

A YEAR IN REVIEW

Report to the Board

November 17, 2022

The data and information assembled here show how our students are performing in relationship to our district and school goals, and on a number of board-adopted indicators. The information is intended to help our site administrators and school leadership teams to actively engage in a cycle of Inquiry and Continuous Improvement. A review of our performance results at regular intervals enables us to assess the effectiveness of our programs and services, gives us reason to celebrate our successes, and most importantly, it helps us focus our attention, and target our resources to where they are most needed.

The trend lines are positive. We may see dips in a few areas, but we have indeed much to celebrate and to be proud of! As a district we are committed to Continuous Improvement which starts with assessing where we are and knowing where we want to be. Our efforts to improve results flow from knowing where our challenges lie. The sustained effort over time on part of everyone in the organization, coupled with a singularity and consistency of purpose and the support from our board and our superintendent, are just some of the reasons for the progress that we have achieved over time. It is true that “what is measured gets results”. Alone, that is not enough, however. Equally important is the sustained, unwavering focus on what the organization deems to be essential: The depth and breadth of our curriculum; the commitment and dedication of our highly qualified and excellent teaching staff who effectively delivers this curriculum, the myriad of support services and intervention programs available to our students; caring counselors, visionary administrators and support staff, to mention just a few. The district has a long standing commitment to serving all students. By looking at our student outcomes through an equity lens, we recognize that some students need more support than others to achieve similar results. We are committed to giving each and every student what he/she needs to thrive at MVLA! Our goal is to help every student reach academic proficiency and to achieve academically at the highest level possible; to become informed contributors to the world in which we live, and to develop the qualities that are needed to make this world a better place.

Dedication and Credit

Without the time and effort devoted to this project by the staff of the Educational Services Department, Grace Icasiano, Shaunie Beachum, Yoana Rodriguez, and Geeta Bhagat, this project would be impossible to complete. Their involvement in downloading and collecting the information, formatting the charts and graphs, and assembling the binders is fundamental and key to this project. Collectively, they are the stewards of the data; they bring to the job intelligence, skills, and unprecedented dedication and commitment to deliver high-quality services to all our stakeholders.

We hope that you will find this data useful and as always, we would appreciate your feedback. We all know that what gets measured gets results. This binder serves as evidence that there is much truth in this statement. We have a lot to celebrate, but we can also glean valuable information to help us put the spotlight on areas where we know we can become stronger in, in the future. Educational Services will continue to respond to data requests from stakeholders so they have the resources they need to drive improvement in performance.

With deep gratitude to the staff of the Educational Services department and to our Superintendent and our Board for valuing this effort. It is meant to enable staff to make critical data-driven decisions anchored in the performance of our students.

Teri Faught

DATA DISCLAIMER

Information reported in this document may differ from the data presented at other times of the year, and in other reports. Some data are drawn from the dynamic, live Aeries database while others are based on computations of the same cut point each year, e.g., CBEDS, various state reports or reports from ETS or the College Board.

All computations drawn from Aeries are linked to how students are coded in Aeries. Any change in coding, correction of coding errors or completion of previously incomplete coding of students may affect the data presented in this report. Similarly, there may be inconsistencies that are dependent on when the data is pulled, due to the ever-changing number of students enrolled at any point in time.

MVLA Mission Statement

We are committed to creating a community of learners with the knowledge, skills, and values necessary to combine personal success with meaningful contributions to our multicultural and global society.

Six-Year Goals (2017-2022)

Improve academic achievement of all students at all performance levels by:

- Aligning curriculum, grading systems and practices
- Promoting achievement of students in Science, Technology, Engineering and Math
- Supporting the well-being of students and staff
- Providing facilities that optimally enhance learning
- Maintaining fiscal stability

Core Values

The Mountain View Los Altos Union High School District (MVLA), as part of our effort to build a “community of learners,” has chosen these five values to guide us in our work. They represent the underpinnings of our organizational culture. We make every effort to have our actions and behaviors reflect these values.

Quality

The district believes that every teacher, every classified staff member, and every administrator should set excellence of instruction and program as their number one priority. The district is committed to attracting, recruiting, and retaining enthusiastic, talented and caring faculty and staff to carry out our educational mission. We are committed to focusing the institution’s energy and resources on student learning and to their academic and personal development.

Empowerment

The district is committed to the professional and personal development of its staff members. This will be accomplished through workshop and conference attendance in an effort to bring about educational reform and to promote teacher-driven innovations grounded in research and practical experience.

Teamwork

The district makes the commitment of time and resources necessary to support staff development and training for curriculum planning and review. The district believes in fostering collegiality, respect, and cooperation among all students and staff.

Personalized, Caring Environment

We are committed to focusing on the development of each and every student, to providing honest feedback, support and opportunities so that students can reach his or her potential.

Continuous Improvement

MVLA has a long history of high standards and high test scores. The district is committed to an ongoing assessment of student progress and evaluation of effectiveness of programs and services. We are further committed to designing and implementing programs and interventions which encourage students to maximize their academic development and achievement.

. School Profile

MOUNTAIN VIEW HIGH SCHOOL

Mountain View-Los Altos Union High School District
A California Distinguished School

ADMINISTRATION

Kip Glazer, Principal
Marti McGuirk, Assistant Principal
Heather Morelli, Assistant Principal
Daniella Quifones, Assistant Principal
Jon Robell, Assistant Principal

3535 Truman Avenue
Mountain View, CA 94040
Telephone: 650.940.4600
Fax: 650.961.6349
Web Address: www.mvla.net/mvhs
Email Protocol:
firstname.lastname@mvla.net

2022 - 2023 SCHOOL PROFILE



CEEB Code: 052075

COUNSELORS

MAIN NUMBER: 650.940.4600
Jamie Evare Ext 1041
Joel Romo-Gonzalez Ext 1042
Mariela Ho Ext 1040
David Marroquin Ext 1037
Alinna Satake Ext 1070
Linda Schortz Ext 1039
Jaimie Phillips Ext 1038

COUNSELING SECRETARY

Carol Johnson Ext 1035

COLLEGE & CAREER CENTER

Leslie Felipe, College Counselor Ext 1059
Heather Lowe, College Counselor Ext 1060

Mountain View High School (MVHS) resumed traditional in-seat instruction during the 2021/22 school year. Families who opted out of in-person instruction could enroll in independent study.

MVHS is one of two comprehensive high schools in the Mountain View-Los Altos Union High School District. MVHS serves a diverse student body of 2,223 students from the cities of Mountain View, Los Altos and Los Altos Hills. Our student body is 39% Caucasian, 32% Asian, 23% Latino, 2% African American and 4% other.* In the heart of Silicon Valley, our neighbors include technology giants Google, Intuit, Microsoft and NASA-Ames. As a college-preparatory high school, MVHS responds to the community's demand for rigor, relevance and excellence by offering open access to all 41 Honors and Advanced Placement (AP) courses across the curriculum. The school earned the distinction of California Distinguished High School in 1994 and 2003. In 2013 and 2019, MVHS received a full 6-year accreditation from the Western Association of Schools and Colleges (WASC). *Newsweek* ranks MVHS among the top 1% of high schools nationwide.

*enrollment and demographic data as of 9/8/22

MVHS VISION STATEMENT

We at MVHS value an equitable and collaborative learning environment in which students and staff respect the diversity of our society. We value the intellectual, emotional, and physical well-being of our community. We are committed to empowering lifelong learners who can think critically, solve problems creatively, and participate ethically at MVHS and in our greater democratic society.

THE CURRICULUM – ACADEMIC PROGRAM

Mountain View High School offers a rigorous college preparatory program with wide selections of honors and AP classes as well as special education and support classes. The school operates on a modified block schedule with 45 minute class periods once a week and a 85 minute period four times a week, plus a 50 minute tutorial twice a week. We have an open access policy for admission to Honors/AP classes.

GRADING SYSTEM

Mountain View High School lists both unweighted and weighted GPA on the transcript. Weighted GPA is based on all H & AP courses, grades 9-12. Transcripts follow a standard grading system: **A, B, C, D, F, P** (pass-credit), **I** (incomplete), **NM** (no mark), **W** (withdrawal), **CR/NC** only for Spring 2020 due to COVID-19. **P/NP** for AB 104 grade changes for 2020-21.

- Academic GPA (AGPA 9-12): based on all courses taken in grades 9-12, excluding PE/Sports and other non-academic courses (e.g., teaching assistants, peer tutors)
- Academic GPA (AGPA, 10-12): based on all courses taken in grades 10-12, excluding PE/Sports and other non-academic courses (e.g., teaching assistants, peer tutors)
- Total GPA (TGPA 9-12) reflects all courses taken in high school

RANKING

The MVLA High School District does NOT rank students. A grade distribution table is published for every graduating class, based on Academic GPA 9-12. The table for the graduation class of 2022 is shown below.

GRADE DISTRIBUTION TABLE

Unweighted GPA		Weighted GPA	
4.51-5.00: 0	3.51-3.75: 97	4.51-5.00: 72	3.51-3.75: 51
4.26-4.50: 0	3.01-3.50: 125	4.26-4.50: 89	3.01-3.50: 93
4.01-4.25: 0	2.51-3.00: 90	4.01-4.25: 62	2.51-3.00: 64
3.76-4.00: 178	2.5-below: 81	3.76-4.00: 67	2.5-below: 73

OFF-CAMPUS PROGRAMS FOR MVHS STUDENTS

- **Middle College:** a program where MVHS Junior and Senior students may spend one or two full years combining high school and college coursework at a local community college
- **Freestyle Academy:** a two-year, interdisciplinary, project-focused, college preparatory program in communication arts and multi-media production for Juniors and Seniors. Students take required courses in English and Digital Media, and select one elective track in Film, Animation, or Design
- **Moffett Independent Study:** a program for students needing to complete high school diploma requirements in an alternative setting – available for concurrent or full-time enrollment
- **College Now!** a program for Junior and Senior students who are highly self-motivated, mature, independent, responsible and hardworking, and who may have 'outgrown' high school and are seeking a stimulating educational environment that is different from high school

SAT REASONING TEST RESULTS

	2020	2021*	2022
No. Tested	336	154	331
Mean Score*	1280	1350	1391
Evidence Based Reading & Writing	633	662	648
Math	647	668	671
Met both ERW & Math Benchmarks	82%	95%	88%

New SAT (March 2016 & beyond) Mean Score range 400-1600

ACT - NUMBER TESTED/MEAN SCORES

EXAM SUBJECT	2020	2021*	2022
No. Tested	155	126	158
English	29.2	31.1	29.9
Math	27.9	30.2	28.5
Reading	30.0	30.8	29.9
Science	27.9	29.3	28.2
Composite	28.9	30.5	29.3

ADVANCED PLACEMENT

All AP students are strongly encouraged to take AP exams.

	2020	2021	2022
No. of Graduates	463	463	570
No. of Test Takers	928	934	993
No. of Exams Taken	2001	2024	2145
No. of Qualifying Scores	1687	1601	1797

NATIONAL MERIT SCHOLAR PROGRAM

	2021	2022	2023
Commended Scholars	54	34	57
Semi-Finalists	10	17	14

COLLEGE AND UNIVERSITY ATTENDANCE BY YEAR OF GRADUATION

	2020	2021	2022
Total to College	86%	90%	87%
▪ 2-Year Colleges	16%	20%	21%
▪ 4-Year Colleges	70%	70%	66%

* Due to COVID, opportunities and safely limited student access to testing.

WEIGHTED GRADE DISTRIBUTION									GRADUATION REQUIREMENTS		ADVANCED PLACEMENT (AP) AND HONORS (H) COURSES	
2021/22 - 2nd Semester-Core Academic Classes												
CRS #	English	A	B	C	D	F	TOTAL	GPA				
DC1010	Survey Comp/Lit	275	141	55	19	3	493	3.35	English: 4 years (40 cr)	English: American Lit Honors AP AP Lang & Comp AP Lit & Comp AP	H AP AP AP AP AP AP AP	
DA2010	AP English Lang	106	114	20	1	0	241	4.35				
DC2010	Comp/World Lit	117	83	42	13	2	257	3.17				
DC3010	Amer Lit Survey	175	96	54	14	6	345	3.22				
DB3018	Amer Lit H	119	32	10	0	0	161	4.68				
DC5051	Journalism	23	0	0	0	0	23	4.00				
DC5030	Philos In Lit	102	74	40	5	0	221	3.24				
DA4010	AP English Lit	21	54	7	2	0	84	4.12				
TOTALS		938	594	228	54	11	1825					
CRS #	Social Studies	A	B	C	D	F	TOTAL	GPA				
EC1010	World Studies	337	104	42	12	7	502	3.52	Social Studies: 3.5 yrs (35 cr) World Studies (10 cr) Contemporary World Issues (5) or AP World History (10cr) or AP European History (10 cr) US History (10 cr) Civics (5 cr) Economics (5 cr)	Social Sciences: AP World History AP AP European History AP AP US History AP AP Psychology AP AP Macroeconomics AP AP Government AP	AP AP AP AP AP AP AP AP AP AP	
EC1110	Cont Wid. Issues	68	30	12	2	0	112	3.46				
EA2030	AP World History	58	17	3	0	0	78	4.71				
EA2010	AP European History	87	21	2	0	0	110	4.77				
EC3010	U S History	206	76	36	16	4	338	3.37				
EA3010	AP US History	113	40	17	1	0	171	4.55				
EA4021	AP Macro	94	82	38	5	0	219	4.21				
EA4030	AP Psychology	68	46	9	0	0	123	4.48				
TOTALS		1031	416	159	36	11	1653					
CRS #	Mathematics	A	B	C	D	F	TOTAL	GPA				
AC2110	Geometry	77	49	50	14	14	204	2.79	Mathematics: 2 years (20 cr) Must include 10 cr of Algebra I or higher	Mathematics: Geometry Honors H Algebra II Honors H Trig/Math Ana Honors H AP Calculus AB AP AP Calculus BC AP AP Statistics AP	H H H AP AP AP AP AP AP	
AB2010	Geometry H	38	40	9	1	0	88	4.31				
AC3010	Algebra II	118	63	32	6	7	226	3.23				
AB3010	Algebra II H	237	33	2	0	0	272	4.86				
AC4010	Trig/Math Ana	81	76	35	14	1	207	3.07				
AB4010	Trig/Math Ana H	126	69	20	0	0	215	4.49				
AC5010	Calculus	20	28	8	4	0	60	3.07				
AA5010	AP Calculus AB	41	44	14	1	0	100	4.25				
AA5011	AP Calculus BC	95	43	10	4	0	152	4.51				
AC6010	Statistics	10	34	23	7	0	74	2.64				
AA6010	AP Statistics	68	55	19	0	0	142	4.35				
TOTALS		911	534	222	51	22	1740					
CRS #	Science	A	B	C	D	F	TOTAL	GPA				
CC1010	Biology	178	66	36	8	4	292	3.39	Science: 2 years (20 cr) 10 credits of Life Science 10 credits of Physical Science	Science: Biology Honors H Chemistry Honors H AP Biology AP AP Chemistry AP AP Physics 1 AP AP Physics C AP AP Environmental Sci AP	H H H AP AP AP AP AP AP	
CB1010	Biology H	158	58	8	1	0	225	4.66				
CA1010	AP Biology	43	13	6	0	1	63	4.52				
CC2010	Chemistry	98	103	50	16	7	274	2.98				
CB2010	Chemistry H	180	37	3	1	0	221	4.79				
CA2010	AP Chemistry	32	18	3	1	0	54	4.50				
CC3010	Physics	62	67	35	3	4	171	3.05				
CA3010	AP Physics 1	92	70	17	2	0	181	4.39				
CA3042	AP Physics	34	27	3	0	0	64	4.48				
CA4010	AP Env Sci	111	80	21	5	0	217	4.37				
TOTALS		988	539	182	37	16	1762					
Total: 220 credits												
3-YEAR COLLEGE MATRICULATION - CLASS OF 2020, 2021, 2022												
4 Year Institutions - Out of State - 447												
American University-1	DePaul University-2	Marquette University-2	Seattle University-6	Univ. of Colorado (Boulder)-11	Univ. of Wisconsin-Madison-15							
Amherst College-2	Drake University-1	Mass. College of P&HS-1	Skidmore College-1	Univ. of Connecticut-1	Vassar College-1							
Arizona State University-4	Drexel University-3	Massachusetts Inst. of Tech.-3	Smith College-2	Univ. of Delaware-1	Virginia Tech-1							
Babson College-4	Duke University-1	McGill University-2	Southern Oregon Univ-1	Univ. of Denver-3	Wake Forest University-1							
Barry University-1	Duke Kunshan University-1	Menlo College-1	Stony Brook University of New York-1	Univ. of Georgia-2	Washington State Univ.-2							
Baylor University-6	Durham University-2	Michigan State University-3	Swarthmore College-1	Univ. of Hawaii (Manoa)-9	Washington Univ., St. Louis-4							
Boise State University-2	Embry-Riddle Aeronautical Univ.-1	Middlebury College-1	Syracuse University-6	Univ. of Illinois (Champaign)-11	Western Washington Univ.-2							
Boston College-2	Fairfield University-1	Montana State University-2	Temple University-2	Univ. of Maine-1	Wheaton College Massachusetts-1							
Boston University-10	Fordham University-2	Mount Holyoke-1	Temple University Japan-1	Univ. of Maryland-3	Whitworth University-1							
Bowdoin College-1	George Fox University-3	New York University-16	Texas A&M University-2	Univ. of Mass.-Amherst-5	Willamette University-5							
Brandeis University-2	George Washington Univ.-3	Northeastern University-15	The College of Wooster-1	Univ. of Miami-1	Williams College-1							
Brigham Young, UT-14	Georgetown University-1	Northwestern Univ.-9	The Evergreen State College-1	Univ. of Michigan-Ann Arbor-7	Wittenberg University-1							
Brown University-1	Georgia Inst. of Tech.-5	Oberlin College-1	The New School-1	Univ. of Notre Dame-3	Worcester Poly. Institute-2							
Bryn Mawr College-3	Gonzaga University-1	Ohio State University-2	The Univ. of Alabama-1	Univ. of Oregon-19	Yale University-1							
Bucknell College-1	Harvard University-2	Oregon State University-4	The University of Auckland-1	Univ. of Penn. -4								
Butler University-1	Indiana Univ. of Bloomington-4	Pace University-4	The Univ. of Arizona-5	Univ. of Pittsburgh-1								
Carnegie Mellon Univ.-5	Indiana Univ.-Purdue Univ. Indianapolis-1	Pennsylvania State Univ.-2	The Univ. of Edinburgh-2	Univ. of Puget Sound-4								
Case Western Reserve-2	Ithaca College-1	Pratt University-1	The Univ. of NC or Chapel Hill-1	Univ. of Rochester-3								
Clark University-1	John Hopkins University-1	Purdue University-17	The Univ. of Texas (Austin)-2	Univ. of St. Andrews-2								
Colorado College-2	Juniata College-1	Queen's University-1	Trinity University-2	Univ. of Toronto-2								
Colorado School of Mines-3	Kenyon College-1	Reed College-3	Tufts University-7	Univ. of Utah-6								
Colorado State Univ. Fort Collins-1	Knox College-1	Rice University-1	Tulane University of Louisiana-3	Univ. of Vermont-2								
Columbia College Chicago-2	Lewis & Clark College-2	Rochester Inst. of Tech-1	United States Military Academy-2	Univ. of Victoria-1								
Columbia University-3	Linfield University-1	Rose-Hulman Inst. Of Tech.-4	United States Naval Academy-1	Univ. of Virginia-1								
Concordia Univ. Montreal-1	Loyola University Chicago-1	Rutgers University-1	Univ. of Arizona-3	Univ. of Washington-18								
Cornell College-5	Macalester College-2	Salve Regina University-1	Univ. of British Columbia-2	Univ. of Waterloo-1								
Dartmouth College-1	Marist College-1	Sarah Lawrence College-1	Univ. of Chicago-1	Vanderbilt University-1								
California State University-200			University of California-214			California Private-109						
Cal Poly Pomona-17	CSU Northridge-6	Berkeley-34	CA College of the Arts-2	Pomona College-3	Westmont College-1							
Cal Poly SLO-28	CSU Sacramento-8	Davis-29	Chapman University-21	Saint Mary's College, CA-1								
CSU Chico-11	CSU San Marcos-2	Irvine-8	Claremont McKenna College-4	Santa Clara Univ.-11								
CSU East Bay-3	CSU Stanislaus-1	Los Angeles-25	Dominican University of California-1	Scripps College-5								
CSU Fullerton-2	Humboldt State-2	Merced-8	Harvey Mudd College-1	Stanford University-12								
CSU Los Angeles-1	San Diego State-21	Riverside-17	Laguna College of Art & Design -2	Univ. of Redlands-2								
CSU Long Beach-3	San Francisco State-18	San Diego-9	Loyola Marymount-19	Univ. of San Francisco-3								
CSU Maritime Academy-2	San Jose State-60	Santa Barbara-55	Occidental College-1	Univ. of So. California-14								
CSU Monterey-4	Sonoma State-11	Santa Cruz-29	Pitzer College-3	Univ. of the Pacific-3								

LOS ALTOS HIGH SCHOOL

Mountain View-Los Altos Union High School District

A California Distinguished School

ADMINISTRATION

Wynne Satterwhite, Principal
 Nicolás Betancur, Assistant Principal
 Kristin Castillo, Assistant Principal
 Fabian Morales Medina, Assistant Principal
 Galen Rosenberg, Assistant Principal

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 Los Altos, CA 94022
 Telephone: 650.960.8811
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2022 – 2023 SCHOOL PROFILE



CEEB Code: 051510

Alpha Sort

A – Cha
 Chav – Her
 Ho – Ma
 Mac – Pe
 Pi – Sp
 St – Z
 Academy/As assigned

COUNSELORS

MAIN NUMBER: 650.960.8811
 Dafna Adler Ext 2040
 Ryan Carter Ext 2038
 Jeamice Parker Ext 2041
 Ariel Rojas Ext 2039
 Tamesha Wise Ext 2036
 Deanna Mistele-Ali Ext 2035
 Jacob Larin Ext 2037

COUNSELING SECRETARY

Mayté Vallado Ext 2034

COLLEGE & CAREER CENTER

Laura Duran, Coordinator Ext 2128
 Angela Price, College Counselor Ext 2059

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LAHS is a comprehensive public high school (9-12) located in the heart of Silicon Valley, serving a diverse student body from both professional and working-class families. The Mountain View-Los Altos Union High School District consists of two high schools, a continuation high school and a number of alternative programs. Our attendance area includes highly affluent sections of Los Altos, Los Altos Hills and Mountain View as well as low-income housing sections of Mountain View. Newsweek ranked LAHS among the top 1% of high schools nationwide. Enrollment of 2,141 students includes 35% Caucasian, 27% Hispanic-Latino, 34% Asian and 3% other.* LAHS is accredited by the Western Association of Schools and Colleges (WASC).
 *enrollment and demographic data as of 9/8/22

LAHS VISION STATEMENT

We at Los Altos High School value a learning environment in which students and staff work together in a spirit of unity and mutual respect. We are committed to the process of continuous learning and the application of knowledge. We value the diversity of our paths while promoting a community in which members have an equal opportunity to excel as people and learners.

THE CURRICULUM – ACADEMIC PROGRAM

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- Total GPA (TGPA 9-12) reflects all courses taken in high school

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3.76-4.00: 171	2.5-below: 71	3.76-4.00: 76	2.5-below: 65

OFF-CAMPUS PROGRAMS FOR LAHS STUDENTS

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SAT REASONING TEST RESULTS

MEAN SCORES

	2020	2021*	2022
No. Tested	371	203	311
Mean Score	1317	1377	1340
Evidence Based Reading & Writing	650	675	662
Math	667	701	678
Met both ERW & Math Benchmarks	86%	95%	90%

New SAT (March 2016 & beyond) Mean Score range 400-1600

ACT - NUMBER TESTED/MEAN SCORES

EXAM SUBJECT	2020	2021*	2022
No. Tested	158	88	117
English	29.3	30.9	30.0
Math	28.9	30.6	28.8
Reading	29.4	31.0	29.9
Science	28.3	29.5	28.3
Composite	29.2	30.6	29.4

ADVANCED PLACEMENT

All AP students are strongly encouraged to take AP exams.

	2020	2021	2022
No. of Graduates	513	548	563
No. of Test Takers	1054	994	954
No. of Exams Taken	2254	2222	2256
No. of Qualifying Scores	1989	1838	1910

NATIONAL MERIT SCHOLAR PROGRAM

	2021	2022	2023
Commended Scholars	80	57	43
Semi-Finalists	14	22	23

COLLEGE AND UNIVERSITY ATTENDANCE BY YEAR OF GRADUATION

	2020	2021	2022
Total to College	86%	88%	88%
▪ 2-Year Colleges	14%	16%	21%
▪ 4-Year Colleges	72%	71%	67%

* Due to COVID, opportunities and safety limited student access to testing.

WEIGHTED GRADE DISTRIBUTION									GRADUATION REQUIREMENTS		HONORS (H) & ADVANCED PLACEMENT (AP) COURSES	
2021/22 2nd Semester-Core Academic Classes												
CRS #	Mathematics	A	B	C	D	F	TOTAL	GPA				
AC2010	Geometry 9	70	27	12	3	1	113	3.43	English: 4 years (40 cr)		English: World Literature H English Language AP English Literature AP	
AB2010	Geometry H	41	15	7	0	1	64	4.47				
AC3010	Algebra II	95	60	45	20	17	237	2.83	Social Studies: 3.5 yrs (35 cr) World Studies (10 cr) Addtl. Global Studies (5 cr) U.S. History (10 cr) Civics (5 cr) Economics (5 cr)		Social Studies: European History AP US History AP Govt & Politics US AP Human Geo AP Microeconomics AP Psychology AP	
AB3010	Algebra II H	127	45	7	5	0	184	4.60				
AC4010	Trig/Math Ana	76	56	35	5	5	177	3.09	Mathematics: 2 years (20 cr) Must include 10 cr of Algebra I or higher		Mathematics: Geometry H Algebra II H Trig/Math Analysis H Calculus AB AP Calculus BC AP Statistics AP	
AB4010	Trig/Math Ana H	101	74	13	4	0	192	4.42				
AC5010	Calculus	31	24	11	1	0	67	3.27	Science: 2 years (20 cr) Must include 10 cr of physical science and 10 cr of life science		Science: Biology H/AP Chemistry H/AP Physics C: E&M AP Physics C: Mech AP Physics I AP Environ Sci AP	
AA5010	AP Calculus AB	43	54	14	0	0	111	4.26				
AA5011	AP Calculus BC	77	20	6	0	0	103	4.69	World Language/Visual Arts/ Practical Arts: 2 years (20 cr) any combination		World Language: Chinese Mandarin IV H Chinese Language AP French III H French Language (IV) AP Latin AP Spanish II H Spanish III H Spanish III H for Span Spkr H Spanish Language (IV) H Spanish Language AP Spanish Literature AP	
AA6010	AP Statistics	98	63	13	0	0	174	4.49				
AC6010	Statistics	19	34	42	6	5	106	2.53	Physical Education: 2 years (20 cr)		Visual Arts: Drawing AP 2D Art & Design AP	
TOTALS		778	472	205	44	29	1528					
CRS #	Science	A	B	C	D	F	TOTAL	GPA	Health: 1 semester (5 cr)		Other: Computer Science AP CS 1B/1C (Foothill College) Math 1C/1D (Foothill College)	
CC1010	Biology	88	59	57	25	9	238	2.81				
CB1010	Biology H	185	46	10	0	0	241	4.73	Electives: 60 cr		Total: 220 credits	
CA1010	AP Biology	76	50	20	0	0	146	4.38				
CC2010	Chemistry	147	48	41	7	1	244	3.36	Total: 220 credits			
CB2010	Chemistry H	136	44	11	0	0	191	4.65				
CA2010	AP Chemistry	18	5	0	0	0	23	4.78	World Language/Visual Arts/ Practical Arts: 2 years (20 cr) any combination		World Language: Chinese Mandarin IV H Chinese Language AP French III H French Language (IV) AP Latin AP Spanish II H Spanish III H Spanish III H for Span Spkr H Spanish Language (IV) H Spanish Language AP Spanish Literature AP	
CC3010	Physics	78	40	5	1	1	125	3.54				
CA3010	AP Physics I	62	58	10	2	0	132	4.36	Physical Education: 2 years (20 cr)		Visual Arts: Drawing AP 2D Art & Design AP	
CA3042	AP Physics C: E&M	51	19	0	0	0	70	4.73				
CA4010	AP Environ Science	72	53	30	17	3	175	3.98	Health: 1 semester (5 cr)		Other: Computer Science AP CS 1B/1C (Foothill College) Math 1C/1D (Foothill College)	
TOTALS		913	422	184	52	14	1585					
CRS #	English	A	B	C	D	F	TOTAL	GPA	Physical Education: 2 years (20 cr)		Visual Arts: Drawing AP 2D Art & Design AP	
DC1010	Survey Comp/Lit	261	157	63	11	9	501	3.30				
DC2015	Wld Literature	154	114	33	10	3	314	3.29	Health: 1 semester (5 cr)		Other: Computer Science AP CS 1B/1C (Foothill College) Math 1C/1D (Foothill College)	
DB2010	World Lit H	99	31	3	0	0	133	4.72				
DC3010	Amer Lit Survey	130	108	41	11	16	306	3.06	Electives: 60 cr		Total: 220 credits	
DC4010	Eng Lit Survey	97	51	30	9	3	190	3.21				
DA2010	AP English Lang	67	45	5	2	0	119	4.49	World Language/Visual Arts/ Practical Arts: 2 years (20 cr) any combination		World Language: Chinese Mandarin IV H Chinese Language AP French III H French Language (IV) AP Latin AP Spanish II H Spanish III H Spanish III H for Span Spkr H Spanish Language (IV) H Spanish Language AP Spanish Literature AP	
DA4010	AP English Lit	41	38	4	0	0	83	4.45				
DC5051	Journalism	17	4	0	0	0	21	3.81	Physical Education: 2 years (20 cr)		Visual Arts: Drawing AP 2D Art & Design AP	
TOTALS		866	548	179	43	31	1667					
CRS #	Social Sciences	A	B	C	D	F	TOTAL	GPA	Health: 1 semester (5 cr)		Other: Computer Science AP CS 1B/1C (Foothill College) Math 1C/1D (Foothill College)	
EC1010	World Studies	318	98	63	14	9	502	3.40				
EC1110	Cont World Issues	32	20	6	5	0	63	3.25	Electives: 60 cr		Total: 220 credits	
EC3010	US History	224	41	33	13	7	318	3.45				
EA3010	AP US History	116	33	4	0	0	153	4.73	World Language/Visual Arts/ Practical Arts: 2 years (20 cr) any combination		World Language: Chinese Mandarin IV H Chinese Language AP French III H French Language (IV) AP Latin AP Spanish II H Spanish III H Spanish III H for Span Spkr H Spanish Language (IV) H Spanish Language AP Spanish Literature AP	
EA2010	AP European History	102	20	4	0	0	126	4.78				
EA5010	AP Human Geography	94	62	28	4	2	190	4.26	Physical Education: 2 years (20 cr)		Visual Arts: Drawing AP 2D Art & Design AP	
EA4020	AP Microeconomics	103	36	9	2	0	150	4.60				
EA4030	AP Psychology	79	23	10	1	0	113	4.59	Health: 1 semester (5 cr)		Other: Computer Science AP CS 1B/1C (Foothill College) Math 1C/1D (Foothill College)	
TOTALS		1068	333	157	39	18	1615					

3 YEAR COLLEGE MATRICULATION - CLASS OF 2020, 2021 & 2022

4-Year Institutions - Out of State - 510

American Univ-DC - 5	Dalhousie Univ-NS CAN - 1	Kenyon College - 3	Reed College - 5	Univ of Central Florida - 1	Univ of Puget Sound - 2
American Univ of Paris FR - 1	Dartmouth College - 7	Lehigh Univ - 5	Regis Univ-CO - 1	Univ of Chicago - 5	Univ of Rochester - 2
Arizona State - 12	DePaul Univ - 3	Lewis & Clark College - 3	Rensselaer Polytech-NY - 2	Univ of Colorado - 22	Univ of St. Andrews - 1
Austin College - 1	Drexel Univ - 1	Lindenwood Univ - 1	Rhode Island Sch of Design - 3	Univ of Connecticut - 1	Univ of Tampa - 2
Barnard College - 4	Duke Univ - 4	Marymount Manhattan - 1	Rice Univ - 3	Univ of Denver - 2	Univ of Tech Sydney AUSTRALIA - 1
Baylor Univ - 4	Emerson College - 2	McDaniel College - 1	Rochester Instit of Tech - 2	Univ of Edinburgh UK - 1	Univ of Texas, Austin - 3
Berklee College of Music - 1	Emory Univ - 2	McGill Univ - 1	Rose-Hulman Instit of Tech - 3	Univ of Glasgow UK - 2	Univ of Toronto CAN - 2
Boston College - 3	Evergreen State College - 1	Michigan State - 2	Rutgers Univ-New Brunswick - 1	Univ of Guelph CAN - 1	Univ of Utah - 6
Boston Conservatory Berklee - 1	Franklin Univ - 2	Middlebury College - 1	St. John's Univ-NY - 1	Univ of Hawaii - 10	Univ of Vermont - 2
Boston Univ - 13	George Mason Univ - 1	MIT - 7	St. Olaf College - 1	Univ of Illinois - 8	Univ of Virginia - 1
Brandeis Univ - 4	Georgetown Univ - 2	Montana State Univ - 1	Seattle Univ Washington State - 4	Univ of Indianapolis - 1	Univ of Washington - 21
Brigham Young-ID - 1	Georgia Instit of Tech - 1	Mount Holyoke College - 1	Smith College - 1	Univ of Maryland - 3	Univ of Wisconsin - 15
Brigham Young Univ-UT - 3	Gettysburg College - 1	New York Univ - 13	Southern Methodist Univ - 2	Univ of Massachusetts - 2	Utah State Univ Utah Valley - 3
Brown Univ - 3	Gonzaga Univ - 4	Northeastern Univ - 25	Stony Brook Univ - 2	Univ of Miami - 1	Vanderbilt Univ - 1
Bryn Mawr College - 3	Goucher College - 1	Northwestern Univ - 5	Swarthmore College - 1	Univ of Michigan - 15	Vassar College - 1
Bucknell Univ - 2	Hamilton College-NY - 1	Oberlin College of Arts & Sci - 1	Syracuse Univ - 4	Univ of Minnesota - 1	Virginia Tech - 6
Carleton Univ CAN - 1	Harvard Univ - 1	Ohio State Univ - 1	Texas Tech Univ - 3	Univ of Mississippi - 1	Wake Forest Univ-NC - 1
Carnegie Mellon - 10	Haverford College - 2	Oregon State - 6	Trinity College Dublin IRELAND - 1	Univ of Nevada - 3	Washington & Jefferson College - 2
Case Western Reserve Univ - 4	Hawaii Pacific Univ - 2	Pace Univ-NY - 2	Tufts Univ - 4	Univ of New Mexico - 1	Washington Univ in St. Louis - 3
Colorado College Colorado Sch - 3	Imperial College London UK - 1	Pennsylvania State Univ - 2	Tulane Univ of Louisiana - 4	Univ of Notre Dame - 1	Wellesley College - 3
Colorado State Univ - 4	Indiana Univ-Bloomington - 7	Pratt Instit - 2	Univ of Alberta CAN - 1	Univ of Oregon - 17	Wesleyan Univ - 3
Columbia Univ - 1	Indiana Univ-Purdue - 1	Princeton Univ - 3	Univ of Arizona Northern Arizon Univ - 5	Univ of Pennsylvania - 4	Whitman College-WA - 4
Cornell Univ - 11	Ithaca College - 1	Purdue Univ - 19	Univ of British Columbia CAN - 6	Univ of Pittsburgh - 2	William & Mary-VA - 1
Culinary Instit of America - 1	Johns Hopkins Univ - 2	Queen's Univ CAN - 1	Univ of Cambridge UK - 1	Univ of Portland - 3	Yale Univ - 1
California State University - 184			University of California - 289		California Private - 122
Cal Poly, Pomona - 3	Monterey Bay - 3	Berkeley - 49	Academy of Art Univ - 1	Loyola Marymount Univ - 19	Scripps College - 3
Cal Poly, SLO - 31	Northridge - 3	Davis - 49	Calif Baptist Univ - 1	Menlo College - 1	Soka Univ of America - 1
Chico - 6	Sacramento - 4	Irvine - 19	Calif College of the Arts - 1	Mills College - 1	Stanford Univ - 13
Donimquez Hills, Carson - 1	San Diego - 17	Los Angeles - 43	Calif Instit of the Arts - 1	Occidental College - 2	Univ of Pacific - 2
East Bay - 5	San Francisco - 21	Merced - 13	Calif Instit of Technology - 2	Pepperdine Univ - 1	Univ of La Verne - 1
Fullerton - 1	San Jose - 75	Riverside - 17	Chapman Univ - 15	Pitzer College - 4	Univ of Redlands - 1
Humboldt - 3	Sonoma - 7	San Diego - 16	Claremont McKenna - 6	Pomona College - 2	Univ of San Diego - 1
Long Beach - 3		Santa Barbara - 57	Dominican Univ of California - 1	San Francisco Art Instit - 1	Univ of San Francisco - 2
Los Angeles - 1		Santa Cruz - 26	Harvey Mudd - 3	Santa Clara Univ - 20	Univ of S. Calif - 16

3. Indicators

BOARD ADOPTED CORE INDICATORS OF STUDENT ACHIEVEMENT

SBAC ELA & Math (Indicator 1a & b)

a-g Completion (Indicator 2)

Algebra II/III Completion (Indicator 3)

AP Test Score 3 or better (Indicator 4)

Freshman GPA – 2.0+ (Indicator 7a)

GPA – 3.0+ (Indicator 7b)

9th Grade ‘No Fs’ (Indicator 8)

Students taking at least 1 AP/H class (Indicator 9 & b)

Graduation Rates (Indicator 10)

Snapshot of District Accountability - 2021 - 22

<p>92% Target: >95% No "F" End of 9th Grade</p>	<p>81% Target: >75% Average GPA 3.0 or Better</p>	<p>48% Target: >50% Stu w 1 or more Honors Class</p>	<p>51% Target: >50% Stu w 1 or more AP Class</p>	<p>85% Target: >85% AP Scores of 3 or Better</p>
<p>95% Target: >95% Freshmen w GPA 2.0 or Better</p>	<p>90% Target: >95% Complete Alg II/H w C or Better</p>	<p>78% Target: 85% Complete a-g</p>	<p>98% Target: 98% Graduation Rate</p>	

"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
- Wellness: Social-Emotional, Identity Safety, Growth Mindset
- A Respectful, Collaborative Culture, Embracing Diversity
- Hiring, Retaining & Supporting the Best and Diverse Staff

Observations and Take-Aways: District-wide Progress Report

SBAC:

While our SBAC-ELA scores for Exceeded/Met have increased or stayed constant across our groups, our Math scores have taken a dip, in particular with our Latinex, African American, and Other populations. At this time, neither the state nor county has released its average CAASPP scores.

UC/CSU a-g:

UC a-g completion rates have decreased this 2021-22 school year. This is consistent across almost all groups.

Algebra II Completion Rates:

When we look at Algebra II completion, we only look at those students who can reasonably expect to be taking Algebra II. In other words, we have excluded SDC students, our most severely handicapped Special Ed population. Starting in 2020-21, our Algebra II completion data only includes students who graduated within 4 years. We see an overall dip in the percent of students completing Algebra II with a C or higher, however the increase or decrease varies based on demographics.

Advanced Placement:

This year we have reached the highest number of exams, number and percent of exams with a score of 3 or better, and number of test takers at MVHS (while LAHS has a small decrease in number of test takers). We have reached this percentage of scores of 3 or better only once in the last 12 years, and that was in 2012. It is important to note that since 2012, the number of exams taken has increased by 70.5%, and the number of test takers has gone up by 54%.

Freshman GPA 2.0+:

A freshman with a GPA of 2.0 or higher can predict a trajectory of making graduation requirements with good standing. Ending the freshmen year with less than a 2.0 can also predict ongoing struggles that can lead to attendance and academic challenges amongst other concerns. Our 21-22 data shows that our Frosh 2.0+ data have seen increases in almost all demographics. This is great news for our students!

Enrollment in AP/Honors Courses:

The number of students enrolled in our honors and AP course have remained fairly consistent from the 20-21 school year, with some minor variations between the demographics.

Graduation Rate:

LAHS had nearly a 100% graduation rate and MVHS had 96% graduation rate. This is excellent! For most of the non-grads at MVHS, they are EL Newcomers given a 5th year or Special Education students transitioning to the Adult Transition Program (ATP) for ongoing MVLA education.

District
SBAC - ELA
 Exceeded/Met
 Indicator 1a

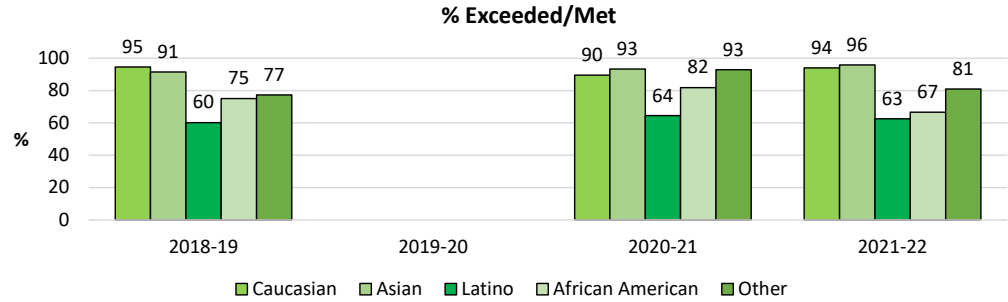


Data Source: Indicators (Aeries Query)

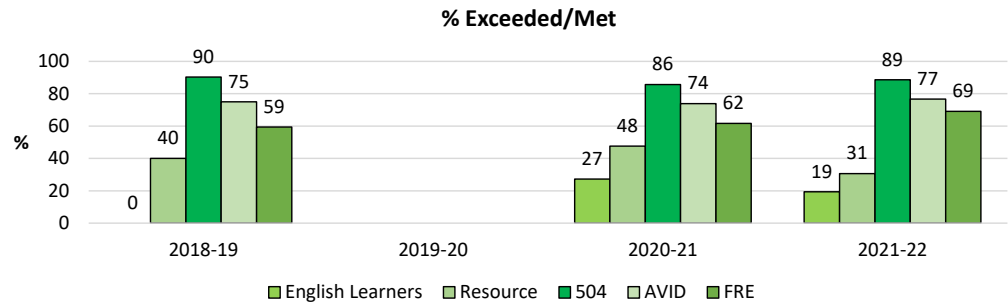
Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

District SBAC - ELA Exceeded/Met Indicator 1a

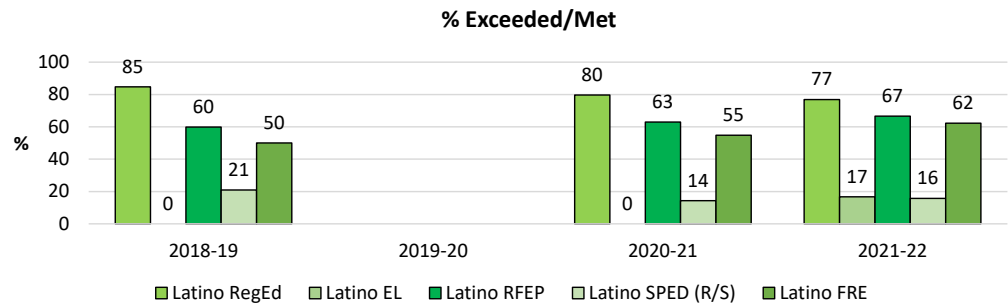
By Ethnicity	School Year	2018-19	2019-20	2020-21	2021-22
	Caucasian	# Testers	349	-	249
	# Exceeded/Met	330	-	223	266
Asian	# Testers	304	-	237	288
	# Exceeded/Met	278	-	221	276
Latino	# Testers	216	-	135	224
	# Exceeded/Met	130	-	87	140
African American	# Testers	16	-	11	9
	# Exceeded/Met	12	-	9	6
Other	# Testers	44	-	28	21
	# Exceeded/Met	34	-	26	17



By Special Populations	School Year	2018-19	2019-20	2020-21	2021-22
	English Learners	# Testers	26	-	11
	# Exceeded/Met	-	-	3	6
Resource	# Testers	50	-	21	49
	# Exceeded/Met	20	-	10	15
504	# Testers	103	-	56	105
	# Exceeded/Met	93	-	48	93
AVID	# Testers	88	-	69	90
	# Exceeded/Met	66	-	51	69
FRE	# Testers	197	-	107	81
	# Exceeded/Met	117	-	66	56



By Latino Subgroups	School Year	2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Testers	72	-	59
	# Exceeded/Met	61	-	47	96
Latino EL	# Testers	21	-	6	24
	# Exceeded/Met	-	-	-	4
Latino RFEF	# Testers	127	-	89	138
	# Exceeded/Met	76	-	56	92
Latino SPED (R/S)	# Testers	43	-	14	38
	# Exceeded/Met	9	-	2	6
Latino FRE	# Testers	126	-	73	61
	# Exceeded/Met	63	-	40	38



Data Source: Indicators (Aeries Query)

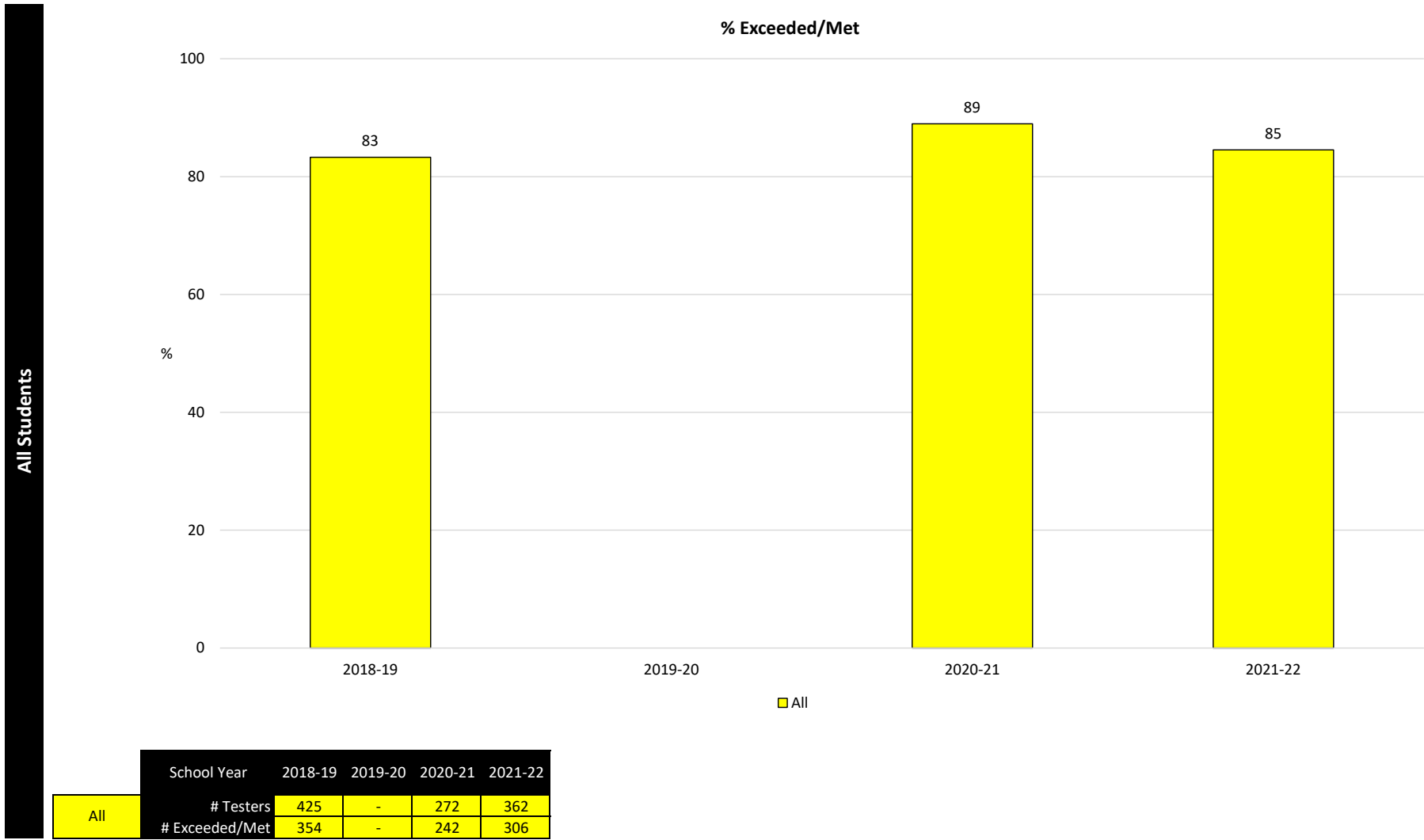
Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Mountain View High School

