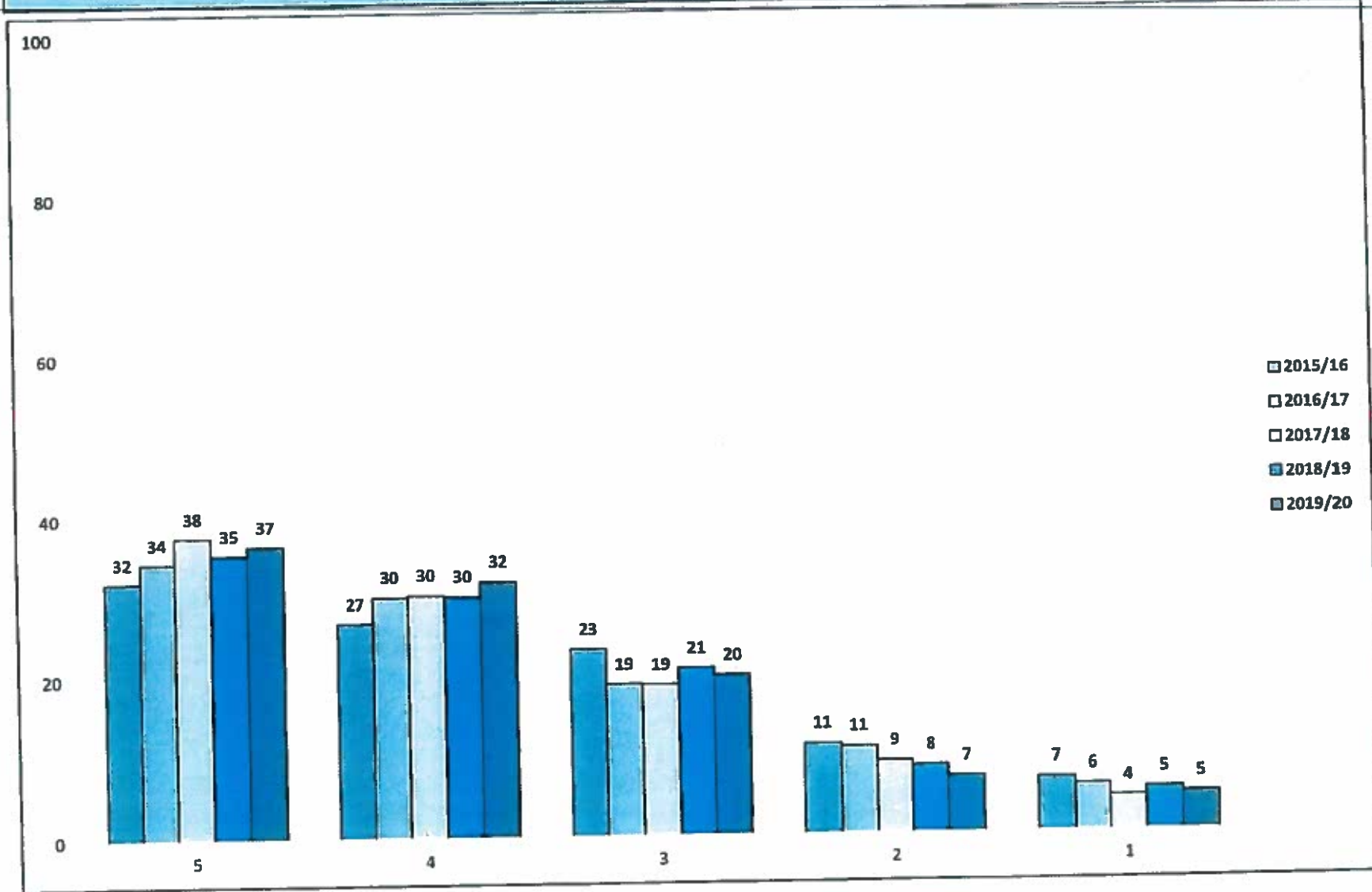


Data Source: College Board Summary Report

Table 4b

5 Year Comparison of % Students Scoring at Each Proficiency Level
2015/16 – 2019/20

Los Altos High School



Data Source: College Board Summary Report

Table 6
Latino Students AP Test Results by Course
2019/20

Mountain View High School		
Name of Test	# Test Takers	Mean Score
Calculus AB	2	2.50
Calculus BC	6	4.00
Statistics	5	4.00
Biology	5	3.60
Chemistry	1	3.00
Physics 1	9	3.00
Physics C: Mech	3	4.67
Physics C: E&M	4	3.50
Comp Sci A		
Environ Sci	11	2.27
English Lang	40	2.63
English Lit	13	3.46
European Hist	9	3.00
World Hist	3	2.67
Human Geography	1	1.00
US History	6	4.17
Gov/Pol US	15	2.80
Macroeconomics	10	3.00
Microeconomics		
Psychology	12	3.75
French Lang		
German Lang		
Spanish Lang	32	4.47
Spanish Lit	9	3.67
Japanese Lang		
Studio Art: 2D	1	3.00

Los Altos High School		
Name of Test	# Test Takers	Mean Score
Calculus AB	5	3.40
Calculus BC	4	4.00
Statistics	8	3.25
Biology	3	3.00
Chemistry	7	3.29
Physics 1	5	3.80
Physics C: Mech	3	4.33
Physics C: E&M	3	4.00
Comp Sci A	7	4.14
Environ Sci	19	2.00
English Lang	16	2.88
English Lit	5	3.00
European Hist	11	3.91
World Hist		
Human Geography	55	2.64
US History	16	3.25
Gov/Pol US	5	4.00
Macroeconomics		
Microeconomics	8	3.63
Psychology	4	4.00
French Lang	1	5.00
German Lang	1	4.00
Spanish Lang	51	4.27
Spanish Lit	18	3.28
Studio Art: 2D	1	4.00
Studio Art: Drawing		

Data Source: College Board; Data reflects Latino students only

Table 7a
2 Year Comparison of AP Test Results by Course
2018/19 to 2019/20

Mountain View High-School												
Name of Test	# of Exams			# 3 or Better			% 3 or Better			Mean Score		
	2018-19	2019-20	Difference	2018-19	2019-20	Difference	2018-19	2019-20	Difference	2018-19	2019-20	Difference
Calculus AB	89	97	8	55	63	8	62%	65%	3%	2.82	3.01	0.19
Calculus BC	96	113	17	89	106	17	93%	94%	1%	4.29	4.24	-0.05
Statistics	77	67	-10	75	61	-14	97%	91%	-6%	4.30	3.94	-0.36
Biology	89	62	-27	84	60	-24	94%	97%	3%	4.01	4.11	0.10
Chemistry	33	23	-10	32	19	-14	97%	83%	-14%	4.06	4.04	-0.02
Physics 1	109	140	31	97	116	19	89%	83%	-6%	3.82	3.59	-0.23
Physics C: Mech	33	50	17	31	46	15	94%	92%	-2%	4.48	4.32	-0.16
Physics C: E&M	49	47	-2	38	40	2	78%	85%	7%	3.69	3.89	0.20
Comp Sci A	88	108	20	80	96	16	91%	89%	-2%	3.92	3.90	-0.02
Environ Sci	160	134	-26	95	90	-5	59%	67%	8%	3.07	3.28	0.21
English Lang	275	292	17	166	211	45	60%	76%	16%	2.93	3.41	0.48
English Lit	61	80	19	51	72	21	84%	90%	6%	3.74	3.83	0.09
European Hist	65	108	43	58	90	32	89%	83%	-5%	3.71	3.47	-0.24
World Hist	67	62	-5	59	58	-1	88%	94%	6%	3.84	3.90	0.06
US History	113	115	2	109	105	-4	96%	91%	-5%	4.40	4.02	-0.38
Gov/Pol US	82	112	30	68	89	21	83%	79%	-4%	3.59	3.48	-0.11
Macroeconomics	112	106	-6	93	89	-4	83%	84%	1%	3.51	3.68	0.17
Psychology	87	92	5	79	82	3	91%	89%	-2%	4.02	3.89	-0.13
Chinese Lang	27	24	-3	27	22	-5	100%	92%	-8%	4.52	3.92	-0.60
French Lang	27	17	-10	27	17	-10	100%	100%	0%	4.00	4.41	0.41
Spanish Lang	90	79	-11	89	77	-12	99%	97%	-2%	4.33	4.29	-0.04
Spanish Lit	23	35	12	22	33	11	96%	94%	-2%	4.00	3.74	-0.26
Japanese Lang	14	10	-4	13	10	-3	93%	100%	7%	4.14	4.70	0.56
Studio Art: 2D	6	7	1	6	7	1	100%	100%	0%	3.67	3.71	0.04

Data Source: College Board

Table 7b
2 Year Comparison of AP Test Results by Course
2018/19 to 2019/20

Los Altos High School												
Name of Test	# of Test Takers			# 3 or Better			% 3 or Better			Mean Score		
	2018-19	2019-20	Difference	2018-19	2019-20	Difference	2018-19	2019-20	Difference	2018-19	2019-20	Difference
Calculus AB	101	119	18	85	99	14	84%	83%	-1%	3.87	3.49	-0.38
Calculus BC	86	112	26	84	106	22	98%	95%	-3%	4.60	4.40	-0.20
Statistics	95	85	-10	90	74	-16	95%	87%	-8%	4.05	3.85	-0.20
Biology	123	101	-22	113	95	-18	92%	94%	2%	3.69	3.77	0.08
Chemistry	49	75	26	40	68	28	82%	91%	9%	3.71	3.67	-0.04
Physics 1	112	122	10	106	113	7	95%	93%	-2%	4.09	3.86	-0.23
Physics C: Mech	47	59	12	46	58	12	98%	98%	0%	4.77	4.63	-0.14
Physics C: E&M	46	53	7	41	53	12	89%	85%	-4%	4.07	4.13	0.06
Comp Sci A	81	107	26	77	103	26	95%	96%	1%	4.23	4.37	0.14
Environ Sci	95	120	25	63	80	17	66%	67%	1%	3.16	3.23	0.07
English Lang	141	124	-17	125	114	-11	89%	92%	3%	4.04	3.91	-0.13
English Lit	49	54	5	41	49	8	84%	91%	7%	3.76	3.81	0.05
European Hist	135	123	-12	122	117	-5	90%	95%	5%	3.94	4.15	0.21
Human Geography	226	262	36	159	204	45	70%	78%	8%	3.16	3.50	0.34
US History	112	149	37	102	133	31	91%	89%	-2%	4.01	3.89	-0.12
Gov/Pol US	119	107	-12	108	93	-15	91%	87%	-4%	3.66	3.86	0.20
Microeconomics	142	138	-6	102	112	10	72%	81%	9%	3.20	3.67	0.47
Psychology	103	92	-11	83	85	2	81%	92%	11%	3.73	4.17	0.44
Chinese Lang	36	35	-1	36	35	-1	100%	100%	0%	4.64	4.80	0.16
French Lang	38	33	-5	37	31	-6	97%	94%	-3%	3.74	4.18	0.44
Spanish Lang	64	111	47	61	110	49	95%	99%	4%	4.06	4.12	0.06
Latin Ver	10	13	3	10	10	0	100%	77%	-23%	4.10	3.15	-0.95
Studio Art: 2D	16	23	7	16	23	7	100%	100%	0%	4.69	4.48	-0.21

Data Source: College Board

Table 8a
2 Year Comparison of AP Test Results by Course
2018/19 to 2019/20

Mountain View High School																				
Name of Test	Score																			
	1				2				3				4				5			
	2018-19		2019-20		2018-19		2019-20		2018-19		2019-20		2018-19		2019-20		2018-19		2019-20	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Calculus AB	6	7%	9	9%	28	31%	25	26%	35	39%	32	33%	16	18%	18	19%	4	4%	13	13%
Calculus BC	0	0%	1	1%	7	7%	6	5%	16	17%	17	15%	15	16%	30	27%	58	60%	59	52%
Statistics	0	0%	1	1%	2	3%	5	7%	10	13%	18	27%	28	36%	16	24%	37	48%	27	40%
Biology	0	0%	1	2%	5	6%	1	2%	14	16%	13	21%	45	51%	22	35%	25	28%	25	40%
Chemistry	0	0%	0	0%	1	3%	4	17%	8	24%	2	9%	12	36%	6	26%	12	36%	11	48%
Physics 1	0	0%	5	4%	12	11%	19	14%	24	22%	31	22%	45	41%	59	42%	28	26%	26	19%
Physics C: Mech	0	0%	1	2%	2	6%	3	6%	2	6%	5	10%	7	21%	11	22%	22	67%	30	60%
Physics C: E&M	2	4%	2	4%	9	18%	5	11%	9	18%	7	15%	11	22%	15	32%	18	37%	18	38%
Comp Sci A	1	1%	2	2%	7	8%	10	9%	20	23%	29	27%	30	34%	23	21%	30	34%	44	41%
Environ Sci	22	14%	18	13%	43	27%	26	19%	15	9%	14	10%	62	39%	53	40%	18	11%	23	17%
English Lang	33	12%	17	6%	76	28%	54	18%	72	26%	75	26%	64	23%	84	29%	30	11%	62	21%
English Lit	0	0%	1	1%	10	16%	7	9%	16	26%	23	29%	15	25%	23	29%	20	33%	26	33%
European Hist	1	2%	0	0%	6	9%	18	17%	18	28%	40	37%	26	40%	31	39%	14	22%	19	18%
World Hist	1	1%	1	2%	7	10%	3	5%	16	24%	16	26%	21	31%	23	37%	22	33%	19	31%
US History	0	0%	3	3%	4	4%	7	6%	13	12%	26	23%	30	27%	28	24%	66	58%	51	44%
Gov/Pol US	0	0%	5	4%	14	17%	18	16%	26	32%	40	36%	22	27%	16	14%	20	24%	33	29%
Macroeconomics	7	6%	7	7%	12	11%	10	9%	33	29%	23	22%	37	33%	36	34%	23	21%	30	28%
Psychology	3	3%	7	8%	5	6%	3	3%	13	15%	18	20%	32	37%	29	32%	34	39%	35	38%
Chinese Lang	0	0%	1	4%	0	0%	1	4%	3	11%	8	33%	7	26%	3	13%	17	63%	11	40%
French Lang	0	0%	0	0%	0	0%	0	0%	7	26%	2	12%	13	48%	6	35%	7	26%	9	33%
Spanish Lang	0	0%	0	0%	1	1%	2	3%	13	14%	8	10%	31	34%	34	43%	45	50%	35	40%
Spanish Lit	0	0%	0	0%	1	4%	2	6%	5	22%	15	43%	10	43%	8	23%	7	30%	10	39%
Japanese Lang	0	0%	0	0%	1	7%	0	0%	3	21%	1	10%	3	21%	1	10%	7	50%	8	80%
Studio Art: 2D	0	0%	0	0%	0	0%	0	0%	3	50%	4	57%	2	33%	1	14%	1	17%	2	29%