SBAC - ELA

Exceeded/Met

Indicator 1a



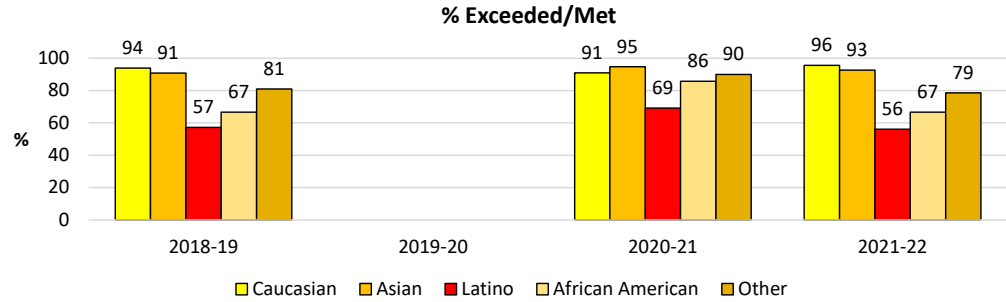
Data Source: Indicators (Aeries Query)

Mountain View High School

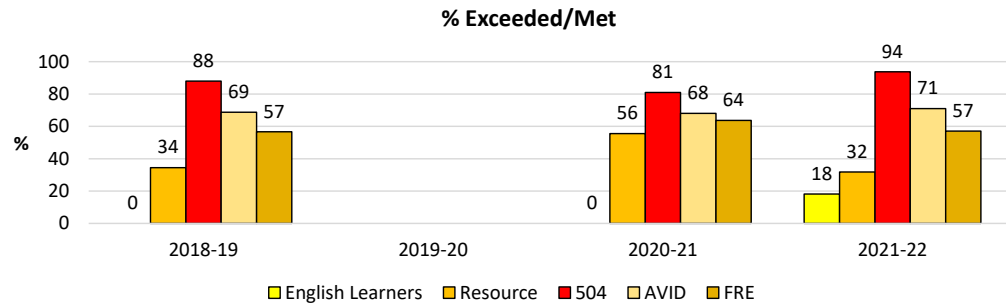
SBAC - ELA

Exceeded/Met Indicator 1a

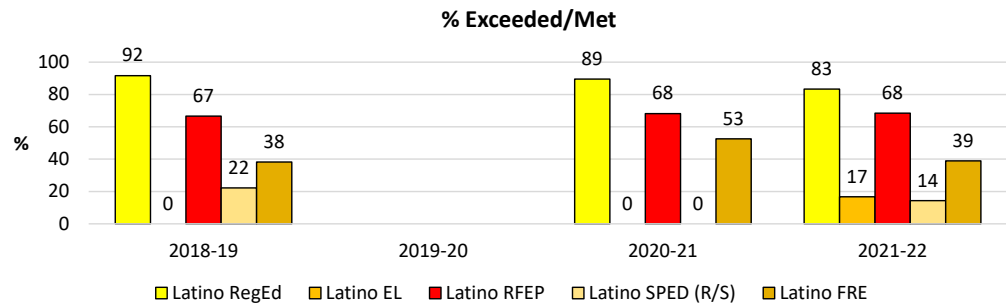
By Ethnicity	School Year		2018-19	2019-20	2020-21	2021-22
	Caucasian	# Testers	165	-	111	137
	# Exceeded/Met	155	-	101	131	
Asian	# Testers	131	-	95	123	
	# Exceeded/Met	119	-	90	114	
Latino	# Testers	96	-	39	82	
	# Exceeded/Met	55	-	27	46	
African American	# Testers	12	-	7	6	
	# Exceeded/Met	8	-	6	4	
Other	# Testers	21	-	20	14	
	# Exceeded/Met	17	-	18	11	



By Special Populations	School Year		2018-19	2019-20	2020-21	2021-22
	English Learners	# Testers	17	-	4	22
	# Exceeded/Met	-	-	-	4	
Resource	# Testers	29	-	9	22	
	# Exceeded/Met	10	-	5	7	
504	# Testers	50	-	21	48	
	# Exceeded/Met	44	-	17	45	
AVID	# Testers	32	-	25	38	
	# Exceeded/Met	22	-	17	27	
FRE	# Testers	83	-	33	28	
	# Exceeded/Met	47	-	21	16	



By Latino Subgroups	School Year		2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Testers	36	-	19	42
	# Exceeded/Met	33	-	17	35	
Latino EL	# Testers	17	-	3	18	
	# Exceeded/Met	-	-	-	3	
Latino RFEP	# Testers	36	-	22	38	
	# Exceeded/Met	24	-	15	26	
Latino SPED (R/S)	# Testers	27	-	1	14	
	# Exceeded/Met	6	-	-	2	
Latino FRE	# Testers	47	-	19	18	
	# Exceeded/Met	18	-	10	7	



Data Source: Indicators (Aeries Query)

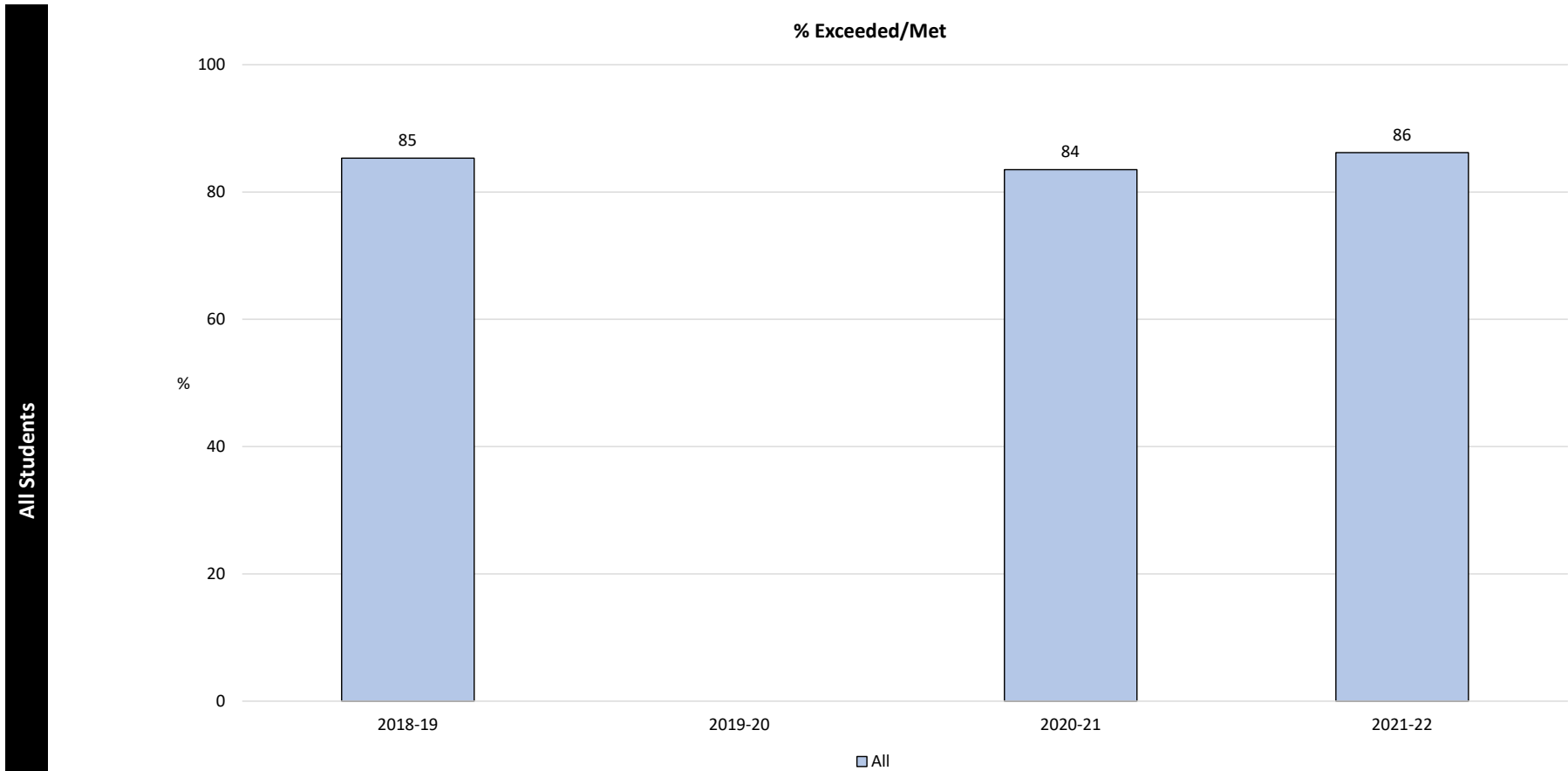
Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Los Altos High School

SBAC - ELA

Exceeded/Met

Indicator 1a



	School Year	2018-19	2019-20	2020-21	2021-22
All	# Testers	504	-	388	463
	# Exceeded/Met	430	-	324	399

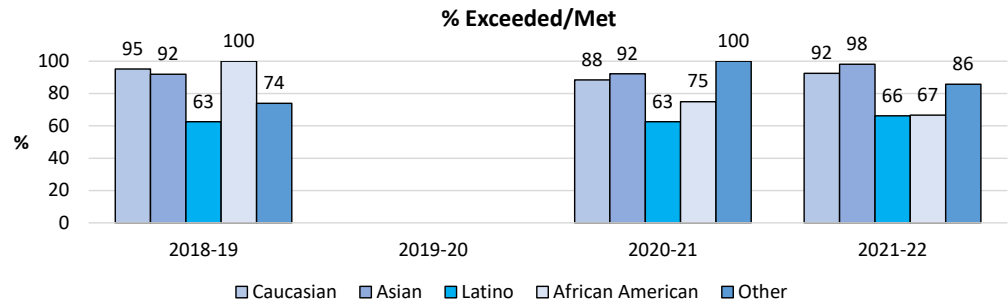
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Los Altos High School

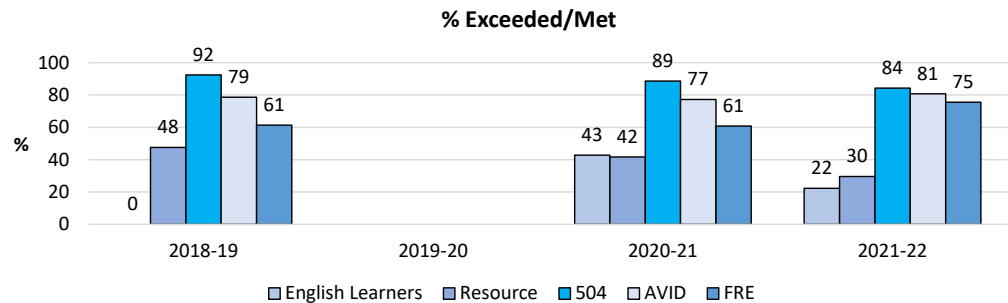
SBAC - ELA

Exceeded/Met Indicator 1a

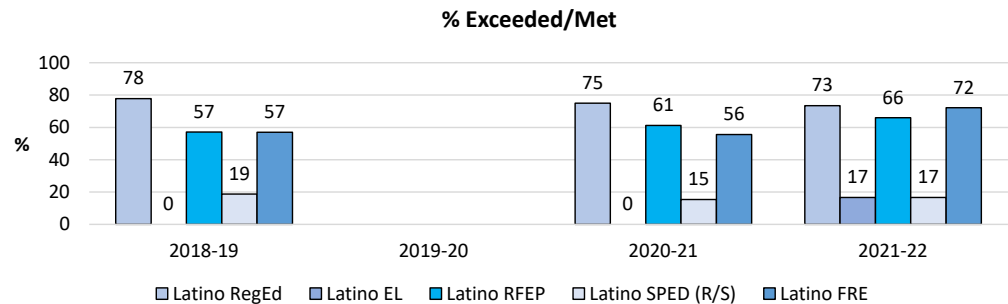
By Ethnicity	School Year		2018-19	2019-20	2020-21	2021-22
	Caucasian	# Testers	184	-	138	146
	# Exceeded/Met	175	-	122	135	
Asian	# Testers	173	-	142	165	
	# Exceeded/Met	159	-	131	162	
Latino	# Testers	120	-	96	142	
	# Exceeded/Met	75	-	60	94	
African American	# Testers	4	-	4	3	
	# Exceeded/Met	4	-	3	2	
Other	# Testers	23	-	8	7	
	# Exceeded/Met	17	-	8	6	



By Special Populations	School Year		2018-19	2019-20	2020-21	2021-22
	English Learners	# Testers	9	-	7	9
	# Exceeded/Met	-	-	3	2	
Resource	# Testers	21	-	12	27	
	# Exceeded/Met	10	-	5	8	
504	# Testers	53	-	35	57	
	# Exceeded/Met	49	-	31	48	
AVID	# Testers	56	-	44	52	
	# Exceeded/Met	44	-	34	42	
FRE	# Testers	114	-	74	53	
	# Exceeded/Met	70	-	45	40	



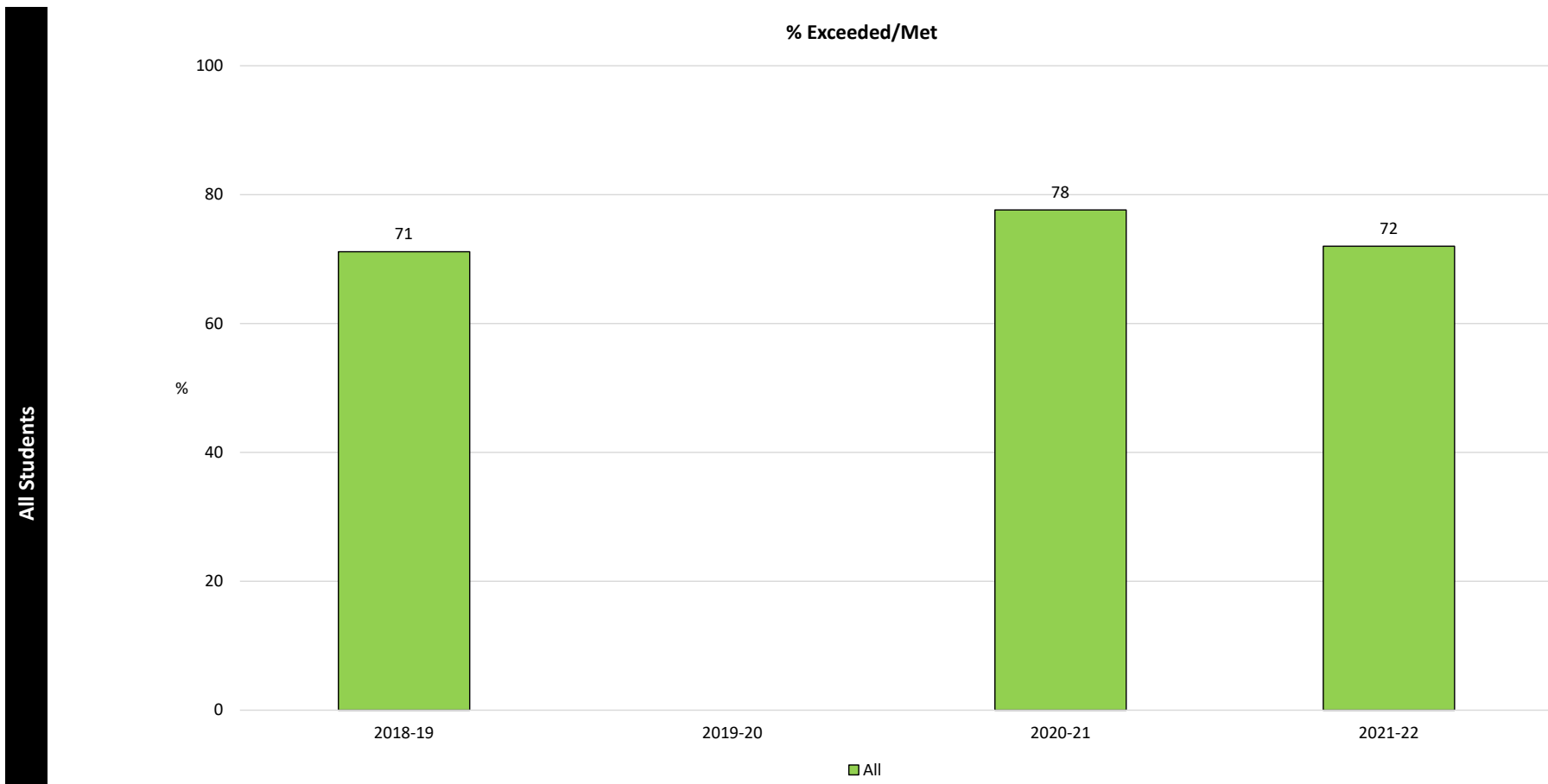
By Latino Subgroups	School Year		2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Testers	36	-	40	83
	# Exceeded/Met	28	-	30	61	
Latino EL	# Testers	4	-	3	6	
	# Exceeded/Met	-	-	-	1	
Latino RFEP	# Testers	91	-	67	100	
	# Exceeded/Met	52	-	41	66	
Latino SPED (R/S)	# Testers	16	-	13	24	
	# Exceeded/Met	3	-	2	4	
Latino FRE	# Testers	79	-	54	43	
	# Exceeded/Met	45	-	30	31	



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

District
SBAC - Math
 Exceeded/Met
 Indicator 1b



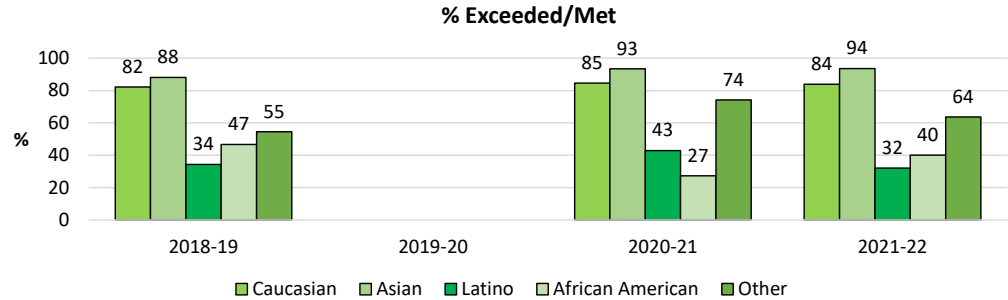
	School Year	2018-19	2019-20	2020-21	2021-22
All	# Testers	922	-	706	807
	# Exceeded/Met	656	-	548	581

Data Source: Indicators (Aeries Query)

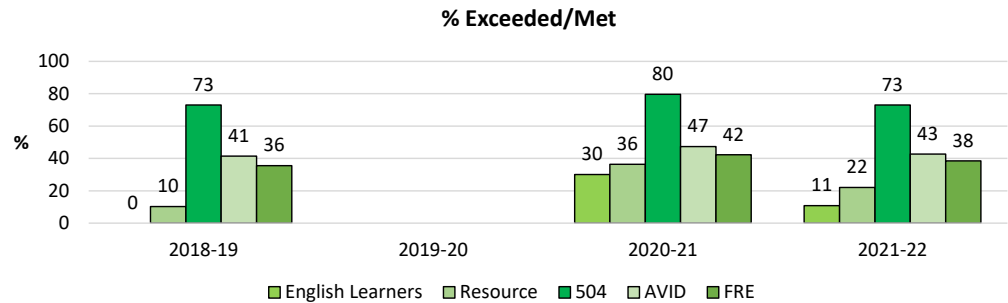
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District SBAC - Math Exceeded/Met Indicator 1b

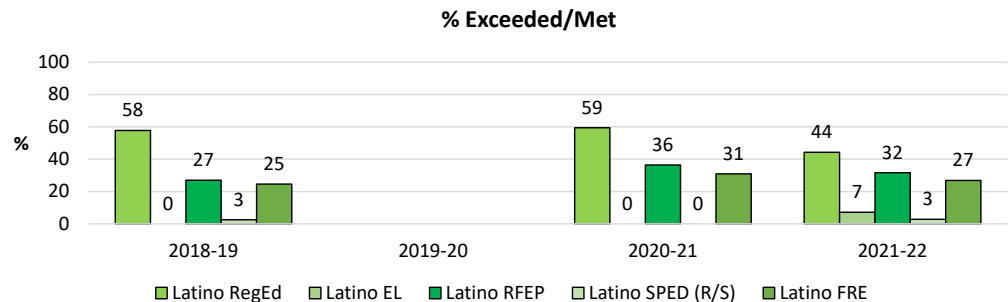
By Ethnicity	School Year		2018-19	2019-20	2020-21	2021-22
	Caucasian	# Testers	349	-	273	274
	# Exceeded/Met	287	-	231	230	
Asian	# Testers	301	-	244	280	
	# Exceeded/Met	265	-	228	262	
Latino	# Testers	213	-	147	221	
	# Exceeded/Met	73	-	63	71	
African American	# Testers	15	-	11	10	
	# Exceeded/Met	7	-	3	4	
Other	# Testers	44	-	31	22	
	# Exceeded/Met	24	-	23	14	



By Special Populations	School Year		2018-19	2019-20	2020-21	2021-22
	English Learners	# Testers	28	-	10	37
	# Exceeded/Met	-	-	3	4	
Resource	# Testers	49	-	22	50	
	# Exceeded/Met	5	-	8	11	
504	# Testers	104	-	64	100	
	# Exceeded/Met	76	-	51	73	
AVID	# Testers	87	-	76	89	
	# Exceeded/Met	36	-	36	38	
FRE	# Testers	197	-	116	78	
	# Exceeded/Met	70	-	49	30	



By Latino Subgroups	School Year		2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Testers	71	-	64	122
	# Exceeded/Met	41	-	38	54	
Latino EL	# Testers	23	-	5	28	
	# Exceeded/Met	-	-	-	2	
Latino RFEP	# Testers	126	-	99	133	
	# Exceeded/Met	34	-	36	42	
Latino SPED (R/S)	# Testers	40	-	13	36	
	# Exceeded/Met	1	-	-	1	
Latino FRE	# Testers	126	-	81	56	
	# Exceeded/Met	31	-	25	15	



Data Source: Indicators (Aeries Query)

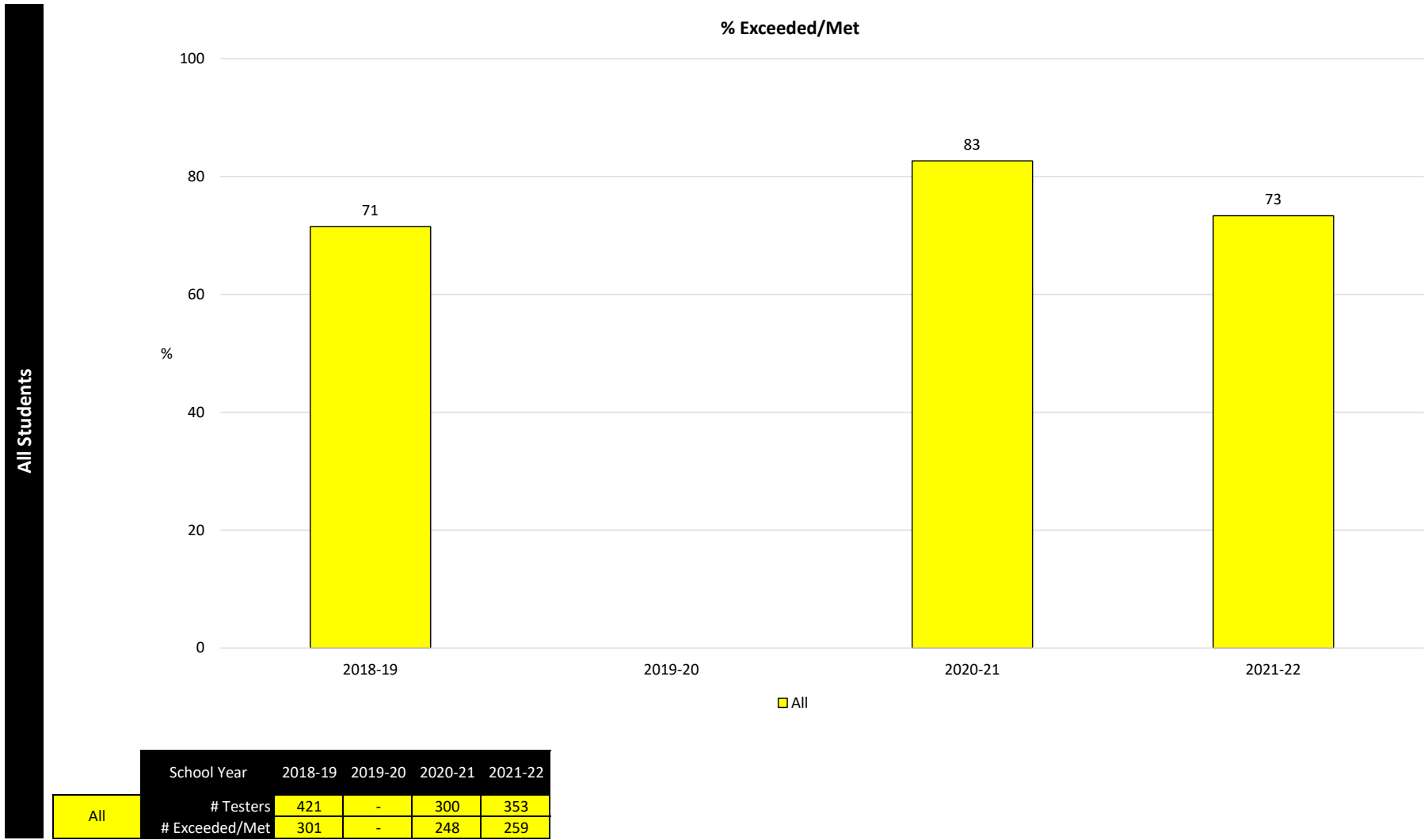
Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Mountain View High School

SBAC - Math

Exceeded/Met

Indicator 1b



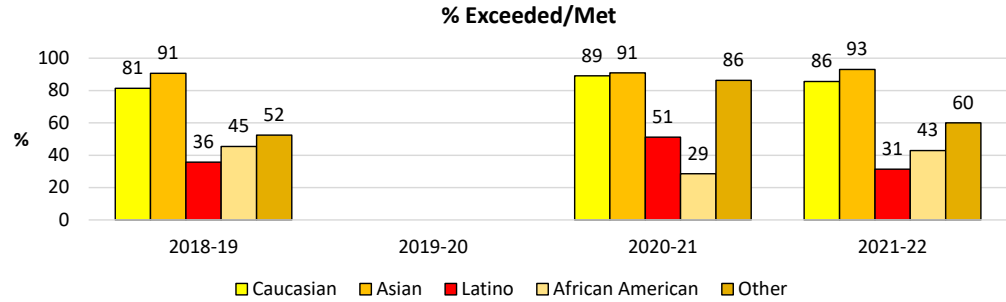
Data Source: Indicators (Aeries Query)

Mountain View High School

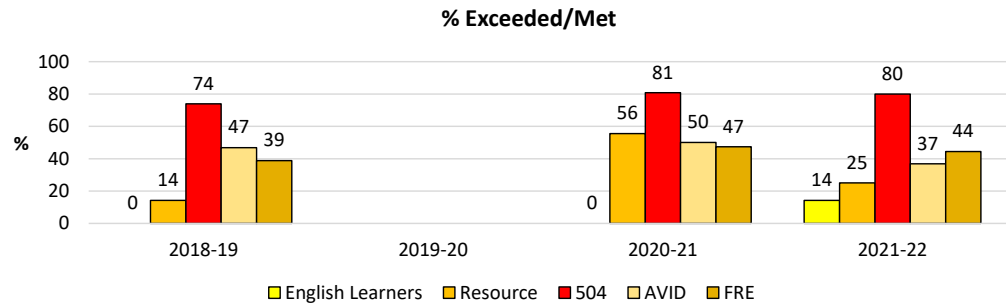
SBAC - Math

Exceeded/Met Indicator 1b

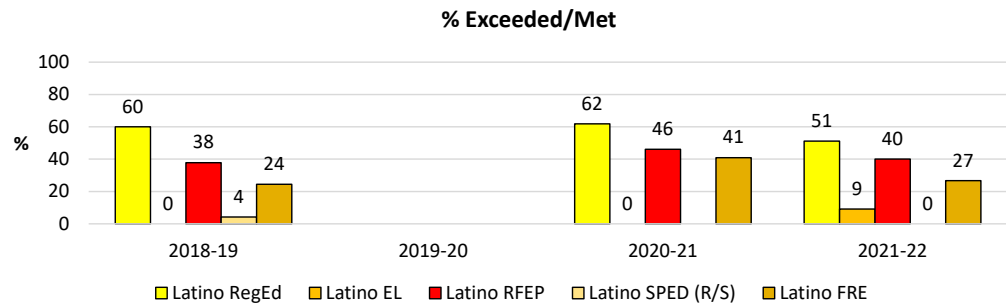
By Ethnicity	School Year		2018-19	2019-20	2020-21	2021-22
	Caucasian	# Testers	166	-	128	132
	# Exceeded/Met	135	-	114	113	
Asian	# Testers	128	-	100	116	
	# Exceeded/Met	116	-	91	108	
Latino	# Testers	95	-	43	83	
	# Exceeded/Met	34	-	22	26	
African American	# Testers	11	-	7	7	
	# Exceeded/Met	5	-	2	3	
Other	# Testers	21	-	22	15	
	# Exceeded/Met	11	-	19	9	



By Special Populations	School Year		2018-19	2019-20	2020-21	2021-22
	English Learners	# Testers	19	-	3	28
	# Exceeded/Met	-	-	-	4	
Resource	# Testers	28	-	9	24	
	# Exceeded/Met	4	-	5	6	
504	# Testers	50	-	26	45	
	# Exceeded/Met	37	-	21	36	
AVID	# Testers	32	-	30	38	
	# Exceeded/Met	15	-	15	14	
FRE	# Testers	85	-	38	27	
	# Exceeded/Met	33	-	18	12	



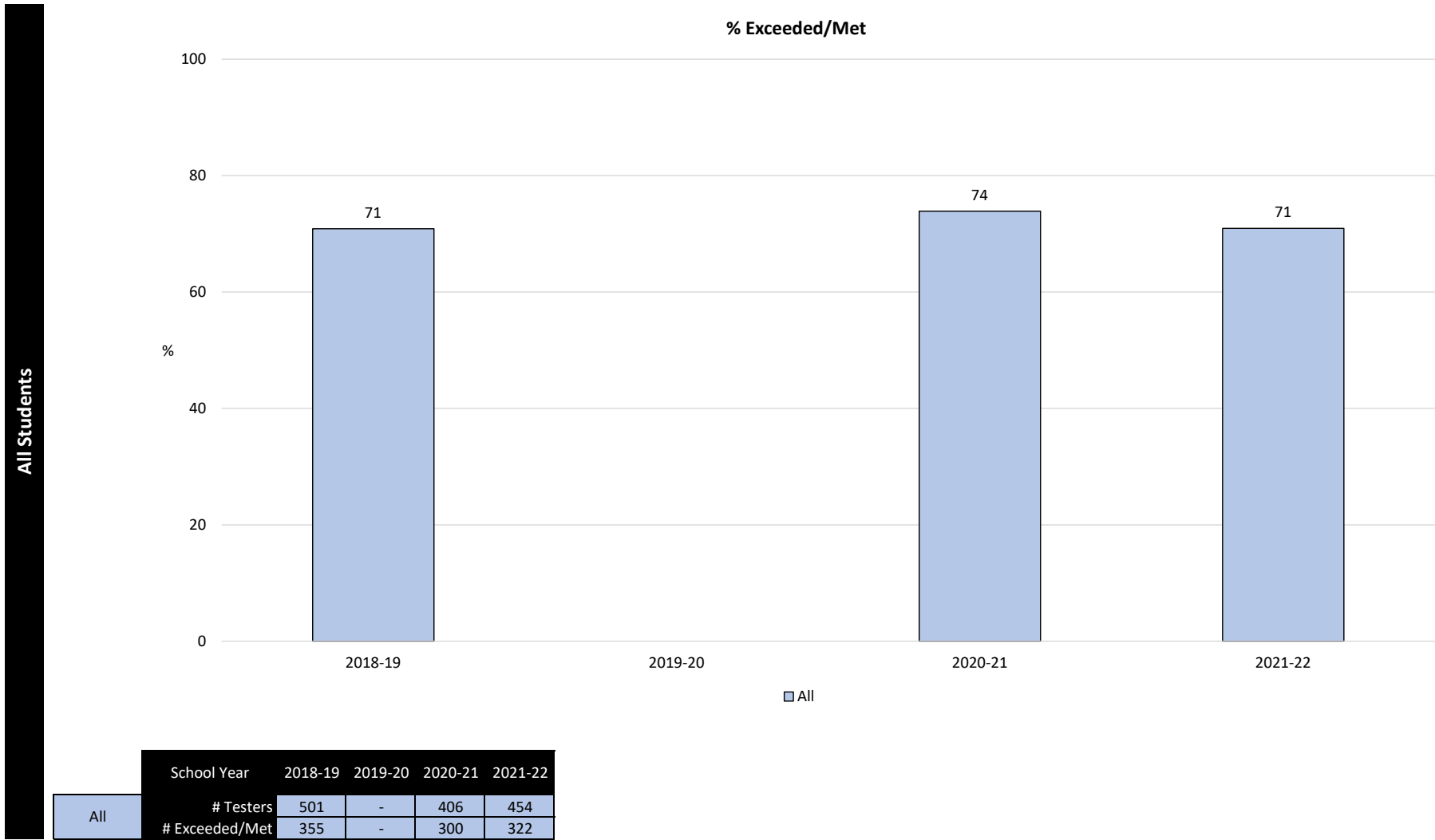
By Latino Subgroups	School Year		2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Testers	35	-	21	41
	# Exceeded/Met	21	-	13	21	
Latino EL	# Testers	19	-	2	22	
	# Exceeded/Met	-	-	-	2	
Latino RFEP	# Testers	37	-	26	35	
	# Exceeded/Met	14	-	12	14	
Latino SPED (R/S)	# Testers	24	-	-	14	
	# Exceeded/Met	1	-	-	-	
Latino FRE	# Testers	49	-	22	15	
	# Exceeded/Met	12	-	9	4	



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Los Altos High School
SBAC - Math
 Exceeded/Met
 Indicator 1b

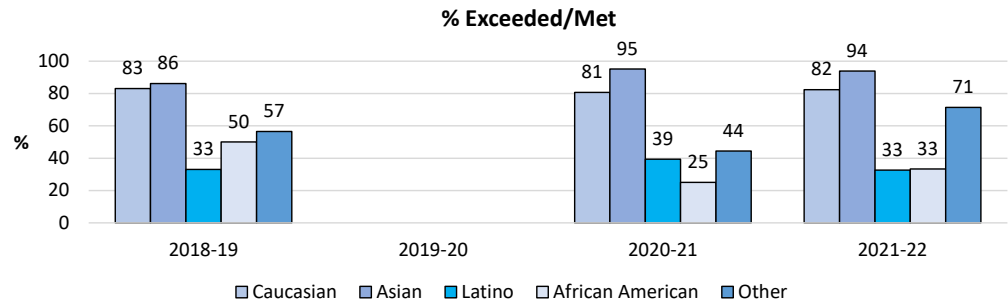


Data Source: Indicators (Aeries Query)

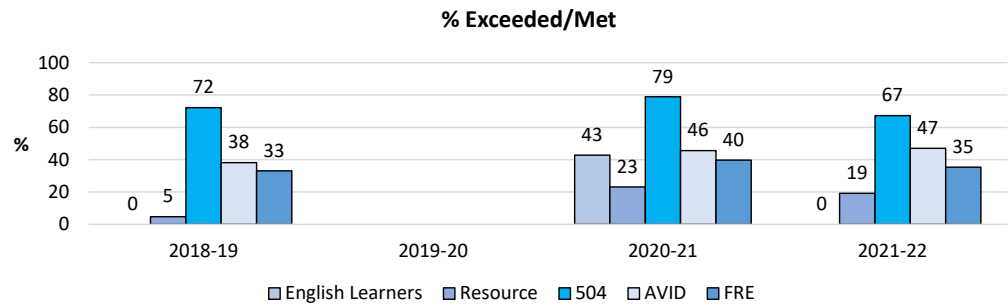
Los Altos High School SBAC - Math

Exceeded/Met Indicator 1b

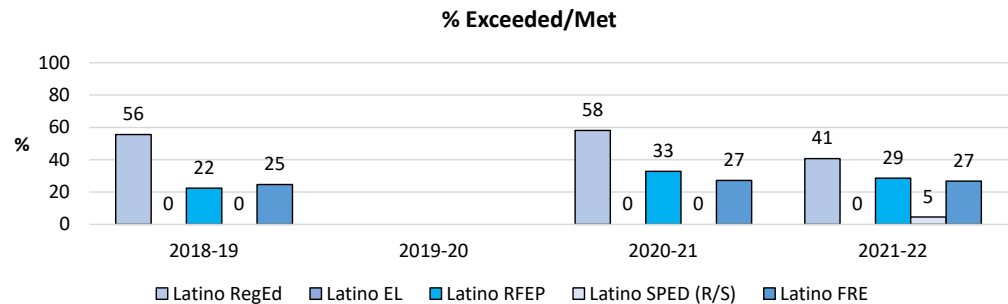
By Ethnicity	School Year		2018-19	2019-20	2020-21	2021-22
	Caucasian	# Testers	183	-	145	142
	# Exceeded/Met	152	-	117	117	
Asian	# Testers	173	-	144	164	
	# Exceeded/Met	149	-	137	154	
Latino	# Testers	118	-	104	138	
	# Exceeded/Met	39	-	41	45	
African American	# Testers	4	-	4	3	
	# Exceeded/Met	2	-	1	1	
Other	# Testers	23	-	9	7	
	# Exceeded/Met	13	-	4	5	



By Special Populations	School Year		2018-19	2019-20	2020-21	2021-22
	English Learners	# Testers	9	-	7	9
	# Exceeded/Met	-	-	3	-	
Resource	# Testers	21	-	13	26	
	# Exceeded/Met	1	-	3	5	
504	# Testers	54	-	38	55	
	# Exceeded/Met	39	-	30	37	
AVID	# Testers	55	-	46	51	
	# Exceeded/Met	21	-	21	24	
FRE	# Testers	112	-	78	51	
	# Exceeded/Met	37	-	31	18	



By Latino Subgroups	School Year		2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Testers	36	-	43	81
	# Exceeded/Met	20	-	25	33	
Latino EL	# Testers	4	-	3	6	
	# Exceeded/Met	-	-	-	-	
Latino RFEP	# Testers	89	-	73	98	
	# Exceeded/Met	20	-	24	28	
Latino SPED (R/S)	# Testers	16	-	13	22	
	# Exceeded/Met	-	-	-	1	
Latino FRE	# Testers	77	-	59	41	
	# Exceeded/Met	19	-	16	11	

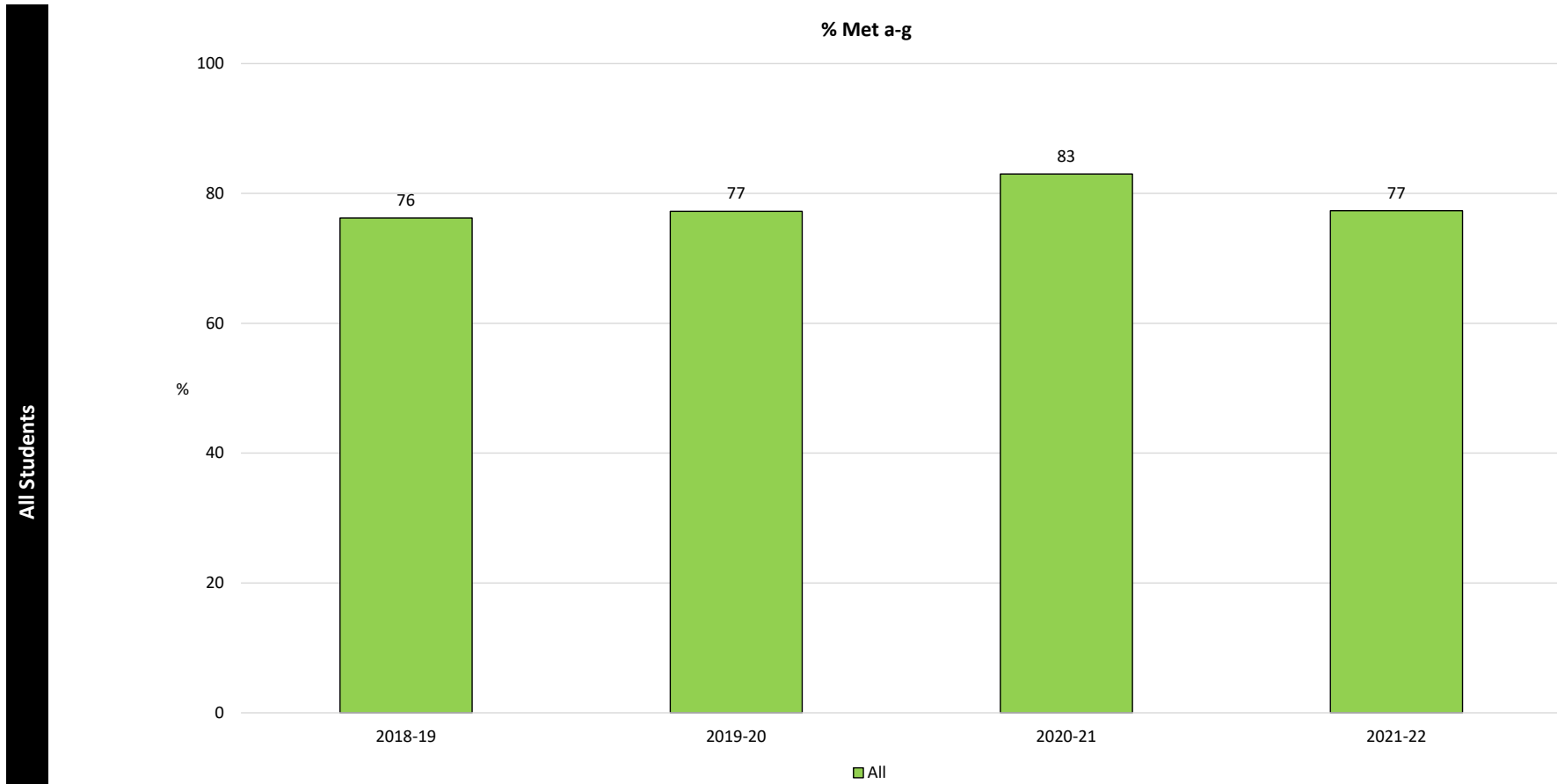


Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

District a-g Completion

Indicator 2



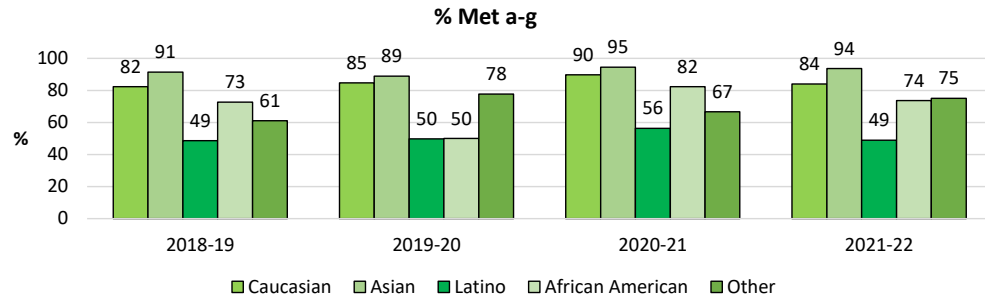
	Class of			
	2019	2020	2021	2022
School Year	2018-19	2019-20	2020-21	2021-22
# Enrolled	950	976	1011	1134
# Met a-g	724	754	839	877

Data Source: Indicators (Aeries Query)

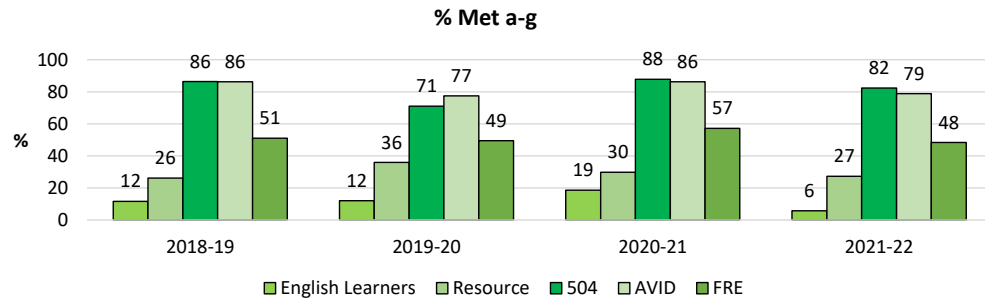
District a-g Completion

Indicator 2

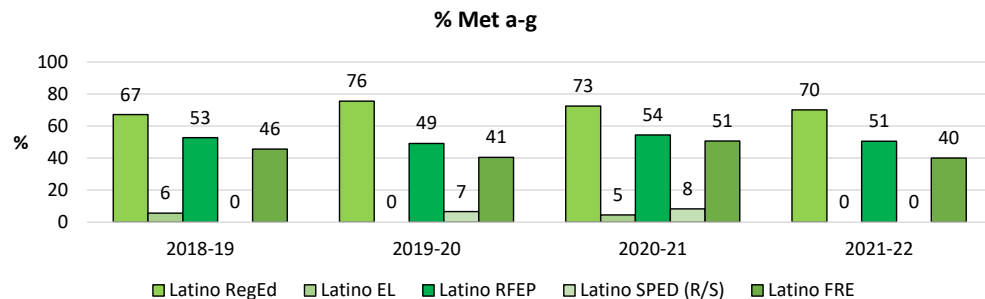
By Ethnicity	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	424	378	429	451
	# Met a-g	349	320	385	379
Asian	# Enrolled	267	316	311	330
	# Met a-g	244	281	294	309
Latino	# Enrolled	230	219	227	290
	# Met a-g	112	109	128	142
African American	# Enrolled	11	18	17	19
	# Met a-g	8	9	14	14
Other	# Enrolled	18	45	27	44
	# Met a-g	11	35	18	33



By Special Populations	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	43	25	27	52
	# Met a-g	5	3	5	3
Resource	# Enrolled	65	53	47	55
	# Met a-g	17	19	14	15
504	# Enrolled	44	38	122	153
	# Met a-g	38	27	107	126
AVID	# Enrolled	87	71	94	104
	# Met a-g	75	55	81	82
FRE	# Enrolled	206	174	168	118
	# Met a-g	105	86	96	57



By Latino Subgroups	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	64	78	80	157
	# Met a-g	43	59	58	110
Latino EL	# Enrolled	35	19	22	43
	# Met a-g	2	-	1	-
Latino RFEP	# Enrolled	144	128	136	172
	# Met a-g	76	63	74	87
Latino SPED (R/S)	# Enrolled	42	45	36	38
	# Met a-g	-	3	3	-
Latino FRE	# Enrolled	149	116	132	80
	# Met a-g	68	47	67	32



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Mountain View High School a-g Completion

Indicator 2



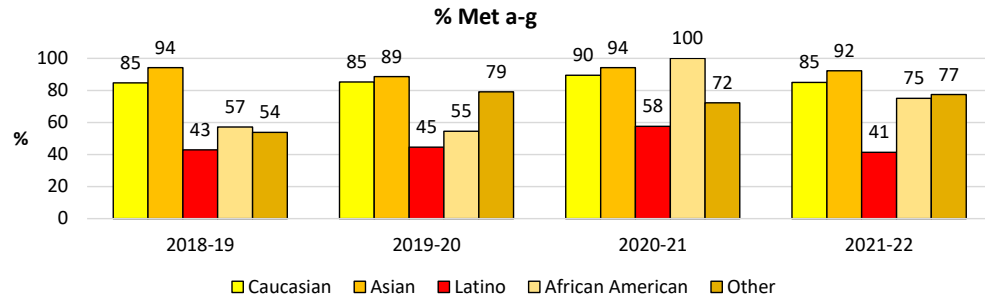
Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

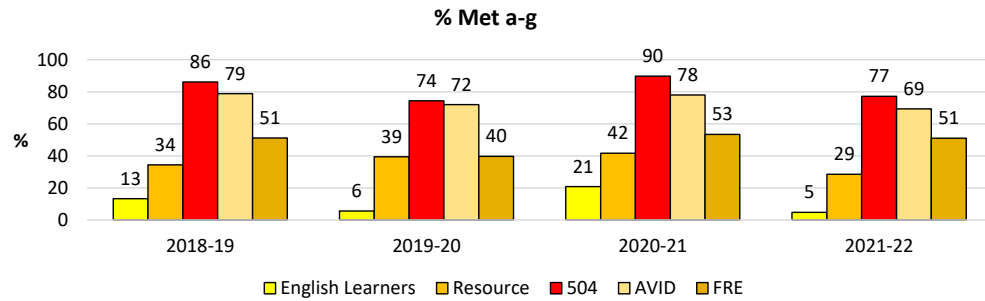
Mountain View High School a-g Completion

Indicator 2

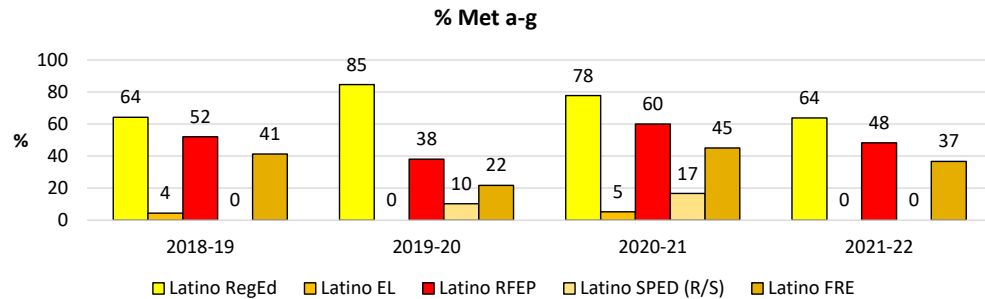
	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	203	184	210	240
	# Met a-g	172	157	188	204
Asian	# Enrolled	121	141	138	155
	# Met a-g	114	125	130	143
Latino	# Enrolled	98	103	92	133
	# Met a-g	42	46	53	55
African American	# Enrolled	7	11	5	12
	# Met a-g	4	6	5	9
Other	# Enrolled	13	24	18	31
	# Met a-g	7	19	13	24



	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	30	18	24	42
	# Met a-g	4	1	5	2
Resource	# Enrolled	32	33	24	28
	# Met a-g	11	13	10	8
504	# Enrolled	43	35	58	83
	# Met a-g	37	26	52	64
AVID	# Enrolled	33	25	50	49
	# Met a-g	26	18	39	34
FRE	# Enrolled	90	78	73	49
	# Met a-g	46	31	39	25



	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	28	39	36	69
	# Met a-g	18	33	28	44
Latino EL	# Enrolled	23	16	19	36
	# Met a-g	1	-	1	-
Latino RFEP	# Enrolled	48	42	40	58
	# Met a-g	25	16	24	28
Latino SPED (R/S)	# Enrolled	21	29	12	15
	# Met a-g	-	3	2	-
Latino FRE	# Enrolled	58	46	51	30
	# Met a-g	24	10	23	11

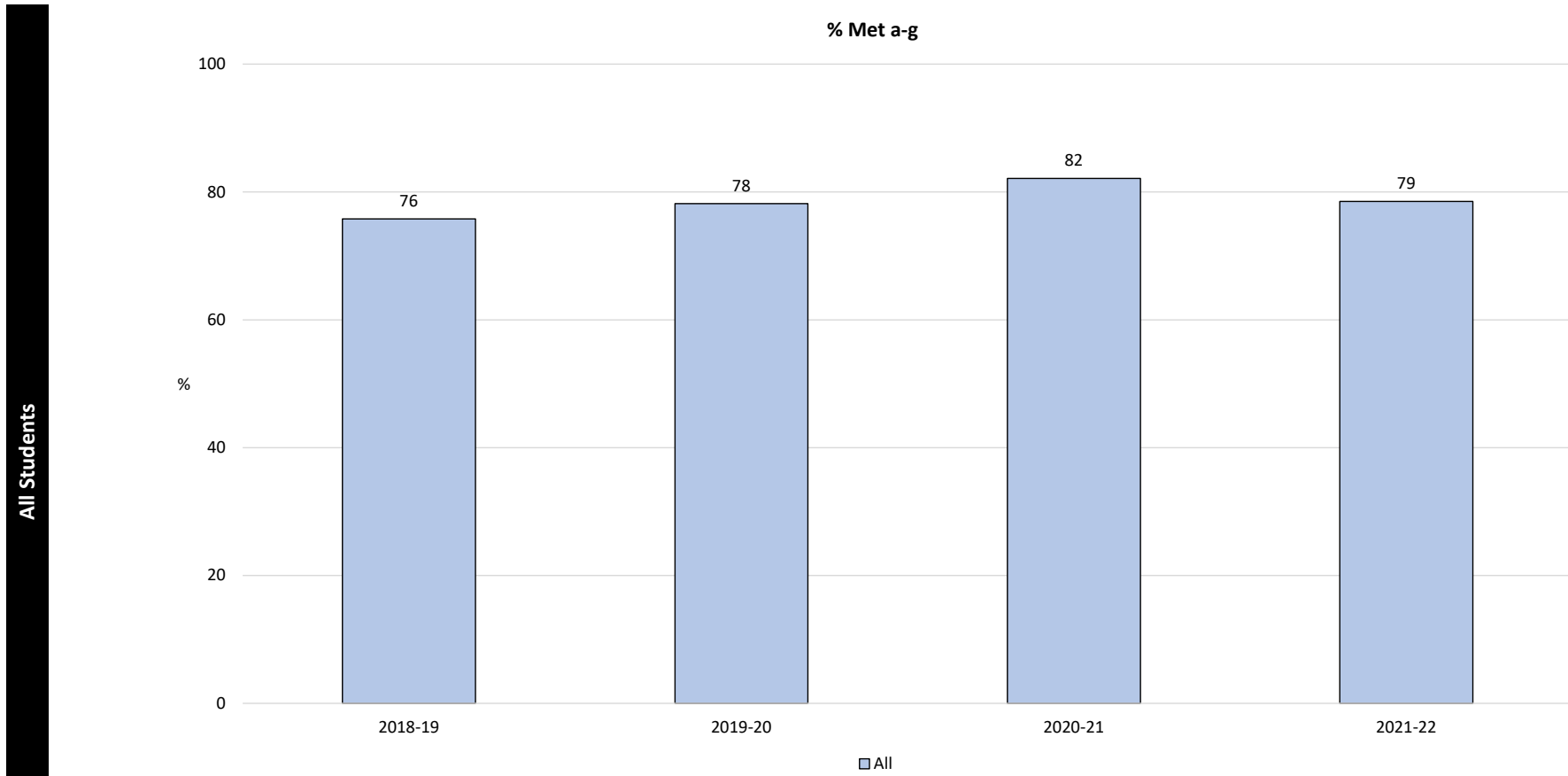


Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Los Altos High School a-g Completion

Indicator 2



All Students

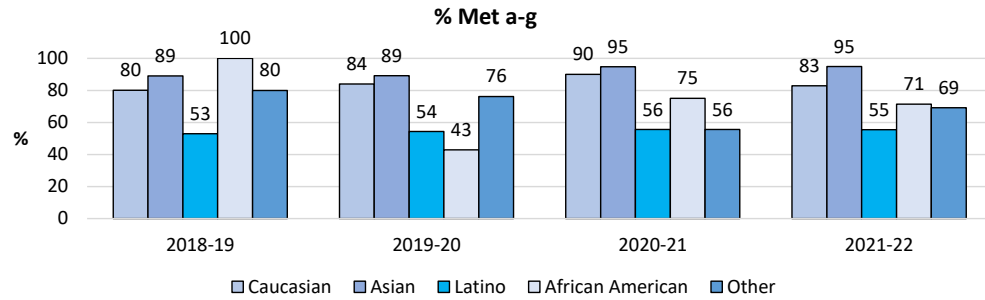
	Class of	2019	2020	2021	2022
	School Year	2018-19	2019-20	2020-21	2021-22
All	# Enrolled	508	513	548	563
	# Met a-g	385	401	450	442

Data Source: Indicators (Aeries Query)

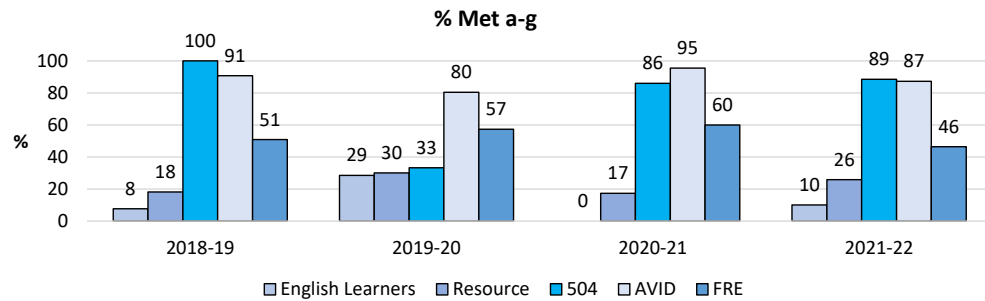
Los Altos High School a-g Completion

Indicator 2

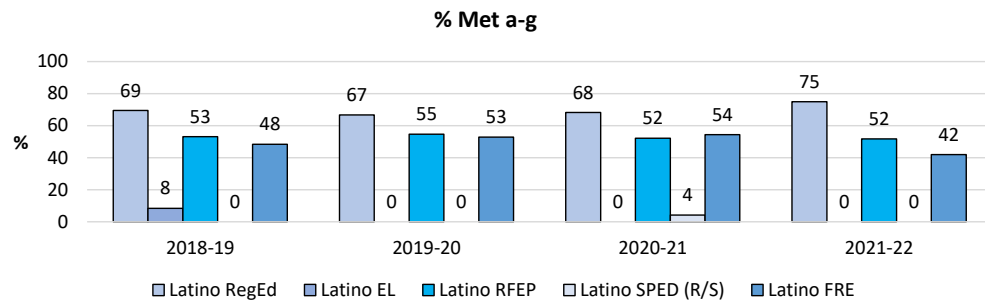
By Ethnicity	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	221	194	219	211
	# Met a-g	177	163	197	175
Asian	# Enrolled	146	175	173	175
	# Met a-g	130	156	164	166
Latino	# Enrolled	132	116	135	157
	# Met a-g	70	63	75	87
African American	# Enrolled	4	7	12	7
	# Met a-g	4	3	9	5
Other	# Enrolled	5	21	9	13
	# Met a-g	4	16	5	9



By Special Populations	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	13	7	3	10
	# Met a-g	1	2	-	1
Resource	# Enrolled	33	20	23	27
	# Met a-g	6	6	4	7
504	# Enrolled	1	3	64	70
	# Met a-g	1	1	55	62
AVID	# Enrolled	54	46	44	55
	# Met a-g	49	37	42	48
FRE	# Enrolled	116	96	95	69
	# Met a-g	59	55	57	32



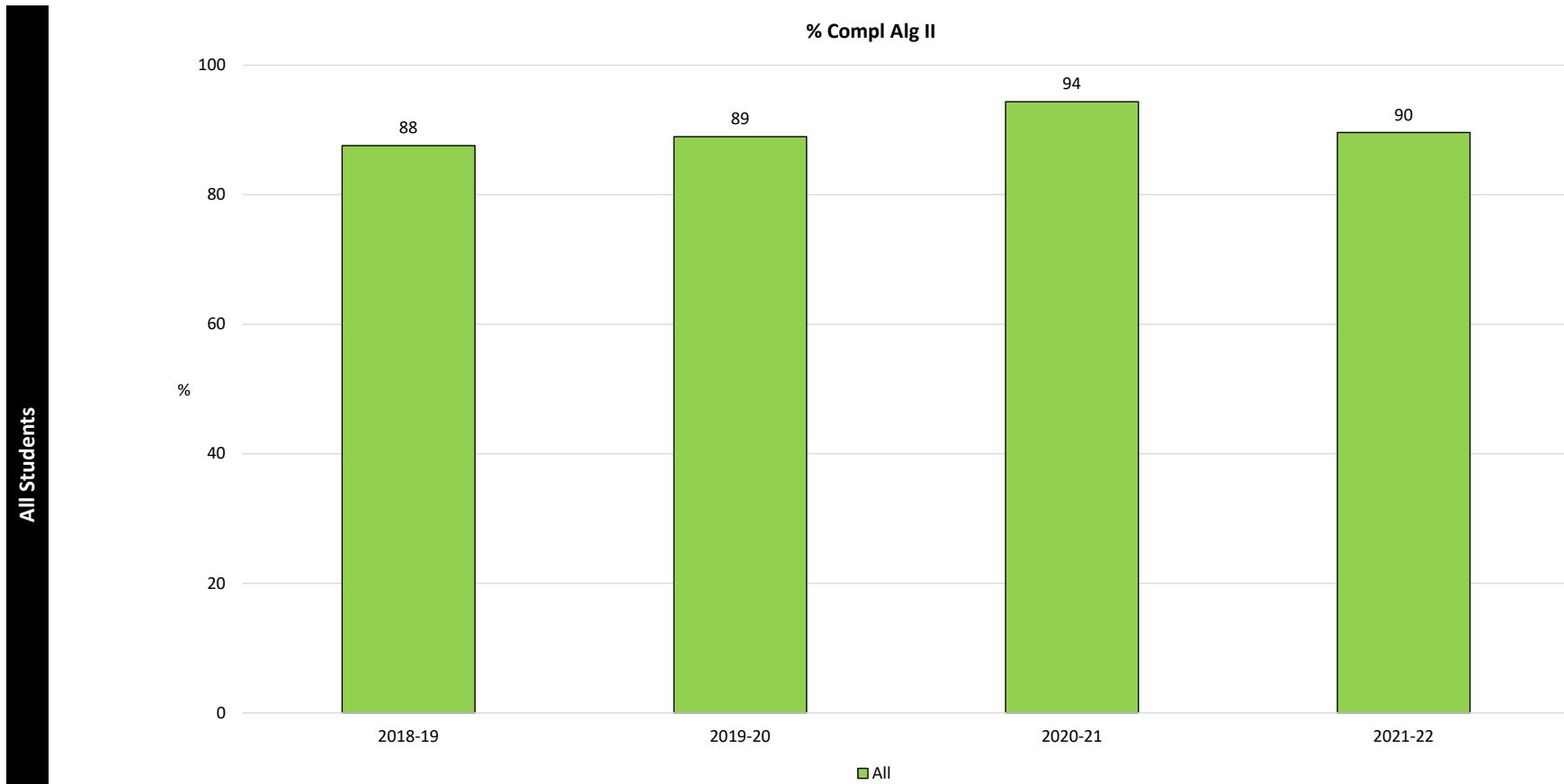
By Latino Subgroups	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	36	39	44	88
	# Met a-g	25	26	30	66
Latino EL	# Enrolled	12	3	3	7
	# Met a-g	1	-	-	-
Latino RFEP	# Enrolled	96	86	96	114
	# Met a-g	51	47	50	59
Latino SPED (R/S)	# Enrolled	21	16	24	23
	# Met a-g	-	-	1	-
Latino FRE	# Enrolled	91	70	81	50
	# Met a-g	44	37	44	21



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

District
Algebra II/H Completion
 with a C or Better
 Indicator 3

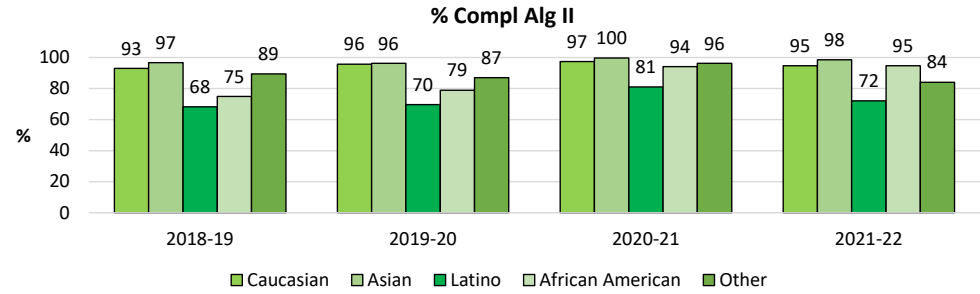


	Class of			
	2019	2020	2021	2022
	2018-19	2019-20	2020-21	2021-22
# Enrolled	966	997	1011	1134
# Compl Alg II	846	887	954	1016

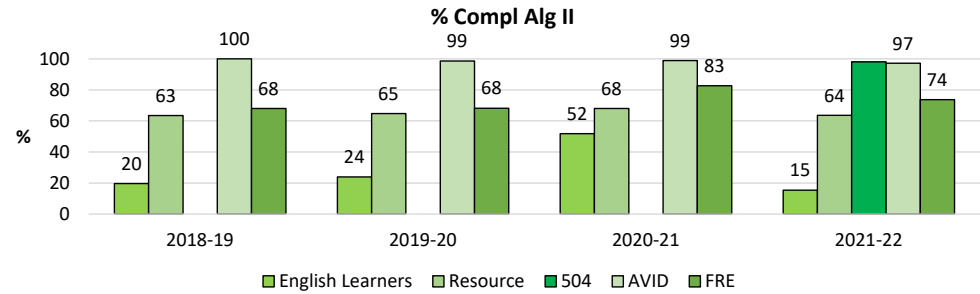
Data Source: Indicators (Aeries Query)

District Algebra II/H Completion with a C or Better Indicator 3

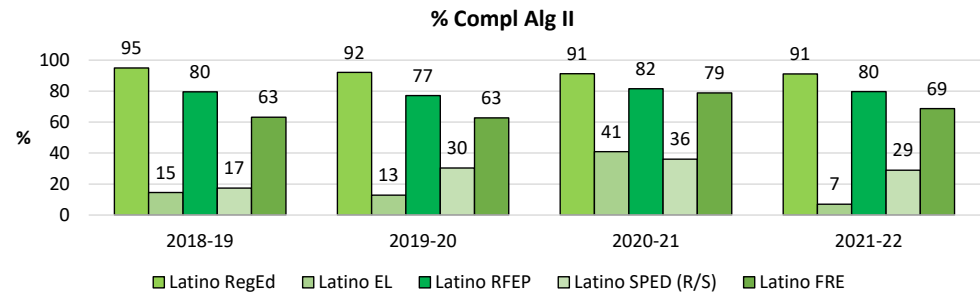
By Ethnicity	Class of	2019	2020	2021	2022
	School Year	2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	427	377	429	451
	# Compl Alg II	397	361	418	427
Asian	# Enrolled	269	318	311	330
	# Compl Alg II	260	306	310	325
Latino	# Enrolled	239	237	227	290
	# Compl Alg II	163	165	184	209
African American	# Enrolled	12	19	17	19
	# Compl Alg II	9	15	16	18
Other	# Enrolled	19	46	27	44
	# Compl Alg II	17	40	26	37



By Special Populations	Class of	2019	2020	2021	2022
	School Year	2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	56	46	27	52
	# Compl Alg II	11	11	14	8
Resource	# Enrolled	63	54	47	55
	# Compl Alg II	40	35	32	35
504	# Enrolled				
	# Compl Alg II				
AVID	# Enrolled	86	72	94	104
	# Compl Alg II	86	71	93	101
FRE	# Enrolled	219	195	168	118
	# Compl Alg II	149	133	139	87



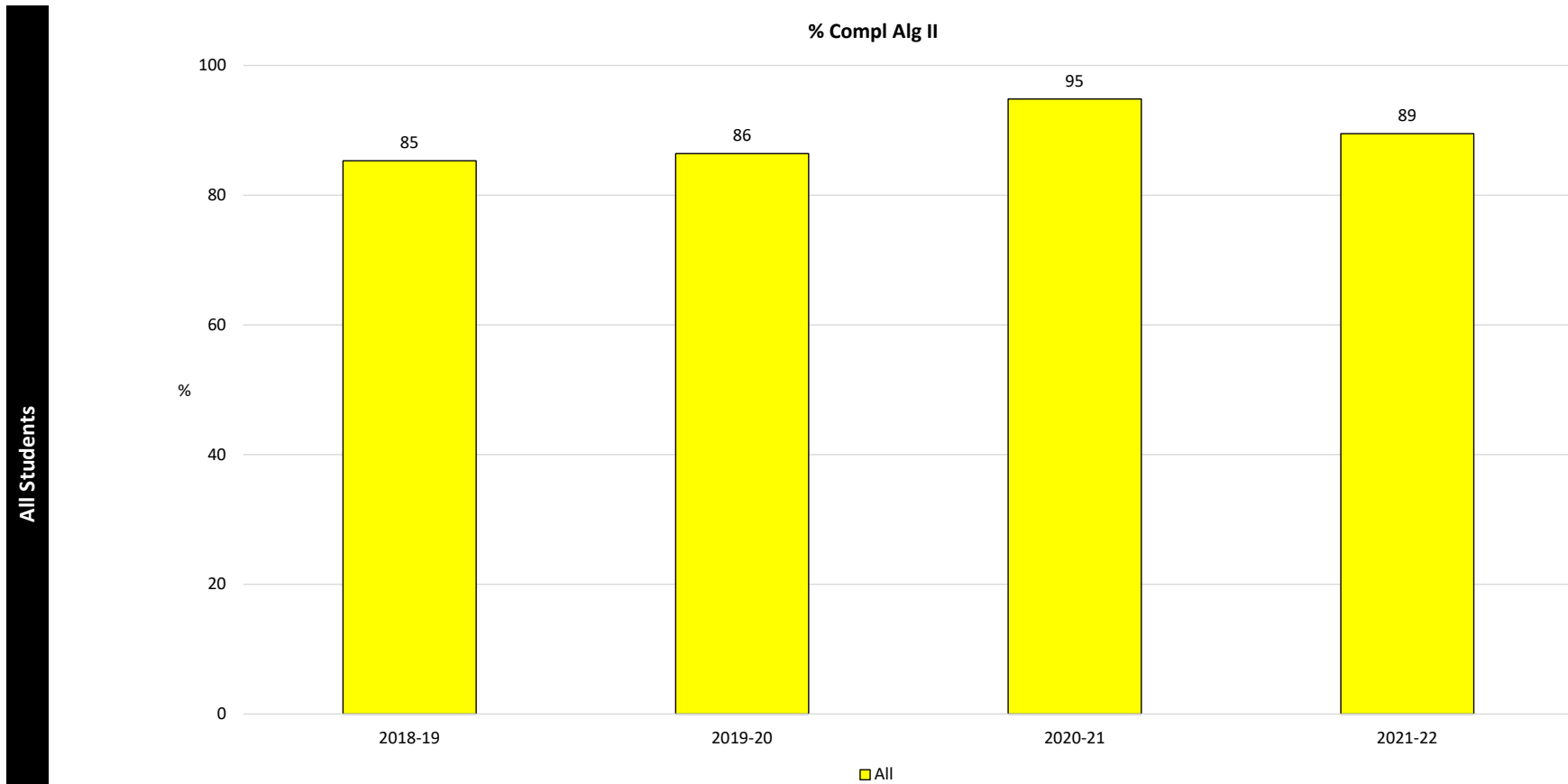
By Latino Subgroups	Class of	2019	2020	2021	2022
	School Year	2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	60	76	80	157
	# Compl Alg II	57	70	73	143
Latino EL	# Enrolled	48	39	22	43
	# Compl Alg II	7	5	9	3
Latino RFEP	# Enrolled	142	127	136	172
	# Compl Alg II	113	98	111	137
Latino SPED (R/S)	# Enrolled	46	46	36	38
	# Compl Alg II	8	14	13	11
Latino FRE	# Enrolled	160	134	132	80
	# Compl Alg II	101	84	104	55



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

Mountain View High School
Algebra II/H Completion
 with a C or Better
 Indicator 3



All Students

	Class of 2019	Class of 2020	Class of 2021	Class of 2022
School Year	2018-19	2019-20	2020-21	2021-22
All	# Enrolled 463	# Enrolled 493	# Enrolled 463	# Enrolled 571
	# Compl Alg II 395	# Compl Alg II 426	# Compl Alg II 439	# Compl Alg II 511

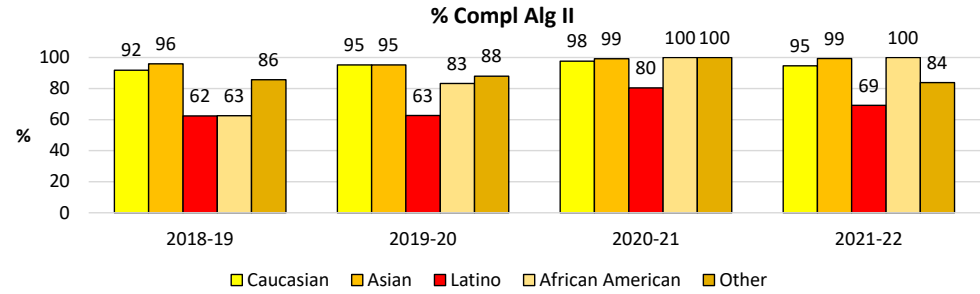
Data Source: Indicators (Aeries Query)

Mountain View High School

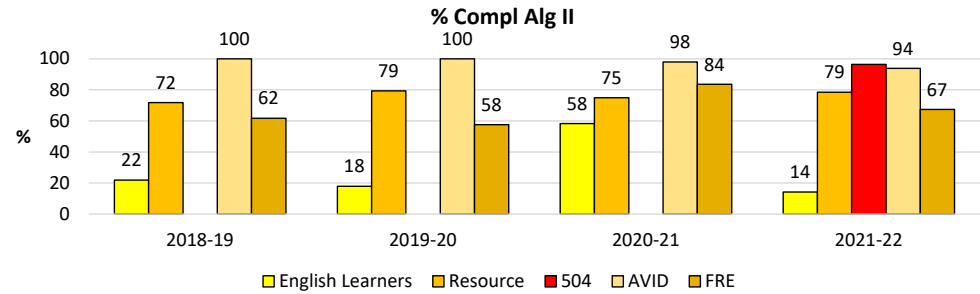
Algebra II/H Completion

with a C or Better
Indicator 3

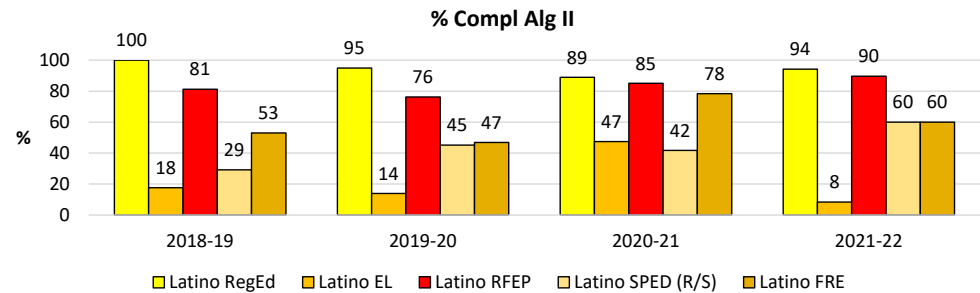
By Ethnicity	Class of	2019	2020	2021	2022
	School Year	2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	208	188	210	240
	# Compl Alg II	191	179	205	227
Asian	# Enrolled	124	145	138	155
	# Compl Alg II	119	138	137	154
Latino	# Enrolled	109	123	92	133
	# Compl Alg II	68	77	74	92
African American	# Enrolled	8	12	5	12
	# Compl Alg II	5	10	5	12
Other	# Enrolled	14	25	18	31
	# Compl Alg II	12	22	18	26



By Special Populations	Class of	2019	2020	2021	2022
	School Year	2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	41	39	24	42
	# Compl Alg II	9	7	14	6
Resource	# Enrolled	32	34	24	28
	# Compl Alg II	23	27	18	22
504	# Enrolled				
	# Compl Alg II				
AVID	# Enrolled	32	26	50	49
	# Compl Alg II	32	26	49	46
FRE	# Enrolled	102	99	73	49
	# Compl Alg II	63	57	61	33



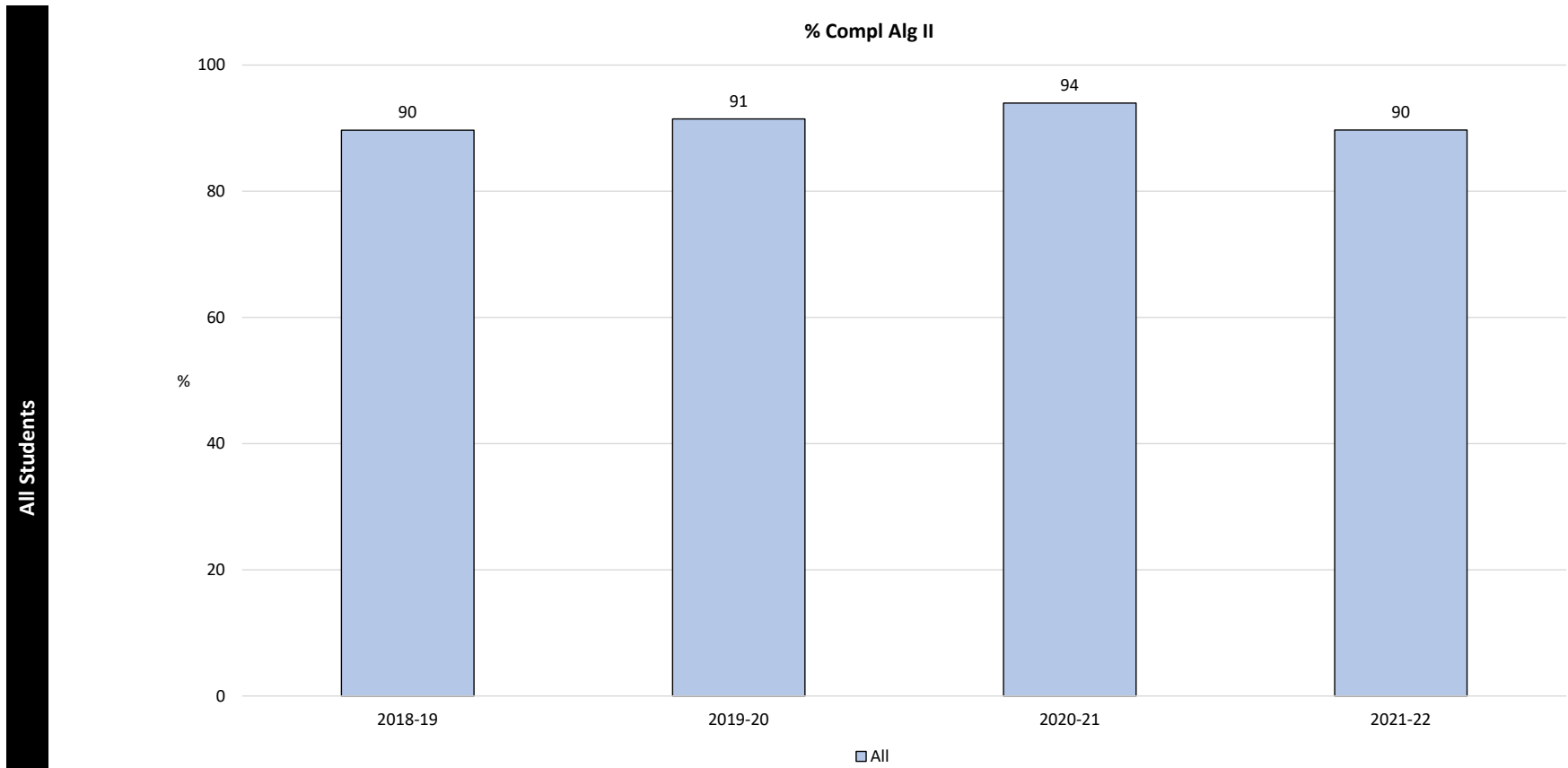
By Latino Subgroups	Class of	2019	2020	2021	2022
	School Year	2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	27	39	36	69
	# Compl Alg II	27	37	32	65
Latino EL	# Enrolled	34	36	19	36
	# Compl Alg II	6	5	9	3
Latino RFEP	# Enrolled	48	42	40	58
	# Compl Alg II	39	32	34	52
Latino SPED (R/S)	# Enrolled	24	31	12	15
	# Compl Alg II	7	14	5	9
Latino FRE	# Enrolled	68	64	51	30
	# Compl Alg II	36	30	40	18



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Los Altos High School
Algebra II/H Completion
 with a C or Better
 Indicator 3



	Class of				
	2019	2020	2021	2022	
School Year	2018-19	2019-20	2020-21	2021-22	
All	# Enrolled	503	504	548	563
	# Compl Alg II	451	461	515	505

Data Source: Indicators (Aeries Query)

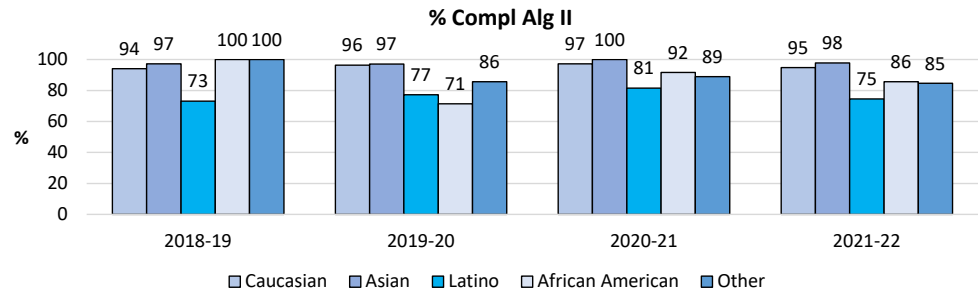
Los Altos High School

Algebra II/H Completion

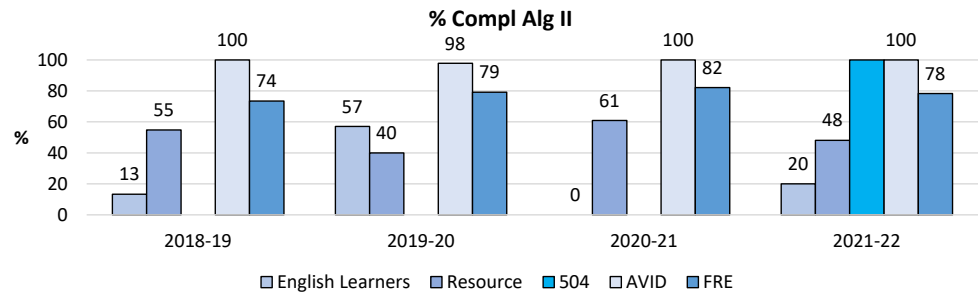
with a C or Better

Indicator 3

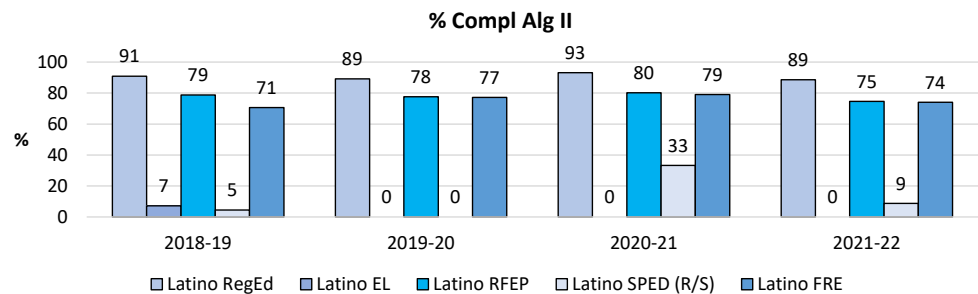
	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	219	189	219	211
	# Compl Alg II	206	182	213	200
Asian	# Enrolled	145	173	173	175
	# Compl Alg II	141	168	173	171
Latino	# Enrolled	130	114	135	157
	# Compl Alg II	95	88	110	117
African American	# Enrolled	4	7	12	7
	# Compl Alg II	4	5	11	6
Other	# Enrolled	5	21	9	13
	# Compl Alg II	5	18	8	11



	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	15	7	3	10
	# Compl Alg II	2	4	-	2
Resource	# Enrolled	31	20	23	27
	# Compl Alg II	17	8	14	13
504	# Enrolled				
	# Compl Alg II				
AVID	# Enrolled	54	46	44	55
	# Compl Alg II	54	45	44	55
FRE	# Enrolled	117	96	95	69
	# Compl Alg II	86	76	78	54



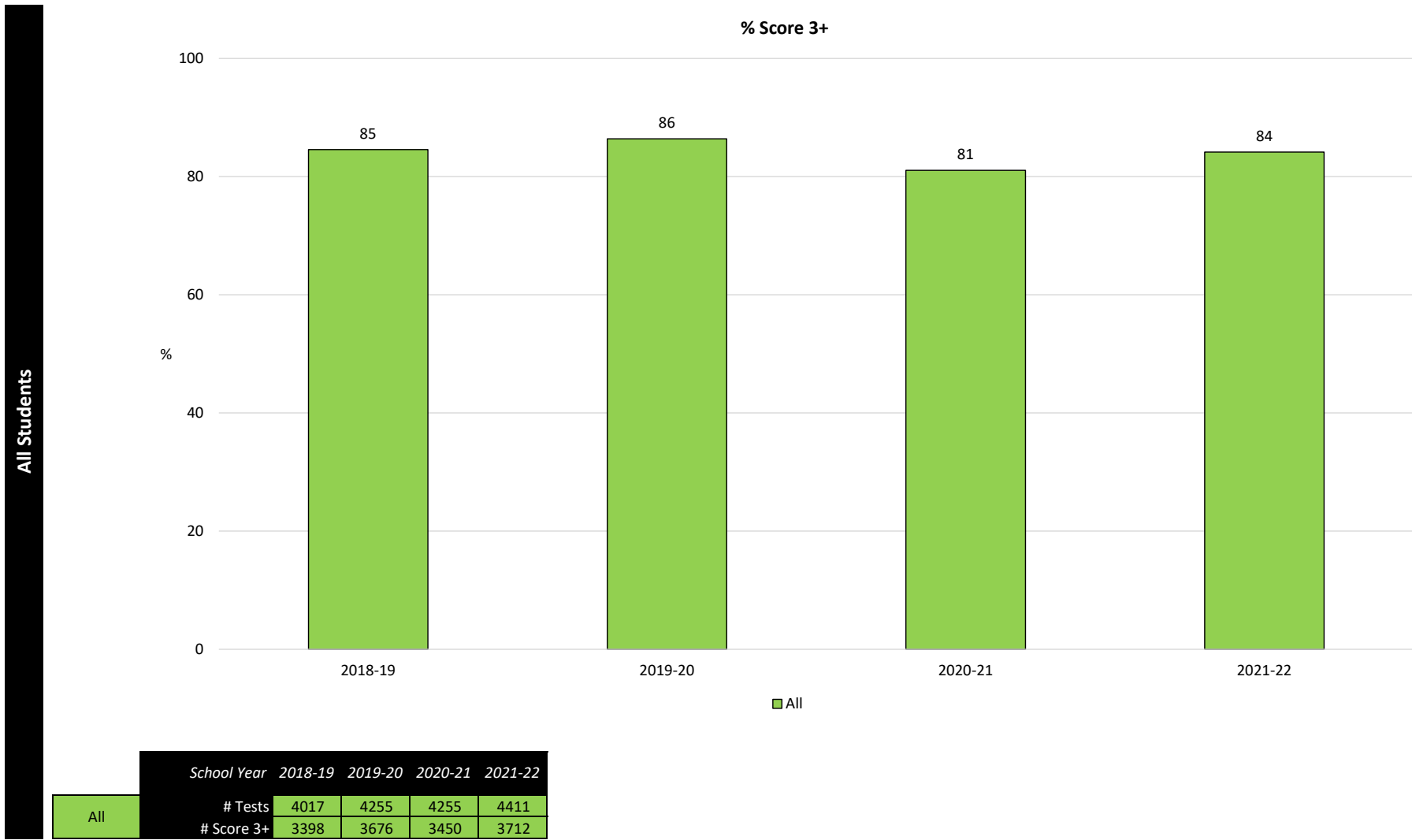
	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	33	37	44	88
	# Compl Alg II	30	33	41	78
Latino EL	# Enrolled	14	3	3	7
	# Compl Alg II	1	-	-	-
Latino RFEP	# Enrolled	94	85	96	114
	# Compl Alg II	74	66	77	85
Latino SPED (R/S)	# Enrolled	22	15	24	23
	# Compl Alg II	1	-	8	2
Latino FRE	# Enrolled	92	70	81	50
	# Compl Alg II	65	54	64	37



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

District
AP Test Score 3+
 All Grade Levels
 Indicator 4

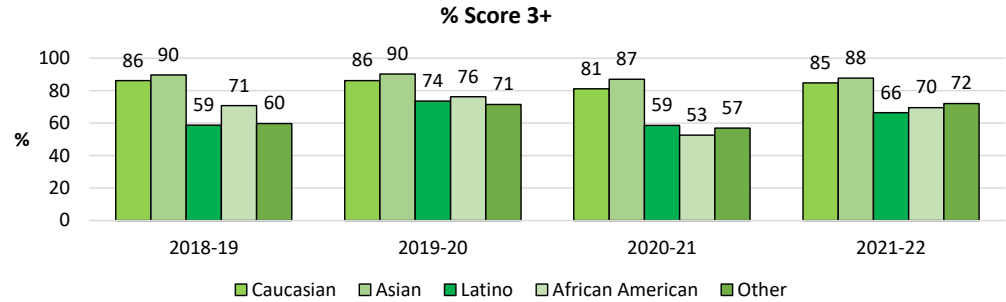


Data Source: Indicators (Aeries Query)

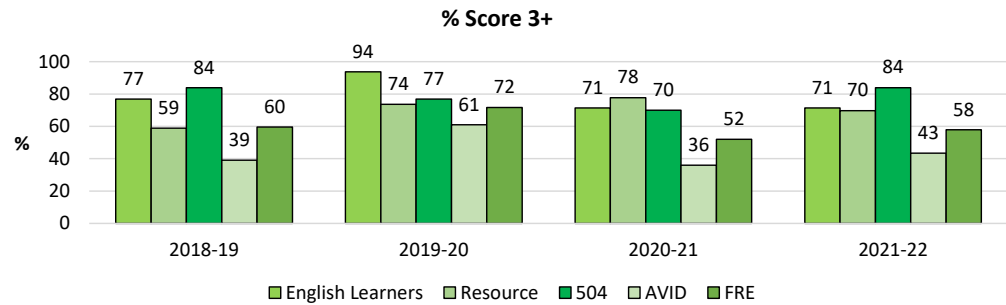
Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

District AP Test Score 3+ All Grade Levels Indicator 4

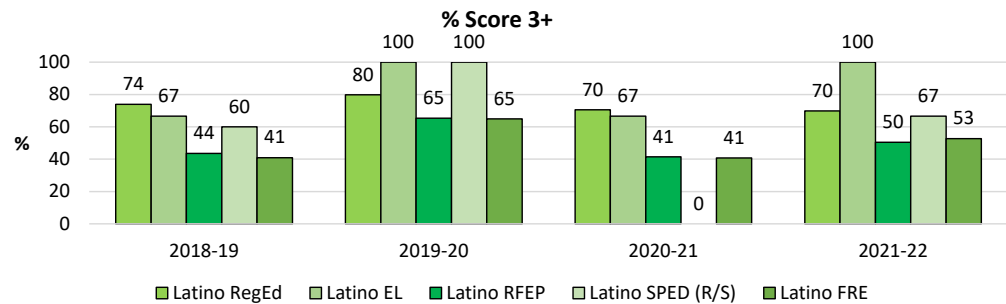
By Ethnicity	School Year				
	2018-19	2019-20	2020-21	2021-22	
Caucasian	# Tests	1674	1779	1701	1679
	# Score 3+	1442	1533	1381	1423
Asian	# Tests	1852	1931	2022	2206
	# Score 3+	1662	1743	1761	1934
Latino	# Tests	383	412	408	417
	# Score 3+	225	303	239	277
African American	# Tests	41	42	38	23
	# Score 3+	29	32	20	16
Other	# Tests	67	91	86	86
	# Score 3+	40	65	49	62



By Special Populations	School Year				
	2018-19	2019-20	2020-21	2021-22	
English Learners	# Tests	13	16	21	14
	# Score 3+	10	15	15	10
Resource	# Tests	34	19	18	43
	# Score 3+	20	14	14	30
504	# Tests	99	78	360	479
	# Score 3+	83	60	252	402
AVID	# Tests	225	218	242	219
	# Score 3+	88	133	87	95
FRE	# Tests	369	325	271	176
	# Score 3+	220	233	141	102



By Latino Subgroups	School Year				
	2018-19	2019-20	2020-21	2021-22	
Latino RegEd	# Tests	203	237	244	318
	# Score 3+	150	189	172	222
Latino EL	# Tests	3	8	6	7
	# Score 3+	2	8	4	7
Latino RFEP	# Tests	211	211	205	206
	# Score 3+	92	138	85	104
Latino SPED (R/S)	# Tests	5	1	1	3
	# Score 3+	3	1	-	2
Latino FRE	# Tests	176	174	162	91
	# Score 3+	72	113	66	48



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

Mountain View High School AP Test Score 3+

All Grade Levels
Indicator 4



All Students

School Year	2018-19	2019-20	2020-21	2021-22
# Tests	1881	2001	2028	2155
# Score 3+	1549	1687	1607	1801

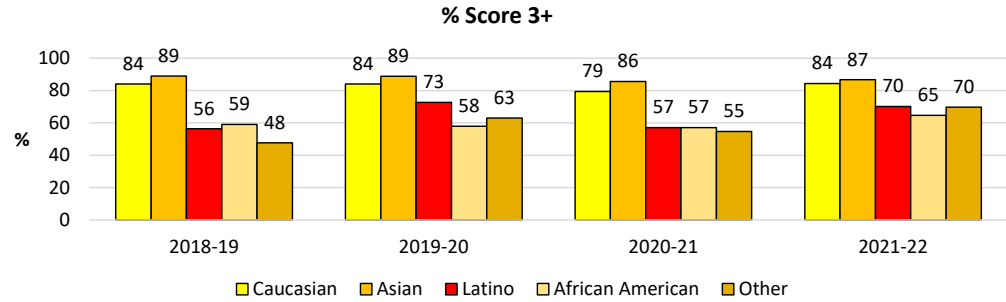
Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

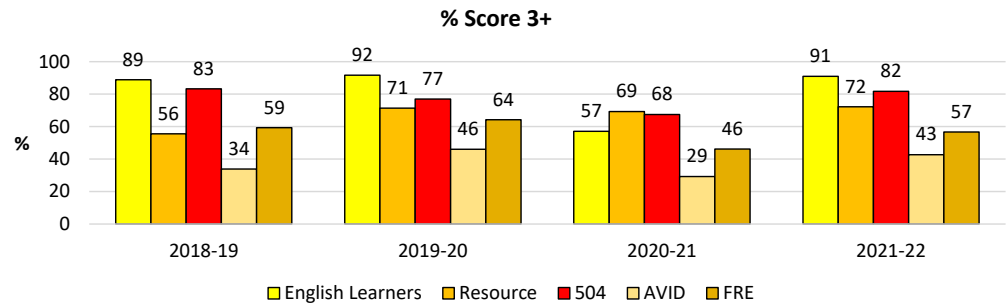
Mountain View High School AP Test Score 3+