Data Source: College Board

Table 8b
2 Year Comparison of AP Test Results by Course
2018/19 to 2019/20

Los Altos High School																				
Name of Test	Score																			
	1				2				3				4				5			
	2018-19		2019-20		2018-19		2019-20		2018-19		2019-20		2018-19		2019-20		2018-19		2019-20	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Calculus AB	2	2%	4	3%	14	14%	16	13%	18	18%	36	30%	28	28%	44	37%	39	39%	19	16%
Calculus BC	0	0%	1	1%	2	2%	5	4%	6	7%	15	13%	16	19%	18	16%	62	72%	73	65%
Statistics	3	3%	4	5%	2	2%	7	8%	18	19%	16	19%	36	38%	28	34%	16	33%	29	34%
Biology	1	1%	0	0%	9	7%	6	6%	45	37%	33	33%	40	33%	40	40%	28	23%	22	22%
Chemistry	2	4%	0	0%	7	14%	7	9%	10	20%	27	36%	14	29%	25	33%	16	33%	16	21%
Physics 1	1	1%	2	2%	5	4%	7	6%	15	13%	33	27%	53	47%	44	36%	38	34%	36	30%
Physics C: Mech	0	0%	1	2%	1	2%	0	0%	0	0%	4	7%	8	17%	10	17%	38	81%	44	75%
Physics C: E&M	1	2%	3	6%	4	9%	5	9%	6	13%	5	9%	15	33%	9	17%	20	43%	31	58%
Comp Sci A	1	1%	1	1%	3	4%	3	3%	10	12%	13	12%	29	36%	28	26%	38	47%	62	58%
Environ Sci	17	18%	18	15%	15	16%	22	18%	13	14%	16	13%	36	38%	42	35%	14	15%	22	18%
English Lang	3	2%	3	2%	13	9%	7	6%	22	16%	28	23%	40	28%	46	37%	63	45%	40	32%
English Lit	1	2%	0	5%	7	14%	5	9%	11	22%	17	31%	14	29%	15	28%	16	33%	17	31%
European Hist	2	1%	1	1%	11	8%	5	4%	29	21%	22	18%	44	33%	42	34%	49	36%	53	43%
Human Geography	35	15%	44	17%	32	14%	14	5%	62	27%	44	17%	56	25%	88	34%	41	18%	72	27%
US History	3	3%	6	4%	7	6%	10	7%	22	20%	35	23%	34	30%	42	28%	46	41%	56	38%
Gov/Pol US	2	2%	2	2%	9	8%	12	11%	49	41%	24	22%	27	23%	30	28%	32	27%	39	36%
Microeconomics	24	17%	7	5%	16	11%	19	14%	34	24%	23	17%	43	30%	53	38%	25	18%	36	26%
Psychology	10	10%	5	5%	10	10%	2	2%	21	20%	15	16%	19	18%	20	22%	43	42%	50	54%
Chinese Lang	0	0%	0	0%	0	0%	0	0%	2	6%	0	0%	9	25%	7	20%	25	69%	28	80%
French Lang	0	0%	0	0%	1	3%	2	6%	18	47%	4	12%	9	24%	13	39%	10	26%	14	42%
Spanish Lang	0	0%	0	0%	3	5%	1	1%	11	17%	23	21%	29	45%	49	44%	21	33%	38	34%
Latin Verg	0	0%	2	15%	0	0%	1	8%	1	10%	4	31%	7	70%	5	38%	2	20%	1	8%
Studio Art: 2D	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	5	31%	12	52%	11	69%	11	48%

Data Source: College Board

Table 9
5 Year Comparison of AP Scholar Report
2015/16 - 2019/20

MVLA District					
	2016	2017	2018	2019	2020
Total Scholars	653	677	737	811	883

Mountain View High School										
	2016		2017		2018		2019		2020	
	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average
All Awards	365	4.11	368	4.11	399	4.19	431	4.15	460	4.14
AP Scholar	117	3.46	90	3.48	106	3.52	120	3.40	134	3.53
AP Scholar with Honors	71	3.87	81	3.83	66	4.07	76	3.88	77	3.83
AP Scholar with Distinction	145	4.30	160	4.25	184	4.29	184	4.34	199	4.28
National AP Scholar	30	4.65	36	4.58	41	4.61	48	4.61	48	4.57

Los Altos High School										
	2016		2017		2018		2019		2020	
	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average
All Awards	358	4.07	384	4.16	435	4.26	485	4.26	524	4.26
AP Scholar	110	3.31	98	3.46	110	3.48	127	3.59	124	3.75
AP Scholar with Honors	50	3.84	78	3.90	76	3.93	99	4.05	98	3.89
AP Scholar with Distinction	160	4.26	170	4.32	193	4.43	204	4.41	249	4.37
National AP Scholar	37	4.60	38	4.63	56	4.67	54	4.59	53	4.61

Award	Criteria
AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average scores of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average scores of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
State Scholar	Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP exams, and then the highest average score (at least 3.5) on all AP Exams taken.
National AP Scholar	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

Data Source: College Board Scholar Summary

**Table 10
AP Equity and Excellence
2019/20**

This report provides you with a means to assess both the equity and excellence of your school's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May 2020. In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school.

Note: Your district's enrollment count is the sum of the district's school enrollment counts submitted by each school's AP Coordinator when placing their school's order for AP Exams.

Data Uploaded: *October 20, 2020*
Report Ran: *December 3, 2020*

Mountain View High School		
Group	Percentage	How is this calculated?
Graduating Class Summary	62.7%	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors.
12th Grade	43.5%	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
11th Grade	51.3%	

Data Uploaded: *October 15, 2020*
Report Ran: *December 3, 2020*

Los Aitos High School		
Group	Percentage	How is this calculated?
Graduating Class Summary	73.1%	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors.
12th Grade	46.6%	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
11th Grade	58.1%	

Data Source: College Board Equity & Excellence

Advanced Placement Access

Student Distribution Across AP Classes

This section allows you to get an idea of the degree to which our underrepresented students are accessing AP courses. It also addresses the issue of disproportionate representation with respect to gender equity.

This report is only in its second year, and we still have not been successful in automating it through DataZone. Much to their credit, they have worked very hard at replicating the format and layout that I presented to them last year, unfortunately, now that I received the report populated with data it appears that they did not consistently draw the information from the correct fields, hence I had to do this one more time by hand. It is extraordinarily time consuming and I am not able to provide you with all the details that I would like to show. After the holidays, I will talk with DataZone to see whether we can get this corrected. If it is possible, then I will send you an updated report, if not, we are going to leave it where it is until next year. The data points that are in this report are now accurate, but there is missing data and information, particularly in the calculation of the GPAs for subpopulations.

Here is a quick summary of what we can glean from this report:

GENDER EQUITY

Female students are significantly underrepresented in the following courses:

MVHS	LAHS
Calculus BC	Calculus BC
AP Statistics	AP Statistics
AP Computer Science	AP Computer Science
AP Physics C:E&M and Mechanics	AP Physics C:E&M and Mechanics
AP Physics I	AP Physics I
AP US History	

AP European History	
AP World History	

Male students are significantly underrepresented in the following courses:

MVHS	LAHS
AP Environmental Science	AP Environmental Science
AP English Language	AP English Language
AP English Literature	AP English Literature
AP Psychology	AP Psychology
AP Bio	AP Bio
	AP Chem
	AP French
	AP Spanish Language
AP Spanish Lit	AP Spanish Lit

	AP Latin
AP Environmental Science	AP Environmental Science
	AP Calculus AB

Access by Ethnicity

In relation to their representation in the total school population, where Latino students make up 23% and **MVHS**, Latino student representation in AP classes runs between 0 and 14%, with the exception of Spanish Language (42%) and Spanish Literature (30%).

Other classes at **MVHS** where the Latino %age exceeds 10% include: AP Physics C (11%), AP Environmental Science (12%), AP English Language and Lit (14% each), AP Psychology (14), AP Macro Economics and AP Gov/Politics (14% each).

At **LAHS**, Latinos are 27% of the school's population. Latino student representation in AP classes runs between zero and 17%, with the exception of AP English Lit (19%), AP Human Geography (21%), AP Spanish Language (39%) and AP Spanish Literature (92%).

Other classes at **LAHS** where the Latino %age exceeds 10% include: AP Micro Economics (13%) , AP Gov/Politics (12%), AP English Language (12%),

Other Observations:

MVHS:

Asian students exceed their representation in the following AP classes, compared to their percentage in the population, which is 29%.

AP Calculus AB
 AP Calculus BC
 AP Statistics
 AP Computer Science

AP Physics C

AP Physics I

AP Bio

AP Chem

AP English Language

AP English Lit

AP World History

AP USH

AP Chinese

AP Japanese

AP French

LAHS:

Asian students exceed their representation in the following AP classes, compared to their percentage in the population, which is 32%.

AP Calculus AB

AP Calculus BC

AP Statistics

AP Computer Science

AP Physics C

AP Physics I

AP Bio

AP Chem

AP English Language

AP English Lit

Ap European History

AP USH

AP Psychology

AP Micro Economics

AP Gov/Politics

AP Chinese

AP French

White students, who make up 41% of the population at **MVHS**, are **OVERREPRESENTED** in the following courses:

AP Environmental Science

AP USH

AP European History

AP Macro Economics

AP Gov/Politics

AP French

White students, who make up 38% of the population at **LAHS**, are **OVERREPRESENTED** in the following courses:

AP Calculus AB

AP Physics I

AP Environmental Science

AP USH

AP Psychology

AP Human Geography

AP French

MVHS Student Distribution Across all AP courses by Ethnicity - 2019/20							
		All	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment		2184	905	634	501	47	97
Percent of Total			41%	29%	23%	2%	4%
Grade 10		583	253	151	137	15	27
Grade 11		494	215	142	111	6	20
Grade 12		499	191	143	128	12	25
Combined Enrollment		1576	659	436	376	33	72
<small>Enrollment data reflects enrollment as of CBEDS, October 2019</small>							
Calculus AB	# Enrolled	138	48	51	12	1	26
	% of Course Enrollment		35%	37%	9%	1%	19%
	% of comb. 11-12 Enrmt.	14%	12%	18%	5%	6%	58%
	Male	65	20	22	5	1	17
	Female	73	28	29	7	0	8
	GPA	4.46					
	# D/F	3	1	1	1		
Calculus BC	# Enrolled	126	52	53	7	1	3
	% of Course Enrollment		41%	42%	6%	1%	10%
	% of comb. 11-12 Enrmt.	13%	13%	19%	3%	6%	7%
	Male	71	36	25	4	0	6
	Female	55	16	28	3	1	7
	GPA	4.56					
	# D/F	0	0	0	0	0	0
AP Statistics	# Enrolled	77	29	30	4	0	14
	% of Course Enrollment		38%	39%	5%	0%	18%
	% of comb. 11-12 Enrmt.	8%	7%	11%	2%		31%
	Male	49	15	20	4	0	9
	Female	28	28	13	10	0	5
	GPA	4.38					
	# D/F	2	1	1			
AP Computer Science	# Enrolled	125	45	61	3	0	16
	% of Course Enrollment		36%	49%	2%	0%	13%
	% of comb. 10-12 Enrmt.	8%	7%	14%	1%		22%
	Male	95	36	41	2	0	16
	Female	30	9	20	1	0	0
	GPA	4.63					
	# D/F	5	1	3	1		

MVHS Student Distribution Across all AP courses by Ethnicity - 2019/20							
		ALL	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment		2184	905	634	501	47	97
Percent of Total			41%	29%	23%	2%	4%
Grade 10		583	253	151	137	15	27
Grade 11		494	215	142	111	6	20
Grade 12		499	191	143	128	12	25
Combined Enrollment		1576	659	436	376	33	72
Enrollment data reflects enrollment as of CBEDS, October 2019							
AP Physics C:E/M	# Enrolled	63	24	23	7	0	9
	% of Course Enrollment		39%	37%	11%	0%	14%
	% of comb. 11-12 Enrmt.	6%	6%	8%	3%		20%
	Male	53	18	20	7	0	8
	Female	10	6	3	0	0	1
	GPA	4.44	4.54	4.39	4.14	0.00	4.56
	# D/F	2		2			
AP Physics C:Mech	# Enrolled	63	24	23	7	0	9
	% of Course Enrollment		39%	37%	11%	0%	14%
	% of comb. 11-12 Enrmt.	6%	6%	8%	3%		20%
	Male	53	18	20	7	0	8
	Female	10	6	3	0	0	1
	GPA	4.44	4.54	4.39	4.14	0.00	4.56
	# D/F	2		2			
AP Physics 1	# Enrolled	164	65	60	12	1	26
	% of Course Enrollment		40%	37%	7%	100%	16%
	% of comb. 10-12 Enrmt.	10%	10%	14%	3%	3%	36%
	Male	105	42	40	6	0	17
	Female	59	23	20	6	1	9
	GPA	4.35					
	# D/F	4	1	1	2		
AP Bio	# Enrolled	72	23	24	5	1	8
	% of Course Enrollment		32%	47%	7%	100%	11%
	% of comb. 11-12 Enrmt.	7%	6%	8%	2%	6%	18%
	Male	26	15	16	1	1	2
	Female	46	18	18	4	0	6
	GPA	4.62					
	# D/F	1			1		

MVHS Student Distribution Across all AP courses by Ethnicity - 2019/20							
		ALL	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment		2184	905	634	501	47	97
Percent of Total			41%	29%	23%	2%	4%
Grade 10		583	253	151	137	15	27
Grade 11		494	215	142	111	6	20
Grade 12		499	191	143	128	12	25
Combined Enrollment <small>Enrollment data reflects enrollment as of CBEDS, October 2019</small>		1576	659	436	376	33	72
AP Chem	# Enrolled	27	11	11	1	1	3
	% of Course Enrollment		41%	41%	4%	400%	11%
	% of comb. 11-12 Enrmt.	3%	3%	4%	0%	6%	7%
	Male	15	6	6	0	1	2
	Female	12	5	5	0	1	7
	GPA	4.38					
	# D/F	0					
AP Environ. Sci	# Enrolled	187	90	48	23	2	24
	% of Course Enrollment		48%	26%	12%	1%	13%
	% of comb. 10-12 Enrmt.	12%	14%	11%	6%	6%	33%
	Male	78	38	15	13	0	12
	Female	109	52	33	10	2	12
	GPA	4.40					
	# D/F	7	1	0	3	1	2
AP Engl Lang	# Enrolled	320	125	100	44	4	39
	% of Course Enrollment		39%	31%	14%	1%	12%
	% of comb. 10-12 Enrmt.	20%	19%	23%	12%	12%	54%
	Male	135	48	54	15	0	15
	Female	184	76	46	29	4	24
	GPA	4.16					
	# D/F						
AP Engl Lit	# Enrolled	128	50	38	18	5	17
	% of Course Enrollment		39%	30%	14%	4%	13%
	% of comb. 11-12 Enrmt.	13%	12%	13%	8%	28%	38%
	Male	49	15	18	5	1	10
	Female	79	35	20	13	4	7
	GPA	4.16					
	# D/F	1				1	