All Grade Levels Indicator 4

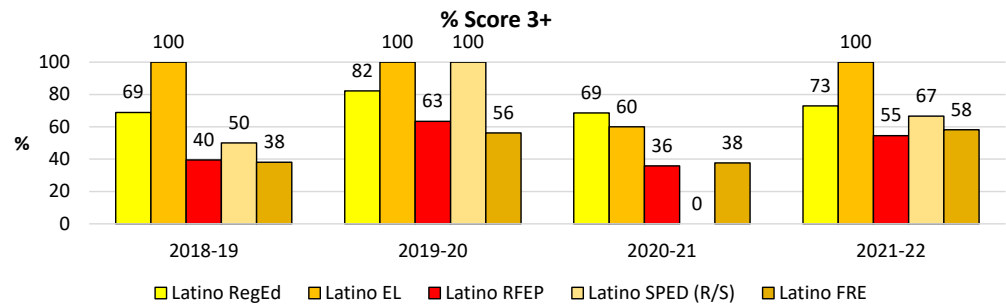
By Ethnicity	School Year				
	2018-19	2019-20	2020-21	2021-22	
Caucasian	# Tests	856	894	899	877
	# Score 3+	720	751	714	739
Asian	# Tests	780	862	876	1007
	# Score 3+	694	766	750	873
Latino	# Tests	179	172	168	188
	# Score 3+	101	125	96	132
African American	# Tests	22	19	21	17
	# Score 3+	13	11	12	11
Other	# Tests	44	54	64	66
	# Score 3+	21	34	35	46



By Special Populations	School Year				
	2018-19	2019-20	2020-21	2021-22	
English Learners	# Tests	9	12	14	11
	# Score 3+	8	11	8	10
Resource	# Tests	18	7	13	36
	# Score 3+	10	5	9	26
504	# Tests	96	78	157	240
	# Score 3+	80	60	106	196
AVID	# Tests	112	89	99	103
	# Score 3+	38	41	29	44
FRE	# Tests	177	134	106	83
	# Score 3+	105	86	49	47



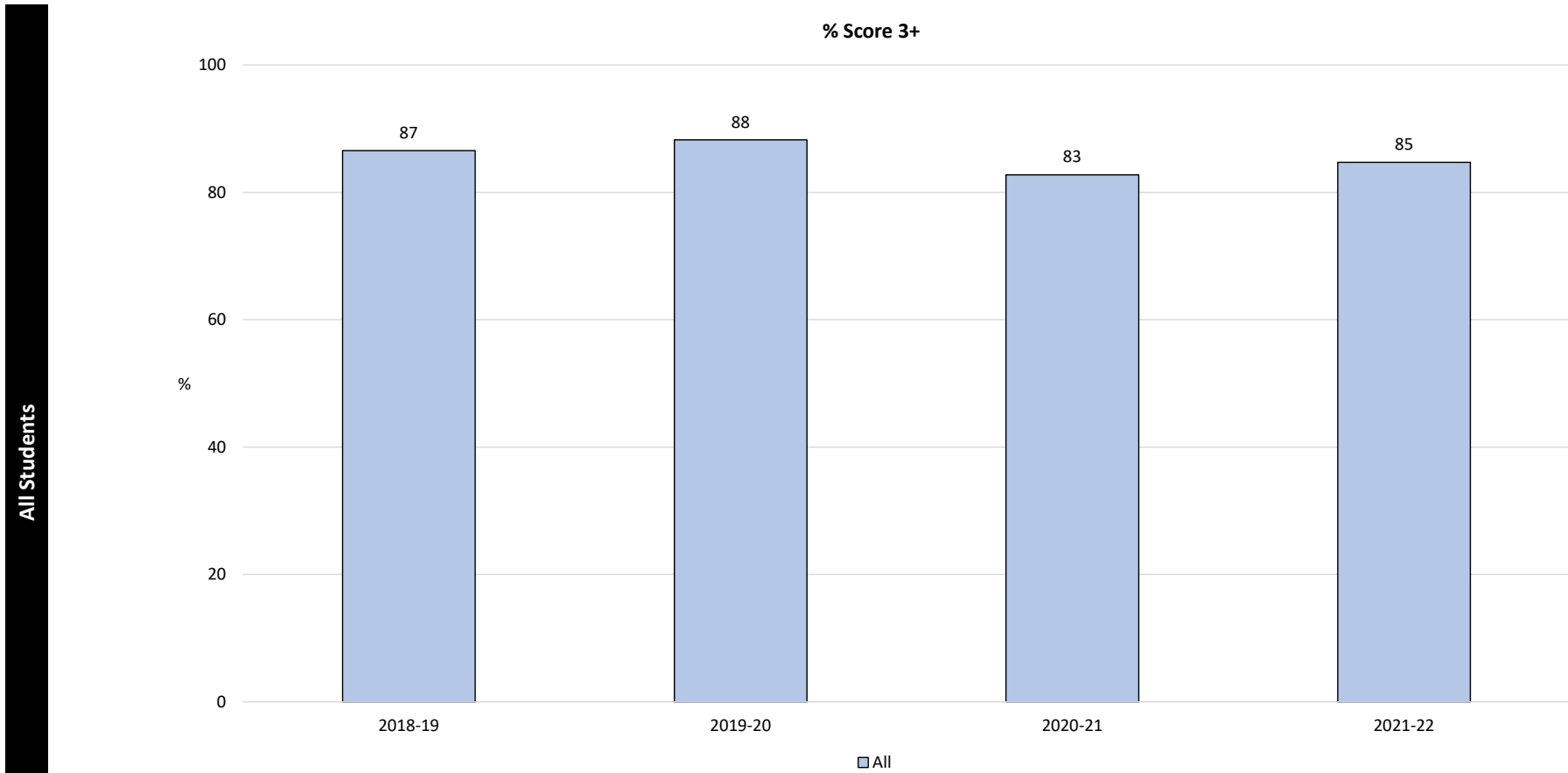
By Latino Subgroups	School Year				
	2018-19	2019-20	2020-21	2021-22	
Latino RegEd	# Tests	106	107	105	137
	# Score 3+	73	88	72	100
Latino EL	# Tests	2	5	5	7
	# Score 3+	2	5	3	7
Latino RFEP	# Tests	86	60	67	77
	# Score 3+	34	38	24	42
Latino SPED (R/S)	# Tests	2	1	1	3
	# Score 3+	1	1	-	2
Latino FRE	# Tests	71	64	61	43
	# Score 3+	27	36	23	25



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

Los Altos High School
AP Test Score 3+
 All Grade Levels
 Indicator 4



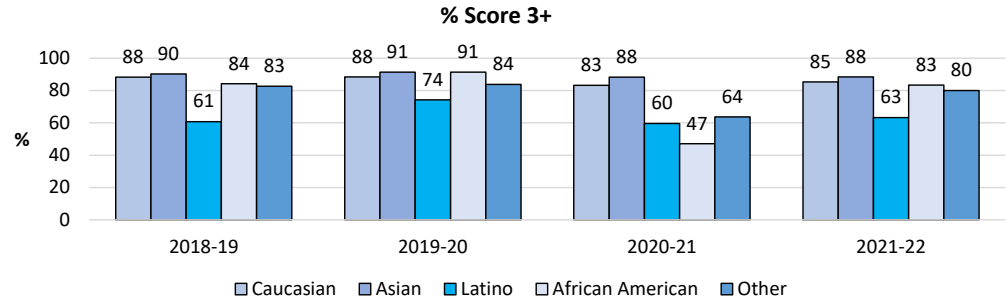
	School Year	2018-19	2019-20	2020-21	2021-22
All	# Tests	2136	2254	2227	2256
	# Score 3+	1849	1989	1843	1911

Data Source: Indicators (Aeries Query)

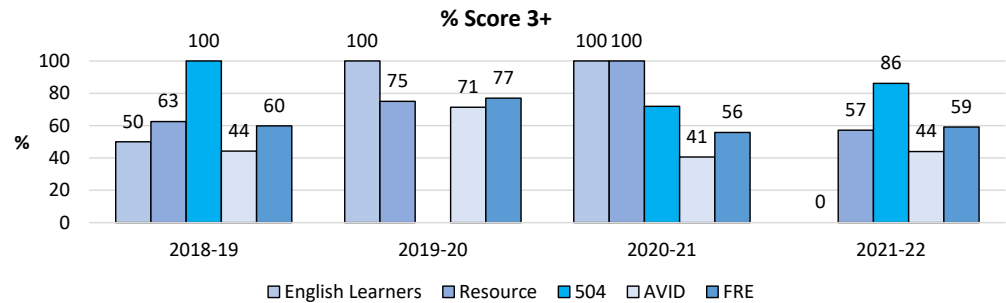
Los Altos High School AP Test Score 3+

All Grade Levels Indicator 4

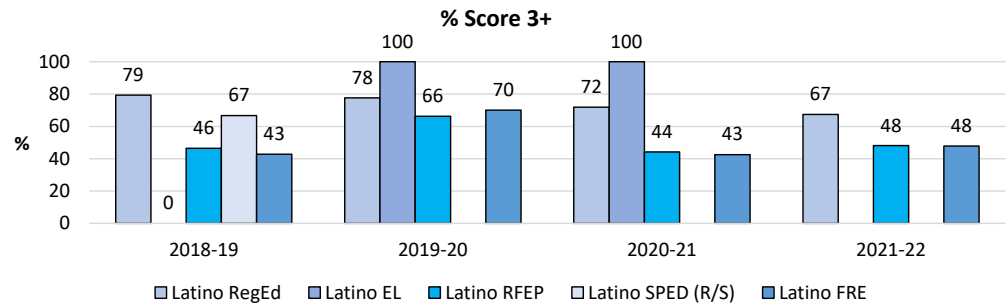
By Ethnicity	School Year				
	2018-19	2019-20	2020-21	2021-22	
Caucasian	# Tests	818	885	802	802
	# Score 3+	722	782	667	684
Asian	# Tests	1072	1069	1146	1199
	# Score 3+	968	977	1011	1061
Latino	# Tests	204	240	240	229
	# Score 3+	124	178	143	145
African American	# Tests	19	23	17	6
	# Score 3+	16	21	8	5
Other	# Tests	23	37	22	20
	# Score 3+	19	31	14	16



By Special Populations	School Year				
	2018-19	2019-20	2020-21	2021-22	
English Learners	# Tests	4	4	7	3
	# Score 3+	2	4	7	-
Resource	# Tests	16	12	5	7
	# Score 3+	10	9	5	4
504	# Tests	3	-	203	239
	# Score 3+	3	-	146	206
AVID	# Tests	113	129	143	116
	# Score 3+	50	92	58	51
FRE	# Tests	192	191	165	93
	# Score 3+	115	147	92	55



By Latino Subgroups	School Year				
	2018-19	2019-20	2020-21	2021-22	
Latino RegEd	# Tests	97	130	139	181
	# Score 3+	77	101	100	122
Latino EL	# Tests	1	3	1	-
	# Score 3+	-	3	1	-
Latino RFEP	# Tests	125	151	138	129
	# Score 3+	58	100	61	62
Latino SPED (R/S)	# Tests	3	-	-	-
	# Score 3+	2	-	-	-
Latino FRE	# Tests	105	110	101	48
	# Score 3+	45	77	43	23



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

District
Freshmen GPA 2.0+
 End of Year Total Unweighted GPA
 Indicator 7a

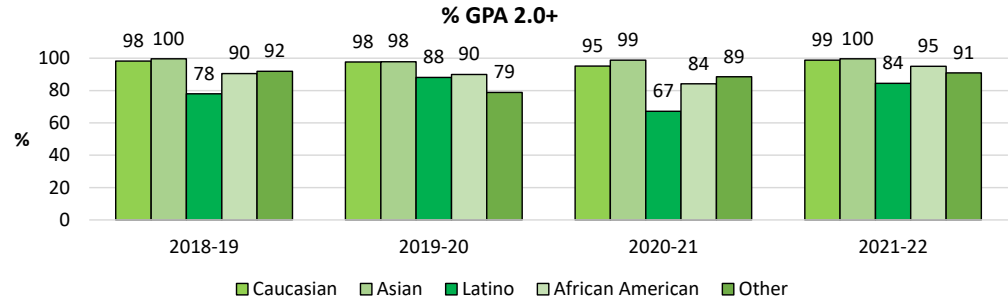


Data Source: Indicators (Aeries Query)

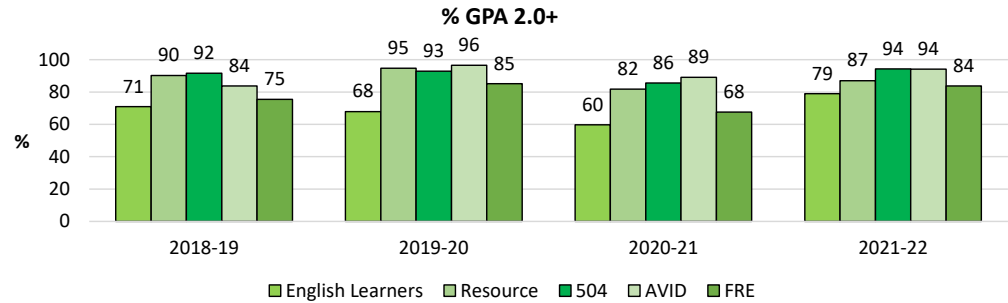
Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

District Freshmen GPA 2.0+ End of Year Total Unweighted GPA Indicator 7a

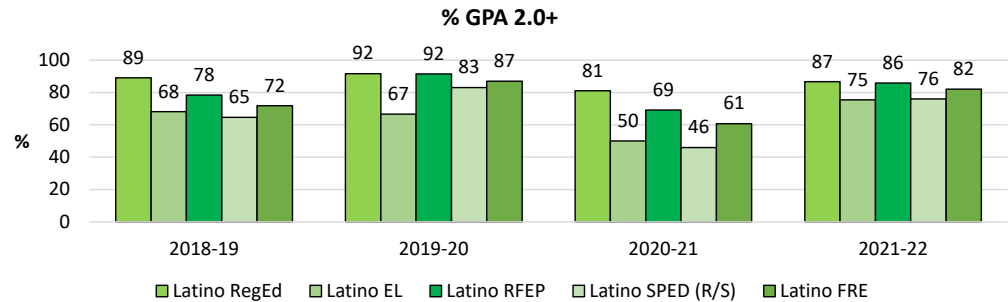
By Ethnicity	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	457	422	433	432
	# GPA 2.0+	449	412	412	427
Asian	# Enrolled	317	372	340	313
	# GPA 2.0+	316	364	336	312
Latino	# Enrolled	291	285	250	264
	# GPA 2.0+	227	251	168	223
African American	# Enrolled	21	20	19	20
	# GPA 2.0+	19	18	16	19
Other	# Enrolled	37	33	35	44
	# GPA 2.0+	34	26	31	40



By Special Populations	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	55	56	72	76
	# GPA 2.0+	39	38	43	60
Resource	# Enrolled	51	57	44	54
	# GPA 2.0+	46	54	36	47
504	# Enrolled	24	85	97	106
	# GPA 2.0+	22	79	83	100
AVID	# Enrolled	80	85	83	85
	# GPA 2.0+	67	82	74	80
FRE	# Enrolled	216	155	102	105
	# GPA 2.0+	163	132	69	88



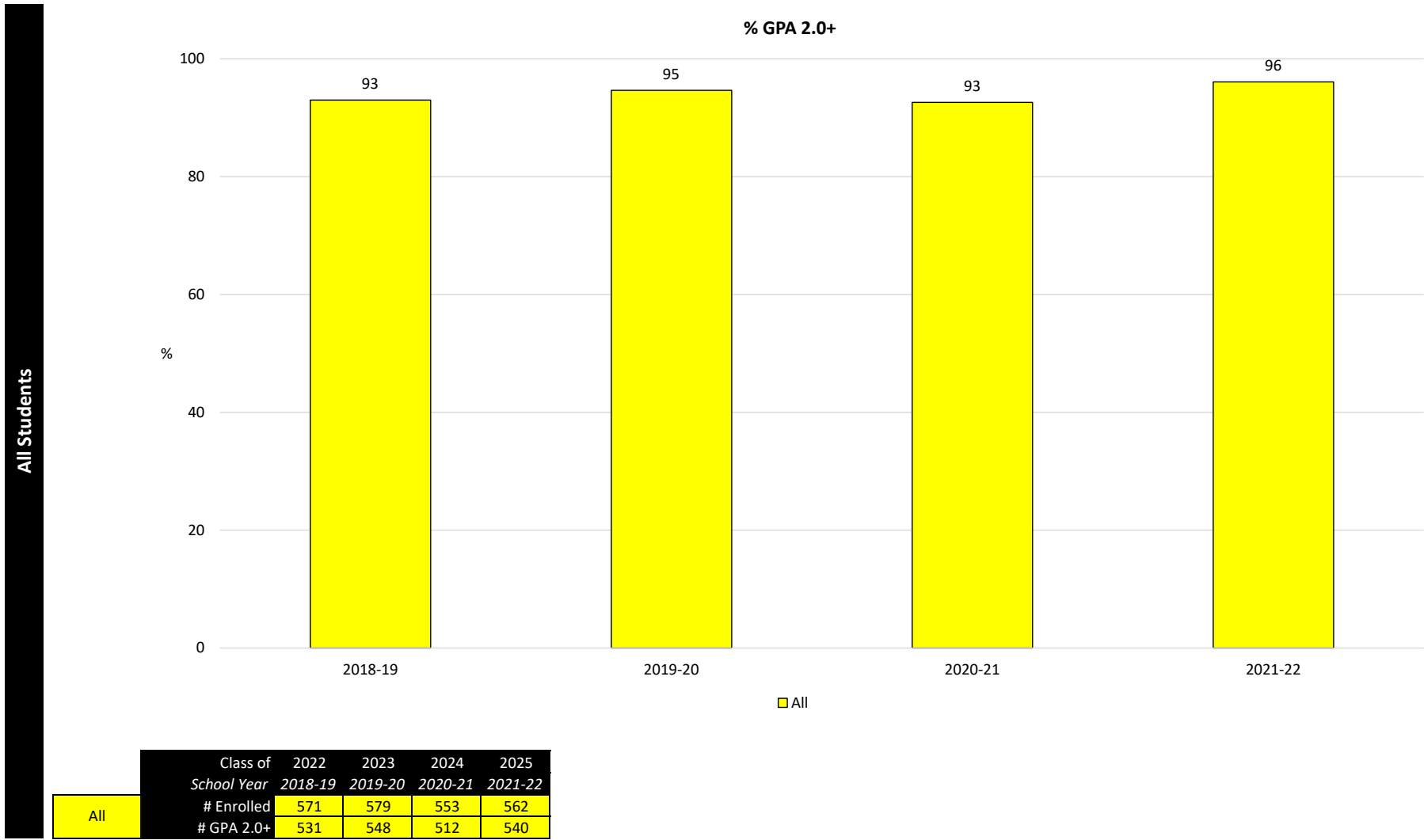
By Latino Subgroups	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	101	132	116	135
	# GPA 2.0+	90	121	94	117
Latino EL	# Enrolled	47	42	56	57
	# GPA 2.0+	32	28	28	43
Latino RFEP	# Enrolled	167	165	136	134
	# GPA 2.0+	131	151	94	115
Latino SPED (R/S)	# Enrolled	48	47	37	46
	# GPA 2.0+	31	39	17	35
Latino FRE	# Enrolled	170	123	79	67
	# GPA 2.0+	122	107	48	55



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Mountain View High School
Freshmen GPA 2.0+
 End of Year Total Unweighted GPA
 Indicator 7a



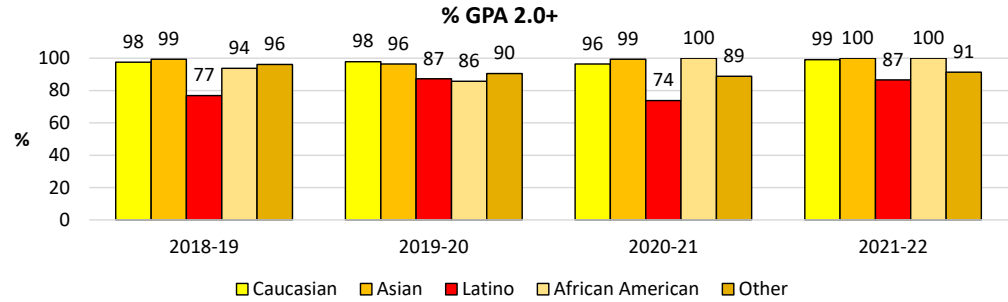
Data Source: Indicators (Aeries Query)

Mountain View High School

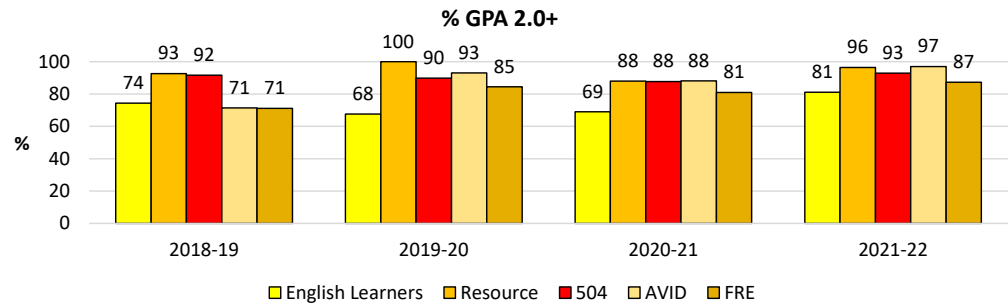
Freshmen GPA 2.0+

End of Year Total Unweighted GPA Indicator 7a

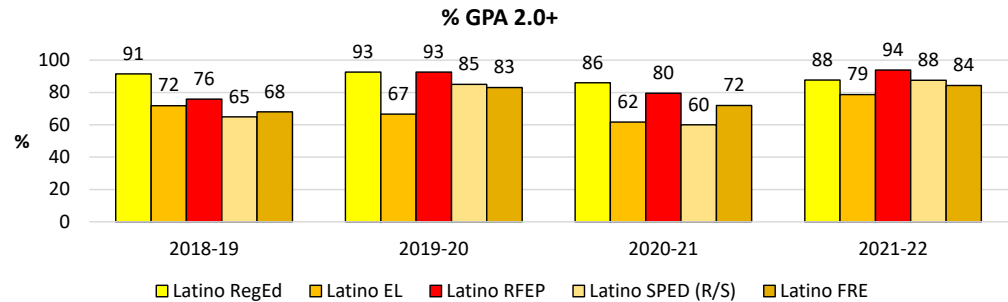
By Ethnicity	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	244	232	248	229
	# GPA 2.0+	238	227	239	227
Asian	# Enrolled	151	194	161	161
	# GPA 2.0+	150	187	160	161
Latino	# Enrolled	134	118	107	134
	# GPA 2.0+	103	103	79	116
African American	# Enrolled	16	14	10	15
	# GPA 2.0+	15	12	10	15
Other	# Enrolled	26	21	27	23
	# GPA 2.0+	25	19	24	21



By Special Populations	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	39	34	42	58
	# GPA 2.0+	29	23	29	47
Resource	# Enrolled	27	32	25	28
	# GPA 2.0+	25	32	22	27
504	# Enrolled	24	39	49	56
	# GPA 2.0+	22	35	43	52
AVID	# Enrolled	42	43	42	33
	# GPA 2.0+	30	40	37	32
FRE	# Enrolled	97	71	42	55
	# GPA 2.0+	69	60	34	48



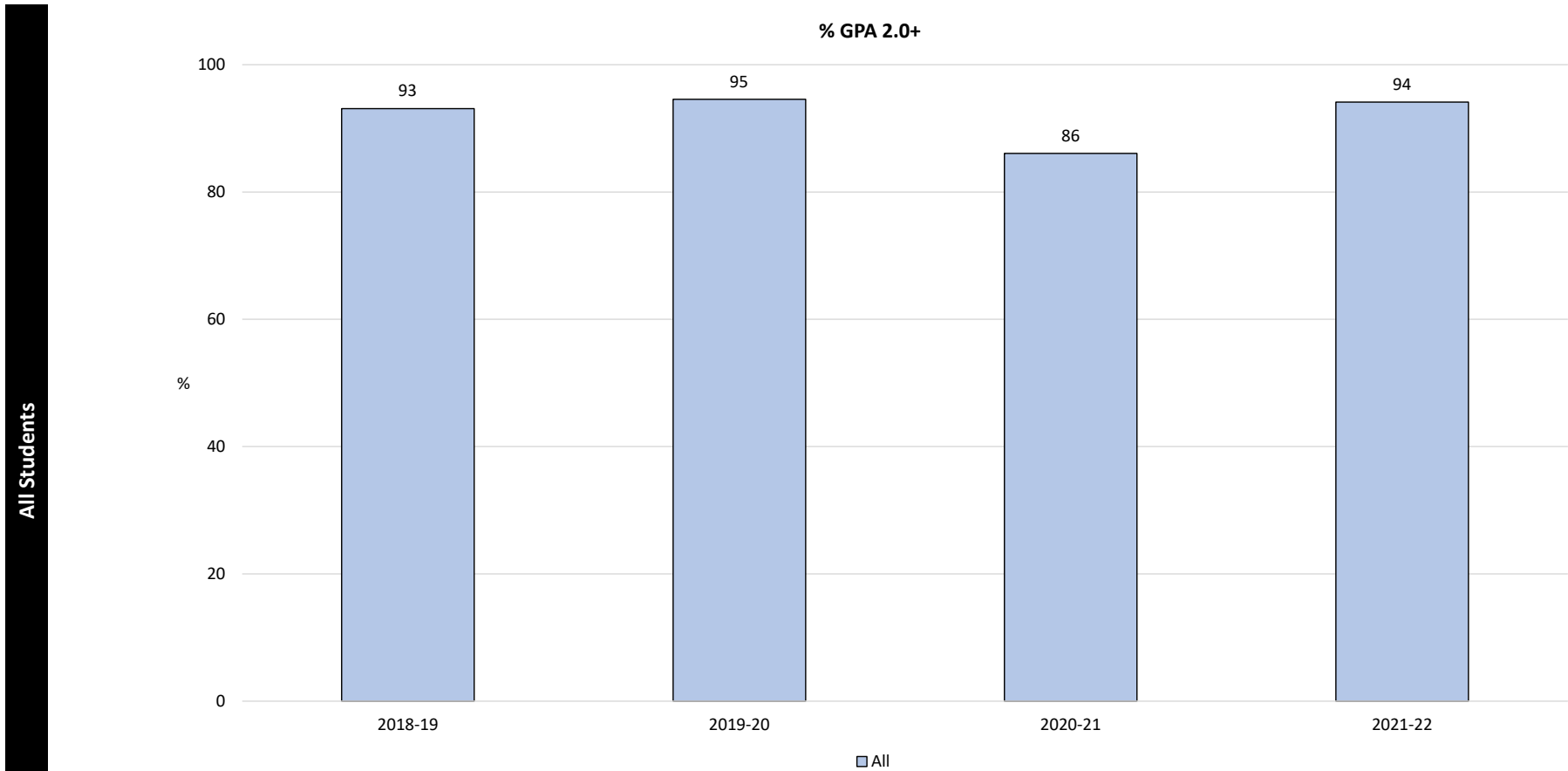
By Latino Subgroups	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	47	54	50	57
	# GPA 2.0+	43	50	43	50
Latino EL	# Enrolled	32	24	34	47
	# GPA 2.0+	23	16	21	37
Latino RFEP	# Enrolled	58	54	44	49
	# GPA 2.0+	44	50	35	46
Latino SPED (R/S)	# Enrolled	20	20	15	24
	# GPA 2.0+	13	17	9	21
Latino FRE	# Enrolled	75	53	25	32
	# GPA 2.0+	51	44	18	27



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Los Altos High School
Freshmen GPA 2.0+
 End of Year Total Unweighted GPA
 Indicator 7a

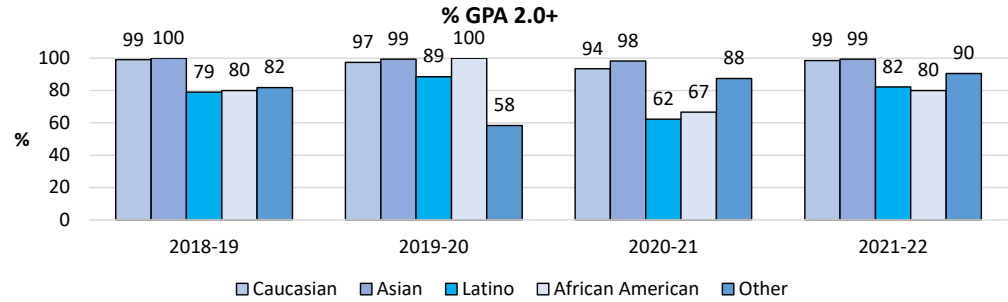


	Class of			
	2022	2023	2024	2025
	2018-19	2019-20	2020-21	2021-22
# Enrolled	552	553	524	511
# GPA 2.0+	514	523	451	481

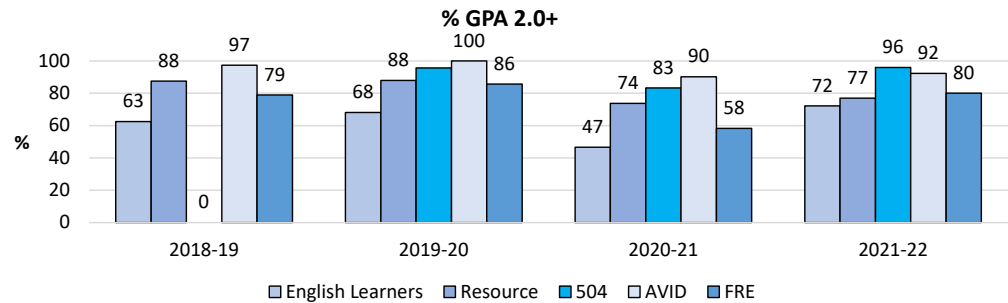
Data Source: Indicators (Aeries Query)

Los Altos High School Freshmen GPA 2.0+ End of Year Total Unweighted GPA Indicator 7a

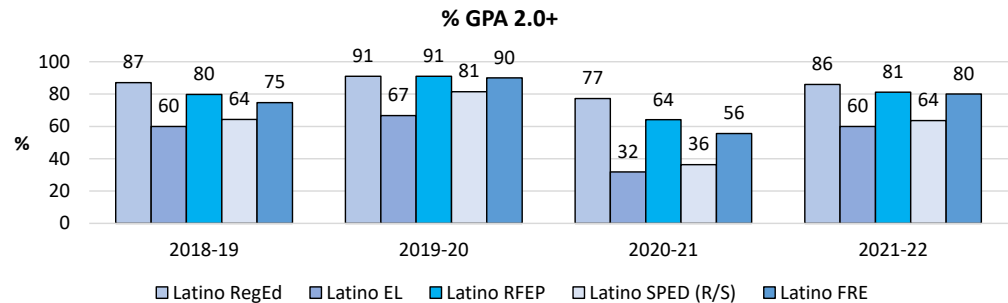
By Ethnicity	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	213	190	185	203
	# GPA 2.0+	211	185	173	200
Asian	# Enrolled	166	178	179	152
	# GPA 2.0+	166	177	176	151
Latino	# Enrolled	157	167	143	130
	# GPA 2.0+	124	148	89	107
African American	# Enrolled	5	6	9	5
	# GPA 2.0+	4	6	6	4
Other	# Enrolled	11	12	8	21
	# GPA 2.0+	9	7	7	19



By Special Populations	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	16	22	30	18
	# GPA 2.0+	10	15	14	13
Resource	# Enrolled	24	25	19	26
	# GPA 2.0+	21	22	14	20
504	# Enrolled	-	46	48	50
	# GPA 2.0+	-	44	40	48
AVID	# Enrolled	38	42	41	52
	# GPA 2.0+	37	42	37	48
FRE	# Enrolled	119	84	60	50
	# GPA 2.0+	94	72	35	40



By Latino Subgroups	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	54	78	66	78
	# GPA 2.0+	47	71	51	67
Latino EL	# Enrolled	15	18	22	10
	# GPA 2.0+	9	12	7	6
Latino RFEP	# Enrolled	109	111	92	85
	# GPA 2.0+	87	101	59	69
Latino SPED (R/S)	# Enrolled	28	27	22	22
	# GPA 2.0+	18	22	8	14
Latino FRE	# Enrolled	95	70	54	35
	# GPA 2.0+	71	63	30	28



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

District GPA 3.0+

End of Year Total Unweighted GPA (All Grade Levels)
Indicator 7b



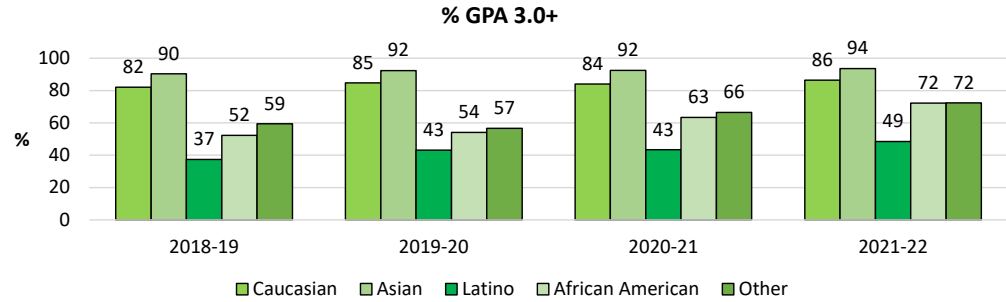
Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

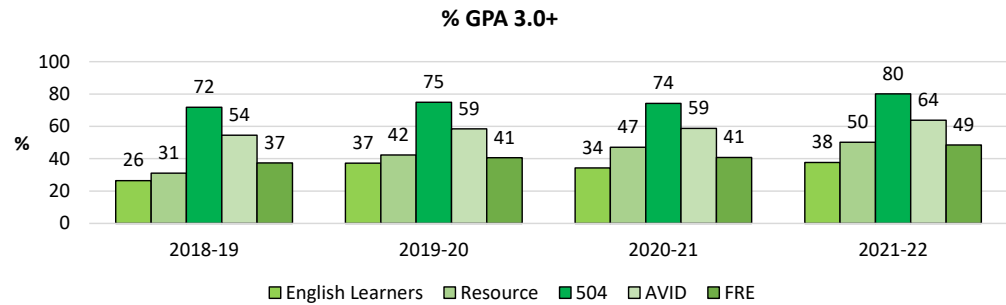
District GPA 3.0+

End of Year Total Unweighted GPA (All Grade Levels) Indicator 7b

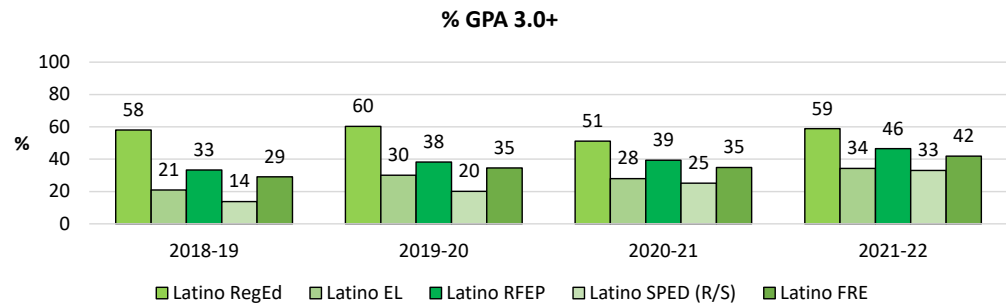
By Ethnicity	School Year		2018-19	2019-20	2020-21	2021-22
	Caucasian	# Enrolled	1723	1706	1731	1706
	# GPA 3.0+	1415	1445	1455	1474	
Asian	# Enrolled	1218	1336	1362	1365	
	# GPA 3.0+	1100	1234	1259	1277	
Latino	# Enrolled	1046	1071	1089	1125	
	# GPA 3.0+	391	462	473	546	
African American	# Enrolled	67	74	71	72	
	# GPA 3.0+	35	40	45	52	
Other	# Enrolled	133	150	137	152	
	# GPA 3.0+	79	85	91	110	



By Special Populations	School Year		2018-19	2019-20	2020-21	2021-22
	English Learners	# Enrolled	204	207	227	281
	# GPA 3.0+	54	77	78	106	
Resource	# Enrolled	225	215	208	235	
	# GPA 3.0+	70	91	98	118	
504	# Enrolled	135	390	470	532	
	# GPA 3.0+	97	292	349	426	
AVID	# Enrolled	356	347	380	381	
	# GPA 3.0+	194	203	223	243	
FRE	# Enrolled	872	768	717	437	
	# GPA 3.0+	326	312	292	212	



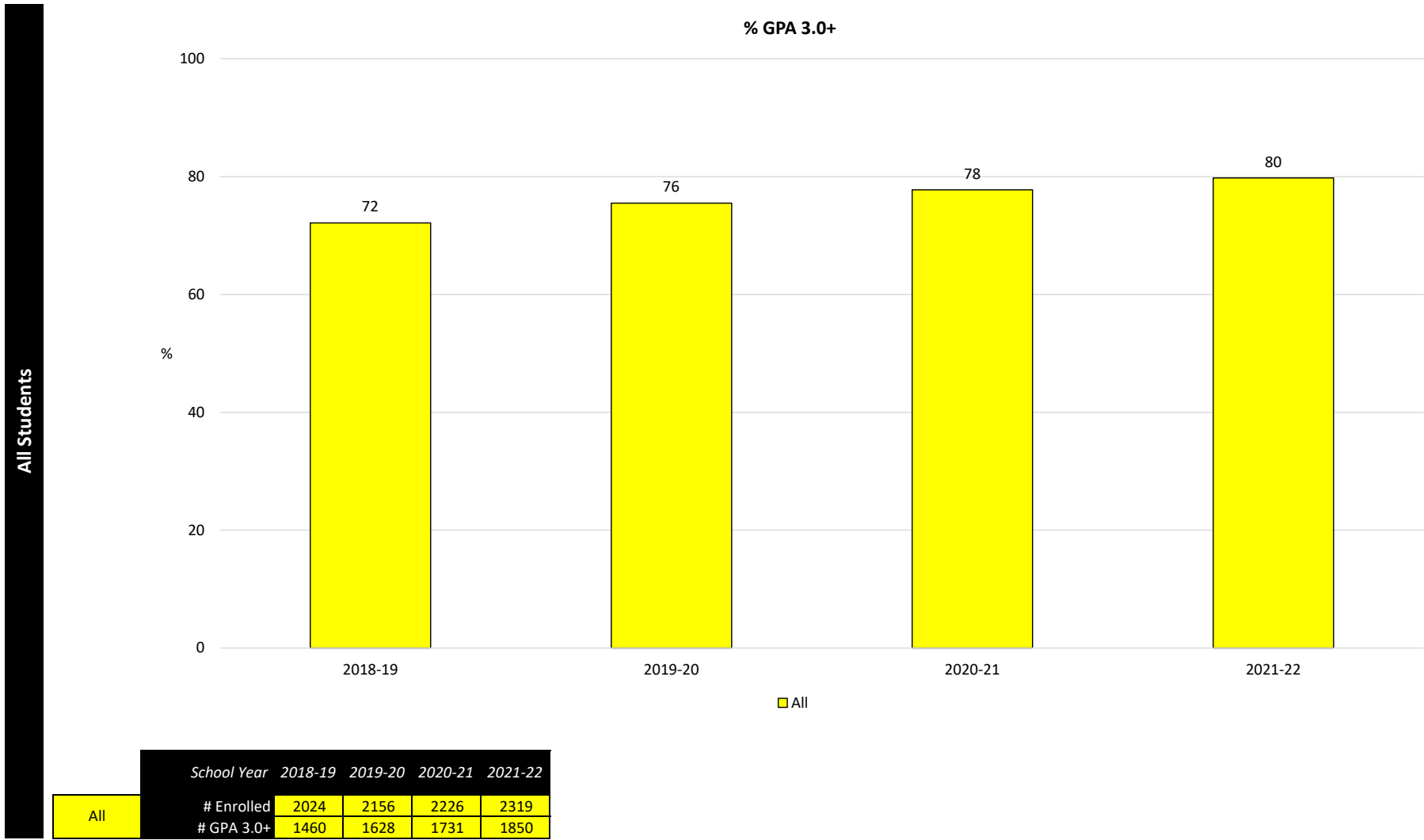
By Latino Subgroups	School Year		2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Enrolled	326	390	475	559
	# GPA 3.0+	189	235	243	329	
Latino EL	# Enrolled	172	166	179	228	
	# GPA 3.0+	36	50	50	78	
Latino RFEP	# Enrolled	594	602	610	592	
	# GPA 3.0+	198	230	240	275	
Latino SPED (R/S)	# Enrolled	189	184	179	185	
	# GPA 3.0+	26	37	45	61	
Latino FRE	# Enrolled	642	584	553	299	
	# GPA 3.0+	187	202	193	125	



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

Mountain View High School
GPA 3.0+
 End of Year Total Unweighted GPA (All Grade Levels)
 Indicator 7b



Data Source: Indicators (Aeries Query)

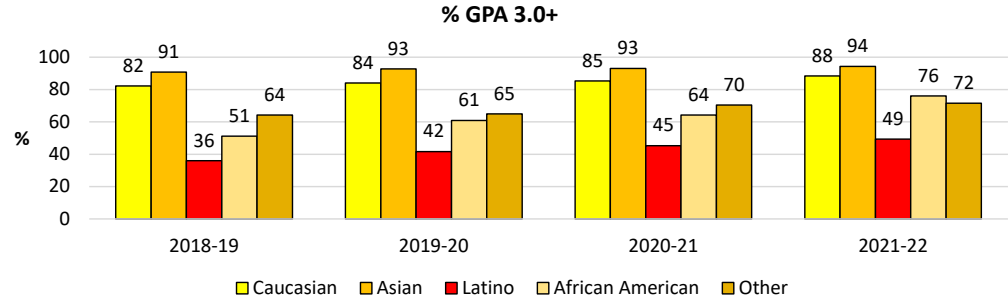
Mountain View High School

GPA 3.0+

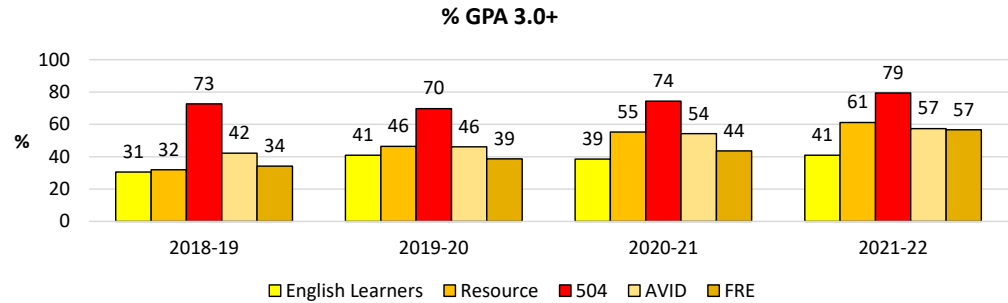
End of Year Total Unweighted GPA (All Grade Levels)

Indicator 7b

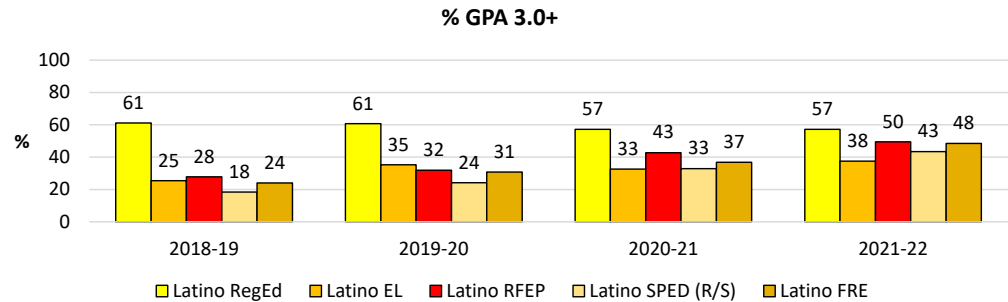
By Ethnicity	School Year				
	2018-19	2019-20	2020-21	2021-22	
Caucasian	# Enrolled	864	888	941	931
	# GPA 3.0+	710	746	803	823
Asian	# Enrolled	552	633	657	681
	# GPA 3.0+	501	587	611	642
Latino	# Enrolled	481	495	488	555
	# GPA 3.0+	173	206	221	274
African American	# Enrolled	43	46	42	50
	# GPA 3.0+	22	28	27	38
Other	# Enrolled	84	94	98	102
	# GPA 3.0+	54	61	69	73



By Special Populations	School Year				
	2018-19	2019-20	2020-21	2021-22	
English Learners	# Enrolled	154	161	161	220
	# GPA 3.0+	47	66	62	90
Resource	# Enrolled	122	123	114	126
	# GPA 3.0+	39	57	63	77
504	# Enrolled	132	215	230	281
	# GPA 3.0+	96	150	171	223
AVID	# Enrolled	147	156	190	176
	# GPA 3.0+	62	72	103	101
FRE	# Enrolled	400	367	339	210
	# GPA 3.0+	137	142	148	119



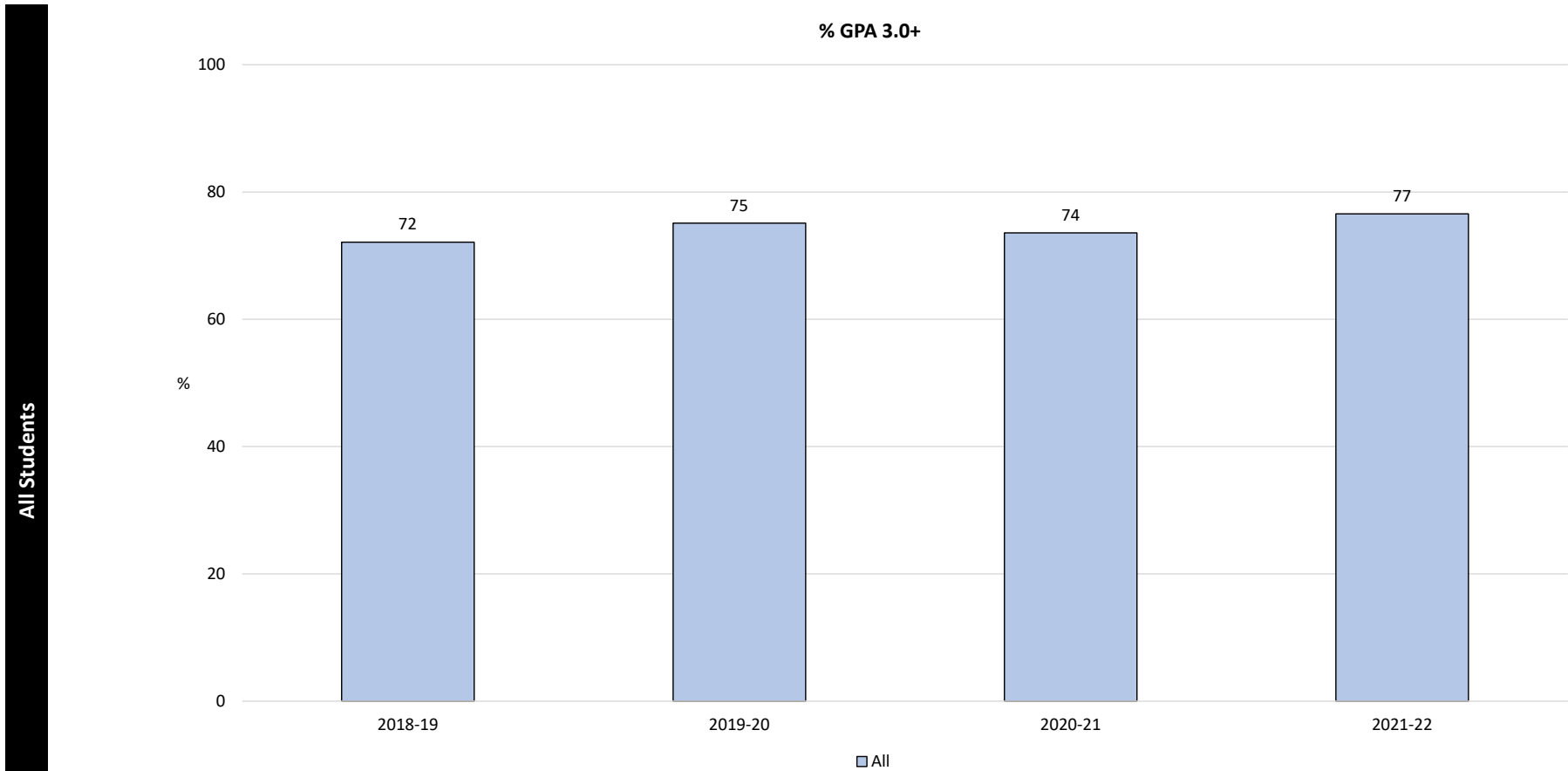
By Latino Subgroups	School Year				
	2018-19	2019-20	2020-21	2021-22	
Latino RegEd	# Enrolled	152	173	187	241
	# GPA 3.0+	93	105	107	138
Latino EL	# Enrolled	130	133	129	184
	# GPA 3.0+	33	47	42	69
Latino RFEP	# Enrolled	190	194	201	206
	# GPA 3.0+	53	62	86	102
Latino SPED (R/S)	# Enrolled	98	95	79	92
	# GPA 3.0+	18	23	26	40
Latino FRE	# Enrolled	278	263	239	132
	# GPA 3.0+	67	81	88	64



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Los Altos High School
GPA 3.0+
 End of Year Total Unweighted GPA (All Grade Levels)
 Indicator 7b



	School Year	2018-19	2019-20	2020-21	2021-22
All	# Enrolled	2163	2181	2164	2101
	# GPA 3.0+	1560	1638	1592	1609

Data Source: Indicators (Aeries Query)

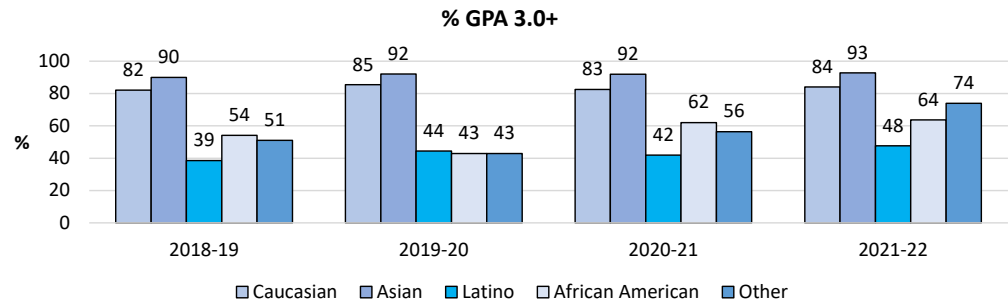
Los Altos High School

GPA 3.0+

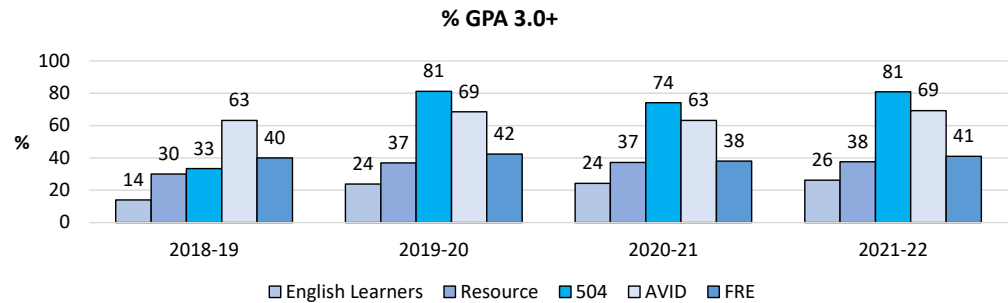
End of Year Total Unweighted GPA (All Grade Levels)

Indicator 7b

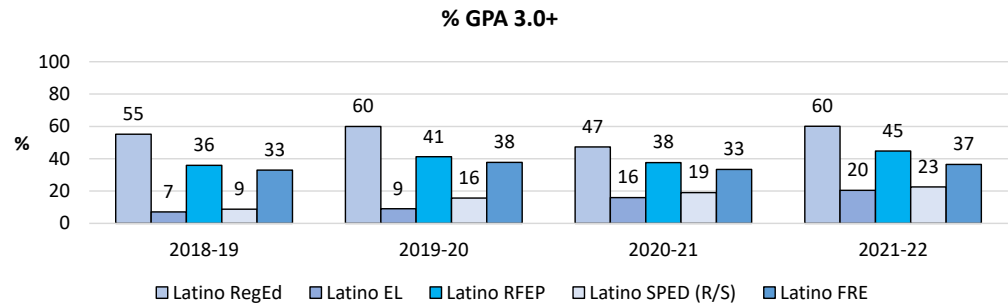
By Ethnicity	School Year				
	2018-19	2019-20	2020-21	2021-22	
Caucasian	# Enrolled	859	818	790	775
	# GPA 3.0+	705	699	652	651
Asian	# Enrolled	666	703	705	684
	# GPA 3.0+	599	647	648	635
Latino	# Enrolled	565	576	601	570
	# GPA 3.0+	218	256	252	272
African American	# Enrolled	24	28	29	22
	# GPA 3.0+	13	12	18	14
Other	# Enrolled	49	56	39	50
	# GPA 3.0+	25	24	22	37



By Special Populations	School Year				
	2018-19	2019-20	2020-21	2021-22	
English Learners	# Enrolled	50	46	66	61
	# GPA 3.0+	7	11	16	16
Resource	# Enrolled	103	92	94	109
	# GPA 3.0+	31	34	35	41
504	# Enrolled	3	175	240	251
	# GPA 3.0+	1	142	178	203
AVID	# Enrolled	209	191	190	205
	# GPA 3.0+	132	131	120	142
FRE	# Enrolled	472	401	378	227
	# GPA 3.0+	189	170	144	93



By Latino Subgroups	School Year				
	2018-19	2019-20	2020-21	2021-22	
Latino RegEd	# Enrolled	174	217	288	318
	# GPA 3.0+	96	130	136	191
Latino EL	# Enrolled	42	33	50	44
	# GPA 3.0+	3	3	8	9
Latino RFEP	# Enrolled	404	408	409	386
	# GPA 3.0+	145	168	154	173
Latino SPED (R/S)	# Enrolled	91	89	100	93
	# GPA 3.0+	8	14	19	21
Latino FRE	# Enrolled	364	321	314	167
	# GPA 3.0+	120	121	105	61



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino

Latino Reg Ed = Latino + not SPED, SED, or EL

District
Freshmen No Fs
 No End of Year Fs
 Indicator 8



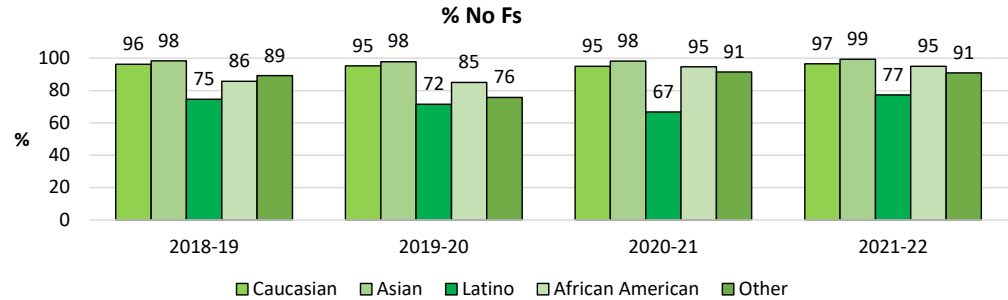
Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

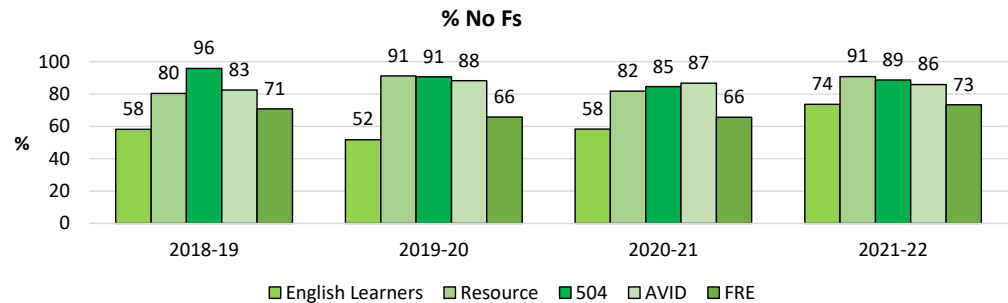
District Freshmen No Fs

No End of Year Fs Indicator 8

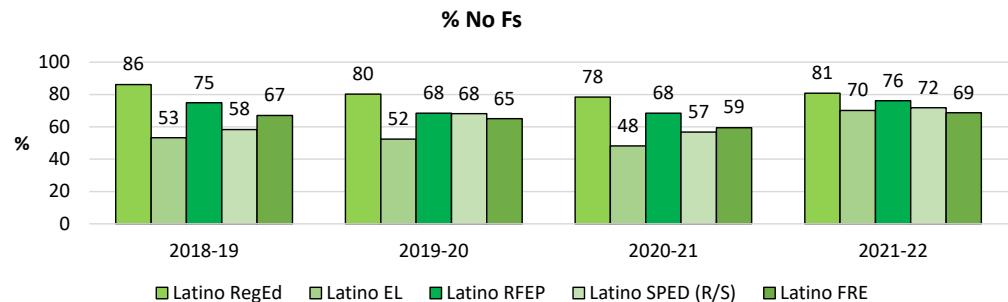
By Ethnicity	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	457	422	433	432
	# No Fs	440	402	411	417
Asian	# Enrolled	317	372	340	313
	# No Fs	312	364	334	311
Latino	# Enrolled	291	285	250	264
	# No Fs	217	204	167	204
African American	# Enrolled	21	20	19	20
	# No Fs	18	17	18	19
Other	# Enrolled	37	33	35	44
	# No Fs	33	25	32	40



By Special Populations	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	55	56	72	76
	# No Fs	32	29	42	56
Resource	# Enrolled	51	57	44	54
	# No Fs	41	52	36	49
504	# Enrolled	24	85	97	106
	# No Fs	23	77	82	94
AVID	# Enrolled	80	85	83	85
	# No Fs	66	75	72	73
FRE	# Enrolled	216	155	102	105
	# No Fs	153	102	67	77



By Latino Subgroups	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	101	132	116	135
	# No Fs	87	106	91	109
Latino EL	# Enrolled	47	42	56	57
	# No Fs	25	22	27	40
Latino RFEP	# Enrolled	167	165	136	134
	# No Fs	125	113	93	102
Latino SPED (R/S)	# Enrolled	48	47	37	46
	# No Fs	28	32	21	33
Latino FRE	# Enrolled	170	123	79	67
	# No Fs	114	80	47	46

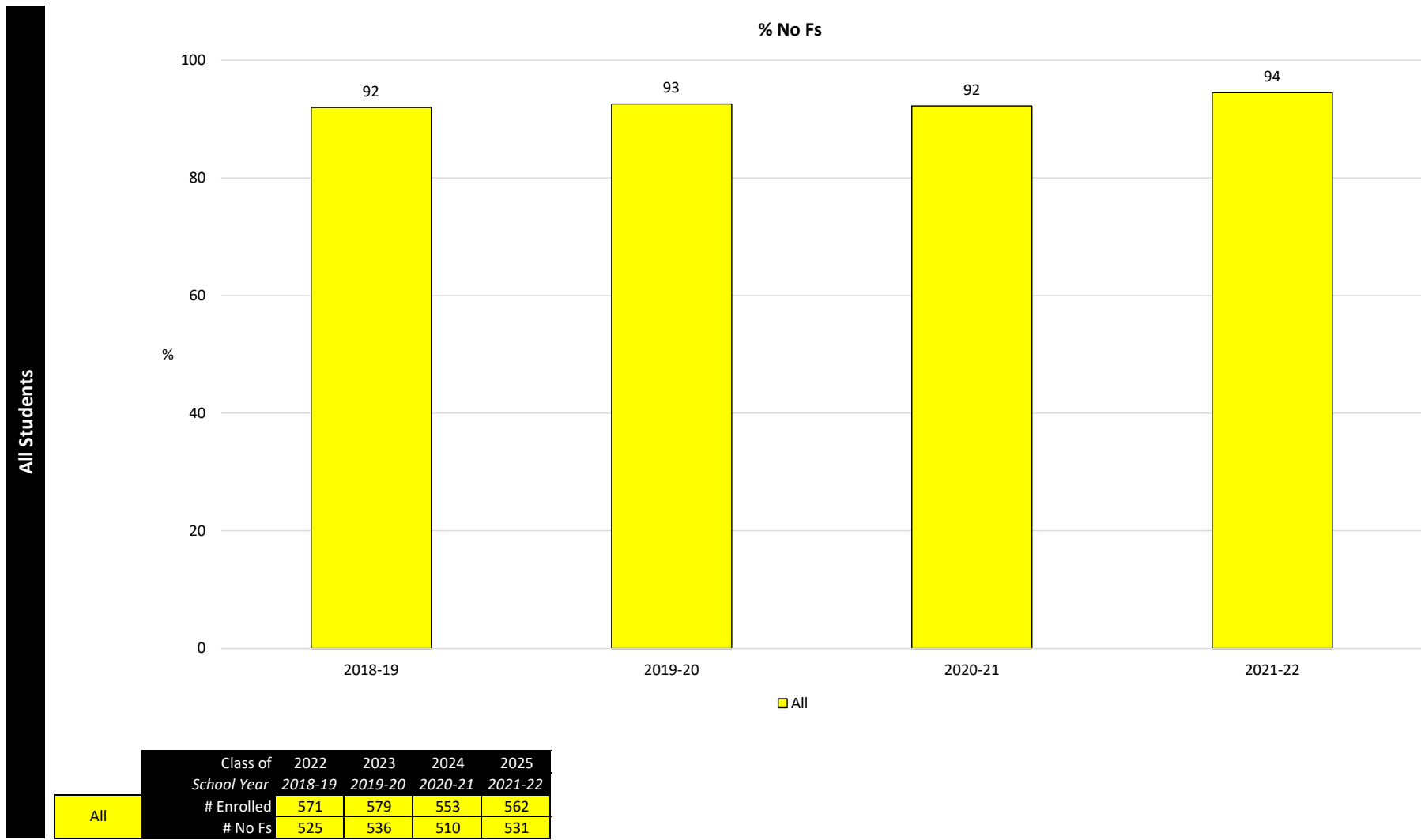


Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Mountain View High School Freshmen No Fs

No End of Year Fs
Indicator 8



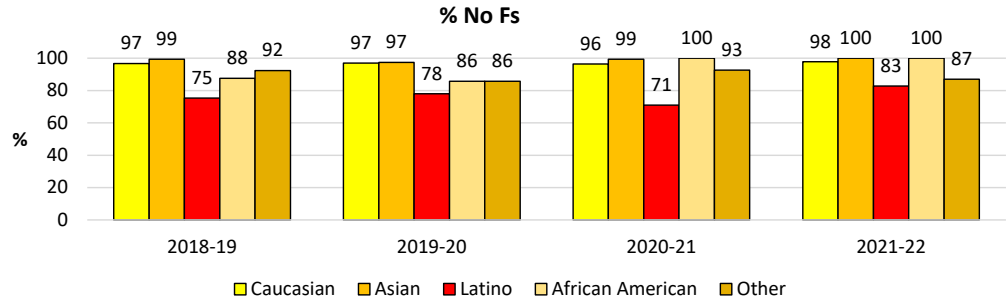
Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

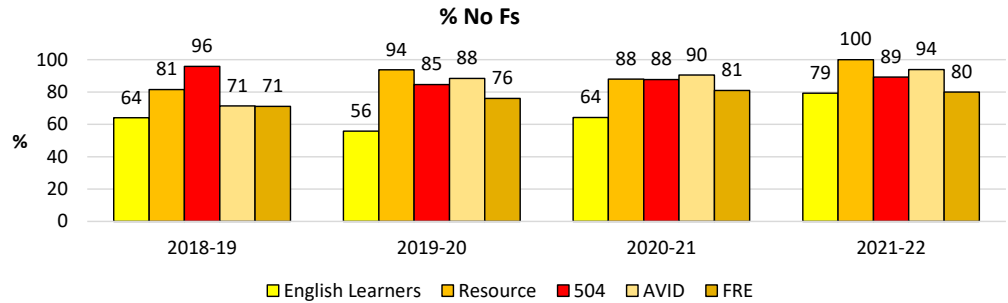
Mountain View High School Freshmen No Fs

No End of Year Fs Indicator 8

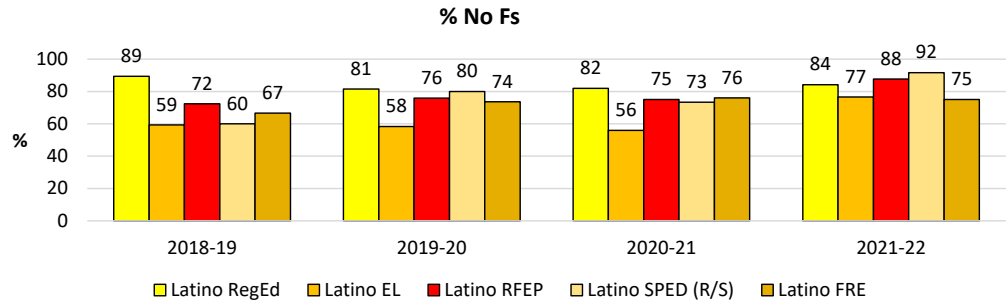
By Ethnicity	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	244	232	248	229
	# No Fs	236	225	239	224
Asian	# Enrolled	151	194	161	161
	# No Fs	150	189	160	161
Latino	# Enrolled	134	118	107	134
	# No Fs	101	92	76	111
African American	# Enrolled	16	14	10	15
	# No Fs	14	12	10	15
Other	# Enrolled	26	21	27	23
	# No Fs	24	18	25	20



By Special Populations	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	39	34	42	58
	# No Fs	25	19	27	46
Resource	# Enrolled	27	32	25	28
	# No Fs	22	30	22	28
504	# Enrolled	24	39	49	56
	# No Fs	23	33	43	50
AVID	# Enrolled	42	43	42	33
	# No Fs	30	38	38	31
FRE	# Enrolled	97	71	42	55
	# No Fs	69	54	34	44



By Latino Subgroups	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	47	54	50	57
	# No Fs	42	44	41	48
Latino EL	# Enrolled	32	24	34	47
	# No Fs	19	14	19	36
Latino RFEP	# Enrolled	58	54	44	49
	# No Fs	42	41	33	43
Latino SPED (R/S)	# Enrolled	20	20	15	24
	# No Fs	12	16	11	22
Latino FRE	# Enrolled	75	53	25	32
	# No Fs	50	39	19	24

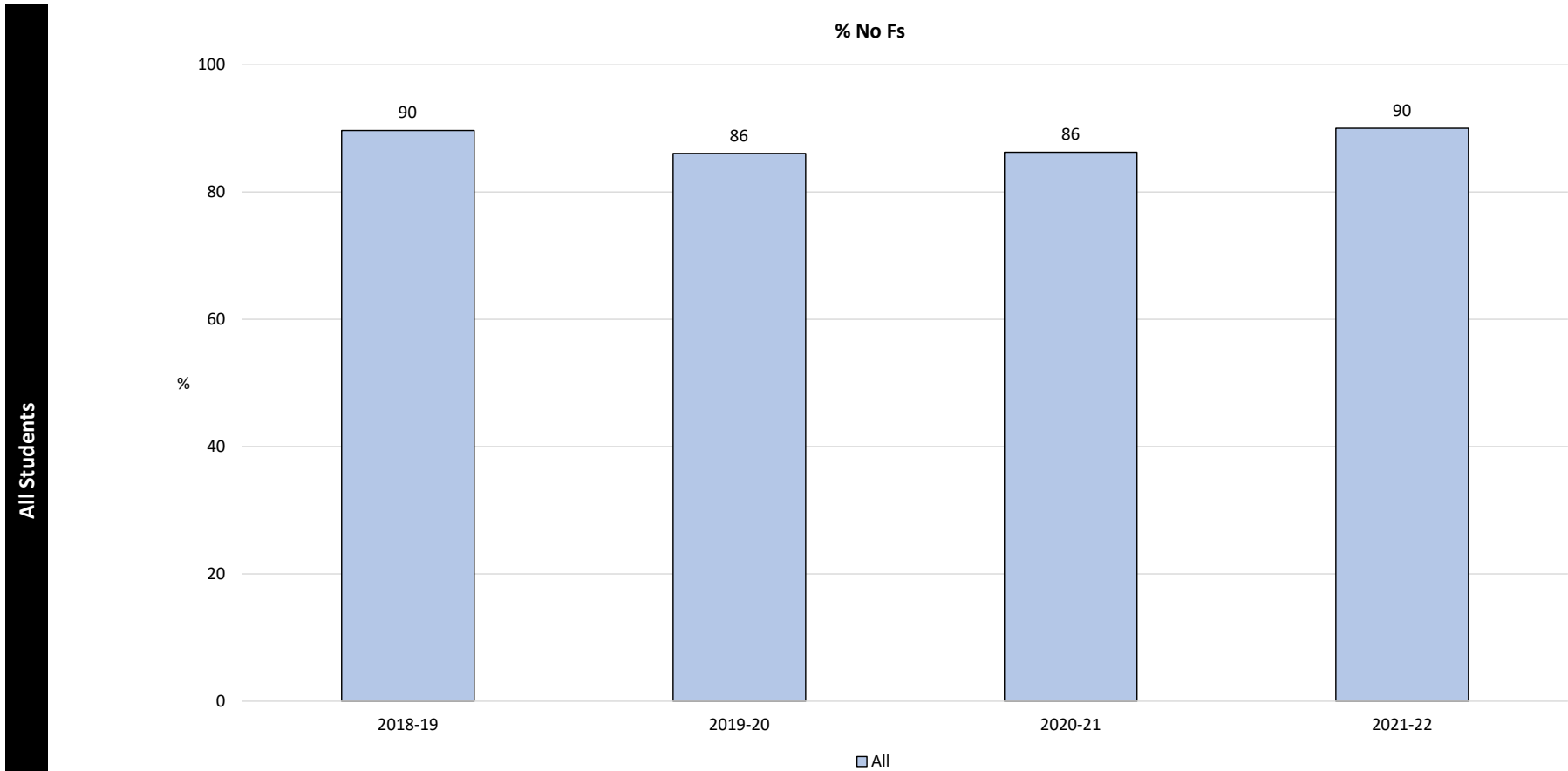


Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

Los Altos High School Freshmen No Fs

No End of Year Fs
Indicator 8



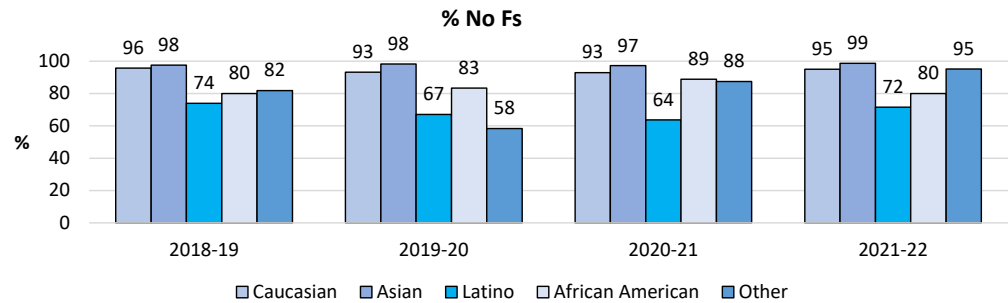
Class of	2022	2023	2024	2025
	2018-19	2019-20	2020-21	2021-22
# Enrolled	552	553	524	511
# No Fs	495	476	452	460

Data Source: Indicators (Aeries Query)

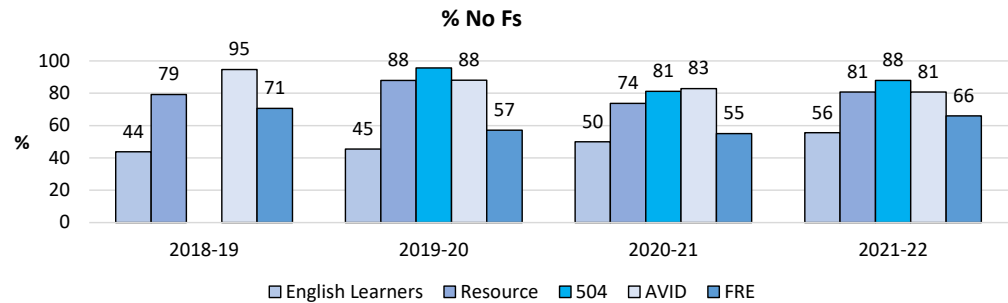
Los Altos High School Freshmen No Fs

No End of Year Fs Indicator 8

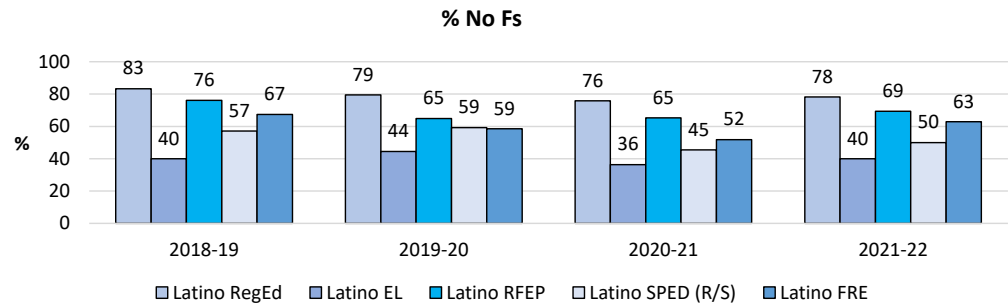
By Ethnicity	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Enrolled	213	190	185	203
	# No Fs	204	177	172	193
Asian	# Enrolled	166	178	179	152
	# No Fs	162	175	174	150
Latino	# Enrolled	157	167	143	130
	# No Fs	116	112	91	93
African American	# Enrolled	5	6	9	5
	# No Fs	4	5	8	4
Other	# Enrolled	11	12	8	21
	# No Fs	9	7	7	20



By Special Populations	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
English Learners	# Enrolled	16	22	30	18
	# No Fs	7	10	15	10
Resource	# Enrolled	24	25	19	26
	# No Fs	19	22	14	21
504	# Enrolled	-	46	48	50
	# No Fs	-	44	39	44
AVID	# Enrolled	38	42	41	52
	# No Fs	36	37	34	42
FRE	# Enrolled	119	84	60	50
	# No Fs	84	48	33	33



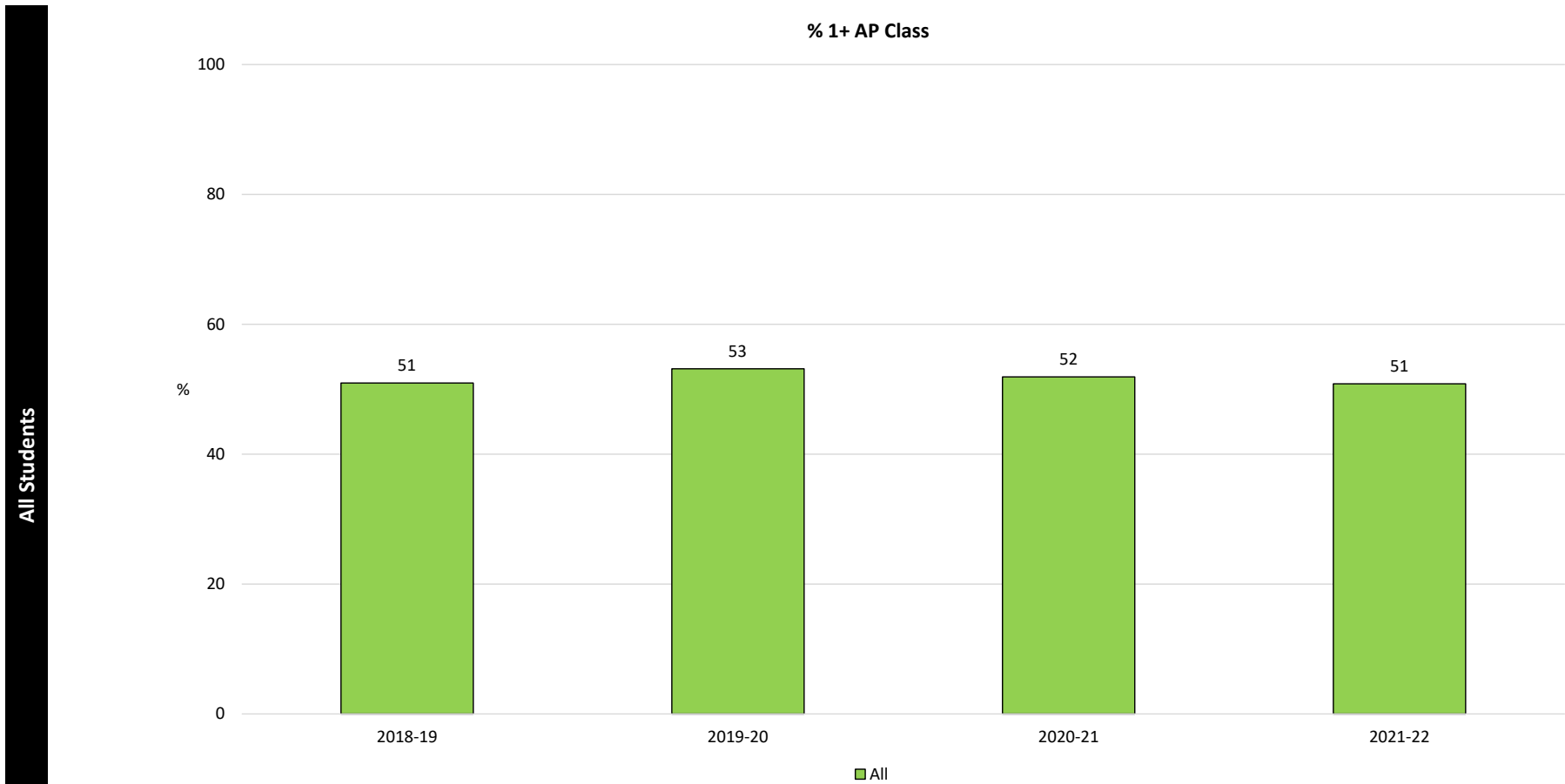
By Latino Subgroups	Class of School Year	2022	2023	2024	2025
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Enrolled	54	78	66	78
	# No Fs	45	62	50	61
Latino EL	# Enrolled	15	18	22	10
	# No Fs	6	8	8	4
Latino RFEP	# Enrolled	109	111	92	85
	# No Fs	83	72	60	59
Latino SPED (R/S)	# Enrolled	28	27	22	22
	# No Fs	16	16	10	11
Latino FRE	# Enrolled	95	70	54	35
	# No Fs	64	41	28	22



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

District
1+ AP Class
 All Grade Levels
 Indicator 9a

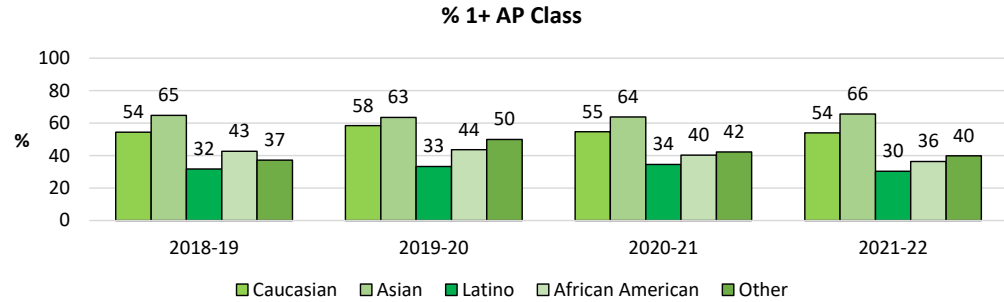


	School Year	2018-19	2019-20	2020-21	2021-22
All	# Enrolled	4303	4422	4469	4470
	# 1+ AP Class	2193	2350	2319	2272

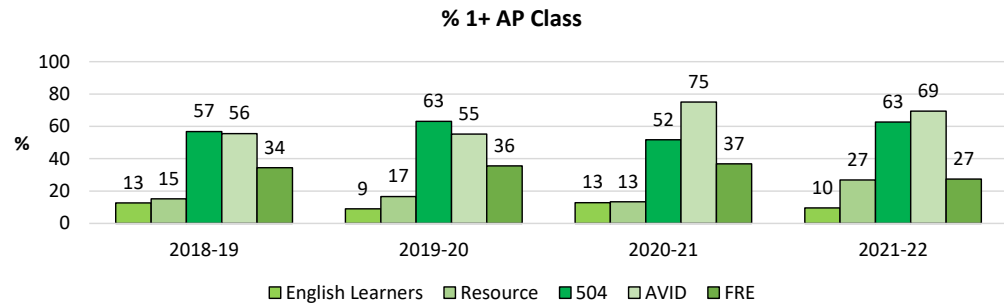
Data Source: Indicators (Aeries Query)

District 1+ AP Class All Grade Levels Indicator 9a

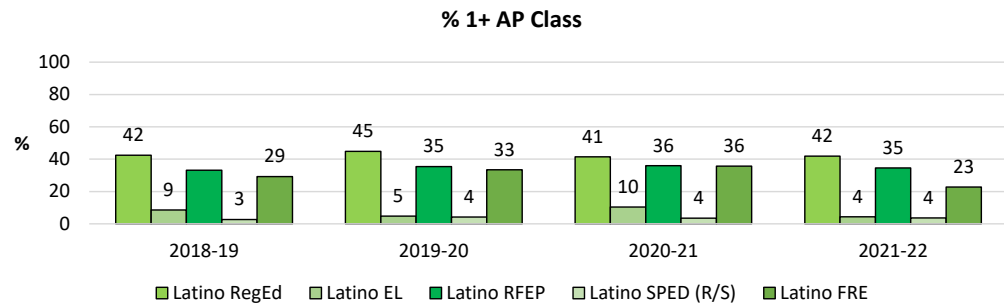
By Ethnicity	School Year		2018-19	2019-20	2020-21	2021-22
	Caucasian	# Enrolled	1778	1741	1774	1727
	# 1+ AP Class	967	1017	970	933	
Asian	# Enrolled	1234	1349	1377	1378	
	# 1+ AP Class	800	856	879	904	
Latino	# Enrolled	1071	1098	1099	1125	
	# 1+ AP Class	340	365	379	342	
African American	# Enrolled	75	78	77	77	
	# 1+ AP Class	32	34	31	28	
Other	# Enrolled	145	156	142	163	
	# 1+ AP Class	54	78	60	65	



By Special Populations	School Year		2018-19	2019-20	2020-21	2021-22
	English Learners	# Enrolled	252	210	233	262
	# 1+ AP Class	32	19	30	25	
Resource	# Enrolled	231	216	201	149	
	# 1+ AP Class	35	36	27	40	
504	# Enrolled	329	103	404	335	
	# 1+ AP Class	187	65	209	210	
AVID	# Enrolled	362	396	273	275	
	# 1+ AP Class	201	219	205	191	
FRE	# Enrolled	730	780	643	386	
	# 1+ AP Class	251	277	237	106	



By Latino Subgroups	School Year		2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Enrolled	403	400	464	653
	# 1+ AP Class	171	179	192	273	
Latino EL	# Enrolled	188	168	183	206	
	# 1+ AP Class	16	8	19	9	
Latino RFEP	# Enrolled	595	621	610	588	
	# 1+ AP Class	197	220	219	203	
Latino SPED (R/S)	# Enrolled	191	189	171	136	
	# 1+ AP Class	5	8	6	5	
Latino FRE	# Enrolled	551	541	507	255	
	# 1+ AP Class	161	181	181	58	



Data Source: Indicators (Aeries Query)

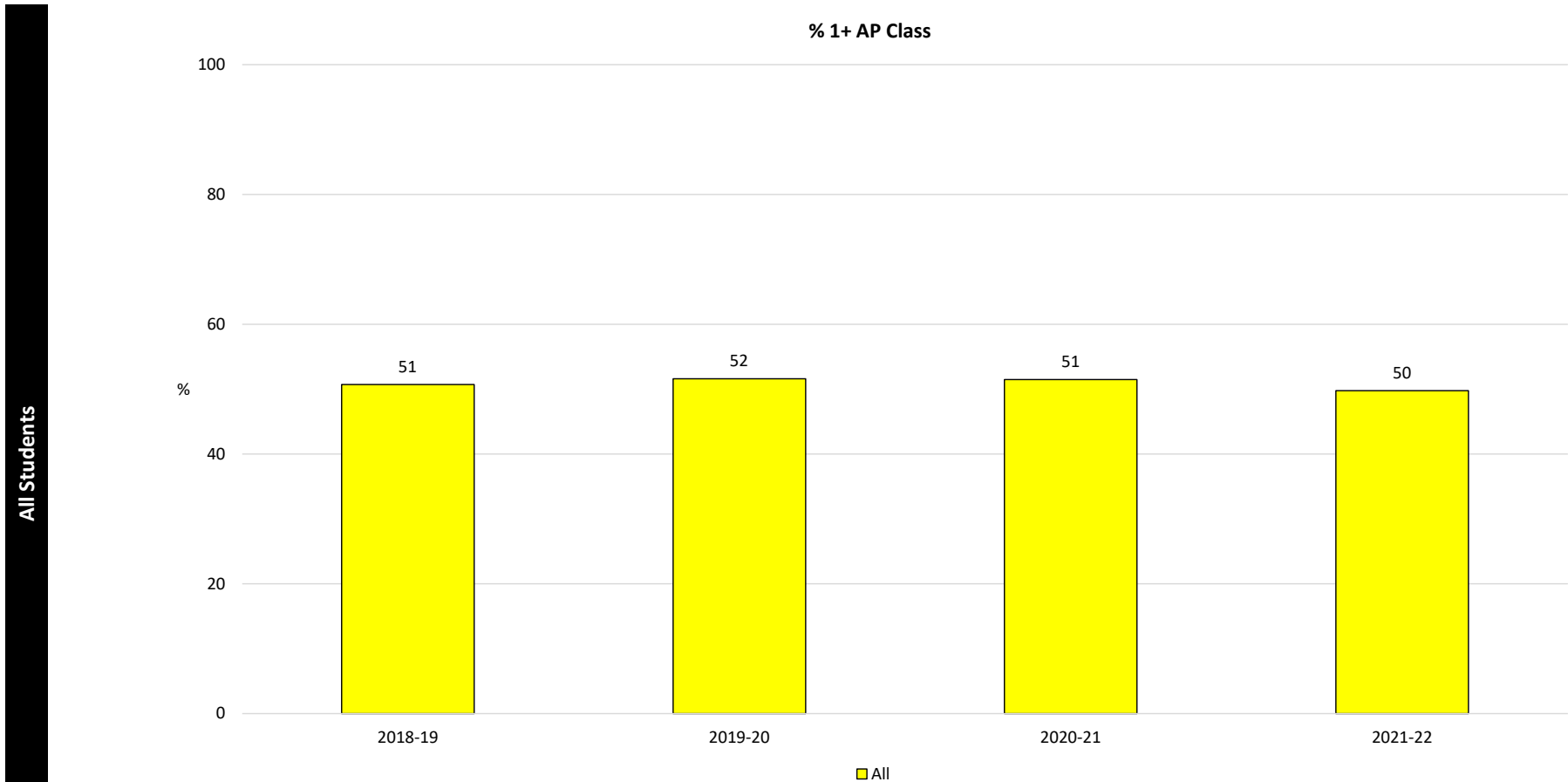
Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Mountain View High School

1+ AP Class

All Grade Levels

Indicator 9a



All Students

	School Year	2018-19	2019-20	2020-21	2021-22
All	# Enrolled	2071	2172	2256	2333
	# 1+ AP Class	1050	1121	1161	1161

Data Source: Indicators (Aeries Query)

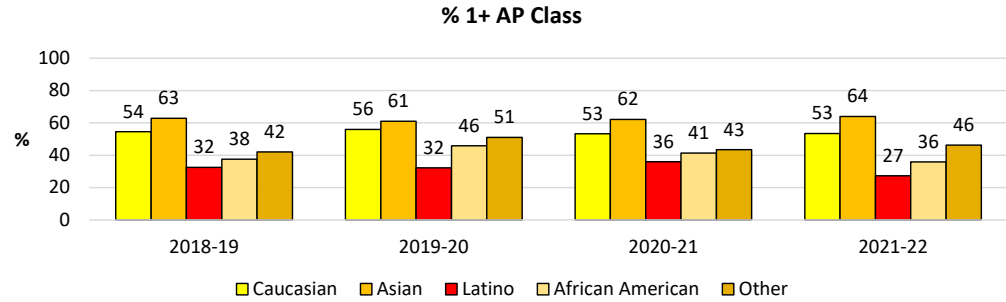
Mountain View High School

1+ AP Class

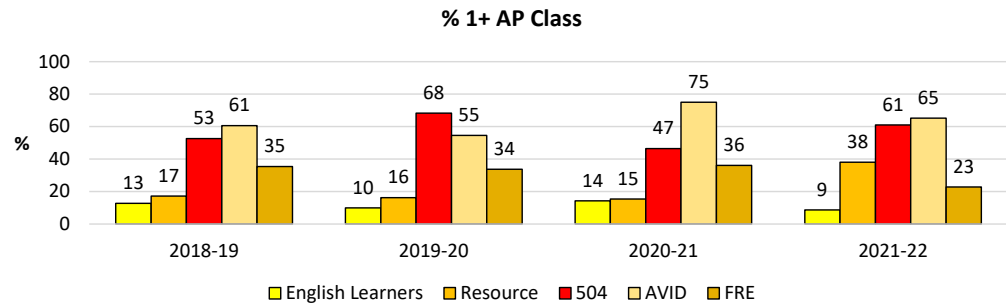
All Grade Levels

Indicator 9a

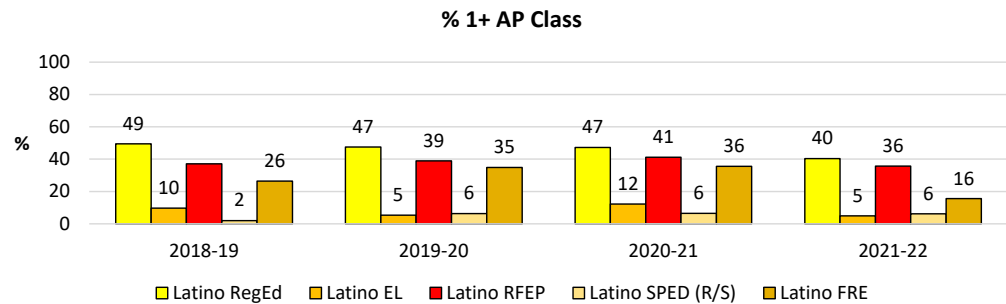
By Ethnicity	School Year		2018-19	2019-20	2020-21	2021-22
	Caucasian	# Enrolled	892	900	958	949
	# 1+ AP Class	486	504	510	507	
Asian	# Enrolled	562	634	664	687	
	# 1+ AP Class	353	387	413	439	
Latino	# Enrolled	481	494	489	536	
	# 1+ AP Class	156	159	176	146	
African American	# Enrolled	48	48	46	53	
	# 1+ AP Class	18	22	19	19	
Other	# Enrolled	88	96	99	108	
	# 1+ AP Class	37	49	43	50	



By Special Populations	School Year		2018-19	2019-20	2020-21	2021-22
	English Learners	# Enrolled	172	161	168	174
	# 1+ AP Class	22	16	24	15	
Resource	# Enrolled	116	123	110	84	
	# 1+ AP Class	20	20	17	32	
504	# Enrolled	171	85	202	164	
	# 1+ AP Class	90	58	94	100	
AVID	# Enrolled	150	176	128	132	
	# 1+ AP Class	91	96	96	86	
FRE	# Enrolled	339	358	296	171	
	# 1+ AP Class	120	121	107	39	



By Latino Subgroups	School Year		2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Enrolled	176	177	199	300
	# 1+ AP Class	87	84	94	121	
Latino EL	# Enrolled	134	132	131	142	
	# 1+ AP Class	13	7	16	7	
Latino RFEP	# Enrolled	183	190	197	202	
	# 1+ AP Class	68	74	81	72	
Latino SPED (R/S)	# Enrolled	98	95	77	64	
	# 1+ AP Class	2	6	5	4	
Latino FRE	# Enrolled	238	204	219	103	
	# 1+ AP Class	63	71	78	16	



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino

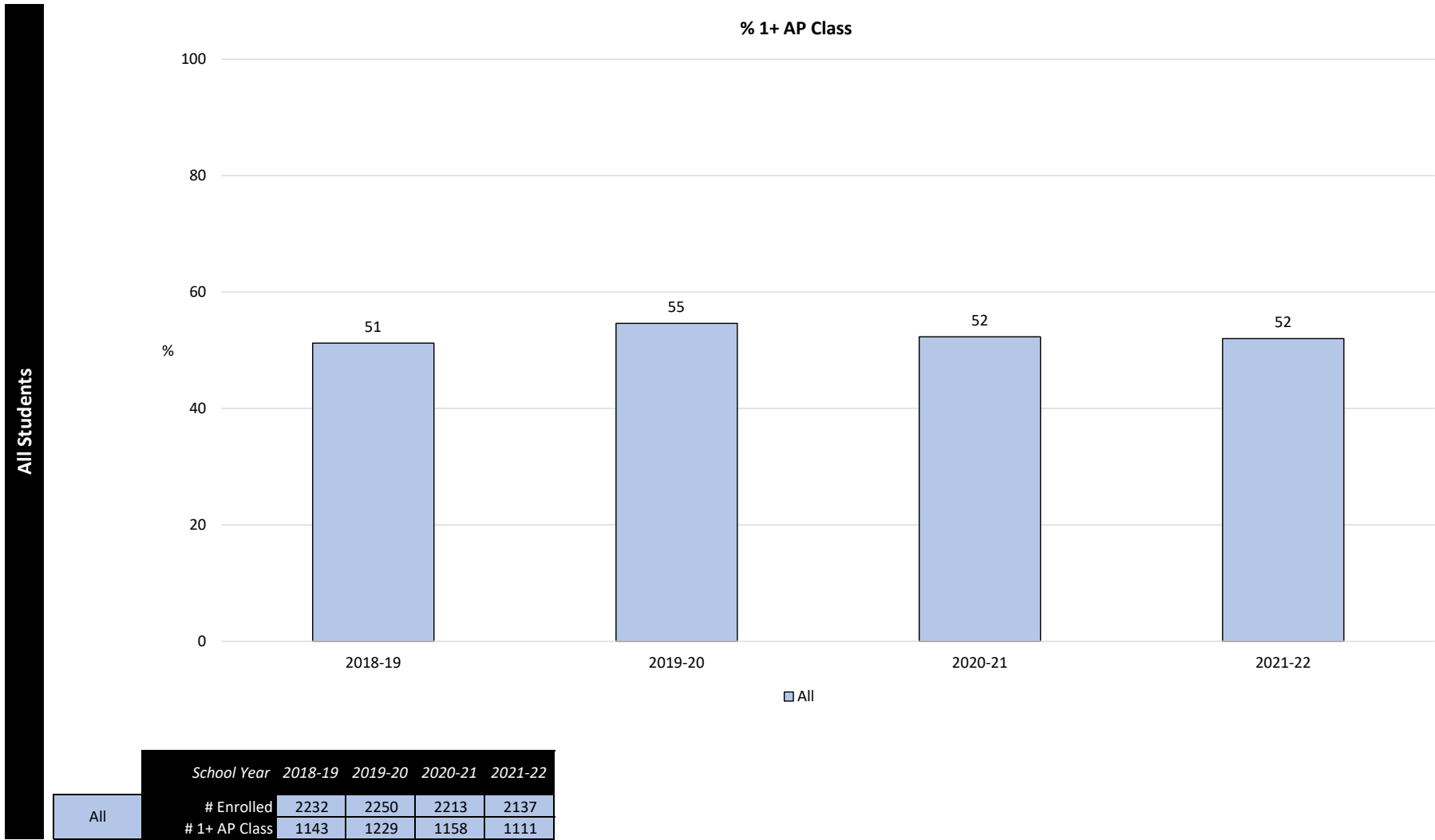
Latino Reg Ed = Latino + not SPED, SED, or EL