MVHS Student Distribution Across all AP courses by Ethnicity - 2019/20							
		ALL	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment		2184	905	634	501	47	97
Percent of Total			41%	29%	23%	2%	4%
Grade 10		583	253	151	137	15	27
Grade 11		494	215	142	111	6	20
Grade 12		499	191	143	128	12	25
Combined Enrollment		1576	659	436	376	33	72
<small>Enrollment data reflects enrollment as of CBEDS, October 2019</small>							
AP Eur Hist	# Enrolled	122	66	27	8	1	20
	% of Course Enrollment		54%	22%	7%	1%	16%
	% of comb. 10-12 Enrmt.	8%	10%	6%	2%	3%	28%
	Male	70	37	16	5	0	12
	Female	52	29	11	3	1	8
	GPA	4.41					
	# D/F	1					1
AP WH	# Enrolled	68	25	29	3	1	6
	% of Course Enrollment		38%	43%	4%	1%	9%
	% of comb. 10-12 Enrmt.	4%	4%	7%	1%	3%	8%
	Male	39	11	19	1	4	22
	Female	29	14	10	0	2	13
	GPA	4.47					
	# D/F	2			2		
AP USH	# Enrolled	128	55	51	9	0	13
	% of Course Enrollment		43%	40%	7%	0%	10%
	% of comb. 11-12 Enrmt.	13%	14%	18%	4%		29%
	Male	83	36	24	3	0	10
	Female	45	19	17	6	0	3
	GPA	4.25					
	# D/F						
AP Psychology	# Enrolled	146	72	37	20	2	15
	% of Course Enrollment		49%	25%	14%	1%	19%
	% of comb. 10-12 Enrmt.	9%	11%	8%	5%	6%	21%
	Male	62	37	14	5	0	6
	Female	84	35	23	15	2	9
	GPA	3.96					
	# D/F	11	2	3	6	0	0

MVHS Student Distribution Across all AP courses by Ethnicity - 2019/20							
		ALL	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment		2184	905	634	501	47	97
Percent of Total			41%	29%	23%	2%	4%
Grade 10		583	253	151	137	15	27
Grade 11		494	215	142	111	6	20
Grade 12		499	191	143	128	12	25
Combined Enrollment <small>Enrollment data reflects enrollment as of CBEDS, October 2019</small>		1576	659	436	376	33	72
AP Macro Econ	# Enrolled	200	86	54	27	5	28
	% of Course Enrollment		43%	27%	14%	3%	14%
	% of 12th Grade Enrmt.	40%	45%	38%	21%	42%	39%
	Male	106	42	31	14	2	17
	Female	94	44	23	14	3	11
	GPA						
	# D/F						
AP Gov/Pol US	# Enrolled	203	86	56	28	6	27
	% of Course Enrollment		42%	28%	14%	3%	13%
	% of 12th Grade Enrmt.	41%	45%	39%	22%	50%	37%
	Male	108	42	32	14	2	17
	Female	95	44	24	14	3	10
	GPA	4.34	4.37	4.59	3.61	3.50	4.44
	# D/F	3	1	1		1	
AP Chinese	# Enrolled	22	1	19			2
	% of Course Enrollment		5%	87%	0%	0%	9%
	% of comb. 10-12 Enrmt.	1%	0%	4%			3%
	Male	13	1	0.1	0	0	2
	Female	9	0	0.09	0	0	0
	GPA	4.86					
	# D/F	0					
AP Japanese	# Enrolled	18	1	10	0	0	7
	% of Course Enrollment		6%	56%	0%	0%	39%
	% of comb. 10-12 Enrmt.	1%	0%	2%			10%
	Male	8	0	5	0	0	3
	Female	10	1	5	0	0	4
	GPA	4.67					
	# D/F	0					

MVHS Student Distribution Across all AP courses by Ethnicity - 2019/20							
		ALL	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment		2184	905	634	501	47	97
Percent of Total			41%	29%	23%	2%	4%
Grade 10		583	253	151	137	15	27
Grade 11		494	215	142	111	6	20
Grade 12		499	191	143	128	12	25
Combined Enrollment		1576	659	436	376	33	72
<small>Enrollment data reflects enrollment as of CBEDS, October 2019</small>							
AP French	# Enrolled	18	8	7	0	0	3
	% of Course Enrollment		44%	39%	0%	0%	17%
	% of comb. 10-12 Enrmt.	1%	1%	2%			4%
	Male	10	5	4	0	0	1
	Female	8	3	3	0	0	2
	GPA	4.50					
	# D/F	0					
AP Spanish Lang	# Enrolled	89	28	18	37	0	6
	% of Course Enrollment		31%	20%	42%	0%	7%
	% of comb. 10-12 Enrmt.	6%	4%	4%	10%		8%
	Male	47	14	9	21	0	3
	Female	42	14	9	15	0	3
	GPA	4.28					
	D/F	0					
AP Span Lit	# Enrolled	54	22	12	16	0	4
	% of Course Enrollment		41%	22%	30%	0%	7%
	% of comb. 10-12 Enrmt.	3%	3%	3%	4%		6%
	Male	13	6	1	6	0	0
	Female	41	16	11	10	0	4
	GPA	4.85					
	D/F	0					

LAHS Student Distribution Across all AP courses by Ethnicity - 2019/20						
	ALL	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment	2253	846	710	606	31	60
Percent of Total		38%	32%	27%	1%	3%
Grade 10	565	220	171	157	4	13
Grade 11	577	232	179	145	11	10
Grade 12	526	196	175	123	8	24
Combined Enrollment	1668	648	525	425	23	47
Enrollment data reflects enrollment as of CBEDS, October 2019						
Calculus AB	# Enrolled	150	61	55	11	0
	% of Course Enrollment	41%	37%	7%	0%	15%
	% of comb. 11-12 Enrmt.	14%	14%	16%	4%	68%
	Male	64	25	29	4	15
	Female	86	36	35	7	8
	GPA	4.39				
	# D/F	0	0	0	0	0
Calculus BC	# Enrolled	113	36	64	4	9
	% of Course Enrollment	32%	57%	4%	0%	8%
	% of comb. 11-12 Enrmt.	10%	8%	18%	1%	26%
	Male	68	24	37	2	5
	Female	45	12	27	2	4
	GPA	4.63				
	# D/F	1	1	0	0	0
AP Statistics	# Enrolled	115	39	49	12	0
	% of Course Enrollment	34%	43%	10%	0%	13%
	% of comb. 11-12 Enrmt.	10%	9%	14%	4%	44%
	Male	58	21	25	6	6
	Female	27	18	24	6	9
	GPA	4.79				
	# D/F	0	0	0	0	0
AP Computer Science	# Enrolled	114	38	60	8	0
	% of Course Enrollment	33%	53%	7%	0%	7%
	% of comb. 10-12 Enrmt.	7%	6%	11%	2%	17%
	Male	79	26	44	3	6
	Female	35	12	16	5	2
	GPA	4.65				
	# D/F	2	1	1	0	0

LAHS Student Distribution Across all AP courses by Ethnicity - 2019/20							
		ALL	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment		2253	846	710	606	31	60
Percent of Total			38%	32%	27%	1%	3%
Grade 10		565	220	171	157	4	13
Grade 11		577	232	179	145	11	10
Grade 12		526	196	175	123	8	24
Combined Enrollment		1668	648	525	425	23	47
Enrollment data reflects enrollment as of CBEDS, October 2019							
AP Physics C:E/M	# Enrolled	64	18	33	4	0	9
	% of Course Enrollment		28%	52%	6%	0%	14%
	% of comb. 11-12 Enrmt.	6%	4%	9%	1%		26%
	Male	54	15	27	4		1
	Female	10	3	6	0		8
	GPA	4.26	4.21	4.30	4.25		4.22
	# D/F						
AP Physics C:Mech	# Enrolled	65	19	33	4	0	9
	% of Course Enrollment		29%	51%	6%	0%	14%
	% of comb. 11-12 Enrmt.	6%	4%	9%	1%		26%
	Male	55	16	27	4		8
	Female	10	3	6	0		1
	GPA	4.26	4.21	4.30	4.25		4.22
	# D/F	0	0	0	0		0
AP Physics 1	# Enrolled	148	59	69	6	0	14
	% of Course Enrollment		40%	47%	4%	0%	9%
	% of comb. 10-12 Enrmt.	9%	9%	13%	1%		30%
	Male	88	34	41	4		9
	Female	60	25	28	2		5
	GPA	4.35					
	# D/F	2	1	1	0		0
AP Bio	# Enrolled	124	45	55	10	1	13
	% of Course Enrollment		36%	44%	8%	1%	10%
	% of comb. 11-12 Enrmt.	11%	11%	16%	4%	5%	38%
	Male	41	18	17	1	1	4
	Female	83	27	38	9	0	9
	GPA	4.35					
	# D/F	3	1	1	1	0	0

LAHS Student Distribution Across all AP courses by Ethnicity - 2019/20							
		All	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment		2253	846	710	606	31	60
Percent of Total			38%	32%	27%	1%	3%
Grade 10		565	220	171	157	4	13
Grade 11		577	232	179	145	11	10
Grade 12		526	196	175	123	8	24
Combined Enrollment		1668	648	525	425	23	47
Enrollment data reflects enrollment as of CBEDS, October 2019							
AP Chem	# Enrolled	81	22	44	6	1	8
	% of Course Enrollment		27%	54%	7%	1%	10%
	% of comb. 11-12 Enrmt.	7%	5%	12%	2%	5%	24%
	Male	36	11	19	3	0	3
	Female	45	11	25	3	1	5
	GPA	4.75					
	# D/F	1	0	1	0	0	0
AP Environ. Sci	# Enrolled	186	97	36	33	2	18
	% of Course Enrollment		52%	19%	17%	1%	10%
	% of comb. 10-12 Enrmt.	11%	15%	7%	8%	9%	38%
	Male	86	48	14	15	0	9
	Female	100	49	22	18	2	9
	GPA	4.24					
	# D/F	9	2	0	5	0	2
AP Engl Lang	# Enrolled	129	49	49	16	4	11
	% of Course Enrollment		38%	38%	12%	3%	9%
	% of comb. 10-12 Enrmt.	8%	8%	9%	4%	17%	23%
	Male	45	19	16	5	2	3
	Female	84	30	33	11	2	8
	GPA	4.34					
	# D/F	2	1	1	0	0	0
AP Engl Lit	# Enrolled	73	26	31	7	0	9
	% of Course Enrollment		36%	42%	19%	0%	12%
	% of comb. 11-12 Enrmt.	7%	6%	9%	3%		26%
	Male	25	6	14	3		2
	Female	48	20	17	4		7
	GPA	4.64					
	# D/F	0	0	0	0		0

LAHS Student Distribution Across all AP courses by Ethnicity - 2019/20							
		ALL	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment		2253	846	710	606	31	60
Percent of Total			38%	32%	27%	1%	3%
Grade 10		565	220	171	157	4	13
Grade 11		577	232	179	145	11	10
Grade 12		526	196	175	123	8	24
Combined Enrollment		1668	648	525	425	23	47
Enrollment data reflects enrollment as of CBEDS, October 2019							
AP Eur Hist	# Enrolled	129	47	62	13	1	6
	% of Course Enrollment		36%	48%	10%	1%	5%
	% of comb. 10-12 Enrmt.	8%	7%	12%	3%	4%	13%
	Male	61	15	33	9	0	4
	Female	68	32	29	4	1	2
	GPA	4.50					
	# D/F	2	1	0	1	0	0
AP USH	# Enrolled	162	66	58	17	3	18
	% of Course Enrollment		41%	36%	10%	2%	11%
	% of comb. 11-12 Enrmt.	15%	15%	16%	6%	16%	53%
	Male	85	34	34	8	1	8
	Female	77	32	24	9	2	10
	GPA	4.56					
	# D/F	5	3	2	0	0	0
AP Psychology	# Enrolled	119	54	46	8	0	11
	% of Course Enrollment		46%	39%	7%	0%	9%
	% of comb. 10-12 Enrmt.	7%	8%	9%	2%		23%
	Male	49	22	18	1		8
	Female	70	32	28	7		3
	GPA	4.76					
	# D/F	2	2	0	0		0
AP Micro Econ	# Enrolled	274	100	99	36	0	39
	% of Course Enrollment		37%	36%	13%	0%	14%
	% of 12th Grade Enrmt.	52%	51%	57%	29%		83%
	Male	133	48	45	24		19
	Female	143	52	54	12		20
	GPA	4.61					
	# D/F	18	0	0	0		1

LAHS Student Distribution Across all AP courses by Ethnicity - 2019/20							
		ALL	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment		2253	846	710	605	31	60
Percent of Total			38%	32%	27%	1%	3%
Grade 10		565	220	171	157	4	13
Grade 11		577	232	179	145	11	10
Grade 12		526	196	175	123	8	24
Combined Enrollment		1668	648	525	425	23	47
Enrollment data reflects enrollment as of CBEDS, October 2019							
AP Gov/Pol US	# Enrolled	215	76	85	25	0	29
	% of Course Enrollment		35%	40%	12%	0%	13%
	% of 12th Grade Enrmt.	41%	39%	49%	20%		62%
	Male	103	36	37	17		13
	Female	112	40	48	8		16
	GPA	4.45					
	# D/F	3	2	0	1		0
AP Human Geo	# Enrolled	276	124	69	57	1	25
	% of Course Enrollment		45%	25%	21%	<1	9%
	% of comb. 10-12 Enrmt.	17%	19%	13%	13%	4%	53%
	Male	133	56	39	26	0	12
	Female	143	68	30	31	1	13
	GPA	4.17					
	# D/F	18	5	1	11	0	1
AP Chinese	# Enrolled	31	3	25	0	0	3
	% of Course Enrollment		10%	81%	0%	0%	10%
	% of comb. 10-12 Enrmt.	2%	0%	5%			6%
	Male	16	2	12			2
	Female	15	1	13			1
	GPA	4.71					
	# D/F	0	0	0			0
AP French	# Enrolled	31	21	6	0	0	4
	% of Course Enrollment		68%	19%	0%	0%	13%
	% of comb. 10-12 Enrmt.	2%	3%	1%			9%
	Male	12	9	3			0
	Female	19	12	3			4
	GPA	4.90					
	# D/F	0	0	0			

LAHS Student Distribution Across all AP courses by Ethnicity - 2019/20							
		ALL	Caucasian	Asian	Latino	Af. Am.	Other
Total School Enrollment		2253	846	710	606	31	60
Percent of Total			38%	32%	27%	1%	3%
Grade 10		565	220	171	157	4	13
Grade 11		577	232	179	145	11	10
Grade 12		526	196	175	123	8	24
Combined Enrollment		1668	648	525	425	23	47
Enrollment data reflects enrollment as of CBEDS, October 2019							
AP Spanish Lang	# Enrolled	112	33	23	44	2	10
	% of Course Enrollment		29%	21%	39%	2%	9%
	% of comb. 10-12 Enrmt.	7%	5%	4%	10%	9%	21%
	Male	47	11	5	24	1	6
	Female	65	22	18	20	1	4
	GPA	4.30					
	D/F	2	0	0	2	0	0
AP Span Lit	# Enrolled	25	2	0	23	0	0
	% of Course Enrollment		8%		92%	0%	0%
	% of comb. 10-12 Enrmt.	1%			4%		
	Male	6	1		5		
	Female	19	1		18		
	GPA	2.39					
	D/F	1	0		1		
AP Latin	# Enrolled	13	3	5	0	0	5
	% of Course Enrollment		23%	38%	0%	0%	38%
	% of comb. 10-12 Enrmt.	1%	0%	1%			11%
	Male	12	0	3			1
	Female	19	3	2			4
	GPA	4.23					
	D/F	0	0	1			0

SAT

Summary and Findings from SAT Report - 2020

Page 2

Combined ERW and Math scores have declined by 5 points at MVHS and increased by 16 points at LAHS
Both schools far exceed state averages

Page 3

SAT Benchmark scores indicate likelihood of success in college: Districtwide, 82% of all students are meeting SAT Benchmarks; 92% of Asian students, 91% of White students, and 50% of Latino students

Page 4

Percent of students meeting Benchmarks in ERW at MVHS has gone up from 91% to 93% since last year; at LAHS the percentage of students meeting Benchmarks in ERW has gone down from 92% to 91%.