Los Altos High School

1+ AP Class

All Grade Levels

Indicator 9a



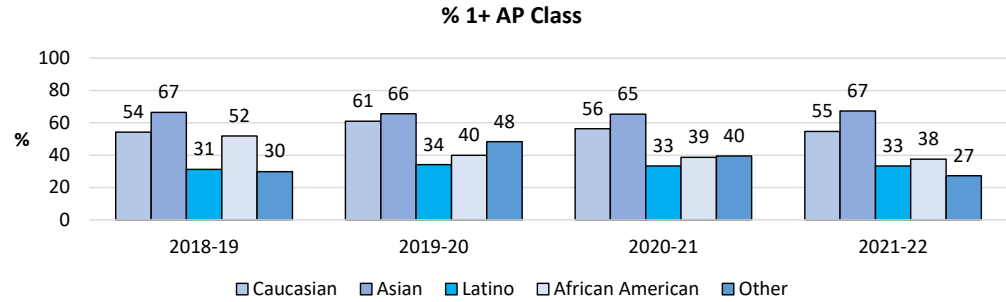
Data Source: Indicators (Aeries Query)

Los Altos High School

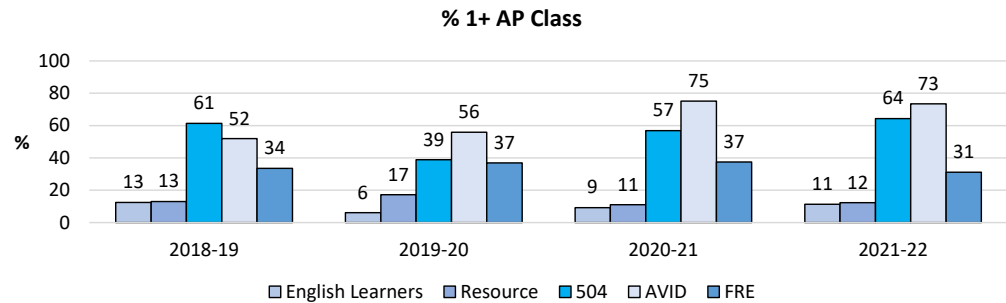
1+ AP Class

All Grade Levels Indicator 9a

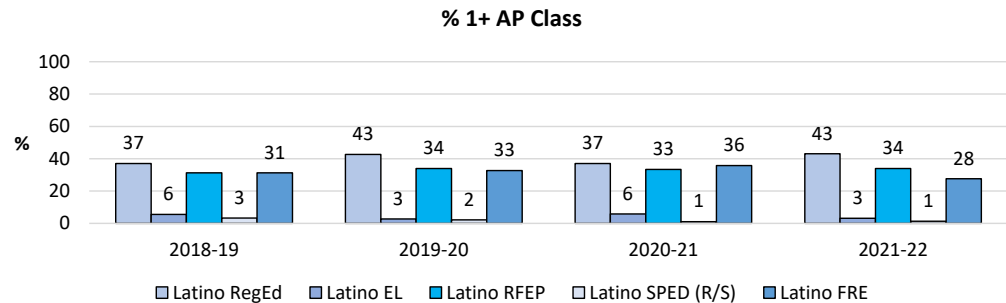
By Ethnicity	School Year		2018-19	2019-20	2020-21	2021-22
	Caucasian	# Enrolled	886	841	816	778
	# 1+ AP Class	481	513	460	426	
Asian	# Enrolled	672	715	713	691	
	# 1+ AP Class	447	469	466	465	
Latino	# Enrolled	590	604	610	589	
	# 1+ AP Class	184	206	203	196	
African American	# Enrolled	27	30	31	24	
	# 1+ AP Class	14	12	12	9	
Other	# Enrolled	57	60	43	55	
	# 1+ AP Class	17	29	17	15	



By Special Populations	School Year		2018-19	2019-20	2020-21	2021-22
	English Learners	# Enrolled	80	49	65	88
	# 1+ AP Class	10	3	6	10	
Resource	# Enrolled	115	93	91	65	
	# 1+ AP Class	15	16	10	8	
504	# Enrolled	158	18	202	171	
	# 1+ AP Class	97	7	115	110	
AVID	# Enrolled	212	220	145	143	
	# 1+ AP Class	110	123	109	105	
FRE	# Enrolled	391	422	347	215	
	# 1+ AP Class	131	156	130	67	



By Latino Subgroups	School Year		2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Enrolled	227	223	265	353
	# 1+ AP Class	84	95	98	152	
Latino EL	# Enrolled	54	36	52	64	
	# 1+ AP Class	3	1	3	2	
Latino RFEF	# Enrolled	412	431	413	386	
	# 1+ AP Class	129	146	138	131	
Latino SPED (R/S)	# Enrolled	93	94	94	72	
	# 1+ AP Class	3	2	1	1	
Latino FRE	# Enrolled	313	337	288	152	
	# 1+ AP Class	98	110	103	42	



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

District
1+ Honors Class
 All Grade Levels
 Indicator 9b



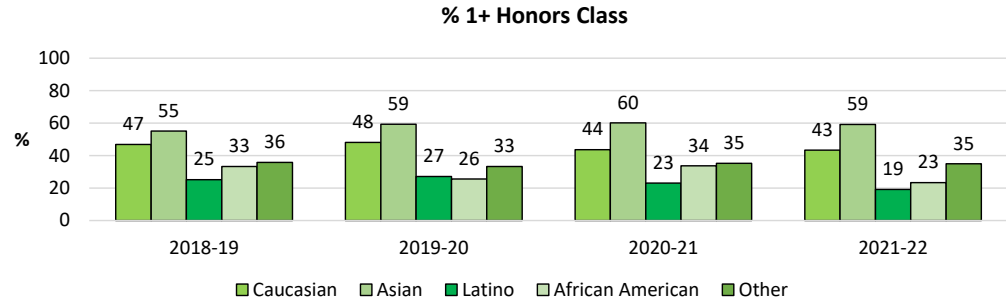
Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

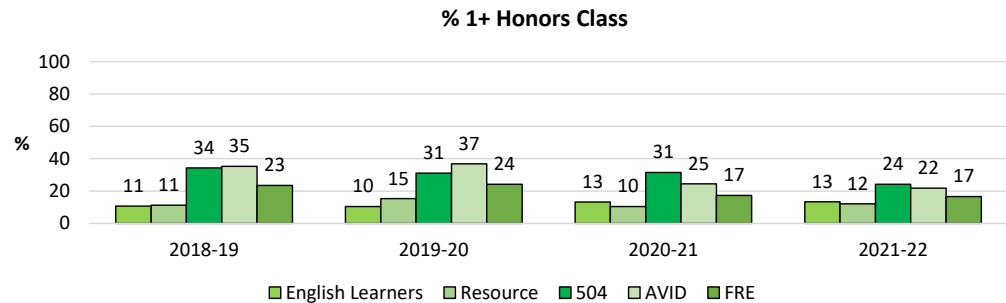
District 1+ Honors Class

All Grade Levels
Indicator 9b

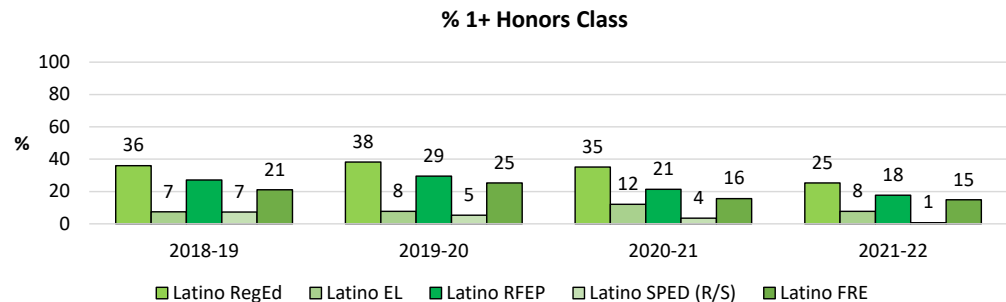
By Ethnicity	School Year		2018-19	2019-20	2020-21	2021-22
	Caucasian	# Enrolled	1778	1741	1774	1727
	# Met a-g	834	837	775	748	
Asian	# Enrolled	1234	1349	1377	1378	
	# Met a-g	680	800	828	815	
Latino	# Enrolled	1071	1098	1099	1125	
	# Met a-g	270	298	253	215	
African American	# Enrolled	75	78	77	77	
	# Met a-g	25	20	26	18	
Other	# Enrolled	145	156	142	163	
	# Met a-g	52	52	50	57	



By Special Populations	School Year		2018-19	2019-20	2020-21	2021-22
	English Learners	# Enrolled	252	210	233	262
	# Met a-g	27	22	31	35	
Resource	# Enrolled	231	216	201	149	
	# Met a-g	26	33	21	18	
504	# Enrolled	329	103	404	335	
	# Met a-g	113	32	127	81	
AVID	# Enrolled	362	396	273	275	
	# Met a-g	128	146	67	60	
FRE	# Enrolled	730	780	643	386	
	# Met a-g	171	189	111	64	



By Latino Subgroups	School Year		2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Enrolled	403	400	464	653
	# Met a-g	145	153	163	165	
Latino EL	# Enrolled	188	168	183	206	
	# Met a-g	14	13	22	16	
Latino RFEP	# Enrolled	595	621	610	588	
	# Met a-g	161	183	130	104	
Latino SPED (R/S)	# Enrolled	191	189	171	136	
	# Met a-g	14	10	6	1	
Latino FRE	# Enrolled	551	541	507	255	
	# Met a-g	116	137	79	38	

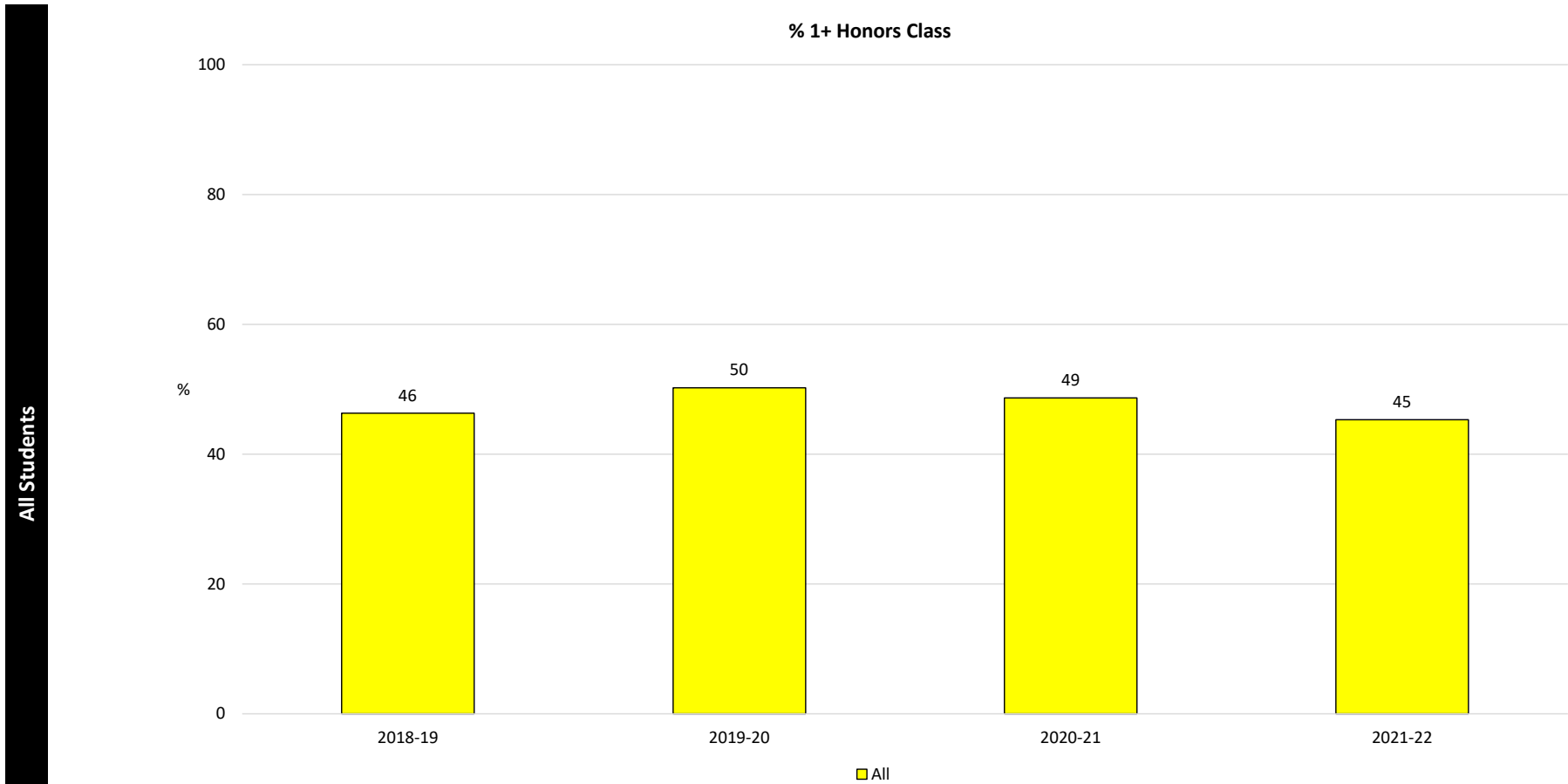


Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

Mountain View High School 1+ Honors Class

All Grade Levels
Indicator 9b



	School Year	2018-19	2019-20	2020-21	2021-22
All	# Enrolled	2071	2172	2256	2333
	# Met a-g	959	1091	1098	1057

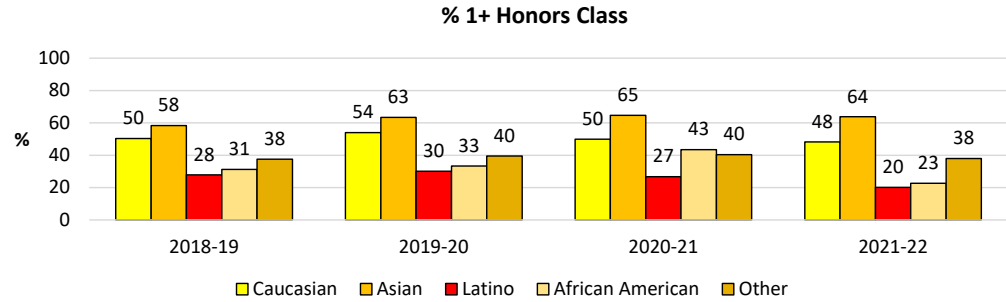
Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
Latino Reg Ed = Latino + not SPED, SED, or EL

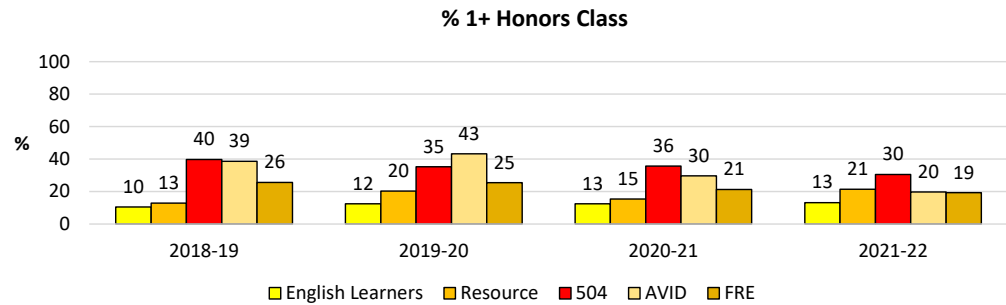
Mountain View High School 1+ Honors Class

All Grade Levels Indicator 9b

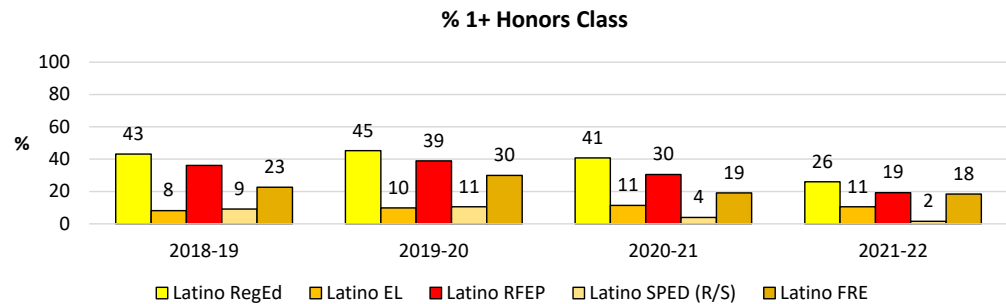
By Ethnicity	School Year		2018-19	2019-20	2020-21	2021-22
	Caucasian	# Enrolled	892	900	958	949
	# Met a-g	449	486	478	458	
Asian	# Enrolled	562	634	664	687	
	# Met a-g	328	402	429	438	
Latino	# Enrolled	481	494	489	536	
	# Met a-g	134	149	131	108	
African American	# Enrolled	48	48	46	53	
	# Met a-g	15	16	20	12	
Other	# Enrolled	88	96	99	108	
	# Met a-g	33	38	40	41	



By Special Populations	School Year		2018-19	2019-20	2020-21	2021-22
	English Learners	# Enrolled	172	161	168	174
	# Met a-g	18	20	21	23	
Resource	# Enrolled	116	123	110	84	
	# Met a-g	15	25	17	18	
504	# Enrolled	171	85	202	164	
	# Met a-g	68	30	72	50	
AVID	# Enrolled	150	176	128	132	
	# Met a-g	58	76	38	26	
FRE	# Enrolled	339	358	296	171	
	# Met a-g	87	91	63	33	



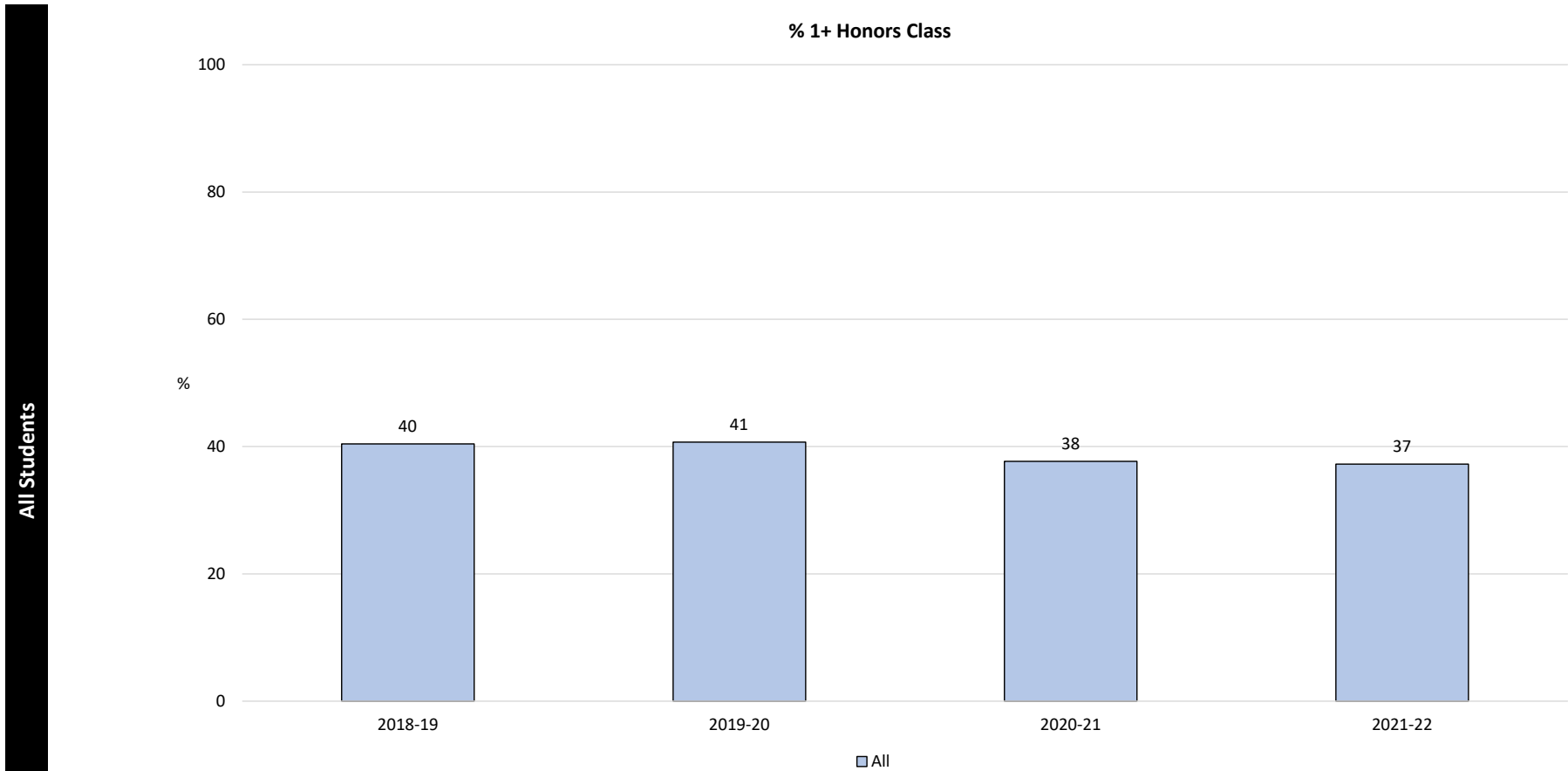
By Latino Subgroups	School Year		2018-19	2019-20	2020-21	2021-22
	Latino RegEd	# Enrolled	176	177	199	300
	# Met a-g	76	80	81	78	
Latino EL	# Enrolled	134	132	131	142	
	# Met a-g	11	13	15	15	
Latino RFEP	# Enrolled	183	190	197	202	
	# Met a-g	66	74	60	39	
Latino SPED (R/S)	# Enrolled	98	95	77	64	
	# Met a-g	9	10	3	1	
Latino FRE	# Enrolled	238	204	219	103	
	# Met a-g	54	61	42	19	



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Los Altos High School
1+ Honors Class
 All Grade Levels
 Indicator 9b



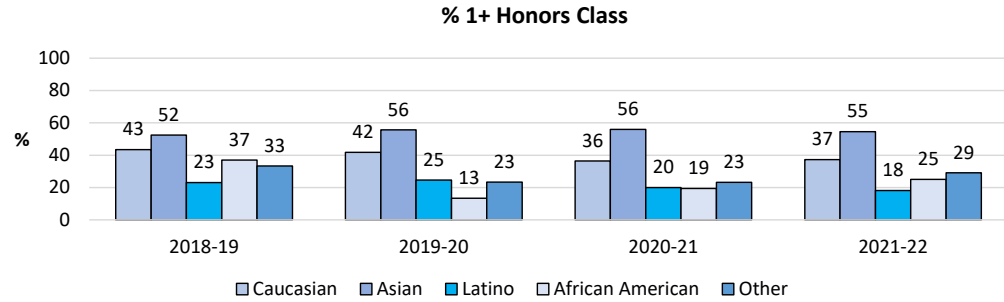
	School Year	2018-19	2019-20	2020-21	2021-22
All	# Enrolled	2232	2250	2213	2137
	# Met a-g	902	916	834	796

Data Source: Indicators (Aeries Query)

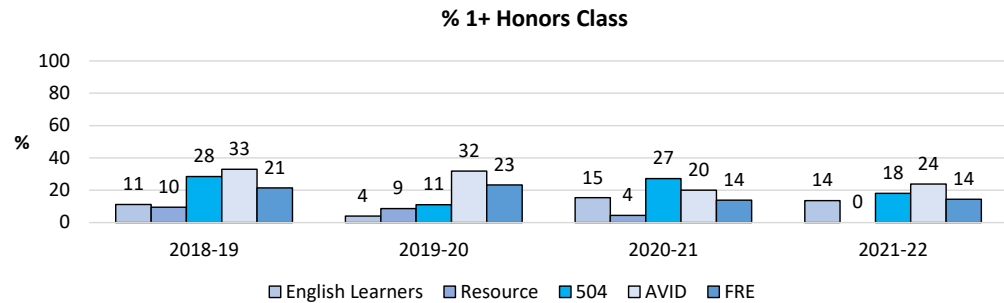
Los Altos High School 1+ Honors Class

All Grade Levels Indicator 9b

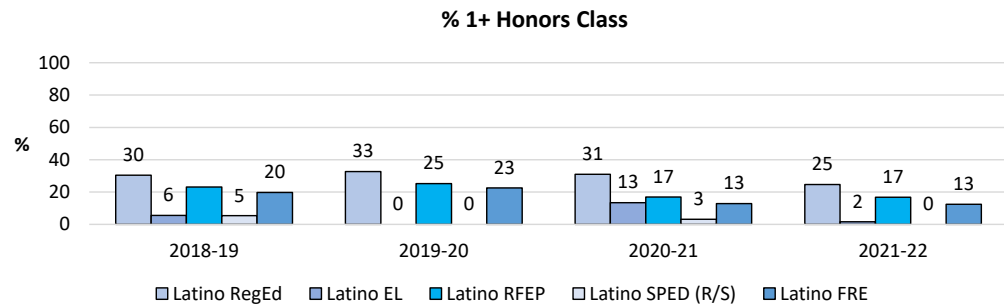
By Ethnicity	School Year				
	2018-19	2019-20	2020-21	2021-22	
Caucasian	# Enrolled	886	841	816	778
	# Met a-g	385	351	297	290
Asian	# Enrolled	672	715	713	691
	# Met a-g	352	398	399	377
Latino	# Enrolled	590	604	610	589
	# Met a-g	136	149	122	107
African American	# Enrolled	27	30	31	24
	# Met a-g	10	4	6	6
Other	# Enrolled	57	60	43	55
	# Met a-g	19	14	10	16



By Special Populations	School Year				
	2018-19	2019-20	2020-21	2021-22	
English Learners	# Enrolled	80	49	65	88
	# Met a-g	9	2	10	12
Resource	# Enrolled	115	93	91	65
	# Met a-g	11	8	4	-
504	# Enrolled	158	18	202	171
	# Met a-g	45	2	55	31
AVID	# Enrolled	212	220	145	143
	# Met a-g	70	70	29	34
FRE	# Enrolled	391	422	347	215
	# Met a-g	84	98	48	31



By Latino Subgroups	School Year				
	2018-19	2019-20	2020-21	2021-22	
Latino RegEd	# Enrolled	227	223	265	353
	# Met a-g	69	73	82	87
Latino EL	# Enrolled	54	36	52	64
	# Met a-g	3	-	7	1
Latino RFEP	# Enrolled	412	431	413	386
	# Met a-g	95	109	70	65
Latino SPED (R/S)	# Enrolled	93	94	94	72
	# Met a-g	5	-	3	-
Latino FRE	# Enrolled	313	337	288	152
	# Met a-g	62	76	37	19



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

District Graduation Rate

Indicator 10



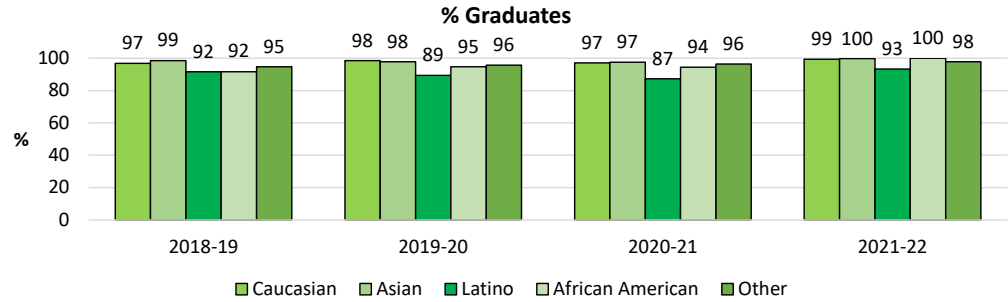
Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

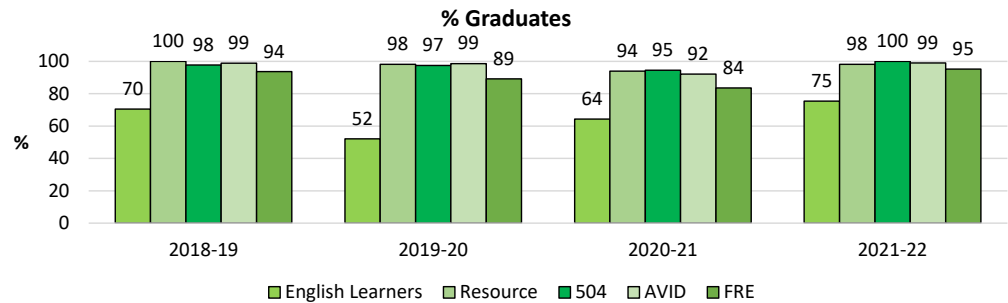
District Graduation Rate

Indicator 10

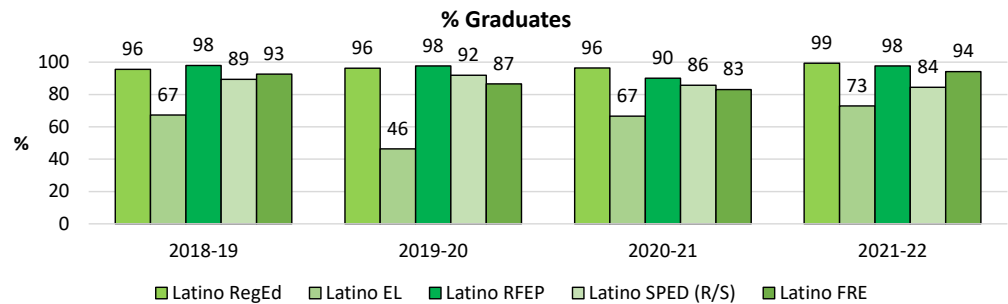
By Ethnicity	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Class Size	438	384	442	454
	# Graduates	424	378	429	451
Asian	# Class Size	271	323	319	331
	# Graduates	267	316	311	330
Latino	# Class Size	251	245	260	311
	# Graduates	230	219	227	290
African American	# Class Size	12	19	18	19
	# Graduates	11	18	17	19
Other	# Class Size	19	47	28	45
	# Graduates	18	45	27	44



By Special Populations	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
English Learners	# Class Size	61	48	42	69
	# Graduates	43	25	27	52
Resource	# Class Size	65	54	50	56
	# Graduates	65	53	47	55
504	# Class Size	45	39	129	153
	# Graduates	44	38	122	153
AVID	# Class Size	88	72	102	105
	# Graduates	87	71	94	104
FRE	# Class Size	220	195	201	124
	# Graduates	206	174	168	118



By Latino Subgroups	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Class Size	67	81	83	158
	# Graduates	64	78	80	157
Latino EL	# Class Size	52	41	33	59
	# Graduates	35	19	22	43
Latino RFEP	# Class Size	147	131	151	176
	# Graduates	144	128	136	172
Latino SPED (R/S)	# Class Size	47	49	42	45
	# Graduates	42	45	36	38
Latino FRE	# Class Size	161	134	159	85
	# Graduates	149	116	132	80

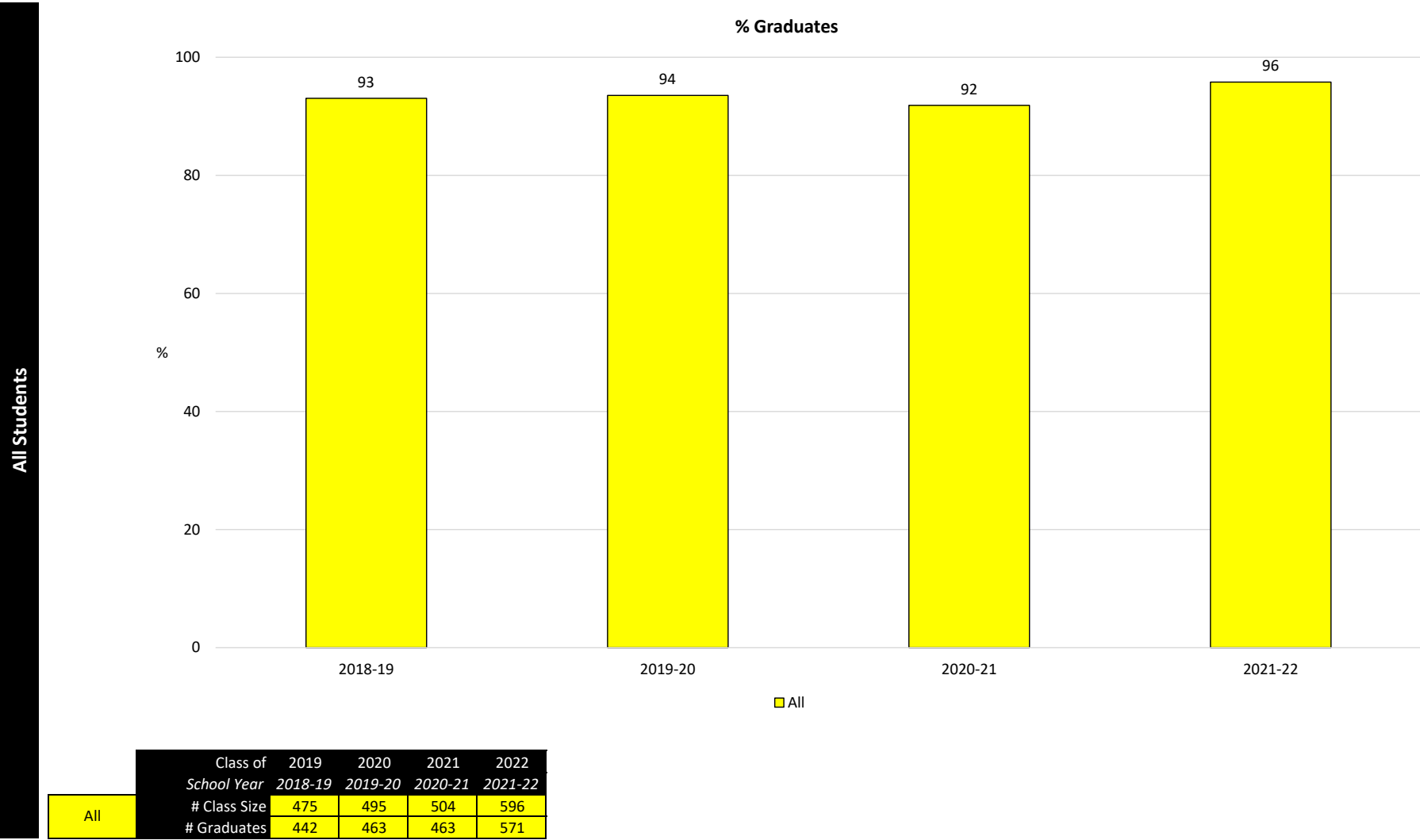


Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Mountain View High School Graduation Rate

Indicator 10



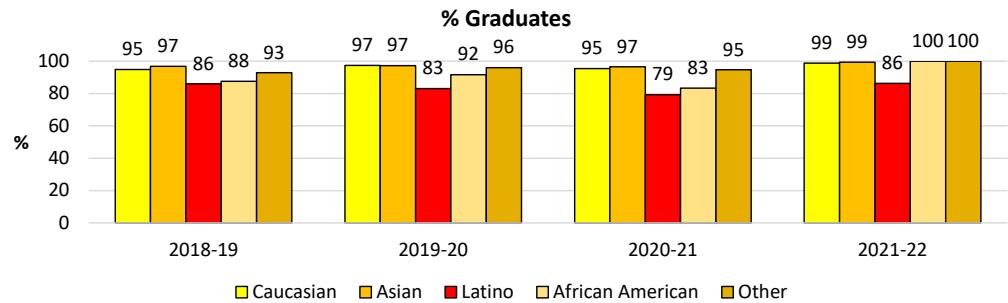
Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

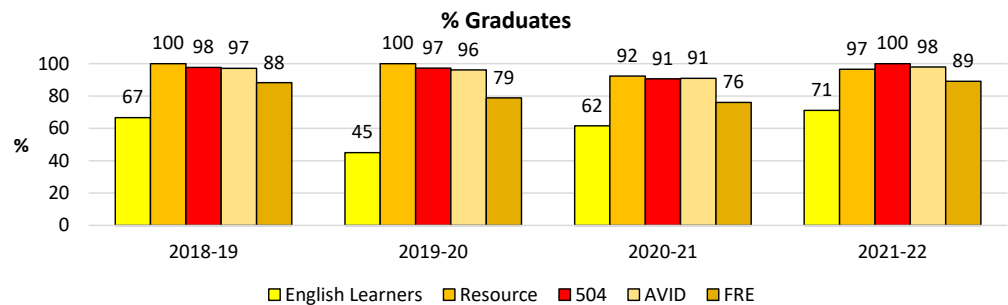
Mountain View High School Graduation Rate

Indicator 10

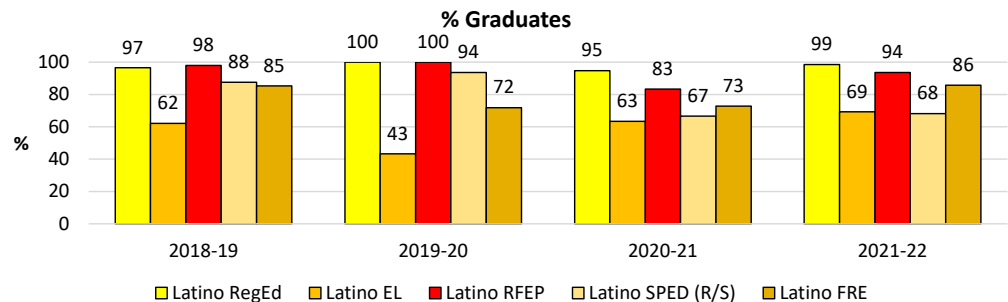
By Ethnicity	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Class Size	214	189	220	243
	# Graduates	203	184	210	240
Asian	# Class Size	125	145	143	156
	# Graduates	121	141	138	155
Latino	# Class Size	114	124	116	154
	# Graduates	98	103	92	133
African American	# Class Size	8	12	6	12
	# Graduates	7	11	5	12
Other	# Class Size	14	25	19	31
	# Graduates	13	24	18	31



By Special Populations	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
English Learners	# Class Size	45	40	39	59
	# Graduates	30	18	24	42
Resource	# Class Size	32	33	26	29
	# Graduates	32	33	24	28
504	# Class Size	44	36	64	83
	# Graduates	43	35	58	83
AVID	# Class Size	34	26	55	50
	# Graduates	33	25	50	49
FRE	# Class Size	102	99	96	55
	# Graduates	90	78	73	49



By Latino Subgroups	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Class Size	29	39	38	70
	# Graduates	28	39	36	69
Latino EL	# Class Size	37	37	30	52
	# Graduates	23	16	19	36
Latino RFEP	# Class Size	49	42	48	62
	# Graduates	48	42	40	58
Latino SPED (R/S)	# Class Size	24	31	18	22
	# Graduates	21	29	12	15
Latino FRE	# Class Size	68	64	70	35
	# Graduates	58	46	51	30

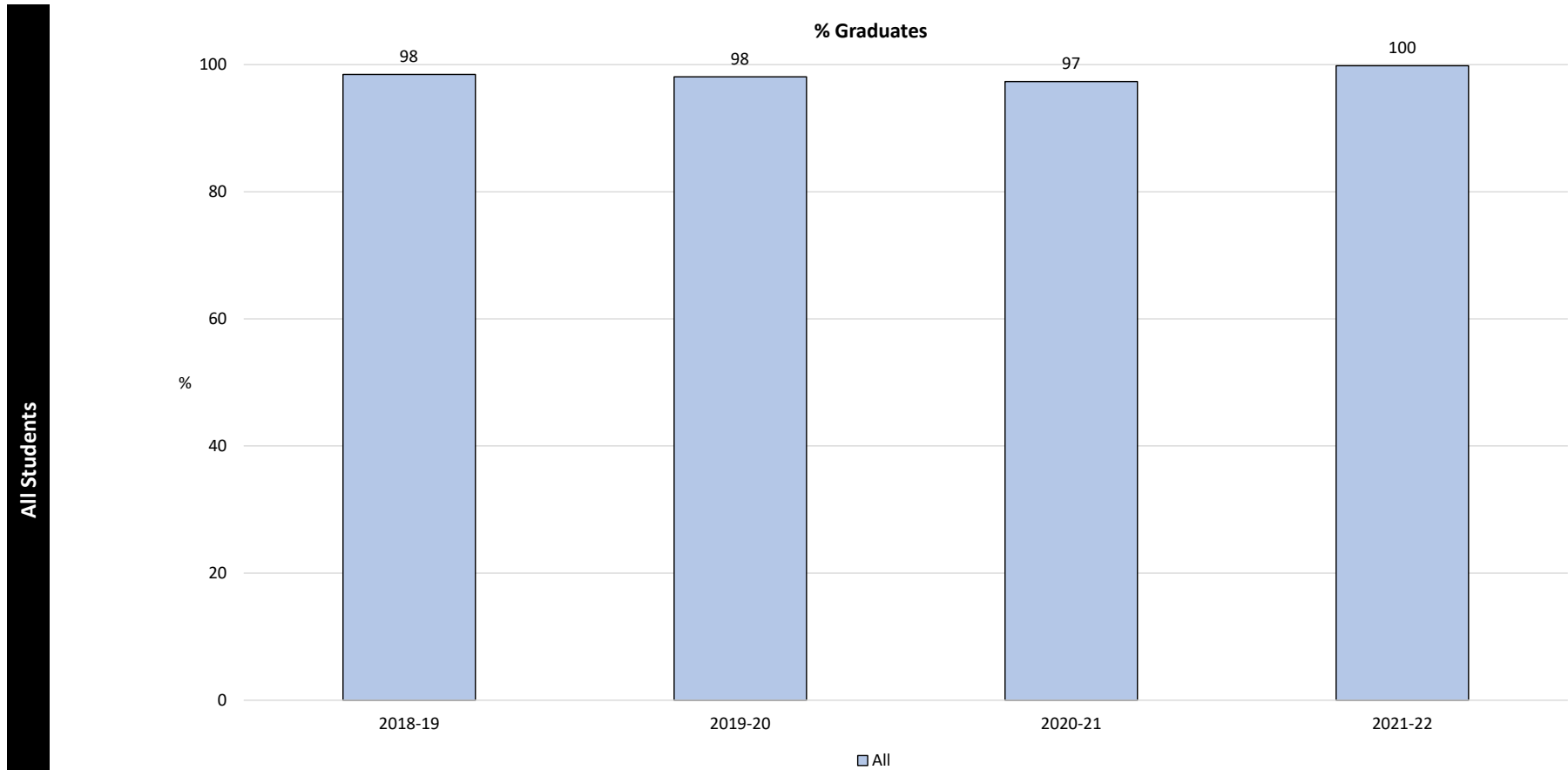


Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

Los Altos High School Graduation Rate

Indicator 10



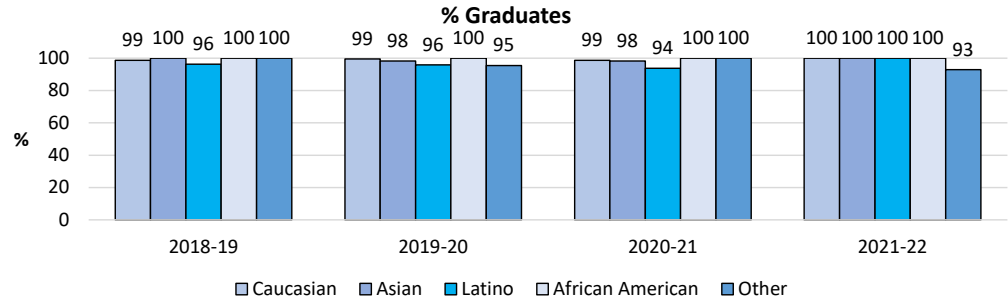
Class of	2019	2020	2021	2022
	2018-19	2019-20	2020-21	2021-22
# Class Size	516	523	563	564
# Graduates	508	513	548	563

Data Source: Indicators (Aeries Query)

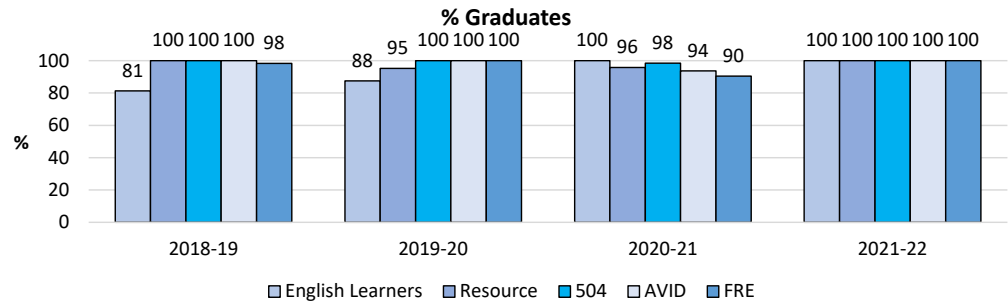
Los Altos High School Graduation Rate

Indicator 10

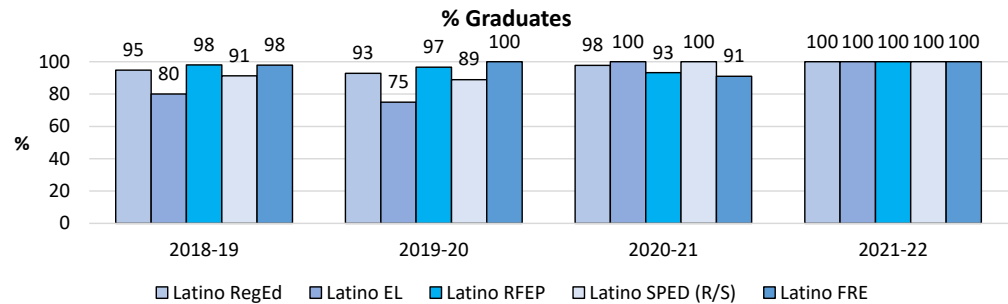
By Ethnicity	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Caucasian	# Class Size	224	195	222	211
	# Graduates	221	194	219	211
Asian	# Class Size	146	178	176	175
	# Graduates	146	175	173	175
Latino	# Class Size	137	121	144	157
	# Graduates	132	116	135	157
African American	# Class Size	4	7	12	7
	# Graduates	4	7	12	7
Other	# Class Size	5	22	9	14
	# Graduates	5	21	9	13



By Special Populations	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
English Learners	# Class Size	16	8	3	10
	# Graduates	13	7	3	10
Resource	# Class Size	33	21	24	27
	# Graduates	33	20	23	27
504	# Class Size	1	3	65	70
	# Graduates	1	3	64	70
AVID	# Class Size	54	46	47	55
	# Graduates	54	46	44	55
FRE	# Class Size	118	96	105	69
	# Graduates	116	96	95	69



By Latino Subgroups	Class of School Year	2019	2020	2021	2022
		2018-19	2019-20	2020-21	2021-22
Latino RegEd	# Class Size	38	42	45	88
	# Graduates	36	39	44	88
Latino EL	# Class Size	15	4	3	7
	# Graduates	12	3	3	7
Latino RFEP	# Class Size	98	89	103	114
	# Graduates	96	86	96	114
Latino SPED (R/S)	# Class Size	23	18	24	23
	# Graduates	21	16	24	23
Latino FRE	# Class Size	93	70	89	50
	# Graduates	91	70	81	50



Data Source: Indicators (Aeries Query)

Other = Non-Latino Native Ame, Hawaiian/PI + Filipino
 Latino Reg Ed = Latino + not SPED, SED, or EL

4. Dashboard

**California Dashboard
performance indicators have not
been updated since 2019.**

**The updated release date is TBD
according to the State website.**

**We will provide copies when
available.**

5. SBAC

CAASPP / SBAC Testing

California Assessment of Student Performance and Progress (CAASPP) is a state summative test assessing English Language Arts (ELD) and Math. MVLA students in 11th grade typically take the CAASPP in April, the week we return from Spring Break.