In math, the percentage has dropped from 88% to 83% at MVHS, and has increased from 80% to 84% at LAHS

Page 5

Essay scores have been very stable in the last two years, and consistently exceed statewide scores

Page 6

Mean scores by Ethnicity at MVHS are highest for White students 654 in ERW, 645 for Asian students, and 568 for Latino students
In mathematics, Asian students have the highest mean score, 682, followed with 660 for White students and 558 for Latino students

Page 7

Mean scores by Ethnicity at LAHS are highest for White students, 670 in ERW, followed by 662 for Asian students and 540 for Latinos

In mathematics, Asian students have the highest mean score of 694, followed by White students with a score of 677, and Latino students with a score of 544

Page 8

Benchmark scores by school show Latino students with a gap of 21 %age points compared to their White counterparts in ERW, and a gap of 33 points in math

Page 9

The Benchmark gap between Latino and White students at LAHS is 29 %age points in ERW and 43 points in math

Page 13 and 14

These tables capture changes in the number of exams taken by course for both schools. The tables below the graphs show the number of exams and the average score for each subject.

At both schools, Math IIC is the most popular subject, US History at MVHS has seen the greatest decline in the number of test takers, while USH shows a slight increase at LAHS.

The subject with the highest mean score at MVHS is Biology, at LAHS it is Math IIC.

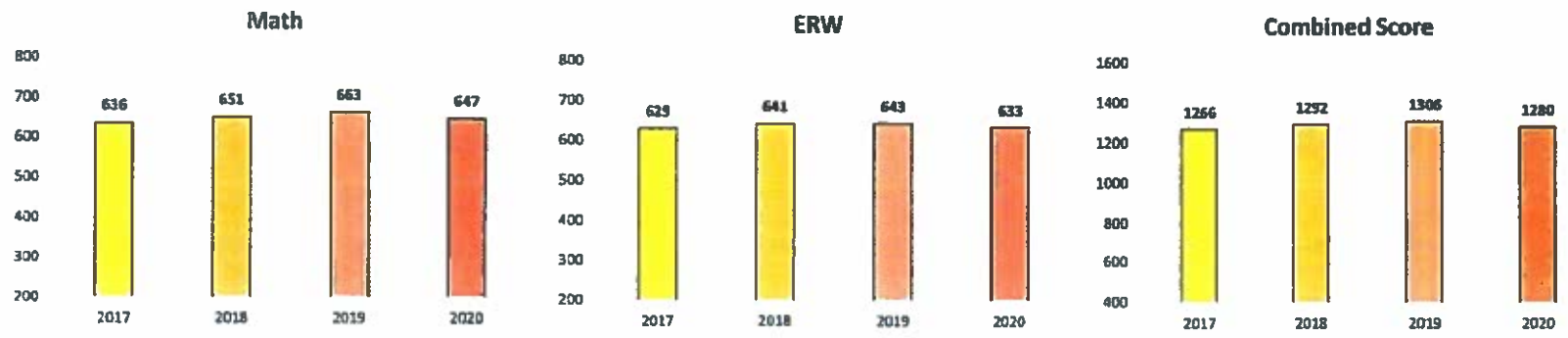
The subject with the lowest mean score at MVHS is Math IIC, and at LAHS it is Math IC.

SAT 4 year Score Averages

Class of 2017, 2018, 2019 and 2020

Table 1

Mountain View High School



Los Altos High School



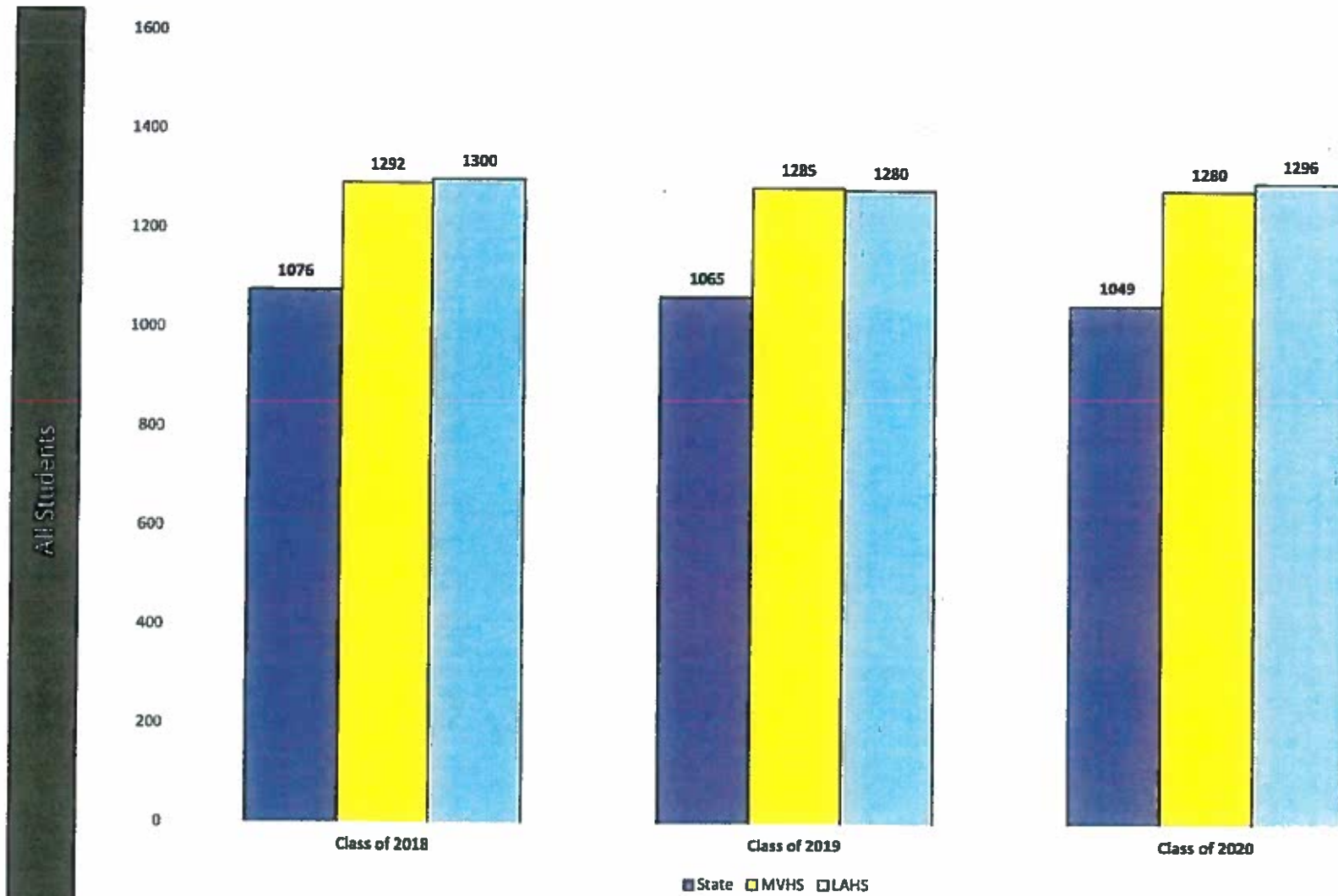
Data Source: 2017, 2018 and 2019- Indicator #5; 2020- College Board Report

All Students

SAT Score Averages - ERW + Math Combined

Class of 2018, 2019 and 2020

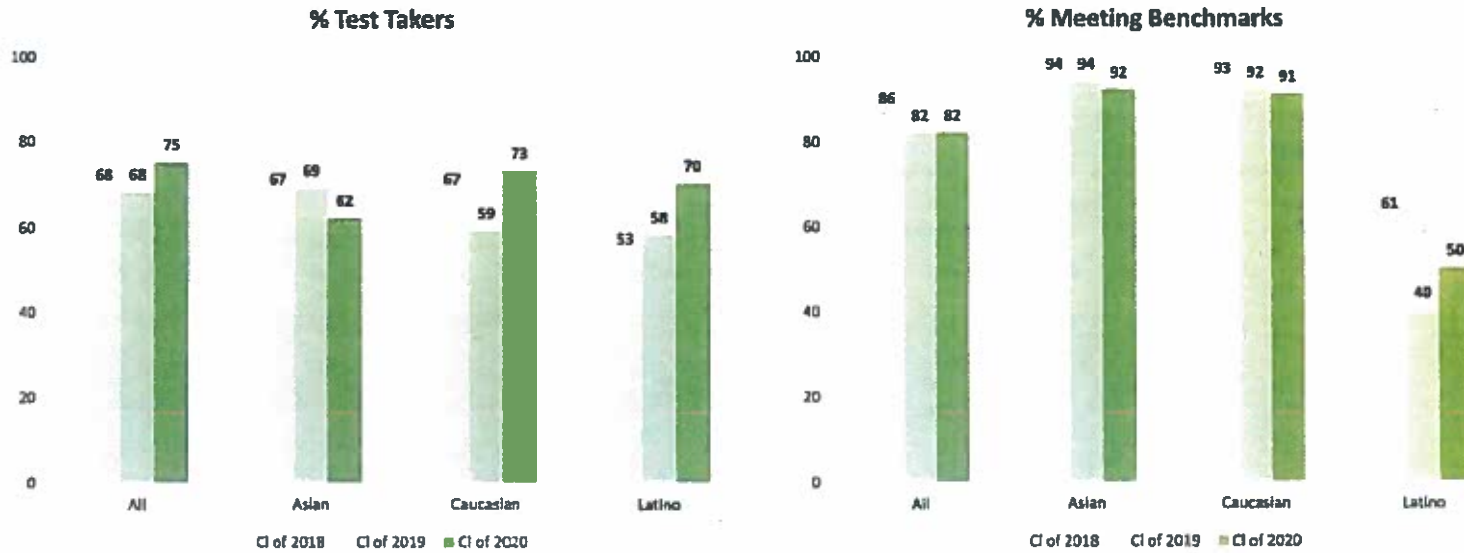
Table 2



Data Source: College Board Report

MVLA District Results
SAT Test Takers + % Meeting Both Benchmarks
 Class of 2018, 2019 and 2020
 Table 3

All Students



#	All	Asian	Caucasian	Latino
2018 Grads	934	248	402	229
2019 Grads	924	265	410	220
2020 Grads	976	316	378	219

Data Source: College Board Report (# test takers & # meeting benchmarks), Indicator #5 (# of graduates)

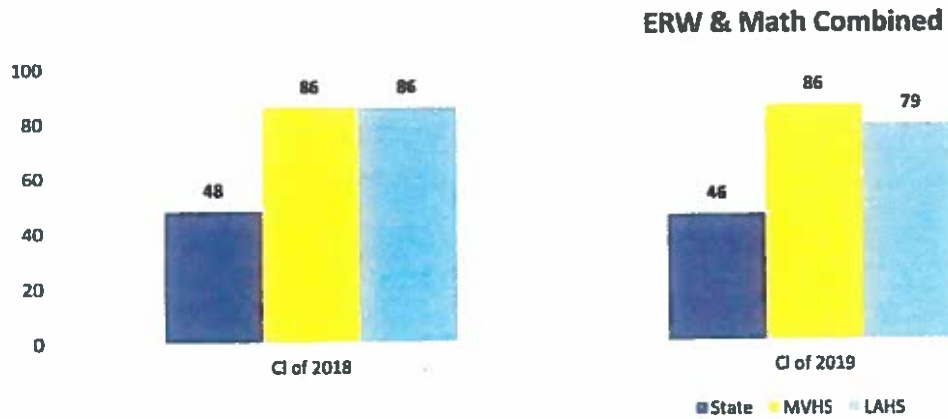
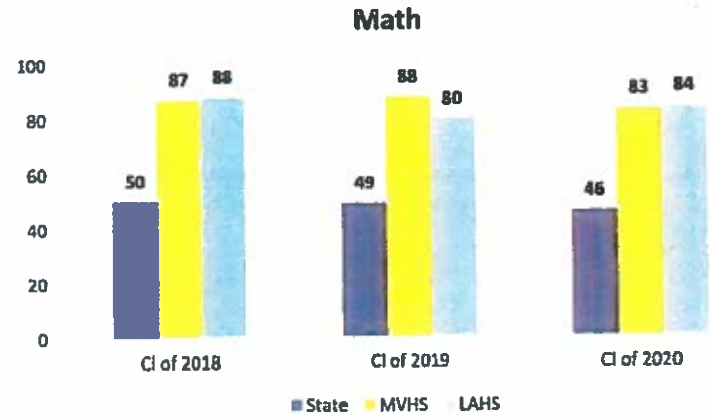
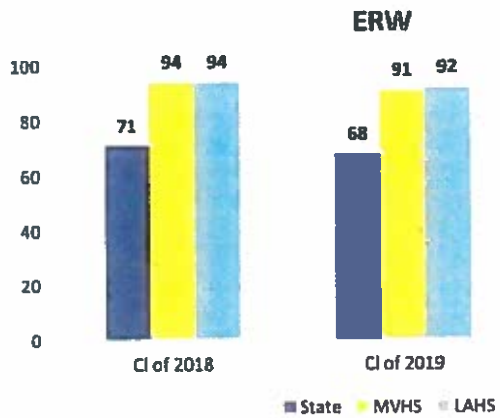
Note: 2018 percentages have been recalculated to match the 2019 College Board calculations
 2018: 631 test takers/934 graduates
 2019: 633 test takers/924 graduates
 2020: 731 test takers/976 graduates

SAT % Meeting Benchmarks

Class of 2018, 2019 and 2020

Table 4

All Students



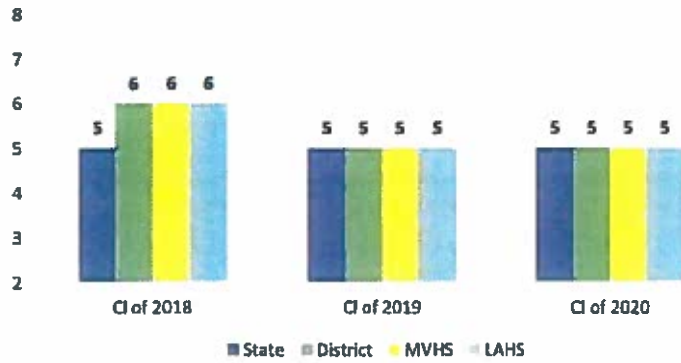
Data Source: College Board Report

SAT Essay Mean Scores

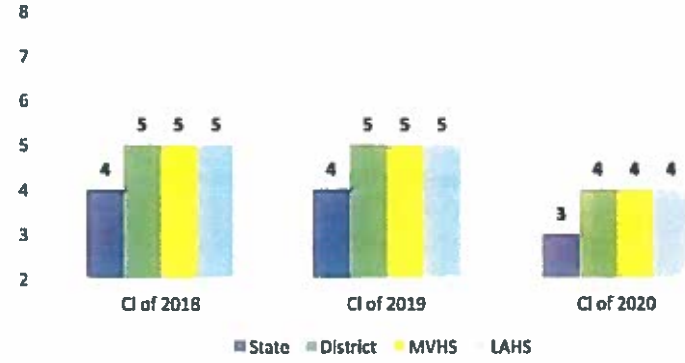
Class of 2018, 2019 and 2020

Table 5

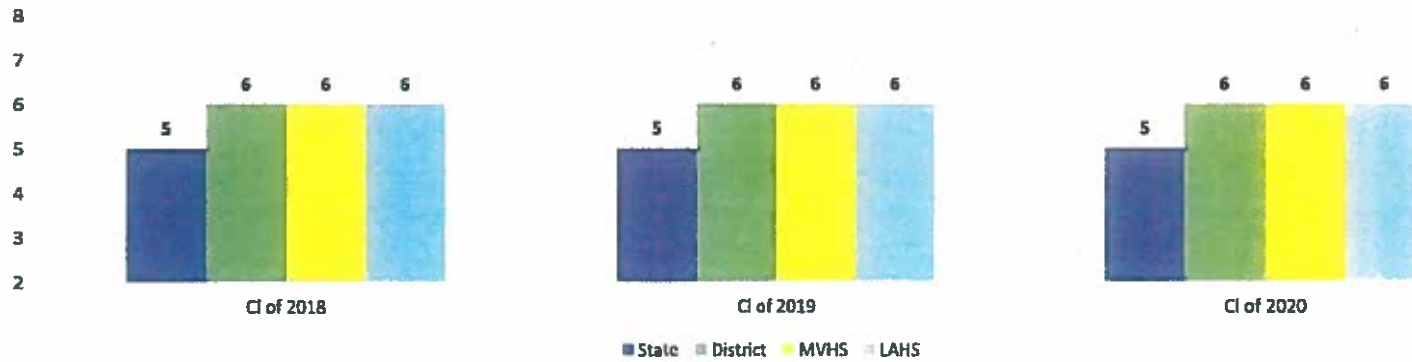
Reading



Analysis



Writing



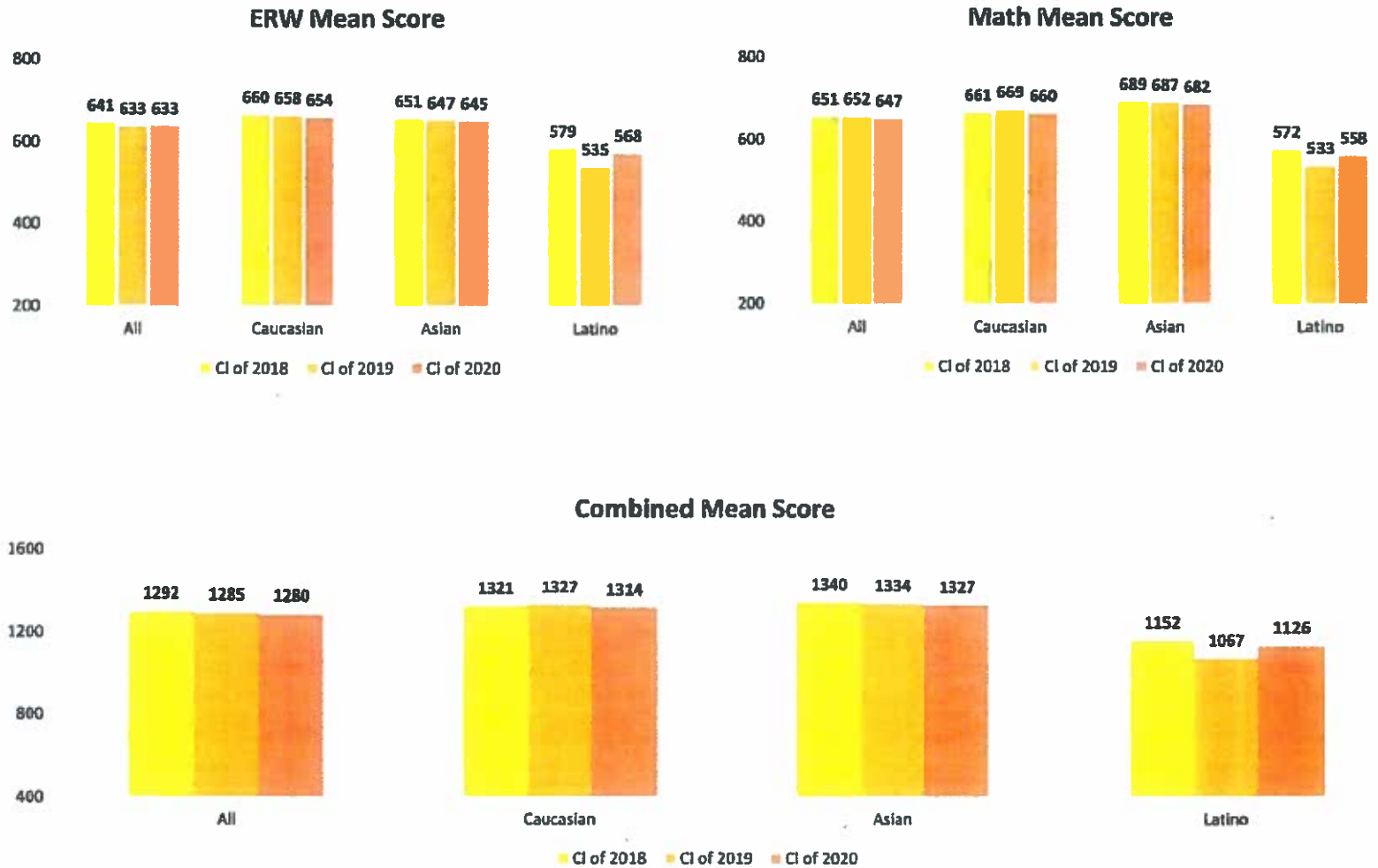
Note: Taking the essay portion of the test is optional
Data Source: College Board Report

Mountain View High School
SAT Mean Scores by Ethnicity

Class of 2018, 2019 and 2020

Table 6a

All Students



Note: ERW and Math score range is 200-800, Combined score range is 400-1600

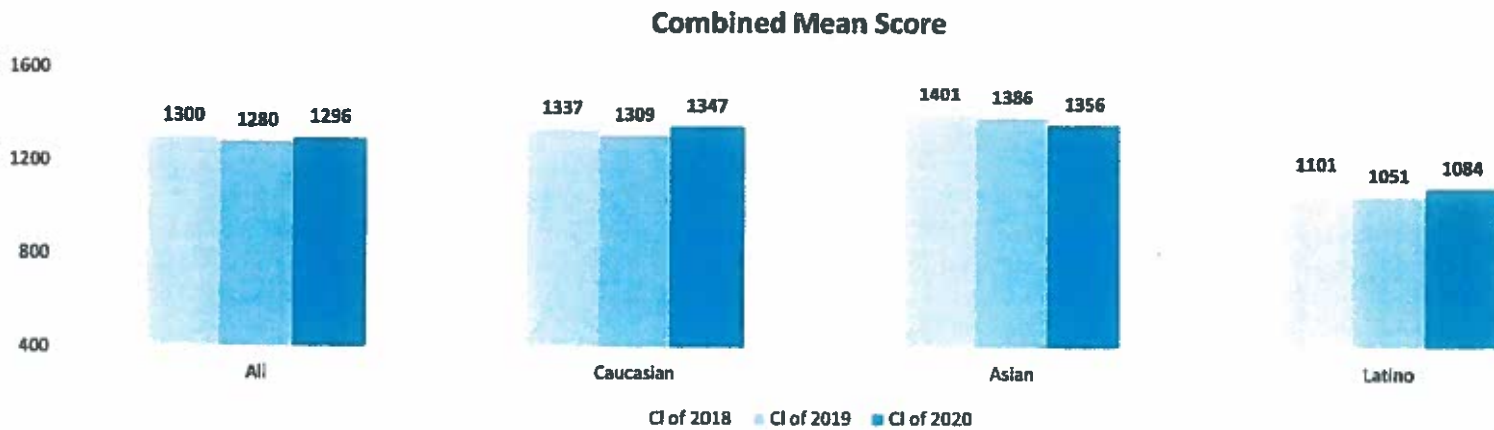
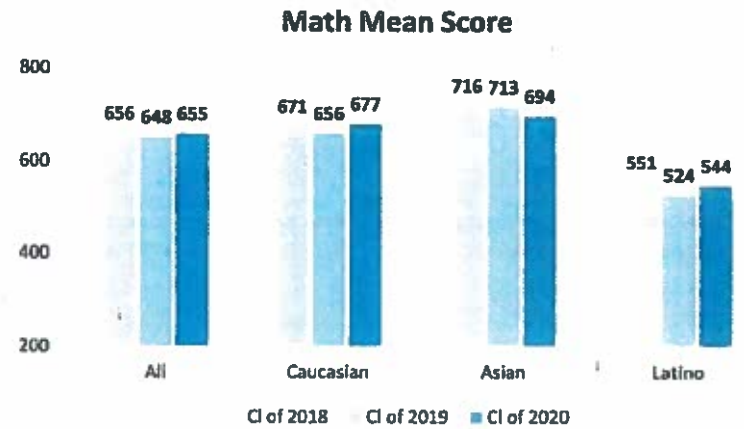
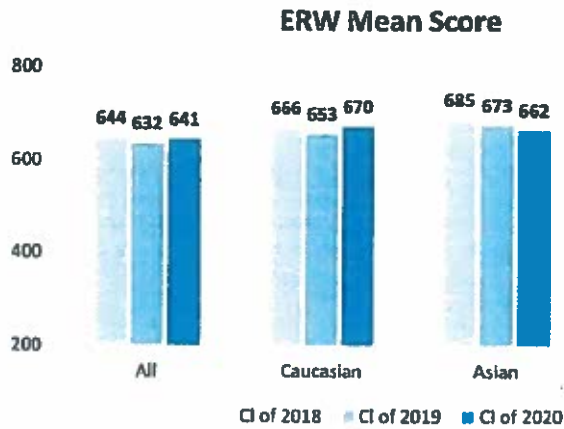
Data Source: College Board Report

Los Altos High School
SAT Mean Scores by Ethnicity

Class of 2018, 2019 and 2020

Table 6b

All Students

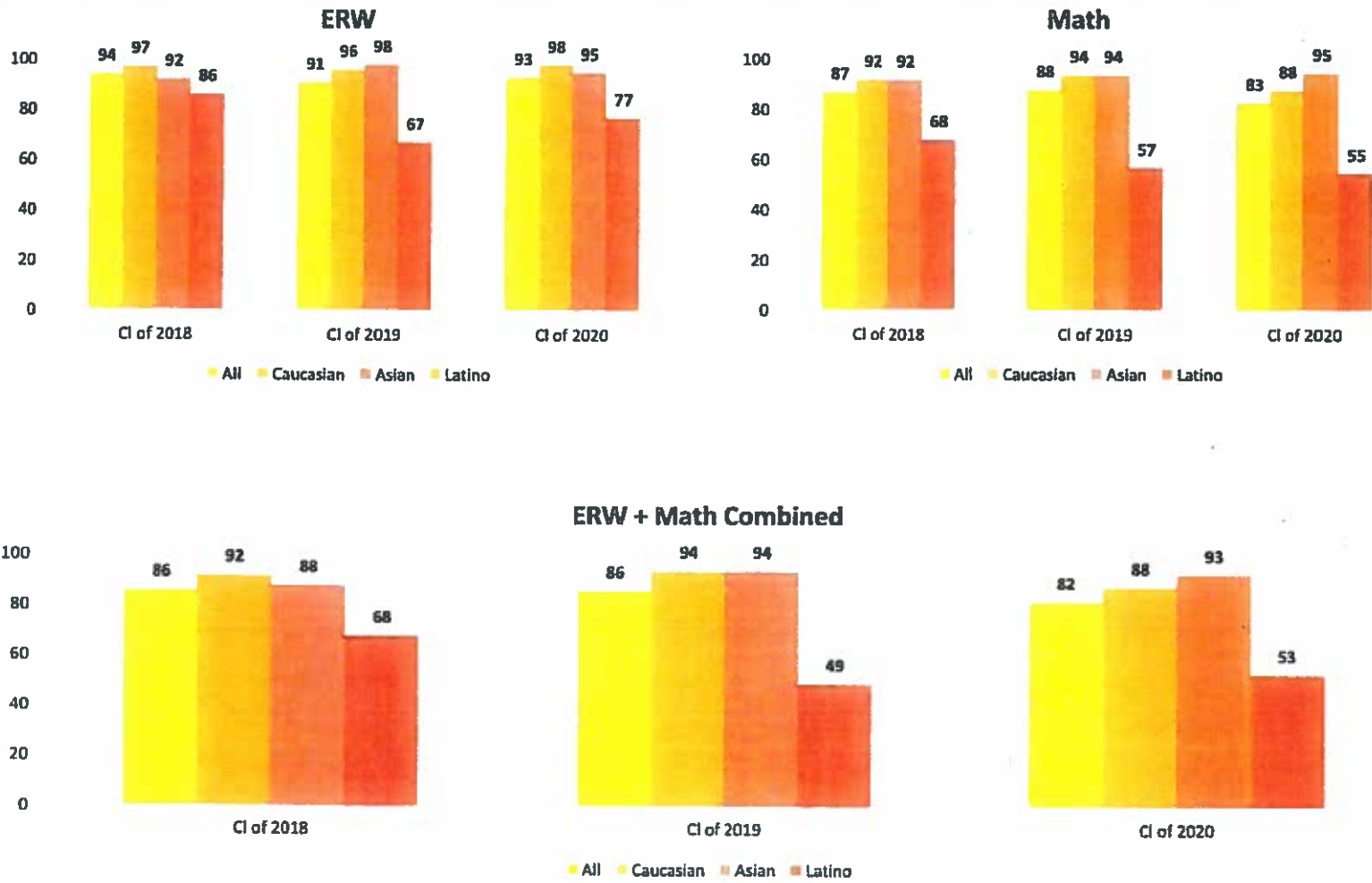


Note: ERW and Math score range is 200-800, Combined score range is 400-1600
 Data Source: College Board Report