Assessments resumed, after being waived by the state, in the spring of 2020 and were optional in 2021 due to the COVID-19 pandemic. Overall, MVLA scores surpass the county and state results. Recently released CAASPP data concludes that 84% of MVLA grade 11 students met or exceeded the standard in the English Language Arts, and 70% of students met or exceeded the standard in mathematics. MVLA is 25% and 19% higher than Santa Clara County's grade 11 test results and 29% and 43% higher than the California state average of grade 11 test results. Our strong test scores are a testament to the hard work of our course teams, administrators, and instructional support team members as they continue to set forth to implement the Common Core State Standards in an inclusive and equitable classroom. Through the work of course team alignment, MVLA educators have discussed student learning outcomes, agreed upon grading practices, common summative assessments, and analyze student data.

CAASPP assessment information is essential for MVLA to review and use to plan learning recovery and acceleration opportunities, strengthen our equitable and inclusive instructional practices, as well as student wellness.

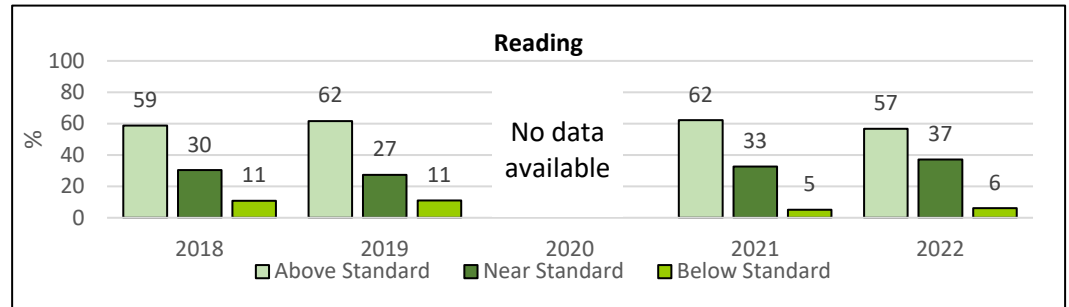
Table 1 (SBAC Comparison of Students Exceeding/Meeting Standards): This chart visualizes how MVLA students compare to the county and state. We exceed country and state scores in every single ethnicity group.

Table 2 (Gain/Loss Report): This table shows the progress MVLA has made since we first started to administer the SBAC test. Despite the dip in scores this 2022 testing year, our students are still performing stronger than when we started in 2015.

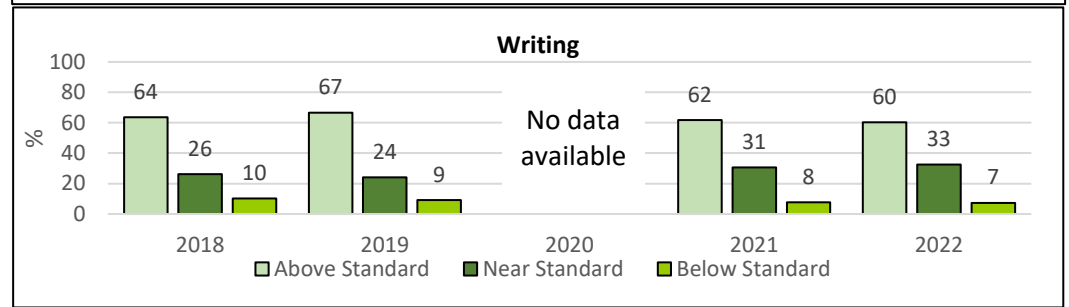
Table 3 (SBAC Detailed Test Results): These charts communicate the details of the SBAC tests and how overall our students performed in each of the claims (ELA: (1) Read Analytically, (2) Write Effectively, (3) Speak & Listen Purposefully, And (4) Conduct Research;
Math: (1) Concepts & Procedures, (2) Problem Solving And Modeling & Data Analysis. (3) Communicating Reasoning). In Math, Concepts & Procedures is the strongest skill in our students, while for ELA, Reading and Writing are neck-in-neck with the highest mastery.

**District SBAC - ELA - Detailed Test Results
2018-2022**

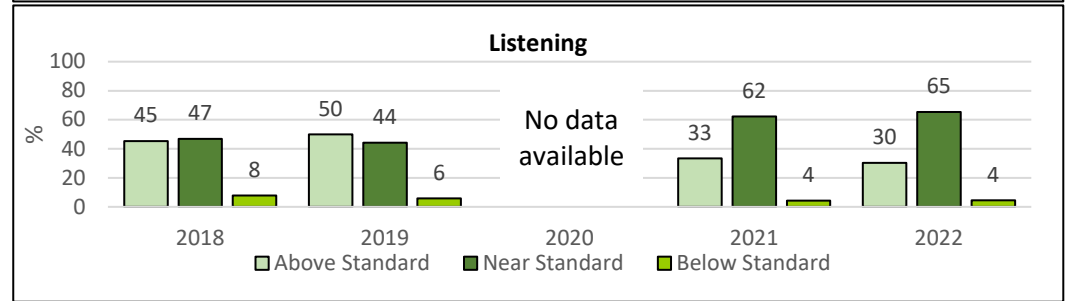
Reading					
	2018	2019	2020	2021	2022
Above Standard	59	62	No data available	62	57
Near Standard	30	27		33	37
Below Standard	11	11		5	6



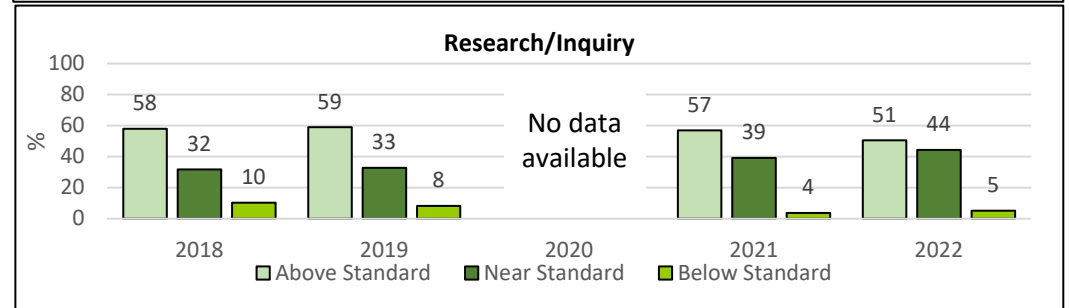
Writing					
	2018	2019	2020	2021	2022
Above Standard	64	67	No data available	62	60
Near Standard	26	24		31	33
Below Standard	10	9		8	7



Listening					
	2018	2019	2020	2021	2022
Above Standard	45	50	No data available	33	30
Near Standard	47	44		62	65
Below Standard	8	6		4	4

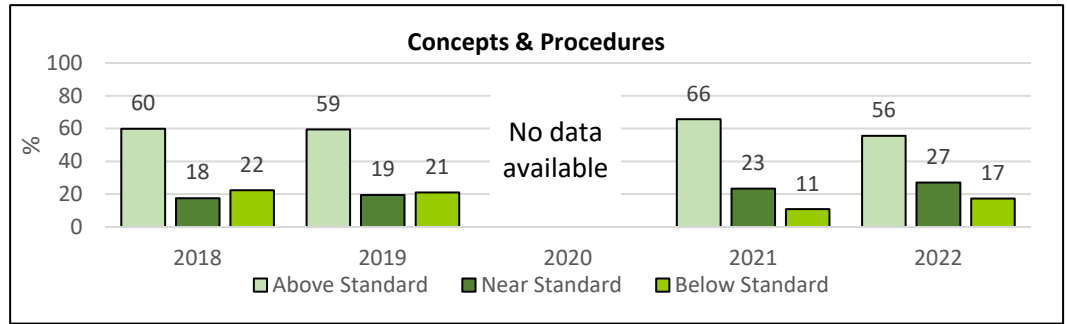


Research/Inquiry					
	2018	2019	2020	2021	2022
Above Standard	58	59	No data available	57	51
Near Standard	32	33		39	44
Below Standard	10	8		4	5

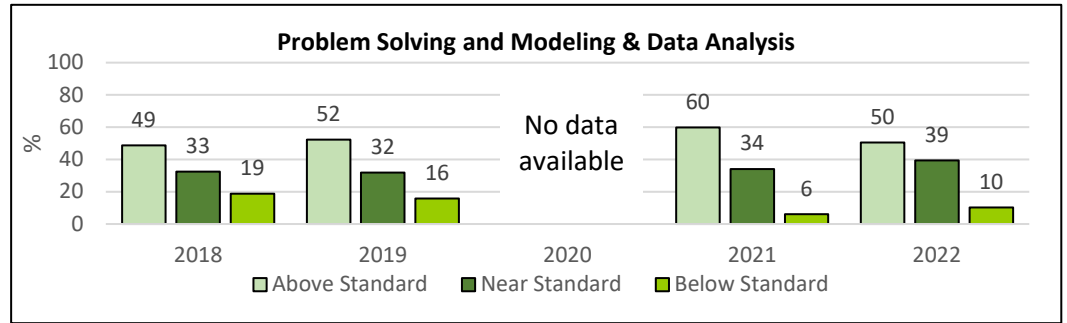


**District SBAC - Math - Detailed Test Results
2018-2022**

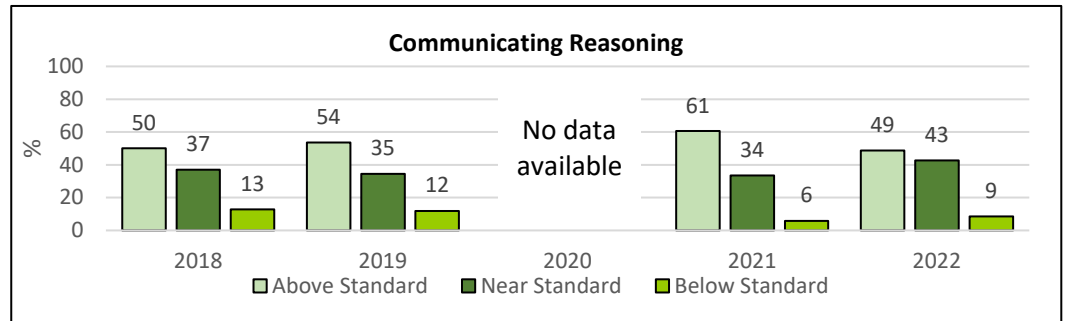
Concepts & Procedures					
	2018	2019	2020	2021	2022
Above Standard	60	59	No data available	66	56
Near Standard	18	19		23	27
Below Standard	22	21		11	17



Problem Solving and Modeling & Data Analysis					
	2018	2019	2020	2021	2022
Above Standard	49	52	No data available	60	50
Near Standard	33	32		34	39
Below Standard	19	16		6	10



Communicating Reasoning					
	2018	2019	2020	2021	2022
Above Standard	50	54	No data available	61	49
Near Standard	37	35		34	43
Below Standard	13	12		6	9



**District SBAC Gain/Loss Report
2015-2022**

Standard Exceeded/Met

	2015		2016		2017		2018		2019		2021		2022		Difference between 2019-2022	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All	76%	66%	69%	64%	82%	67%	80%	69%	83%	69%	86%	77%	84%	70%	1%	1%
Caucasian	87%	79%	83%	76%	92%	78%	89%	80%	94%	81%	89%	85%	94%	83%	0%	2%
Latino	48%	27%	40%	27%	55%	34%	50%	29%	56%	31%	65%	42%	60%	30%	4%	-1%
Asian	89%	87%	87%	87%	94%	88%	92%	90%	91%	86%	92%	93%	95%	93%	4%	7%
EL (LEP)	12%	7%	12%	17%	8%	4%	16%	11%	3%	0%	27%	*	18%	10%	15%	10%
Economically Disadvantaged	43%	27%	35%	25%	50%	29%	49%	27%	52%	29%	63%	37%	57%	28%	5%	-1%
Special Ed (R & S)	25%	15%	23%	14%	37%	21%	41%	26%	37%	14%	46%	29%	33%	23%	-4%	9%

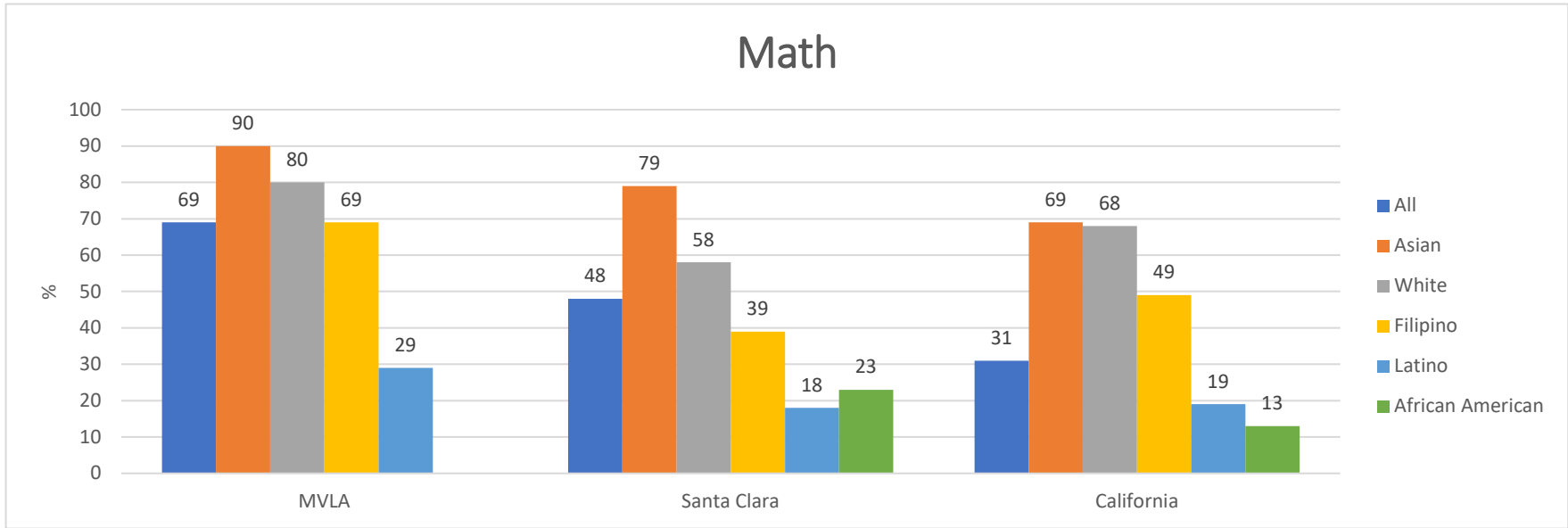
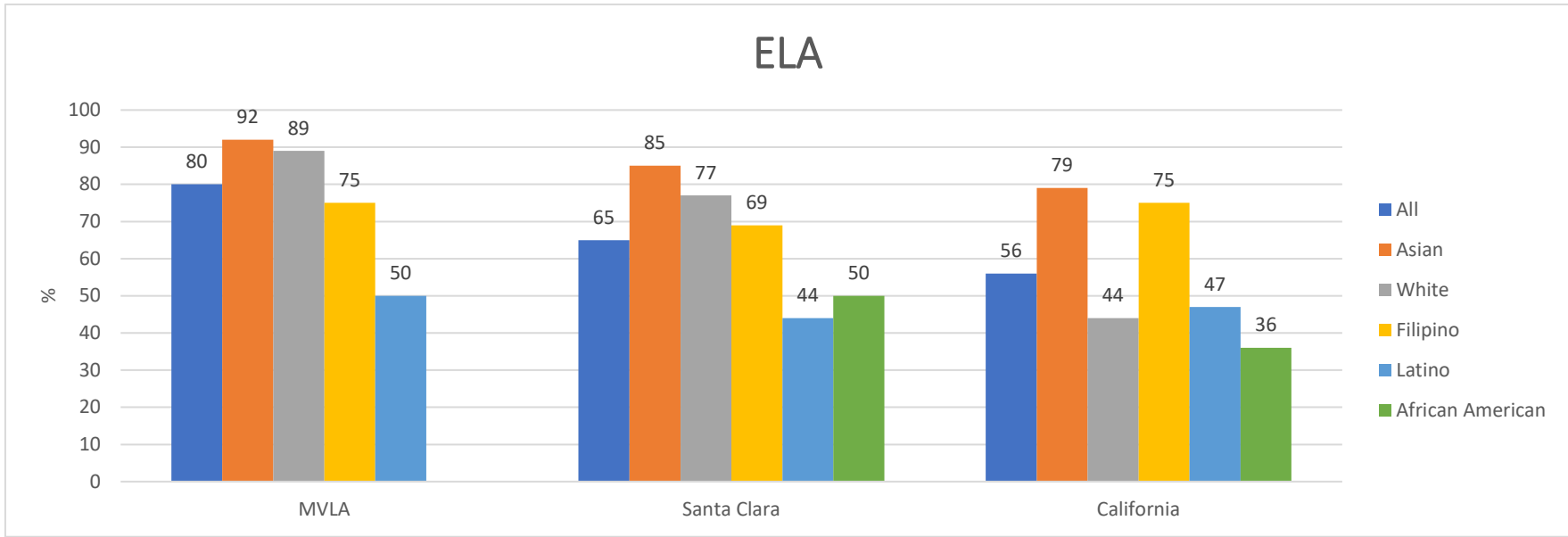
Standard Not Met

	2015		2016		2017		2018		2019		2021		2022		Difference between 2019-2022	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All	9%	19%	14%	21%	7%	20%	10%	19%	8%	17%	6%	11%	6%	18%	-2%	1%
Caucasian	3%	8%	9%	12%	3%	11%	6%	11%	3%	7%	5%	6%	1%	8%	-2%	1%
Latino	26%	47%	28%	47%	20%	46%	24%	49%	22%	43%	14%	31%	17%	45%	-5%	2%
Asian	1%	5%	6%	4%	1%	5%	4%	4%	5%	9%	2%	3%	2%	3%	-3%	-6%
EL (LEP)	53%	76%	60%	70%	63%	83%	67%	76%	83%	94%	55%	*	62%	83%	-21%	-11%
Economically Disadvantaged	25%	48%	32%	52%	23%	50%	27%	49%	22%	45%	15%	40%	19%	50%	-3%	5%
Special Ed (R & S)	40%	68%	52%	72%	37%	69%	19%	60%	38%	67%	31%	55%	31%	62%	-7%	-5%

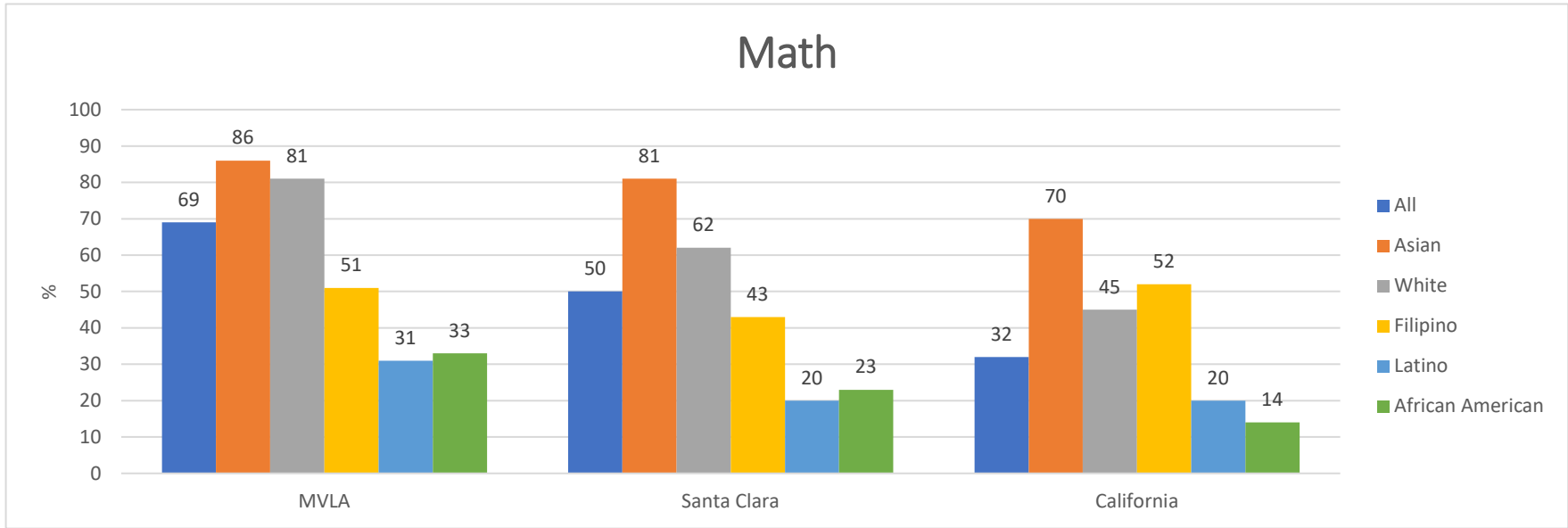
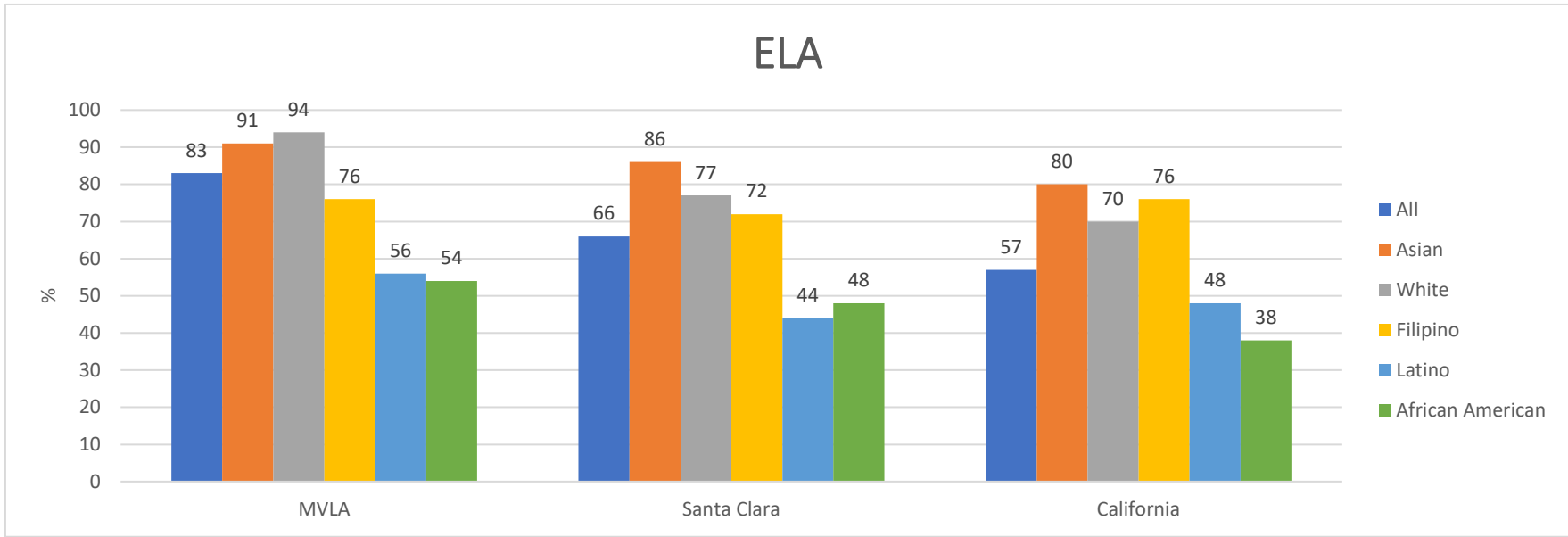
Data Source: <https://caaspp-elpac.ets.org/caaspp/>

*Data not available because 10 or fewer students were tested

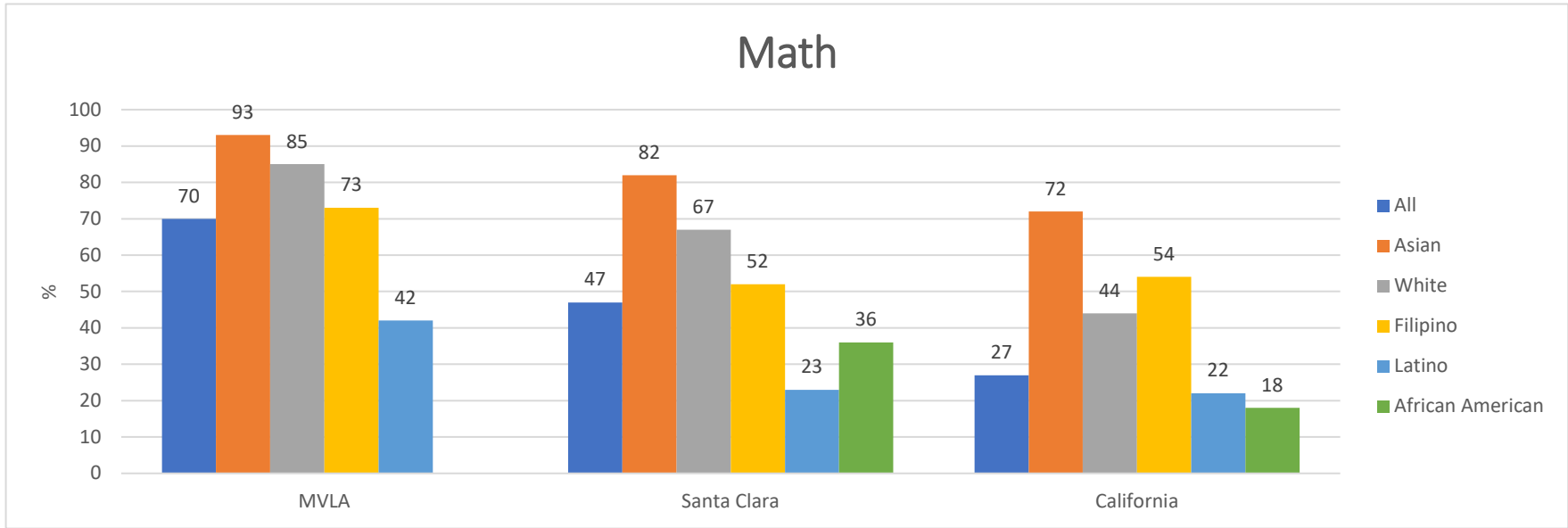
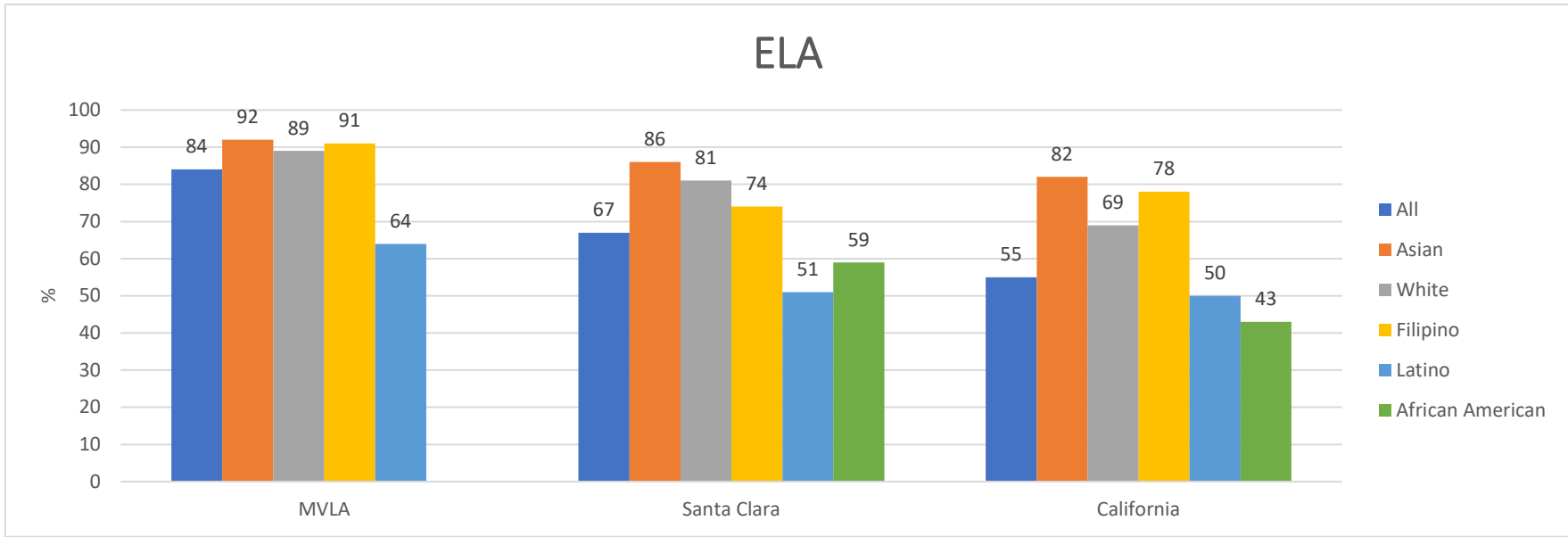
**SBAC Comparison of Students Exceeding/Meeting Standards
Disaggregated by Ethnicity and Compared to County State
2017-18**



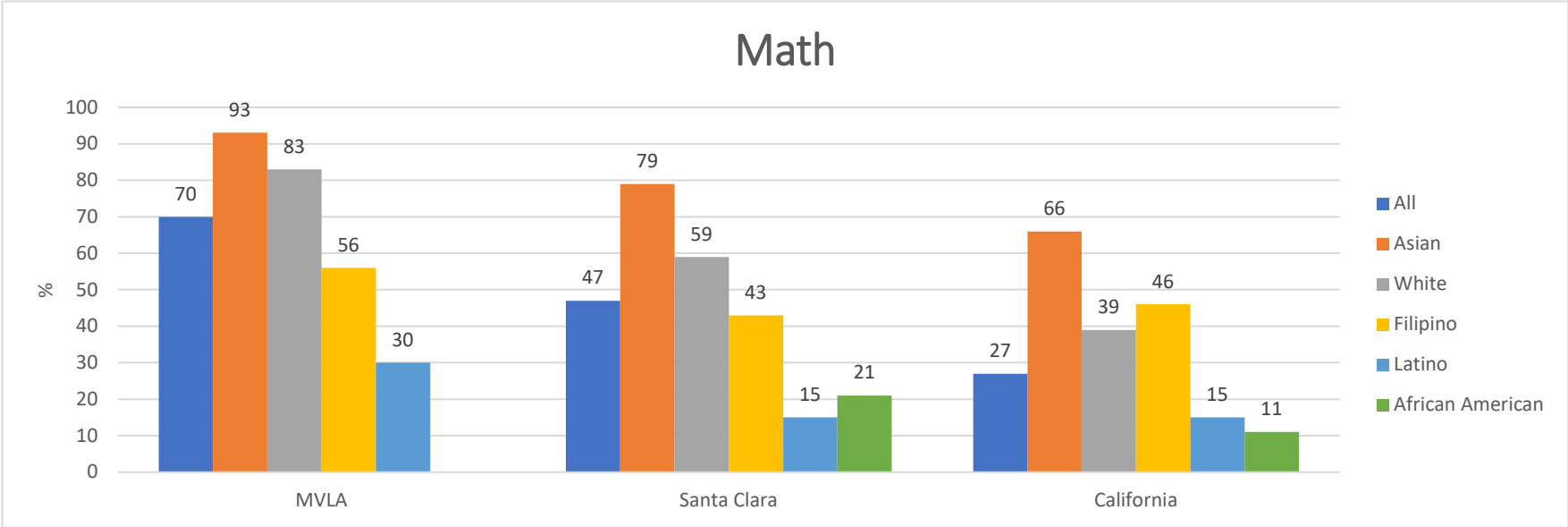
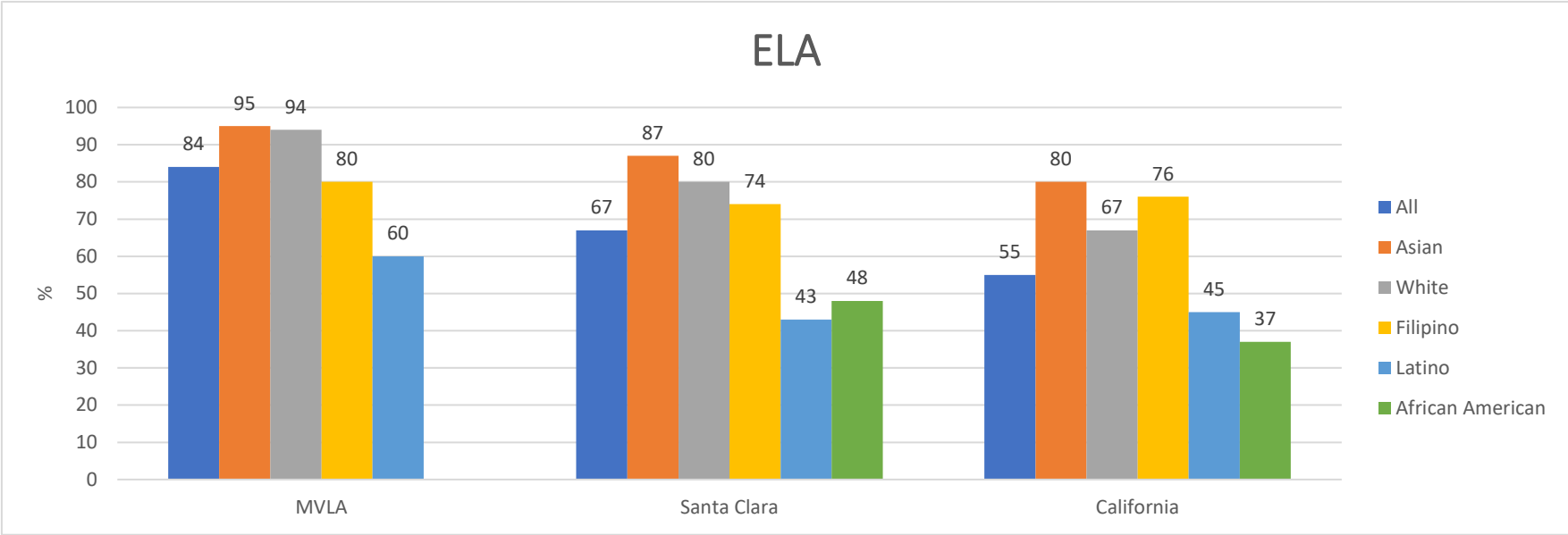
**SBAC Comparison of Students Exceeding/Meeting Standards
Disaggregated by Ethnicity and Compared to County State
2018-19**



**SBAC Comparison of Students Exceeding/Meeting Standards
Disaggregated by Ethnicity and Compared to County State
2020-21**



**SBAC Comparison of Students Exceeding/Meeting Standards
Disaggregated by Ethnicity and Compared to County State
2021-22**



6. AP

AP REPORT

2022 Advanced Placement Results

BACKGROUND INFORMATION: The Advanced Placement program, sponsored by the College Board, comprises a total of 38 different examinations available to high school students taught in schools with strong college preparatory curricula. MVHS students tested in 29 different areas, and LAHS in 31. This includes 5 tests that students took without the benefit of enrollment in a comparable class at their high school. Scores of three, four and five on an exam typically qualify the student for college credit or accelerated placement upon entering college, however, this does vary from school to school. A score of four or five on an AP exam is said to be comparable to an "A" grade earned in an introductory college course at many institutions of higher learning. A score of three is said to be equivalent to a grade of "B" earned at the college level.

The College Board states that grades of two and one are "not to be viewed as poor performance either on the part of the student or the school". The Board advises to view scores of one and two as indicators that a school is making AP courses available to "an appropriate range of students." The College Board furthermore recommends that schools whose AP passing rates exceed the national average (usually around 60%) by a significant margin, find ways to "involve other able students in the program." While in the last few years MVLA shows a passing rate of 80% or better, we are even more proud of our high participation rates, which show an increase every year. Calculated over total 10-12 enrollment in the district, 59% of students took one or more AP tests this spring.

The number of Latino and Socially Economically Disadvantaged (SED) students who enroll in AP courses and who take the exam has been the focus of our attention for many years. While we are making progress in this area, much work still remains to be done. We believe--and our views are consistent with those of the College Board and university admissions counselors--that students benefit significantly from taking the most rigorous classes available to them and that success in AP is considered a good predictor of success in college. Hence, we continue to strive to enroll more and more students in Honors and AP. We expect students who take AP classes to also sit for the exam. The experience itself, to be in a challenging class, surrounded by bright, inquisitive and engaged students, enhances a student's educational experience and provides a stronger preparation for success in college. In addition, there are other benefits inherent in taking an academically rigorous exam, regardless of the score obtained.

Historically, our district has had a strong tradition of offering AP courses and examinations to students in multiple subjects. We are proud of our 23 year long history of strong student performance on AP examinations and a commensurate growth in scope of our program.

(Please address questions on this report directly to Teri Faught via email)

REPORT/PROPOSAL: At MVHS, 993 students took 2,145 exams; 1797 (84%) of these exams received a score of 3 or higher. At LAHS, 954 students took 2256 exams. 1910 (85%) of these exams received a score of 3 or better.

The chart below highlights AP Test Takers, in comparison to the school enrollment. The data is quite compelling as it shows that at LAHS the number of AP exams, and exams with scores of 3 or better have increased while there was a decrease in school enrollment and number of test takers. At MVHS, we see a significant increase across all areas from enrollment to AP elements.

In the last four years (2018/19 to 2021/22) the following change has occurred: (See Table 2 for data reflected in this chart)

Ratio AP in Comparison to Growth in Enrollment

	% Increase/Decrease	
	MVHS	LAHS
Total School Enrlmt 10-12	20.5%	-5.4%
# of AP candidates	10.9%	-5.2%
# of AP exams	13.7%	10.6%
# of AP exams with score 3+	15.4%	8.6%

General Observations from Tables 1-6

Tables 1 (Longitudinal Chart of AP scores tracked by score level) & Table 2 (AP Test Results): While our participation rates (# candidates and # exams) vary between the two schools. MVHS has gone up steadily over the years, LAHS sees a decrease over the last two years. Last year we observed a decrease in our scores of 3 or higher, likely connected to the COVID pandemic, this year we are happy to report an increase in our scores of 3 or higher.

Table 4 (Demographic characteristics of AP test takers): This chart attempts to show parity or lack thereof, between enrollment of certain ethnic groups and their participation in AP. Latino and African American students are under-represented while Asian students are over-represented, and Caucasian are close to parity. The distribution of mean scores follows the same pattern. At both schools our Latino mean school is around 3.3, which is considered successful by both MVLA and College Board

Table 5 (AP Exams by Ethnic Groups): This table shows test takers broken down by ethnic characteristics. We see somewhat consistence in the percent of test takers by ethnicity, and for almost all ethnicities we see an increase in their mean score compared to the 2020-21 AP tests.

Table 6 (Latino Students AP Test Results by Course): This table shows all our AP courses, the number or Latino students who took that test and the mean score.

Tables 7 & 8 (Latino Students AP Test Results by Course): These tables show all AP courses and various data reports for each specific course in a two-year comparison. Numbers highlighted in green indicate an increase compared to the year prior and numbers highlighted in red indicate a decrease compared to the year prior.

Table 9 (5 Year Summary of AP Scholar Report): Five years ago, the College Board began publishing an AP Scholars Report. The definition of the various levels of AP Scholars is below and on the bottom of Table 9. We continue to have an increase in our total scholars.

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 *Discontinued in 2021	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.

Table 10 (Equity & Excellence): This is an interesting new analysis that the College Board has been providing for the last five years. The report is called Equity and Excellence and is aimed at showing the percentages of the school's entire 10th-, 11th- and 12th-grade classes who scored a 3 or higher on at least one AP Exam and the percentage of the senior class that scored a 3 or higher on at least one AP Exam during high school. By showing the proportion of the overall population, we are better able to determine the extent to which our overall population is receiving access to advanced academics in high school.

Table 11 (AP Results by Subject Area): This is a new page in the binder. These two tables break down average AP exam scores and course enrollment by subject area. It is important to note caution when looking at AP scores by subject area and ethnicity. Disparities in test scores may reflect large issues of inequalities in our societies whether that be racial or income. Lower or higher average test scores also do not necessarily reflect the quality of the teacher, rather the challenges their student populations face. We believe knowing this data supports us in data-driven decisions and serve as a compass as to where we focus our efforts.

TABLE 1
Longitudinal Chart of AP scores tracked by score level
2005-2022

Several years ago the district started tracking the percentage of 1s, 2s, 3s, 4s, and 5s earned by students who took AP exams. These results include AP exams for students who were not concurrently enrolled in an AP course.