Mountain View High School
SAT % Meeting Benchmarks

Class of 2018, 2019 and 2020

Table 7a



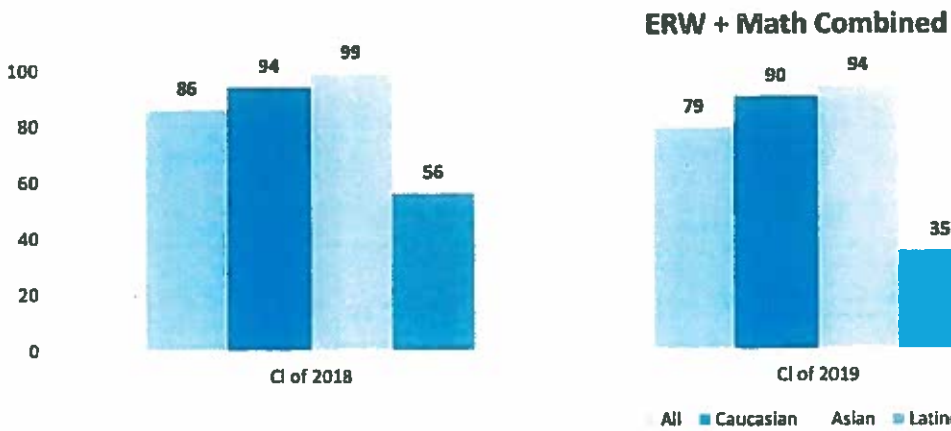
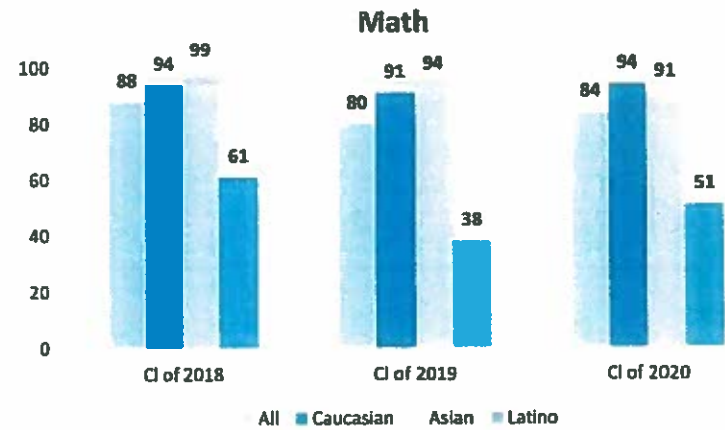
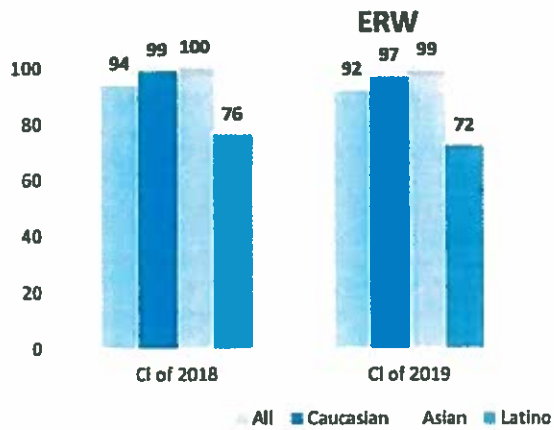
Data Source: College Board Report

Los Altos High School
SAT % Meeting Benchmarks

Class of 2018, 2019 and 2020

Table 7b

All Students

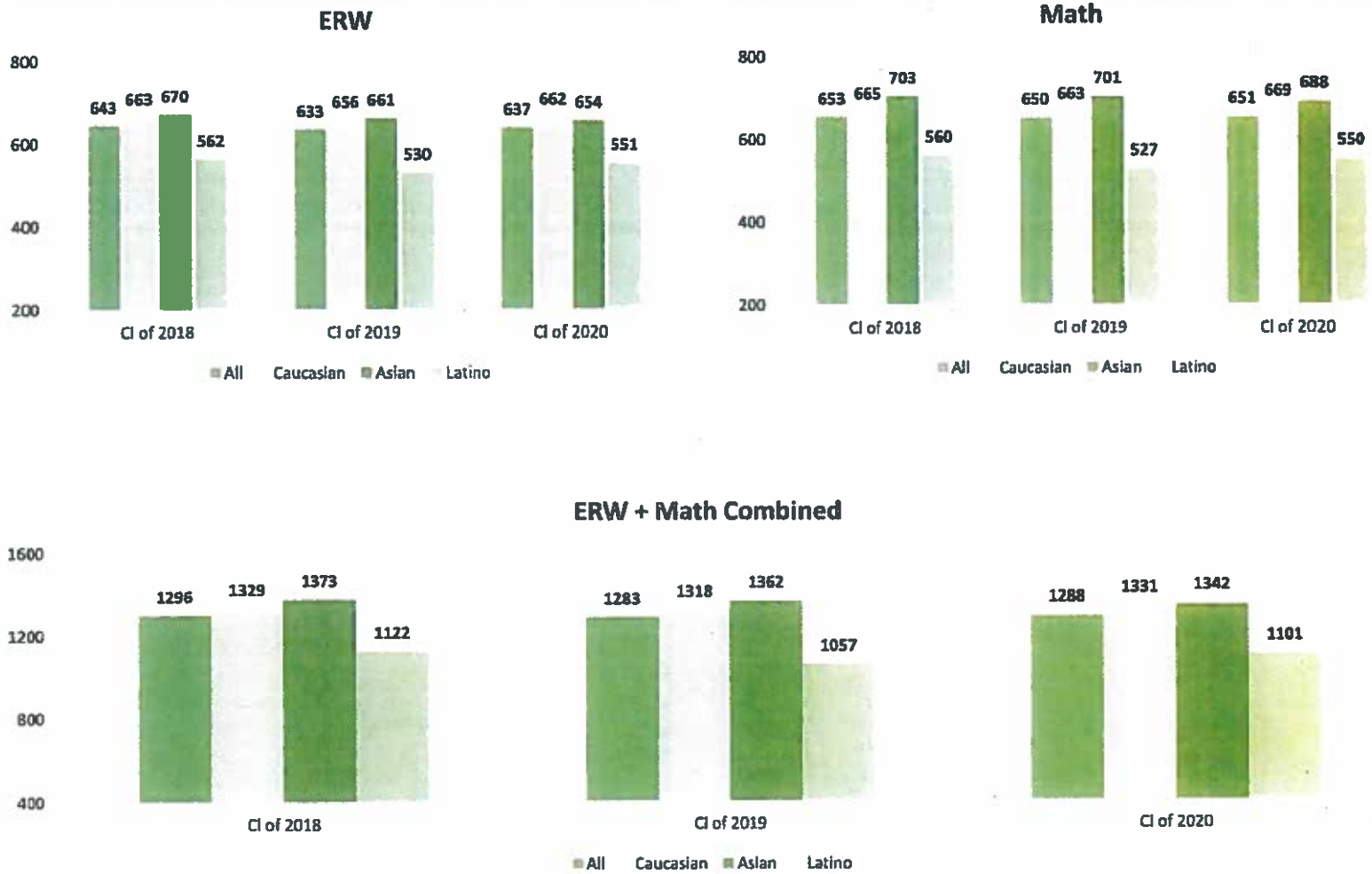


Data Source: College Board Report

MVLA District Results
SAT Mean Scores by Ethnicity

Class of 2018, 2019 and 2020

Table 8a

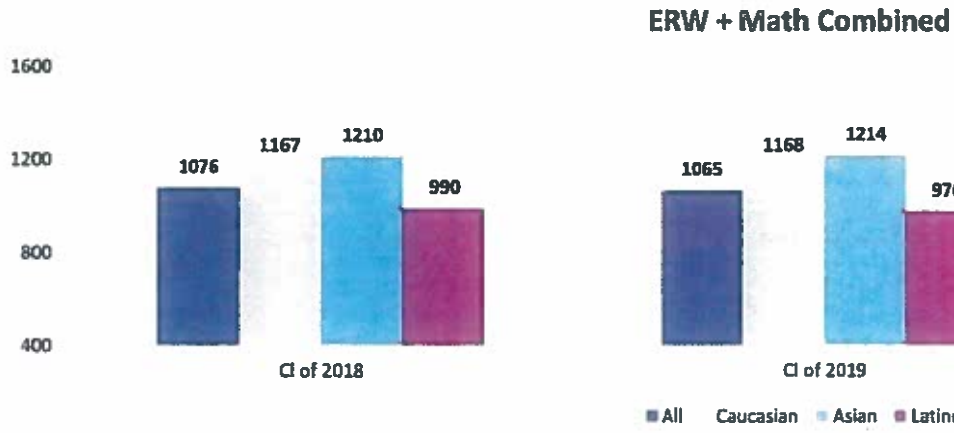
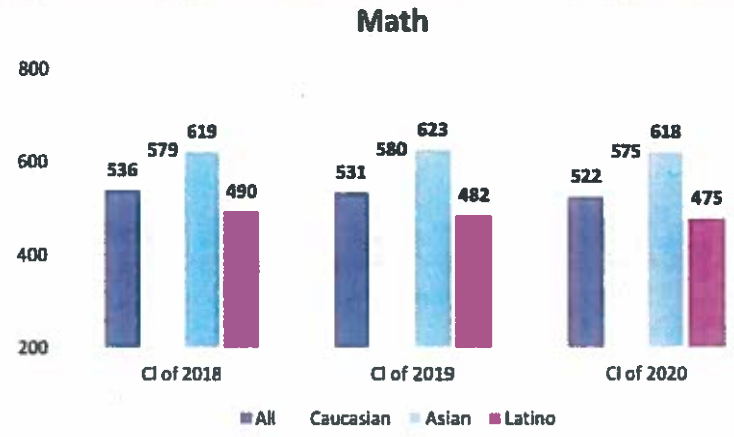


Note: ERW and Math score range is 200-800, Combined score range is 400-1600

Data Source: College Board Report

State Results
SAT Mean Scores by Ethnicity
 Class of 2018, 2019 and 2020
 Table 8b

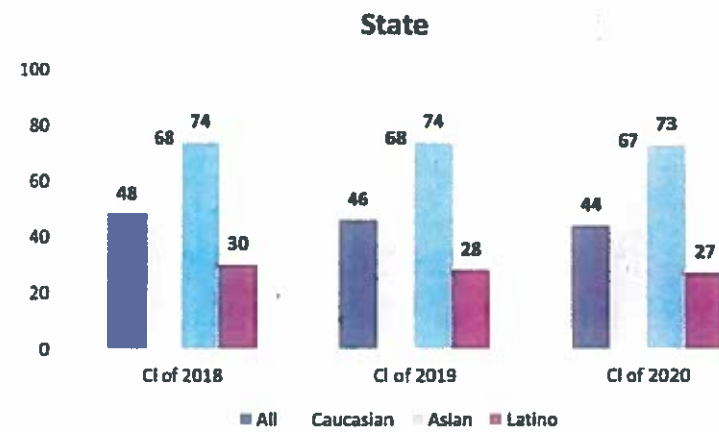
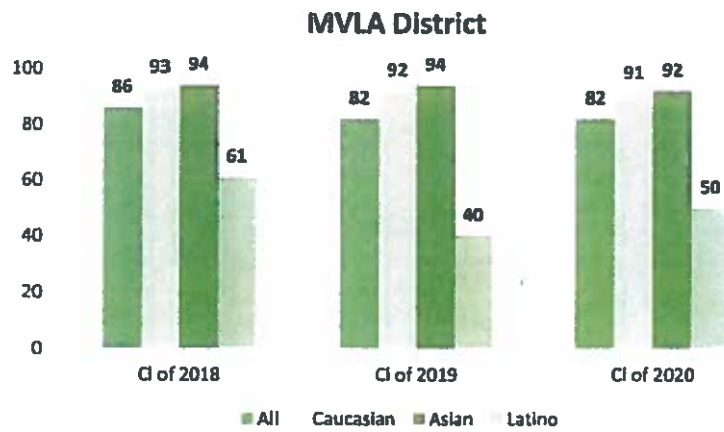
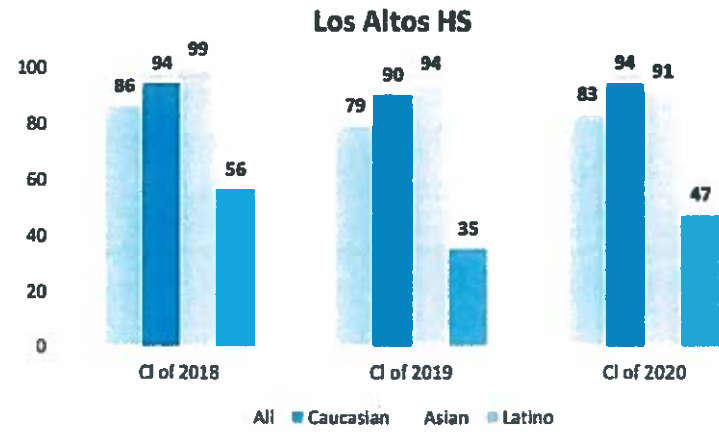
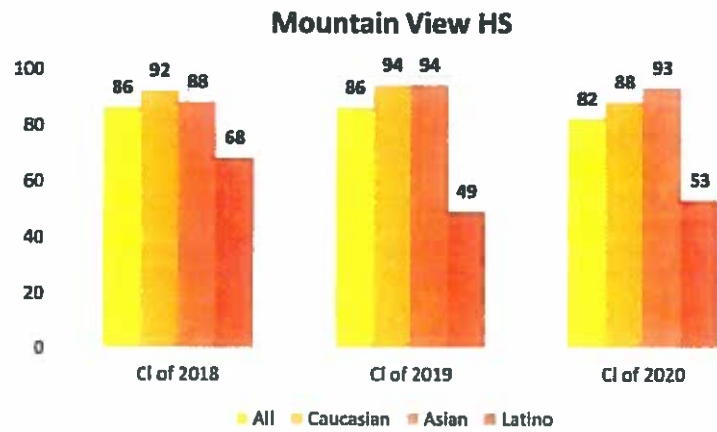
All Students



Note: ERW and Math score range is 200-800, Combined score range is 400-1600
 Data Source: College Board Report

MVLA District and State Results
SAT % Met Both Benchmarks by Ethnicity
 Class of 2018, 2019 and 2020
 Table 9

All Students

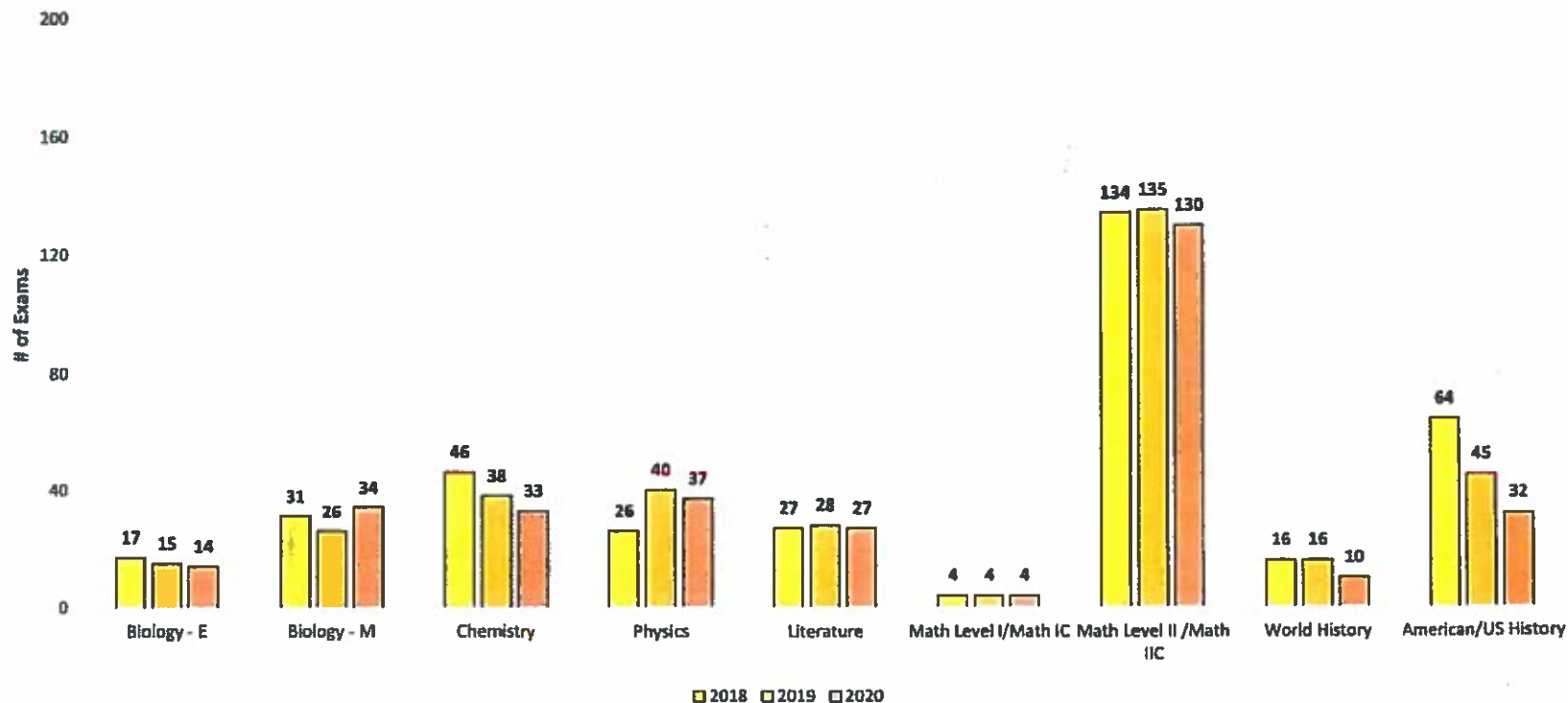


Note: ERW and Math score range is 200-800, Combined score range is 400-1600
 Data Source: College Board Report

Mountain View High School Results
SAT # of Exams + Score by Subject

Class of 2018, 2019 and 2020

Table 10a



By Subject	Class of 2018	
	# of Exams	Average Score
Biology - E	17	650
Biology - M	31	711
Chemistry	46	715
Physics	26	725
Literature	27	619
Math Level I/Math IC	4	n/a
Math Level II/Math IIC	134	721
World History	16	679
American/US History	64	670

By Subject	Class of 2019	
	# of Exams	Average Score
Biology - E	15	693
Biology - M	26	736
Chemistry	38	688
Physics	40	712
Literature	28	661
Math Level I/Math IC	4	670
Math Level II/Math IIC	135	717
World History	16	654
American/US History	45	676

By Subject	Class of 2020	
	# of Exams	Average Score
Biology - E	14	744
Biology - M	34	741
Chemistry	33	687
Physics	37	716
Literature	27	667
Math Level I/Math IC	4	610
Math Level II/Math IIC	130	736
World History	10	675
American/US History	32	683

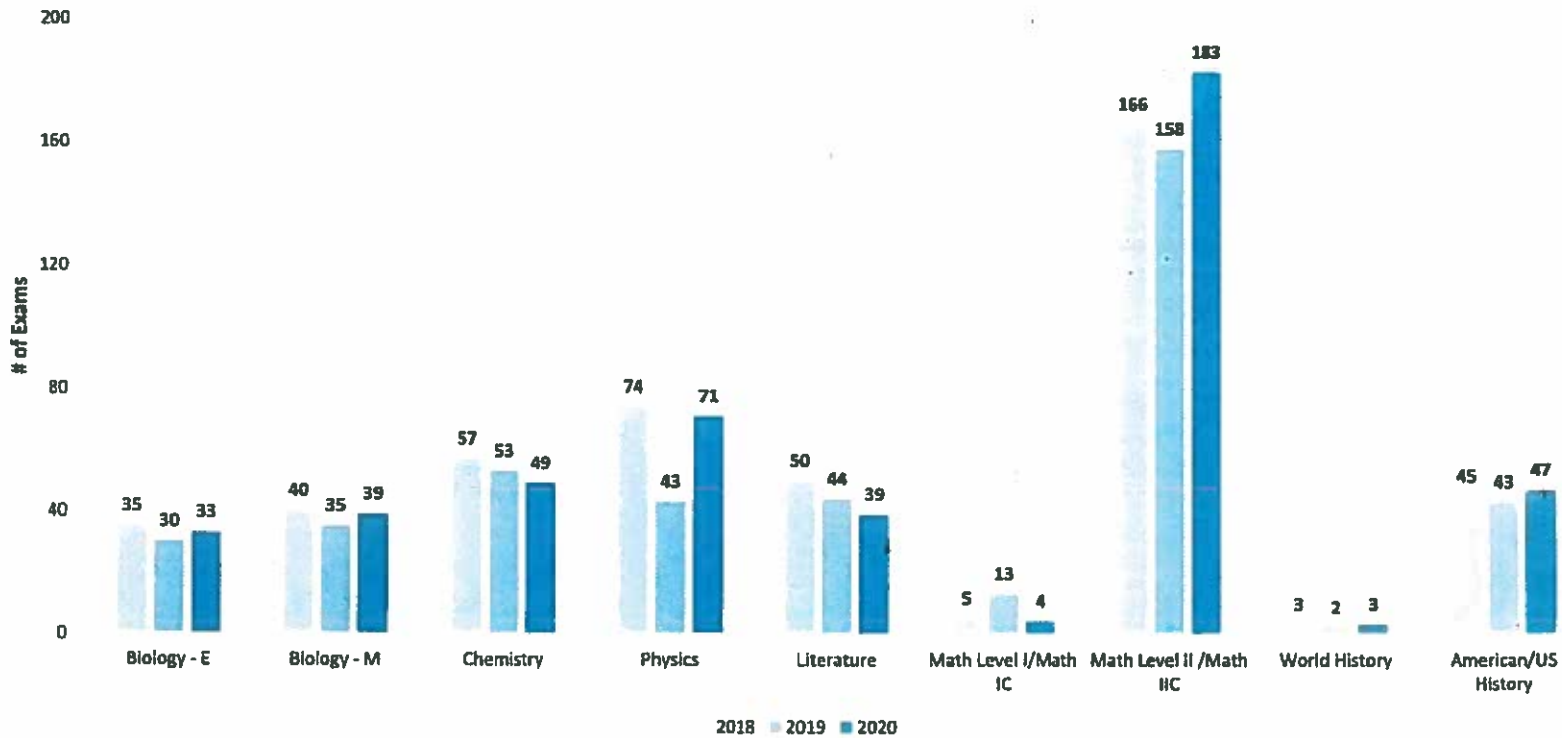
Data Source: 2018- Custom College Board Report; 2019 and 2020- Indicator #6

Los Altos High School Results
SAT # of Exams + Score by Subject

Class of 2018, 2019 and 2020

Table 10b

All Students



Class of 2018

By Subject	# of Exams	Average Score
Biology - E	35	680
Biology - M	40	698
Chemistry	57	700
Physics	74	730
Literature	50	656
Math Level I/Math IC	5	n/a
Math Level II/Math IIC	166	735
World History	3	n/a
American/US History	45	675

Class of 2019

By Subject	# of Exams	Average Score
Biology - E	30	695
Biology - M	35	708
Chemistry	53	696
Physics	43	724
Literature	44	638
Math Level I/Math IC	13	623
Math Level II/Math IIC	158	735
World History	2	760
American/US History	43	669

Class of 2020

By Subject	# of Exams	Average Score
Biology - E	33	674
Biology - M	39	733
Chemistry	49	718
Physics	71	738
Literature	39	675
Math Level I/Math IC	4	613
Math Level II/Math IIC	183	742
World History	3	717
American/US History	47	657

Data Source: 2018- Custom College Board Report; 2019 and 2020- Indicator #6

Algebra II Completion

Algebra II Completion Rates

Now here is something to be proud of...at least if we stick to the cover page...!!

I remember the years from a not too distant past, when our Algebra II completion rates were hovering just below 50%. Like with all of our indicators some ten years ago we set targets that we thought we might be able to reach in the next ten years. We were confident that a passing rate (with a C or better) of 95% would be within our reach...and as the data tell us, we are close! Both schools have reached the highest number ever, MVHS boasts a passing rate of 86% and LAHS 91%!

Again, what keeps us from reaching or exceeding our target? It is the persistent struggles of some of our subgroups. Just like with a-g, we can do better if we decide to focus our efforts on helping targeted populations to succeed on this indicator. Our efforts need to be directed at the following groups of students:

- Latino students in general - MVHS passing rate of 63%, LAHS 77%
- Socioeconomically Disadvantaged students - MVHS passing rate of 58%, LAHS 79%
- Resource students - MVHS passing rate of 79%, LAHS 40%
- English Learners - MVHS 18%, LAHS 57%
- Long Term English Learners - MVHS 20%, LAHS 50%
- Latino Els - MVHS 14% - LAHS 0%
- Latino SED - 47%, LAHS 77%

Why such vast differences in the achievement of some of these student groups? Again, here is an invitation to come together and explore and share best practices. There is much to be learned!

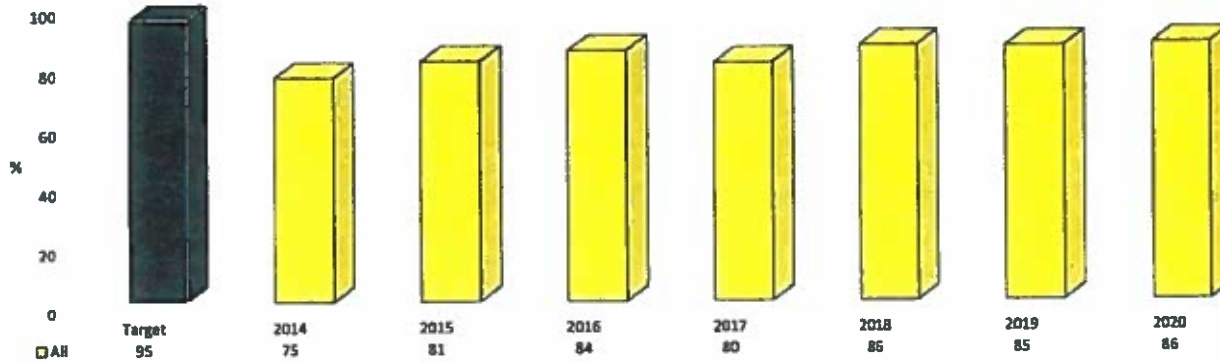
Indicator Data Sheet
 Algebra II Completion with a C or Better
 Indicator 3

Dec 8, 2020
 12:45pm

Mountain View High School

Target 95%

% Completed Alg II/III



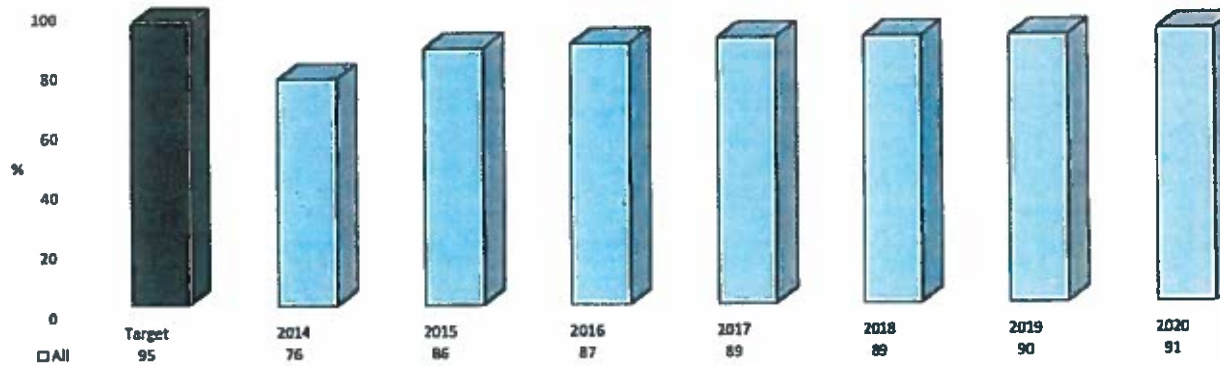
Class of	2014	2015	2016	2017	2018	2019	2020
Enrolled	435	447	444	447	457	463	493
% Compl Alg II	328	361	374	358	392	395	426

All

Los Altos High School

Target 95%

% Completed Alg II/III



Class of	2014	2015	2016	2017	2018	2019	2020
Enrolled	405	386	463	435	510	503	504
% Compl Alg II	308	332	405	388	456	451	461

All

Data Source: Indicators (Aeries query)

Indicator Data Sheet
Algebra II Completion
Indicator 3

Mountain View High School																						
Class of School Year		2014 2013-14			2015 2014-15			2016 2015-16			2017 2016-17			2018 2017-18			2019 2018-19			2020 2019-20		
Main Chart Title	Student Groups	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %
All Students	All	435	328	75%	447	361	81%	444	374	84%	447	358	80%	457	392	86%	463	395	85%	493	426	86%
By Ethnicity	Caucasian	237	206	87%	220	201	91%	218	199	91%	213	191	90%	213	196	92%	208	191	92%	188	179	95%
	Asian	105	91	87%	102	96	94%	112	110	98%	97	88	91%	117	111	95%	124	119	96%	145	138	95%
	Hispanic	69	18	26%	96	44	46%	90	50	56%	101	53	53%	96	58	60%	109	68	62%	123	77	63%
	African American	8	3	38%	8	4	50%	5	2	40%	14	9	64%	6	3	50%	8	5	63%	12	10	83%
	Other	16	10	63%	21	15	71%	19	13	68%	22	17	77%	25	24	96%	14	12	86%	25	22	88%
By Program	Resource	18	14	78%	21	11	52%	28	18	64%	33	16	48%	17	9	53%	32	23	72%	34	27	79%
	504	32	19	59%	22	17	77%	33	26	79%	27	25	93%	29	28	97%	32	32	100%	26	26	100%
	SED	55	17	31%	75	30	40%	58	32	55%	70	41	59%	72	45	63%	102	63	62%	99	57	58%
By Language Fluency	English Only							331	303	92%	300	253	84%	294	263	89%	281	257	91%	306	289	94%
	I/EP										28	27	96%	48	46	96%	42	42	100%	47	44	94%
	EL	41	7	17%	41	5	12%	31	10	32%	32	12	38%	28	6	21%	41	9	22%	39	7	18%
By English Learner	LTEL													8	3	38%	18	4	22%	10	2	20%
	Newcomer													20	3	15%	23	5	22%	29	5	17%
By Latino Subgroup	Latino Reg Ed							42	33	79%	38	27	71%	44	38	86%	27	27	100%	39	37	95%
	Latino EL				30	4	13%	21	5	24%	22	5	23%	24	4	17%	34	6	18%	36	5	14%
	Latino I/EP													31	23	74%	48	39	81%	42	32	76%
	Latino Resource																					
	Latino SED				55	19	35%	35	13	37%	48	24	50%	43	19	44%	68	36	53%	64	30	47%

Las Altas High School																						
Class of School Year		2014 2013-14			2015 2014-15			2016 2015-16			2017 2016-17			2018 2017-18			2019 2018-19			2020 2019-20		
Main Chart Title	Student Groups	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %	Enrolled	Comp'l Alg II #	Comp'l Alg II %
All Students	All	405	308	76%	386	332	86%	463	405	87%	435	388	89%	510	456	89%	503	451	90%	504	461	91%
By Ethnicity	Caucasian	188	159	85%	158	166	105%	235	218	93%	192	179	93%	206	197	96%	219	206	94%	189	182	96%
	Asian	99	84	85%	87	87	100%	96	95	99%	94	94	100%	133	133	100%	145	141	97%	118	118	100%
	Hispanic	95	51	54%	92	61	66%	114	76	67%	129	99	77%	145	105	72%	130	95	73%	114	88	77%
	African American	8	4	50%	4	3	75%	7	5	71%	10	6	60%	10	8	80%	4	4	100%	7	5	71%
	Other	15	10	67%	45	15	33%	11	11	100%	10	10	100%	16	13	81%	5	5	100%	-124	-120	97%
By Program	Resource	15	9	60%	19	12	63%	29	19	66%	31	23	74%	38	22	58%	31	17	55%	20	8	40%
	504																					
	SED	54	45	83%	47	46	98%	30	30	100%	50	48	96%	55	55	100%	54	54	100%	46	45	98%
By Language Fluency	English Only							356	330	93%	242	224	93%	272	258	95%	269	253	94%	286	271	95%
	I/EP										52	51	98%	70	66	94%	60	59	98%	57	56	98%
	EL	18	2	11%	6	2	33%	10	1	10%	11	3	27%	10	2	20%	15	2	13%	7	4	57%
By English Learner	LTEL													10	2	20%	13	1	8%	6	3	50%
	Newcomer													0	0	0%	2	1	50%	1	1	100%
By Latino Subgroup	Latino Reg Ed							50	43	86%	67	59	88%	42	38	90%	33	30	91%	37	33	89%
	Latino EL				6	2	33%	10	1	10%	10	2	20%	8	0	0%	14	1	7%	3	0	0%
	Latino I/EP													111	85	77%	94	74	79%	85	66	78%
	Latino Resource																					
	Latino SED				41	27	66%	53	31	58%	44	32	73%	91	66	73%	92	65	71%	70	54	77%

Data Source: Indicators (Aeries query)

a – g Completion

University of California a - g Requirements

The Story we want to tell...

As stated in other sections of this report, more than 10 years ago we set **targets of achievement** for each of our Board-Approved Indicators that we felt were in reach of achieving over time. We felt it was realistic to expect 85% of our students to meet a-g requirements upon graduating from our two comprehensive high schools.

While our rates far exceed state averages, our data shows that we have not made much progress in the last 7 years. Back in 2014, MVHS boasted a rate of 76% and LAHS 78%. Now, seven years later, MVHS still shows a rate of 76% and LAHS 78%.

Maybe that is the closest we will ever come to reaching our desired number of 85%, but that is not the position I recommend we take. We know that we can get closer to our target, even though we may not ever be fully reaching it. However, there are ways to begin chipping away at this colossal mountain. Focusing on the number for all students, is not going to get us anywhere, unless we are willing to face the grim reality that our "all" numbers are depressed because some of our subpopulations are so far away from reaching this target. So, in the good old MVLA fashion, we will roll up our sleeves, and put our heads and energy together to come up with a work plan to help our underserved and underprivileged students to move the needle on this indicator. I would like as all to think of our SigDis issue to be the motivator for having the courageous conversations that are needed to help all our students, including those belonging to special subgroups to achieve at a level that enables them to be ready for college and/or career. We owe this commitment not only to our students, but also to our community and society at large.

So, specifically our attention needs to be focused on supporting the following students groups:

- Latino students in general - 43% completion rates at MVHS, and 54% at LAHS
- African American students - 55% completion rate at MVHS, and 43% at LAHS
- Students in the Resource Program - 39% completion rate at MVHS, and 30% at LAHS
- Socioeconomically Disadvantaged students - 40% completion rate at MVHS, and 57% at LAHS
- Redesignated English Learners - 59% completion rate at MVHS, and 68% at LAHS
- English Learners - 6% completion rate at MVHS, and 29% at LAHS
- Long Term English Learners (LTEL) - 0% completion rate at MVHS, and 33% at LAHS
- Latino EL students - 0% completion rate at MVHS, and 0% at LAHS

-
- Latino RFEF students - 38% completion rate at MVHS, and 55% at LAHS
 - Latino socioeconomically Disadvantaged - 22% at MVHS, and 53% at LAHS

The data shows some significant discrepancies in our success rates with these various student groups between our two campuses. I would like to suggest that we start by examining our practices and sharing with each other what we have found to work, and what we think has helped us to improve these metrics. We can all benefit from sharing best practices!

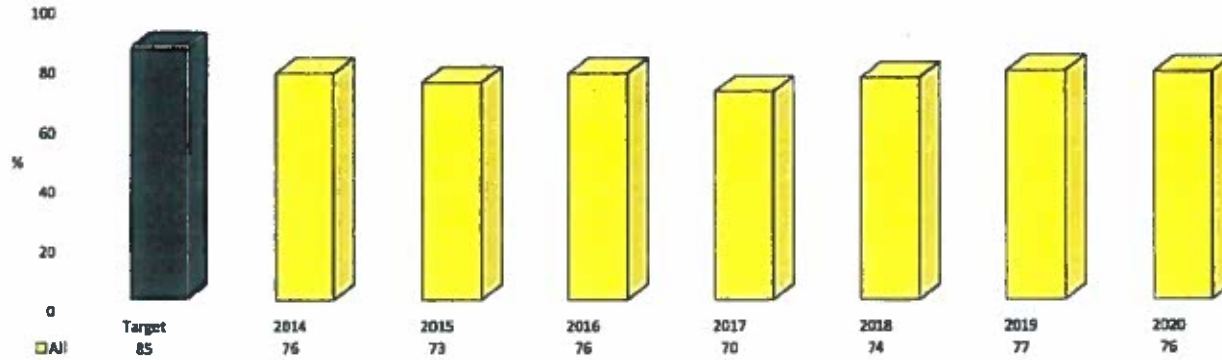
Indicator Data Sheet
a-g Completion
Indicator 2

Dec 8, 2020
11:30am

Mountain View High School

Target 85%

% Met a-g



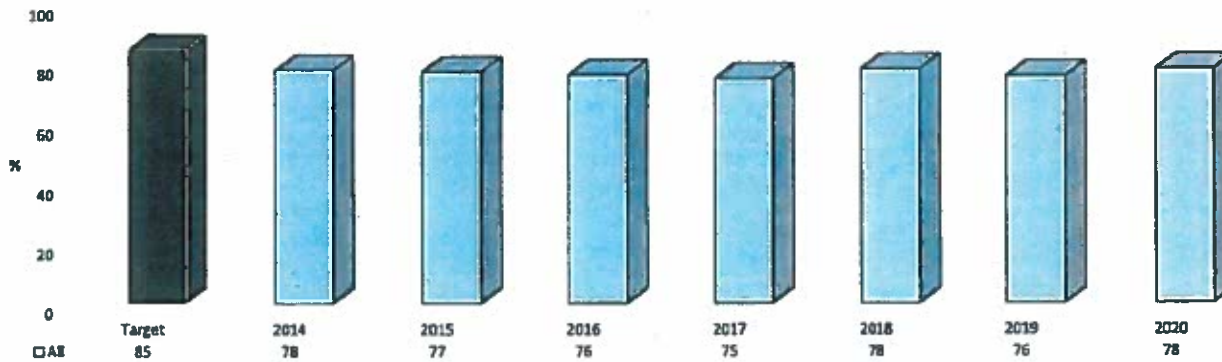
Class of	2014	2015	2016	2017	2018	2019	2020
School Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
# Enrolled	408	436	427	447	434	442	463
# Met a-g	310	318	324	312	323	339	353

All

Los Altos High School

Target 85%

% Met a-g



Class of	2014	2015	2016	2017	2018	2019	2020
School Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
# Enrolled	397	383	463	435	500	508	513
# Met a-g	309	296	353	326	391	385	401

All

Data Source: Indicators (Aeries query)

Indicator Data Sheet
a-g Completion
Indicator 2

Mountain View High School																						
Class of School Year		2014 2013-14			2015 2014-15			2016 2015-16			2017 2016-17			2018 2017-18			2019 2018-19			2020 2019-20		
Main Chart Title	Student Groups	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %
All Students	All	408	310	76%	436	318	73%	427	324	76%	447	312	70%	434	323	74%	442	339	77%	463	353	76%
By Ethnicity	Caucasian	229	190	83%	217	183	84%	215	179	83%	213	171	80%	204	162	79%	203	172	85%	184	157	85%
	Asian	101	85	84%	99	86	87%	110	96	87%	97	83	86%	115	99	86%	121	114	94%	141	125	89%
	Hispanic	54	19	35%	91	33	36%	79	35	44%	101	38	38%	85	44	52%	98	42	43%	103	46	45%
	African American	8	5	63%	8	4	50%	5	2	40%	14	7	50%	6	3	50%	7	4	57%	11	6	55%
	Other	16	11	69%	21	12	57%	18	12	67%	22	13	59%	24	15	63%	13	7	54%	24	19	79%
By Program	Resource	17	8	47%	21	7	33%	28	8	29%	33	6	18%	16	3	19%	32	11	34%	33	13	39%
	SOA										36	24	67%	48	33	69%	43	37	86%	35	26	74%
	Auto	22	13	59%	21	15	71%	33	22	67%	27	22	81%	29	24	83%	33	26	79%	25	18	72%
	SED	44	19	43%	70	22	31%	51	20	39%	70	32	46%	61	26	43%	90	46	51%	78	31	40%
By Language Fluency	English Only							326	280	86%	300	224	75%	285	224	79%	273	229	84%	299	251	84%
	I/EP	30	29	97%							28	24	86%	46	41	89%	43	39	91%	47	43	91%
	EL	29	6	21%	36	2	6%	21	2	10%	32	3	9%	17	0	0%	30	4	13%	18	1	6%
By English Learner	LTEL													8	0	0%	13	0	0%	6	0	0%
	Newcomer													9	0	0%	12	4	33%	12	1	8%
By Latino Subgroup	Latino Reg Ed	20	11	55%	31	21	68%	41	25	61%	38	21	55%	43	34	79%	28	18	64%	39	33	85%
	Latino EL	21	3	14%	27	0	0%	12	1	8%	22	0	0%	14	0	0%	23	1	4%	16	0	0%
	Latino I/EP													30	18	60%	48	25	52%	42	16	38%
	Latino Resource																					
	Latino SED	27	7	26%	51	11	22%	28	9	32%	48	17	35%	33	9	27%	58	24	41%	46	10	22%

Los Alamos High School																						
Class of School Year		2014 2013-14			2015 2014-15			2016 2015-16			2017 2016-17			2018 2017-18			2019 2018-19			2020 2019-20		
Main Chart Title	Student Groups	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %	Enrolled	Met a-g #	Met a-g %
All Students	All	397	309	78%	383	296	77%	463	353	76%	435	326	75%	500	391	78%	508	385	76%	513	401	78%
By Ethnicity	Caucasian	183	165	90%	183	152	83%	235	194	83%	192	164	85%	198	172	87%	221	177	80%	194	163	84%
	Asian	97	89	92%	87	84	97%	96	92	96%	94	86	91%	133	127	95%	146	130	89%	175	156	89%
	Hispanic	92	40	43%	91	47	52%	114	53	46%	129	62	48%	144	74	51%	132	70	53%	116	63	54%
	African American	8	4	50%	4	1	25%	7	5	71%	10	6	60%	9	6	67%	4	4	100%	7	3	43%
	Other	15	11	73%	18	12	67%	11	9	82%	10	8	80%	16	12	75%	5	4	80%	21	16	76%
By Program	Resource	15	9	60%	18	4	22%	29	10	34%	31	8	26%	37	12	32%	33	6	18%	20	6	30%
	SOA										32	27	84%	43	37	86%	1	1	100%	3	1	33%
	Auto	32	29	91%	47	43	91%	30	28	93%	50	39	78%	55	50	91%	54	49	91%	46	37	80%
	SED	57	30	53%	50	24	48%	63	27	43%	59	26	44%	113	60	53%	116	59	51%	96	55	57%
By Language Fluency	English Only							356	295	83%	242	202	83%	266	234	88%	271	223	82%	294	240	82%
	I/EP	43	39	91%							52	47	90%	69	64	93%	62	55	89%	57	54	95%
	EL	18	0	0%	5	0	0%	10	0	0%	11	1	9%	10	0	0%	13	1	8%	7	2	29%
By English Learner	LTEL													10	0	0%	11	0	0%	6	2	33%
	Newcomer													0	0	0%	2	1	50%	1	0	0%
By Latino Subgroup	Latino Reg Ed	40	23	58%	40	28	70%	50	31	62%	67	43	64%	42	32	76%	36	25	69%	39	26	67%
	Latino EL	17	0	0%	5	0	0%	10	0	0%	10	1	10%	8	0	0%	12	1	8%	3	0	0%
	Latino I/EP													110	56	51%	96	51	53%	86	47	55%
	Latino SED	40	16	40%	41	19	46%	53	21	40%	44	18	41%	91	42	46%	91	44	48%	70	37	53%

Data Source: Indicators (Aeries query)