Mountain View High School																		
	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Total School CBEDS Enrollment*	1730	1753	1744	1735	1783	1797	1794	1828	1834	1808	1817	1858	1905	1955	2043	2158	2242	2381
Total # of Tests	795	804	832	873	959	1018	1036	952	998	1251	1396	1529	1651	1655	1887	1998	2024	2145
%1s	8.8	6.7	4.8	9	7.6	5.8	5.9	3.4	4.5	4.5	6.3	4.8	4.0	3.0	4.0	4.2	6.5	5.2
%2s	19.4	19	17.3	16.7	13.8	12.7	13.1	8.5	9.9	10.3	10.0	10.5	13.6	11.7	13.0	11.5	14.4	11.0
%3s	32.7	30.5	29.3	26.2	26.1	25.8	24.5	23.1	25.4	21.2	23.8	23.3	24.3	21.5	21.0	23.6	22.7	22.8
%4s	20	25	28.9	25.2	27	24.4	27.7	31.3	29.9	30.2	28.4	31.8	29.6	29.7	31.0	29.1	30.8	27.2
%5s	18.9	18.8	19.6	22.5	25.3	31.3	28.8	33.7	30.4	33.8	31.4	29.6	28.5	34.2	30.0	31.7	25.6	33.8

Los Altos High School																		
	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Total School CBEDS Enrollment*	1635	1709	1686	1660	1659	1643	1632	1625	1706	1777	1903	2024	2065	2208	2195	2226	2217	2095
Total # of Tests	743	701	848	828	805	864	974	1153	1266	1351	1585	1648	1815	1932	2039	2249	2222	2256
%1s	9.5	6.4	7.5	10.4	6	7.9	5.7	5.8	5.5	6.1	8.0	6.7	5.8	4.3	5.0	4.7	6.5	4.5
%2s	13.3	13.3	14.4	9.8	12.7	10.8	10.5	9.9	9.4	10.6	11.1	11.2	10.8	9.0	8.0	7.0	10.8	10.8
%3s	27.8	26.5	26.3	27.5	28.1	22.8	21.7	19.0	22.8	23.2	23.9	23.3	18.9	18.8	21.0	19.9	20.9	20.6
%4s	27	27.5	28.3	25	26.7	26.2	28.0	30.4	29.1	29.0	29.0	26.8	30.0	30.2	30.0	31.8	30.7	28.6
%5s	22.2	26.2	23.5	27.5	26.8	32.4	34.0	35.0	33.2	31.2	28.0	32.0	34.4	37.6	35.0	36.5	31.1	35.5

Data Source: College Board Summary report; * CBEDS Enrollment does not include Moffett/Middle College students (EOD)

TABLE 1a
5 Year Comparison of % Students Scoring at Each Proficiency Level
2016/17 – 2021/22

Mountain View High School

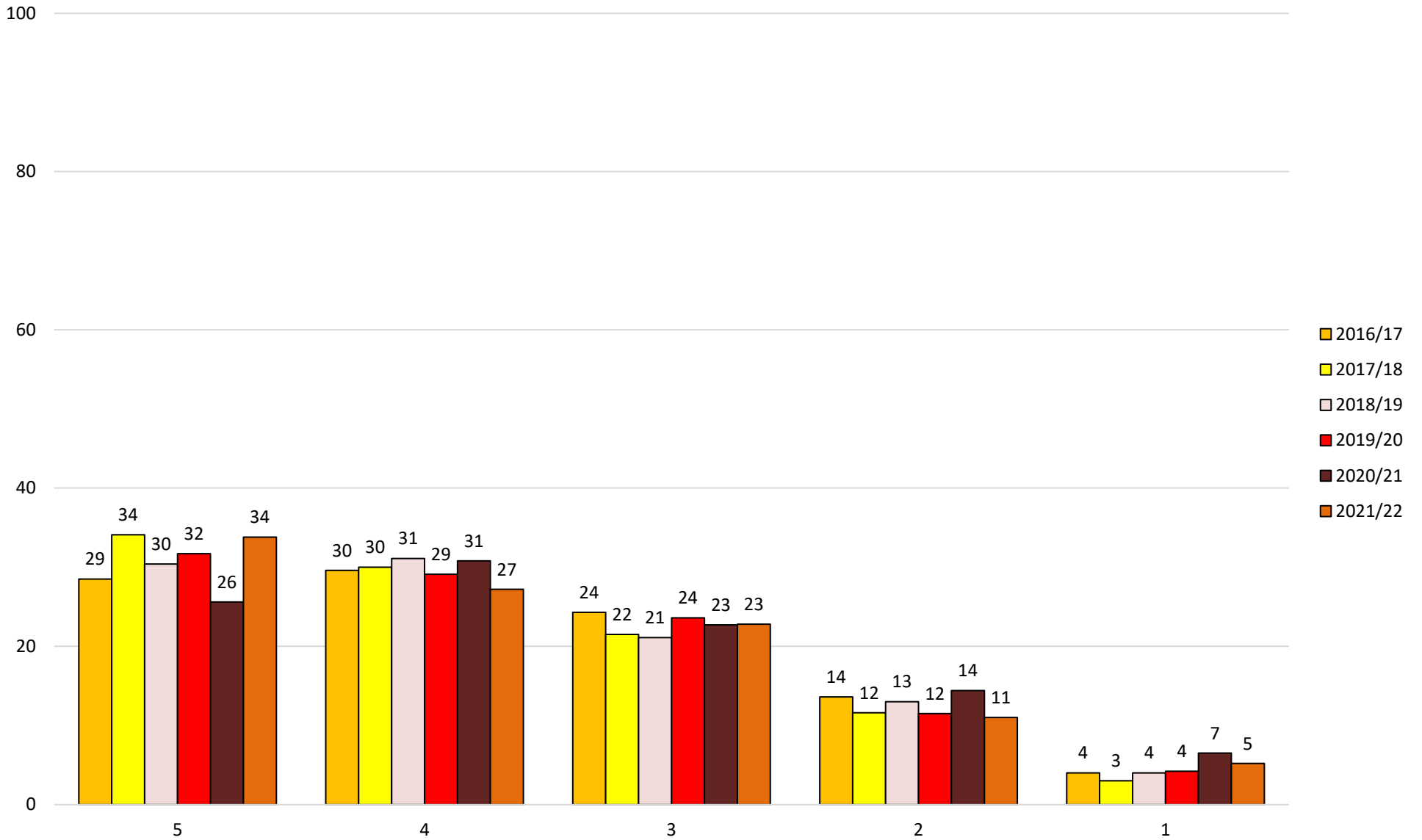
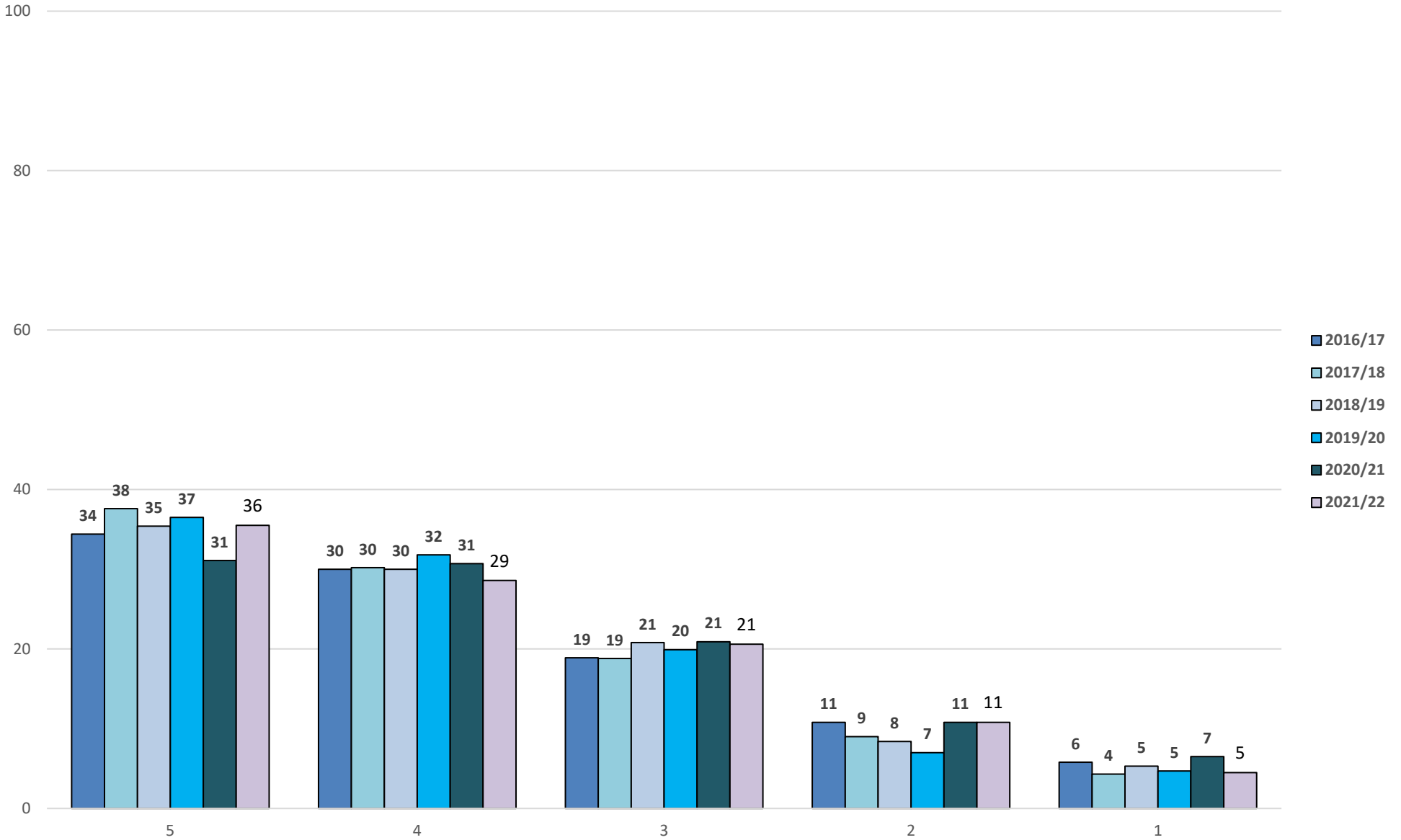


TABLE 1b
5 Year Comparison of % Students Scoring at Each Proficiency Level
2016/17 – 2021/22

Los Altos High School



**TABLE 2
AP Test Results
2000-2022**

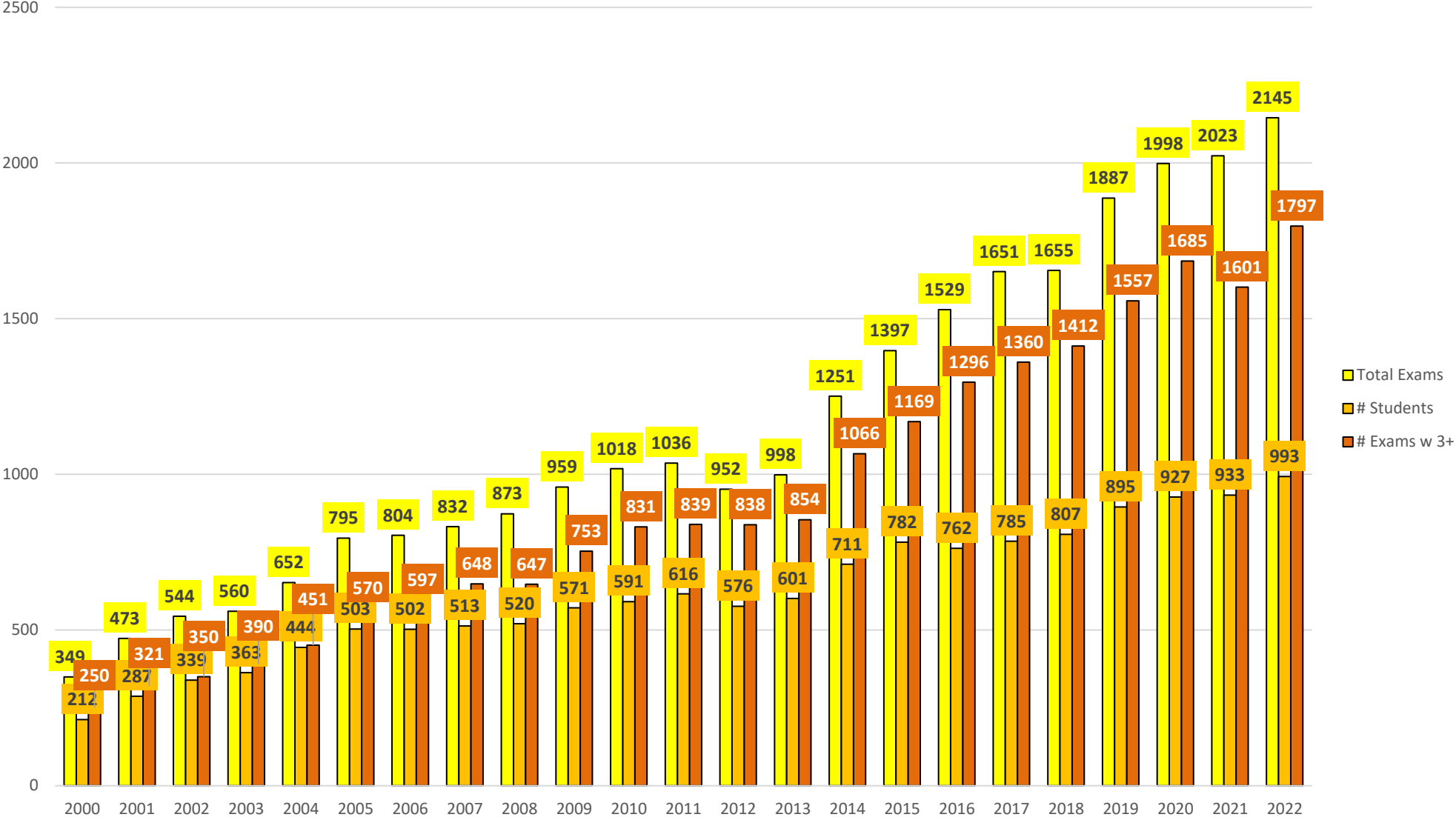
Mountain View High School																							
YEAR	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
CBEDS Enrollment				1525	1654	1730	1753	1744	1735	1783	1797	1794	1828	1834	1808	1817	1858	1905	1955	2043	2158	2242	2381
Total Exams	349	473	544	560	652	795	804	832	873	959	1,018	1036	952	998	1251	1397	1529	1651	1655	1887	1998	2023	2145
Tot. Candidates	212	287	339	363	444	503	502	513	520	571	591	616	576	601	711	782	762	785	807	895	927	933	993
# Exams 3 or Higher	250	321	350	390	451	570	597	648	647	753	831	839	838	854	1066	1169	1296	1360	1412	1557	1685	1601	1797
% 3 or Higher*	72	68	64	70	69	72	74	78	74	79	81	82	88	86	85	84	85	82	85	83	84	79	84
State % 3 or Higher	63	60	61	59	58	58	59	59	59	58	60	64	64	60	60	58	58	57	59	60	66	56	N/A
Nat'l. % 3 or Higher	64	61	63	62	61	59	59	59	59	57	58	60	60	70	59	57	57	58	58	59	64	55	N/A
# of Soph.,Jrs.&Srs. (from CBEDS)	936	958	1019	1076	1190	1266	1301	1262	1284	1344	1346	1,337	1335	1350	1368	1349	1367	1389	1434	1467	1576	1647	1768
# of AP Seats	450	602	722	679	819	994	1083	1003	1129	1167	1,277	1,222	1127	1105	1420	1646	1977	2135	2050	2287	2552	2649	2689

Los Altos High School																							
YEAR	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
CBEDS Enrollment				1440	1567	1635	1709	1686	1660	1659	1643	1632	1625	1706	1777	1903	2024	2065	2208	2195	2226	2217	2095
Total Exams	539	550	451	443	502	743	701	848	828	805	864	974	1153	1266	1351	1585	1648	1815	1932	2039	2249	2225	2256
Tot. Candidates	277	286	249	286	289	417	406	447	478	450	470	494	557	595	659	693	743	812	940	1004	1052	995	954
# Exams 3 or Higher	453	434	327	332	410	575	563	662	661	658	703	814	971	1077	1126	1284	1352	1513	1674	1759	1986	1840	1910
% 3 or Higher*	84	79	73	75	82	77	80	78	80	82	81	84	84	85	83	81	82	83	87	86	88	83	85
State % 3 or Higher	63	60	61	59	58	58	59	59	59	58	60	64	64	60	60	58	58	57	59	60	66	56	N/A
Nat'l. % 3 or Higher	64	61	63	62	61	59	59	59	59	57	58	60	61	70	59	57	57	58	58	59	64	55	N/A
# of Soph., Jrs. & Srs. (from CBEDS)	1032	966	979	1022	1099	1187	1266	1250	1248	1231	1231	1213	1230	1230	1314	1350	1500	1535	1629	1654	1668	1661	1569
# of AP Seats	612	572	519	585	702	851	860	927	930	892	942	979	1169	1332	1629	1743	1833	2108	2310	2419	2761	2779	2744

Data Source: Reflects snapshot of data in College Board for current year; * CBEDS Enrollment does not include Moffett/Middle College students

**TABLE 2a
AP Test Results
2000-2022**

Mountain View High School



**TABLE 2b
AP Test Results
2000-2022**

Los Altos High School

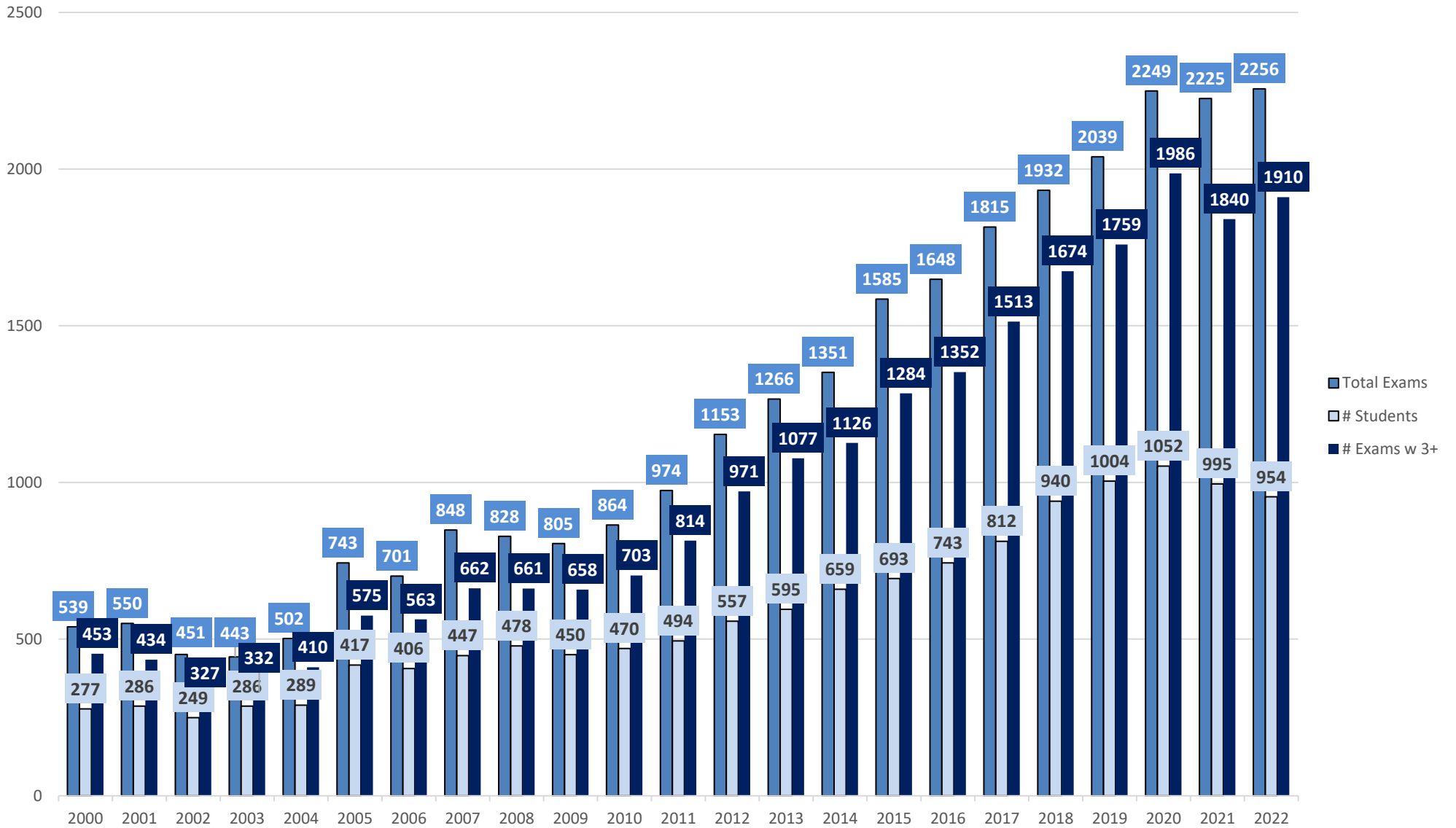
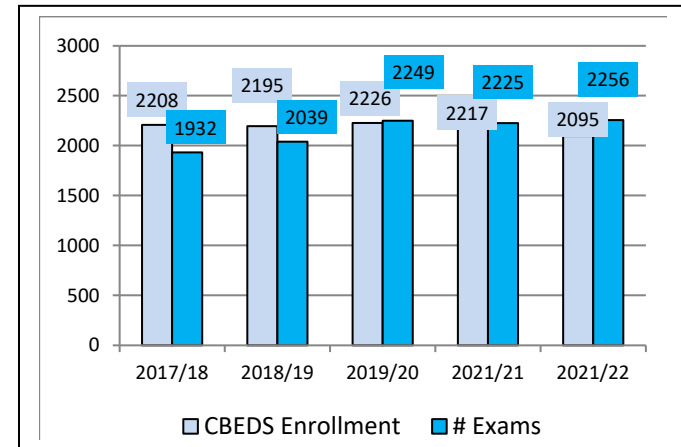
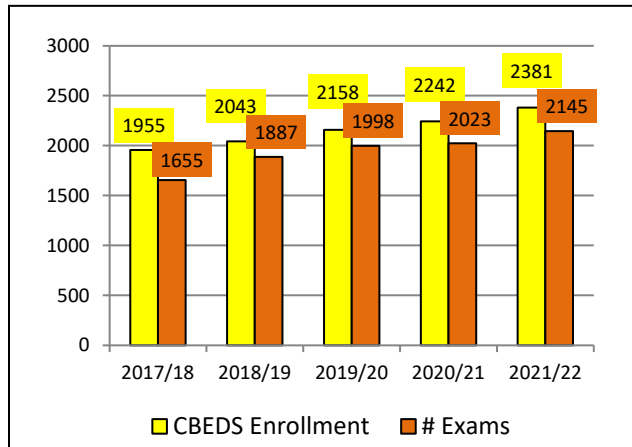


Table 3
5 Year Change in Enrollment vs AP Participation
2017/18 to 2021/22

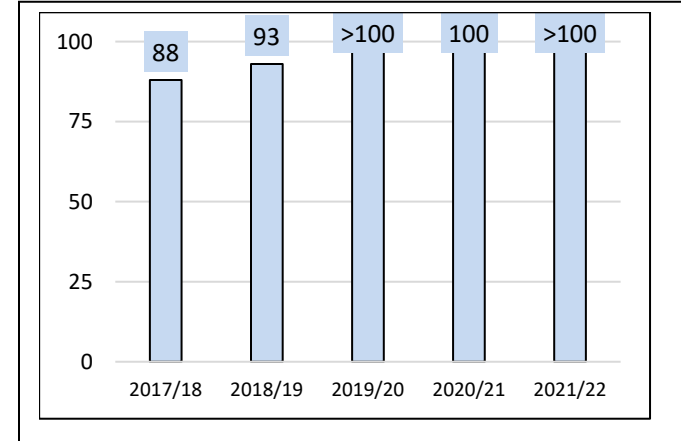
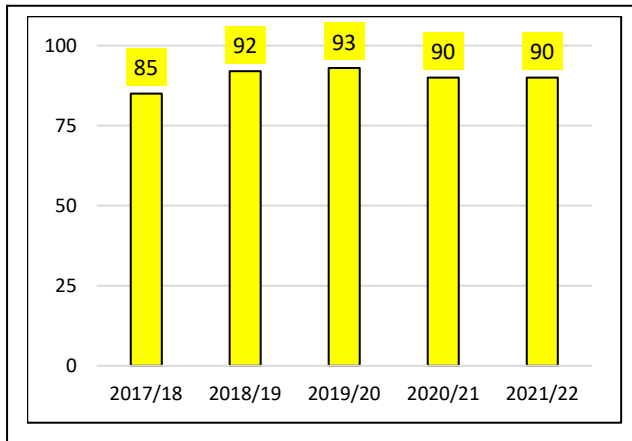
	Mountain View High School		Los Altos High School	
	#	%	#	%
Increase in Total School Enrollment*	+426	22%	+113	5%
AP Students	+186	23%	+14	2%
AP Exams	+490	30%	+324	17%
AP Exams 3 or Better	+385	27%	+236	14%

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 4
Demographic Characteristics of AP Test Takers
2017-2022**

Mountain View High School																								
Group	# Test Takers						# Exams						Mean Score						CBEDS Enrollment* Grades 10-12 Only					
	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
All	785	807	895	927	933	993	1651	1655	1884	1998	2023	2145	3.65	3.80	N/A	N/A	N/A	N/A	1389	1434	1467	1576	1674	1721
Latino	84	97	112	111	113	120	141	150	194	197	184	208	2.97	3.15	3.05	3.34	2.89	3.32	305	317	341	376	382	396
Asian	235	240	263	282	297	361	557	596	620	683	733	862	3.76	3.97	3.84	3.89	3.77	3.85	342	390	407	436	496	510
African American	6	8	6	10	6	10	9	11	9	12	12	12	3.00	2.45	3.11	2.83	2.92	2.42	33	35	27	33	34	36
Caucasian	369	366	378	391	372	395	750	701	765	805	804	814	3.66	3.82	3.73	3.70	3.50	3.75	644	627	633	659	694	698
Other (incl 2+ Races)	91	96	136	133	145	107	194	195	294	301	290	249	-	-	-	-	-	-	65	65	59	72	68	81

Los Altos High School																								
Group	# Test Takers						# Exams						Mean Score						CBEDS Enrollment* Grades 10-12 Only					
	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
All	812	940	1005	1052	995	954	1815	1932	2040	2249	2225	2256	3.76	3.88	N/A	N/A	N/A	N/A	1535	1629	1647	1668	1666	1614
Latino	129	164	140	152	151	133	221	238	210	256	260	234	2.81	2.90	2.95	3.35	2.95	3.26	439	444	424	402	462	455
Asian	251	305	327	334	350	370	675	757	777	830	923	1000	4.04	4.08	3.96	4.05	3.87	4.00	380	453	506	498	528	530
African American	8	4	9	6	6	5	14	7	16	14	11	6	3.14	2.57	3.25	3.57	2.36	3.33	24	23	19	17	22	20
Caucasian	336	355	381	416	358	350	720	704	708	828	729	745	3.78	3.93	3.81	3.86	3.67	3.69	658	664	666	645	621	574
Other (incl 2+ Races)	88	112	148	144	130	96	185	226	324	321	302	271	-	-	-	-	-	-	34	45	32	38	33	35

Data Source: College Board; *CBEDS enrollment taken from CBEDs day demographic report

TABLE 5
AP Exams by Ethnic Groups
2017-2022

Mountain View High School															
	#/% of Enrollment					#/% of Total Exams					Mean Score				
	2017-18	2018-19	2019-20	2020-21	2021-22	2017-18	2018-19	2019-20	2020-21	2021-22	2017-18	2018-19	2019-20	2020-21	2021-22
Latino	441/22%	479/23%	501/23%	492/22%	537/23%	150/9%	194/10%	197/10%	184/9%	208/9%	3.15	3.05	3.34	2.89	3.32
Asian	532/27%	559/27%	634/29%	664/29%	683/29%	596/36%	620/33%	683/34%	733/36%	862/40%	3.97	3.84	3.89	3.77	3.85
Caucasian	867/44%	888/43%	905/41%	956/42%	936/40%	701/42%	765/41%	805/40%	804/40%	814/38%	3.82	3.73	3.70	3.50	3.75
African American	40/2%	48/2%	47/2%	46/2%	54/2%	11/0.7%	9/0.4%	12/0.6%	12/0.6%	12/0.6%	2.45	3.11	2.83	2.92	2.42
Los Altos High School															
	#/% of Enrollment					#/% of Total Exams					Mean Score				
	2017-18	2018-19	2019-20	2020-21	2021-22	2017-18	2018-19	2019-20	2020-21	2021-22	2017-18	2018-19	2019-20	2020-21	2021-22
Latino	610/27%	590/26%	606/27%	610/28%	589/28%	238/12%	210/10%	256/11%	260/12%	234/10%	2.90	2.95	3.35	2.95	3.26
Asian	629/28%	676/30%	710/32%	711/32%	689/32%	757/39%	777/38%	830/37%	923/41%	1000/44%	4.08	3.96	4.05	3.87	4.00
Caucasian	905/41%	885/40%	846/38%	815/37%	778/36%	704/36%	708/35%	828/37%	729/33%	745/33%	3.93	3.81	3.86	3.67	3.69
African American	32/1%	26/1%	31/1%	31/1%	27/1%	7/0.4%	16/0.8%	14/0.6%	11/0.5%	6/0.3%	2.57	3.25	3.57	2.36	3.33

Data Source: College Board; Enrollment taken from CBEDS day demographic report

TABLE 6
Latino Students AP Test Results by Course
2021/22

Mountain View High School		
Name of Test	# Total Exams	Mean Score
Calculus AB	7	1.71
Calculus BC	9	4.00
Statistics	4	4.50
Biology	4	3.25
Chemistry	4	4.25
Physics 1	6	4.00
Physics C: Mech	2	5.00
Physics C: E&M	2	4.50
Comp Sci A	4	4.25
Environ Sci	26	2.81
English Lang	38	2.16
English Lit	5	4.00
European Hist	5	2.80
World Hist	7	3.29
Human Geography	-	-
US History	16	3.63
Gov/Pol US	5	3.20
Macroeconomics	4	3.75
Microeconomics	-	-
Psychology	9	2.89
Chinese Lang	-	-
French Lang	-	-
German Lang	-	-
Spanish Lang	45	4.18
Spanish Lit	6	3.33
Japanese Lang	-	-
Studio Art: 2D	-	-

Los Altos High School		
Name of Test	# Total Exams	Mean Score
Calculus AB	13	2.62
Calculus BC	5	4.60
Statistics	12	3.42
Biology	16	3.38
Chemistry	2	3.50
Physics 1	8	4.13
Physics C: Mech	2	5.00
Physics C: E&M	2	4.50
Comp Sci A	4	4.25
Environ Sci	22	2.36
English Lang	16	3.00
English Lit	10	3.90
European Hist	6	2.83
World Hist	-	-
Human Geography	36	2.97
US History	12	2.75
Gov/Pol US	13	3.38
Macroeconomics	-	-
Microeconomics	16	2.69
Psychology	11	3.18
Chinese Lang	1	4.00
French Lang	2	3.50
German Lang	-	-
Spanish Lang	23	4.22
Spanish Lit	-	-
Latin Lang	1	4.00
Studio Art: 2D	-	-

TABLE 7a
2 Year Comparison of AP Test Results by Course
2020/21 to 2021/22

Mountain View High School												
Name of Test	# of Exams			# 3 or Better			% 3 or Better			Mean Score		
	2020-21	2021-22	Difference	2020-21	2021-22	Difference	2020-21	2021-22	Difference	2020-21	2021-22	Difference
Calculus AB	56	90	34	29	45	16	52%	50%	2%	2.64	2.62	0.02
Calculus BC	149	147	2	118	136	18	79%	93%	14%	3.80	4.38	0.58
Statistics	62	109	47	58	103	45	94%	94%		4.21	4.05	0.16
Biology	55	56	1	53	54	1	96%	96%		3.87	4.34	0.47
Chemistry	50	50		44	45	1	88%	90%	2%	3.78	3.72	0.06
Physics 1	136	170	34	114	141	27	84%	83%	1%	3.65	3.68	0.03
Physics C: Mech	46	54	8	41	53	12	89%	98%	9%	3.98	4.65	0.67
Physics C: E&M	42	49	7	33	42	9	79%	86%	7%	3.69	4.08	0.39
Comp Sci A	113	87	26	94	83	11	83%	95%	12%	3.56	4.37	0.81
Environ Sci	146	156	10	98	126	28	67%	81%	14%	3.18	3.51	0.33
English Lang	296	233	63	206	171	35	70%	73%	3%	3.24	3.31	0.07
English Lit	34	36	2	29	36	7	85%	100%	15%	3.59	4.47	0.88
European Hist	141	104	37	109	82	27	77%	79%	3%	3.40	3.41	0.01
World Hist	60	74	14	52	68	16	87%	82%	5%	3.78	4.04	0.26
US History	168	162	6	144	150	6	86%	93%	7%	3.93	4.02	0.09
Gov/Pol US	96	138	42	69	109	40	72%	79%	7%	3.14	3.40	0.26
Macroeconomics	98	133	35	66	80	14	67%	60%	7%	3.22	2.92	0.30
Psychology	88	99	11	77	80	3	88%	81%	7%	3.74	3.58	0.16
Chinese Lang	19	23	4	19	23	4	100%	100%		4.53	4.35	0.18
French Lang	24	26	2	24	26	2	100%	100%		4.29	3.73	0.56
Spanish Lang	71	103	32	67	102	35	94%	99%	5%	3.97	4.17	0.20
Spanish Lit	33	18	15	28	14	14	85%	78%	7%	3.24	3.39	0.15
Japanese Lang	14	16	2	7	16	9	50%	100%	50%	2.79	4.50	1.71
Studio Art: 2D	15	4	11	15	4	11	100%	100%		3.73	4.00	0.27

Data Source: College Board

TABLE 7b
2 Year Comparison of AP Test Results by Course
2020/21 to 2021/22

Los Altos High School												
Name of Test	# of Exams			# 3 or Better			% 3 or Better			Mean Score		
	2020-21	2021-22	Difference	2020-21	2021-22	Difference	2020-21	2021-22	Difference	2020-21	2021-22	Difference
Calculus AB	111	104	7	85	71	14	77%	68%	9%	3.40	3.35	0.05
Calculus BC	105	108	3	96	96		91%	89%	2%	4.46	4.18	0.28
Statistics	117	150	33	110	132	22	94%	88%	6%	3.94	3.97	0.03
Biology	100	131	31	84	121	37	84%	92%	8%	3.51	3.95	0.44
Chemistry	38	24	14	30	23	7	79%	96%	17%	3.45	3.88	0.43
Physics 1	149	126	23	124	110	14	83%	87%	4%	3.62	3.89	0.27
0.Physics C: Mech	50	64	14	49	61	12	98%	95%	3%	4.36	4.38	0.02
Physics C: E&M	45	60	15	36	45	9	80%	75%	5%	3.89	3.48	0.41
Comp Sci A	116	111	5	112	110	2	97%	99%	2%	4.31	4.37	0.06
Environ Sci	112	122	10	84	82	2	75%	67%	8%	3.36	3.20	0.16
English Lang	121	117	4	108	105	3	89%	90%	1%	3.97	3.96	0.01
English Lit	35	69	34	28	68	40	80%	99%	19%	3.69	4.30	0.61
European Hist	101	125	24	90	121	31	89%	97%	8%	3.76	4.15	0.39
Human Geography	251	184	67	199	153	46	79%	83%	4%	3.62	3.82	0.20
US History	140	146	6	111	120	9	79%	82%	3%	3.51	3.47	0.04
Gov/Pol US	138	145	7	109	112	3	79%	77%	2%	3.48	3.39	0.09
Microeconomics	167	163	4	112	110	2	67%	67%		3.05	3.20	0.15
Psychology	102	91	11	64	69	5	63%	76%	13%	3.10	3.63	0.53
Chinese Lang	36	52	16	35	52	17	97%	100%	3%	4.58	4.54	0.04
French Lang	27	41	14	23	35	12	85%	85%		3.63	3.46	0.17
Spanish Lang	115	71	44	107	65	42	93%	92%	1%	3.92	3.96	0.04
Latin Ver	5	15	10	2	13	11	40%	87%	47%	2.80	3.40	0.60
Studio Art: 2D	24	15	9	24	15	9	100%	100%		4.38	4.33	0.05

Data Source: College Board

TABLE 8a
2 Year Comparison of AP Test Results by Course
2020/21 to 2021/22

Mountain View High School																				
Name of Test	Score																			
	1				2				3				4				5			
	2020-21		2021-22		2020-21		2021-22		2020-21		2021-22		2020-21		2021-22		2020-21		2021-22	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Calculus AB	10	18%	16	18%	17	30%	29	32%	15	27%	27	30%	11	20%	9	10%	3	5%	9	10%
Calculus BC	5	3%	2	1%	26	17%	9	6%	31	21%	16	11%	19	13%	24	16%	68	46%	96	65%
Statistics	2	3%	0	0%	2	3%	6	6%	7	11%	19	17%	21	34%	48	44%	30	48%	36	33%
Biology	0	0%	1	2%	2	4%	1	2%	16	29%	10	18%	24	44%	10	18%	13	24%	34	61%
Chemistry	2	4%	3	6%	4	8%	2	4%	11	22%	15	30%	19	38%	16	32%	14	28%	14	28%
Physics 1	9	7%	5	3%	13	10%	24	14%	28	21%	38	22%	53	39%	57	34%	33	24%	46	27%
Physics C: Mech	2	4%	0	0%	3	7%	1	2%	4	9%	4	7%	22	48%	8	15%	15	33%	41	76%
Physics C: E&M	1	2%	2	4%	8	19%	5	10%	7	17%	4	8%	13	31%	14	29%	13	31%	24	49%
Comp Sci A	6	5	1	1%	13	12%	3	3%	32	28%	12	14%	36	32%	18	21%	26	23%	53	61%
Environ Sci	16	11%	12	8%	32	22%	18	12%	20	14%	34	22%	65	45%	63	40%	13	9%	29	19%
English Lang	34	11%	17	7%	56	19%	45	19%	62	21%	62	27%	93	31%	66	28%	51	17%	43	18%
English Lit	0	0%	0	0%	5	15%	0	%	11	32%	6	17%	11	32%	7	19%	7	21%	23	64%
European Hist	4	3%	0	0%	28	20%	22	21%	45	32%	35	34%	36	26%	29	28%	28	20%	18	17%
World Hist	1	2%	0	0%	7	12%	6	8%	13	22%	17	23%	22	37%	19	26%	17	28%	32	43%
US History	6	4%	4	2%	18	11%	8	5%	30	18%	39	24%	43	25%	40	25%	72	43%	71	44%
Gov/Pol US	5	5%	13	9%	22	23%	16	12%	40	42%	47	34%	13	14%	27	20%	16	17%	35	25%
Macroeconomics	17	17%	25	19%	15	15%	28	21%	15	15%	31	23%	31	32%	30	23%	20	20%	19	14%
Psychology	3	3%	10	10%	8	9%	9	9%	20	23%	23	23%	35	40%	28	28%	22	25%	29	29%
Chinese Lang	0	0%	0	0%	0	0%	0	0%	3	16%	3	13%	3	16%	9	39%	13	68%	11	48%
French Lang	0	0%	0	0%	0	0%	0	0%	4	17%	11	42%	9	38%	11	42%	11	46%	4	15%
Spanish Lang	1	1%	0	0%	3	4%	1	1%	19	26%	22	21%	23	32%	39	38%	26	36%	41	40%
Spanish Lit	1	3%	1	6%	4	12%	3	17%	15	45%	5	28%	12	36%	6	33%	1	3%	3	17%
Japanese Lang	4	29%	0	0%	3	21%	0	0%	3	21%	3	19%	0	0%	2	13%	4	29%	11	69%
Studio Art: 2D	0	0%	0	0%	0	0%	0	%	6	40%	1	25%	7	47%	2	50%	2	13%	1	25%

TABLE 8b
2 Year Comparison of AP Test Results by Course
2020/21 to 2021/22

Los Altos High School																				
Name of Test	Score																			
	1				2				3				4				5			
	2020-21		2021-22		2020-21		2021-22		2020-21		2021-22		2020-21		2021-22		2020-21		2021-22	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Calculus AB	6	5%	7	7%	20	18%	26	25%	37	33%	19	18%	20	18%	28	27%	28	25%	24	23%
Calculus BC	0	0%	2	2%	9	9%	10	9%	8	8%	16	15%	14	13%	19	18%	74	70%	61	56%
Statistics	4	3%	4	3%	3	3%	14	9%	27	23%	24	16%	45	38%	49	33%	38	32%	59	39%
Biology	0	0%	1	1%	16	16%	9	7%	28	28%	34	26%	45	45%	38	29%	11	11%	49	37%
Chemistry	4	11%	0	0%	4	11%	1	4%	12	32%	8	33%	7	18%	8	33%	11	29%	7	29%
Physics 1	9	6%	2	2%	16	11%	14	11%	31	21%	21	17%	60	40%	48	38%	33	22%	41	33%
Physics C: Mech	0	0%	0	0%	1	2%	3	5%	3	6%	6	9%	23	46%	19	30%	23	46%	36	56%
Physics C: E&M	0	0%	6	10%	9	20%	9	15%	3	7%	14	23%	17	38%	12	20%	16	36%	19	32%
Comp Sci A	2	2%	1	1%	2	2%	0	0%	19	16%	14	13%	28	24%	38	34%	65	56%	58	52%
Environ Sci	10	9%	15	12%	18	16%	25	20%	25	22%	20	16%	40	36%	45	37%	19	17%	17	14%
English Lang	4	3%	1	1%	9	7%	11	9%	18	15%	22	19%	46	38%	41	35%	44	36%	42	36%
English Lit	1	3%	0	0%	6	17%	1	1%	7	20%	12	17%	10	29%	21	30%	11	31%	35	51%
European Hist	3	3%	1	1%	8	8%	3	2%	29	29%	31	25%	31	31%	31	25%	30	30%	59	47%
Human Geography	36	14%	15	8%	16	6%	16	9%	42	17%	31	17%	70	28%	47	26%	87	35%	75	41%
US History	9	6%	8	5%	21	15%	18	12%	35	25%	49	34%	40	29%	39	27%	35	25%	32	22%
Gov/Pol US	5	4%	7	5%	24	17%	26	18%	48	35%	45	31%	22	16%	37	26%	39	28%	30	21%
Microeconomics	28	17%	21	13%	27	16%	32	20%	38	23%	36	22%	57	34%	41	25%	17	10%	33	20%
Psychology	24	24%	10	11%	14	14%	12	13%	13	13%	11	12%	30	29%	27	30%	21	21%	31	34%
Chinese Lang	0	0%	0	0%	1	3%	0	0%	3	8%	8	15%	6	17%	8	15%	26	72%	36	69%
French Lang	0	0%	0	0%	4	15%	6	15%	9	33%	17	41%	7	26%	11	27%	7	26%	7	17%
Spanish Lang	0	0%	0	0%	8	7%	6	8%	26	23%	17	24%	48	42%	22	31%	33	29%	26	37%
Latin Verg	0	0%	0	0%	3	60%	2	13%	1	20%	6	40%	0	0%	6	40%	1	20%	1	7%
Studio Art: 2D	0	0%	0	0%	0	0%	0	0%	1	4%	2	13%	13	54%	6	40%	10	42%	7	47%

Data Source: College Board

**Table 9
5 Year Comparison of AP Scholar Report
2016/17 – 2021/22**

MVLA District						
	2017	2018	2019	2020	2021	2022
Total Scholars	677	737	811	883	880	934

Mountain View High School												
	2017		2018		2019		2020		2021		2022	
	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average
All Awards	368	4.11	399	4.19	431	4.15	460	4.14	412	4.03	473	4.05
AP Scholar	90	3.48	106	3.52	120	3.40	134	3.53	138	3.51	135	3.42
AP Scholar with Honors	81	3.83	66	4.07	76	3.88	77	3.83	89	3.84	99	3.85
AP Scholar with Distinction	160	4.25	184	4.29	184	4.34	199	4.28	183	4.29	236	4.30
National AP Scholar	36	4.58	41	4.61	48	4.61	48	4.57	N/A*		N/A*	

Los Altos High School												
	2017		2018		2019		2020		2021		2022	
	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average	Number of Scholars	Average
All Awards	384	4.16	435	4.26	485	4.26	524	4.26	474	4.06	464	4.10
AP Scholar	98	3.46	110	3.48	127	3.59	124	3.75	128	3.41	119	3.53
AP Scholar with Honors	78	3.90	76	3.93	99	4.05	98	3.89	98	3.86	102	3.80
AP Scholar with Distinction	170	4.32	193	4.43	204	4.41	249	4.37	244	4.31	242	4.33
National AP Scholar	38	4.63	56	4.67	54	4.59	53	4.61	N/A*		N/A*	

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 *Discontinued in 2021	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.

TABLE 10
AP Equity and Excellence
2021/22

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 Updated: September 2, 2022
Report Ran: September 20, 2022

Mountain View High School		
Group	Percentage	How is this calculated?
Graduating Class Summary	61.7%	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	40.5%	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	53.2%	
10th Grade	47.6%	

Data Updated: September 2, 2022
Report Ran: September 20, 2022

Los Altos High School		
Group	Percentage	How is this calculated?
Graduating Class Summary	61.5%	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	40.8%	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	49.6%	
10th Grade	52.5%	

Data Source: College Board Equity & Excellence

**TABLE 11a
AP Test Score Averages by Subject Area**

DO 2021-22																																					
AP Test Score Averages	2-D Art and Design		3-D Art and Design		Biology	Calculus AB	Calculus BC	Chemistry	Chinese Language and Culture	Computer Science A	Computer Science Principles	Drawing	English Language and Composition	English Literature and Composition	Environmental Science	European History	French Language and Culture	German Language and Culture	Human Geography	Italian Language and Culture	Japanese Language and Culture	Latin	Macroeconomics	Microeconomics	Music Theory	Physics 1	Physics C: Electricity and Magnetism	Physics C: Mechanics	Psychology	Seminar	Spanish Language and Culture	Spanish Literature and Culture	Statistics	United States Government and Politics	United States History	World History: Modern	ALL TESTS (Actual Average)
	All	4.3	3.0	4.0	3.0	4.3	3.8	4.5	4.4	4.0	4.3	3.5	4.4	3.3	3.8	3.6	4.2	3.8	5.0	4.7	3.4	2.9	3.2	4.5	3.8	3.8	4.5	3.6	3.0	4.1	3.4	4.0	3.4	3.8	4.0	3.8	
Ethnicity	Caucasian	4.2		4.1	3.2	4.3	3.4	4.5	4.3		4.3	3.7	4.3	3.5	3.8	3.6	4.2	4.0	5.0	3.8	3.3	2.9	2.9		3.8	3.6	4.4	3.7		3.9	3.4	4.1	3.4	3.7	4.0	3.7	
	Asian	4.3	3.0	4.2	3.0	4.3	4.0	4.5	4.4	4.0	4.0	4.0	4.5	3.6	4.0	3.6		4.1		4.9	3.5	2.9	3.5	4.5	3.7	3.9	4.6	3.7	3.0	4.1	4.0	4.0	3.5	3.9	4.2	3.9	
	Latino			3.2	2.4	3.9	4.3	4.0	4.2	4.0		2.4	3.8	2.5	2.6	3.5		3.0		4.0	3.8	2.5		4.0	3.8	4.4	2.8		4.2	3.2	3.6	3.3	3.2	3.3	3.2		
	African Amer			4.0	4.0	3.0			2.0			1.8		1.0	3.7			4.0				3.0			4.0			3.0			3.0	3.0	2.5	3.0	2.9		
	Other	4.0		4.7	2.4	3.3	3.0						2.8	5.0	2.2	3.5			3.7				3.2			2.8	4.0	4.3	2.5		3.7		4.0	2.9	3.5	4.0	3.2
Spec Pop	English Learners							3.0	3.0									1.0				1.0			3.0			1.0								2.9	
	Resource			3.0	1.0			3.0	2.5			3.3	4.3	2.7	3.3					5.0		2.5	1.5		4.0			1.5	3.7		2.0	3.3	3.5		3.0		
	504	4.0	3.0	4.1	3.2	4.0	3.0	4.2	4.1	4.0		3.6	4.7	3.2	3.8	3.0		4.2		3.0		3.2	2.9	4.0	3.8	3.0	4.3	3.5		3.8	3.3	4.0	3.0	3.5	3.4	3.6	
	AVID			2.8	2.1	3.3	3.0					2.0	3.3	1.8	2.7	3.5		2.6				2.0	1.3		4.0	1.5	2.5	2.3		4.2	2.5	1.5	1.9	2.1	3.0	2.5	
	FRE	4.5		3.2	1.9	3.2	5.0		3.3			2.4	3.4	1.8	3.4			3.2				2.5	2.8		3.6	3.0	4.0	2.6		4.2		3.3	2.5	2.3	4.5	2.9	
Latino SubGroup	Latino RegEd			3.0	2.6	4.0	4.0	4.0	4.2	4.0		2.5	4.0	2.7	2.6	3.5		3.1		4.0	3.8	2.5		4.0	4.7	5.0	2.9		4.2	3.2	3.6	3.4	3.5	3.0	3.3		
	Latino EL																													4.0							4.0
	Latino RFEP			2.7	2.3	3.4	3.0	4.0	3.7			2.3	3.6	1.8	2.0	3.0		2.5					1.3		4.5	1.0	2.0	2.1		4.2	3.0	2.4	1.8	2.4	3.3	2.7	
	Latino SPED (R/S)													1.0															4.0								3.0
	Latino FRE			3.4	2.0	3.5	5.0						2.2	3.0	1.8	2.0		2.5					2.3		4.0	2.5	3.5	2.0		4.3		4.0	2.7	2.0	5.0	2.8	

TABLE 11b
Number of AP Tests by Subject Area

DO 2021-22																																				
# of AP Tests																																				
	2-D Art and Design	3-D Art and Design	Biology	Calculus AB	Calculus BC	Chemistry	Chinese Language and Culture	Computer Science A	Computer Science Principles	Drawing	English Language and Composition	English Literature and Composition	Environmental Science	European History	French Language and Culture	German Language and Culture	Human Geography	Italian Language and Culture	Japanese Language and Culture	Latin	Macroeconomics	Microeconomics	Music Theory	Physics 1	Physics C: Electricity and Magnetism	Physics C: Mechanics	Psychology	Seminar	Spanish Language and Culture	Spanish Literature and Culture	Statistics	United States Government and Politics	United States History	World History: Modern	ALL TESTS	
All	All	19	1	189	194	253	74	74	198	2	4	353	105	283	229	67	6	183	1	24	15	139	163	2	296	108	117	191	1	175	19	259	284	309	74	4411
Ethnicity	Caucasian	6		65	86	64	24	4	62		3	117	41	144	108	36	6	74	1	4	8	61	64		103	46	48	87		51	11	96	119	115	25	1679
	Asian	12	1	100	84	174	45	69	129	1	1	157	51	84	105	29		68		20	6	68	84	2	177	54	61	81	1	52	3	142	138	167	40	2206
	Latino			20	18	10	4	1	6	1		54	12	49	9	2		36		1	4	15		9	5	5	20		69	5	15	17	23	7	417	
	African Amer			1	1	2			1			4		1	3			2				1			1					1	1	2	1	23		
	Other	1		3	5	3	1					21	1	5	4			3				5			6	3	3	2		3		5	9	2	1	86
Spec Pop	English Learners						1	1									1				1			1			2		7						14	
	Resource			1	1		1	2			3	3	7	6					1		2	2		1			2		3		1	3	4		43	
	504	5	1	27	30	22	6	5	17	1		44	9	46	26	9		14		2		13	15	1	29	8	10	22		19	3	25	28	37	5	479
	AVID			13	11	4	1					52	4	24	3	2		23				1	8		1	2	2	10		34	2	4	9	7	2	219
	FRE	4		10	9	6	1		3			33	5	11	5			13				2	8		5	3	3	10		18		6	11	8	2	176
Latino SubGroup	Latino RegEd			13	12	8	3	1	6	1		34	9	42	8	2		28		1	4	11		8	3	3	17		46	5	14	14	19	6	318	
	Latino EL																											7							7	
	Latino RFEP			12	9	5	1	1	3			35	5	25	3	1		23				8		2	1	1	9		38	3	5	5	7	4	206	
	Latino SPED (R/S)													1														2							3	
	Latino FRE			7	6	2	1					20	3	6	1			8				4		1	2	2	3		16		1	3	4	1	91	

7. Wellness

MVLA Wellness



Key Questions to consider:

- What are the practices that support positive outcomes?
- What can we learn from one another and our data?
- What additional data will help inform our practices
- What are our areas of strengths and areas of growth?

MVLA's Wellness Vision, Mission and Services

Definition of Wellness:

MVLA defines Wellness as the active process of becoming aware of and making choices toward a healthy and fulfilling life through a holistic balance in one's academic, social, emotional, physical, and intellectual development.

Vision Statement:

The MVLA community honors wellness as a process to support all students and staff in realizing their full potential. We value a learning environment and community that fosters opportunities to thrive academically, emotionally, socially, and physically.

Mission Statement:

Through academic support, health-based curricula, counseling and clinical staff teams, professional development, and partnerships with our community agencies and families, we are committed to the promotion of preventative strategies and the implementation of wellness services to empower all students and staff to achieve their individualized goals.

Wellness Services:

Wellness Services refers to preventative programs and services that foster the physical, emotional, intellectual, and social well-being of students and staff.

School-Based Mental Health Services:

Refers to mental health services and case management for students who are experiencing behavioral, emotional, or social challenges that impede learning.

Wellness Services

2022-23 Initiatives

- **Continuing to Refine our Infrastructure for Wellness Services**
 - Leveraging MTSS as model for Wellness Services
 - Establishing “Functions of a Wellness Center”
 - Implementing After-school Therapeutic Groups
- **Expanding Support for General Education Services**
 - Promoting a “Trusted-Adult” Model
 - Implementing Psychoeducation Opportunities (PEI’s Skill-Streaming)
 - Building Connection on Campus (Challenge Day, Spartan PAUSE)
- **Expanding Partnerships and Refining Data Collection Processes**
 - SLS Coordinator collaboration with Santa Clara County’s Behavioral Health Services
- **Rebranding Social and Emotional Learning as Core Instructional Strategies**
 - Embedding SEL in the Inclusive Classroom and Course Teams

School-Based Mental Health Services

General Education Services (Provided by MVLA Wellness Team)

Non-urgent
Referrals

Crisis
Intervention

Short-term
1:1 Therapy

Special Education Services (Provided by ERMHS-dedicated Team)

Referrals to
Outside
Agencies

Psycho-
education

Push-in
Support
(AC/TP)

ERMHS
Therapy
within
an IEP

Therapeutic
Groups

MVLA Student Support Process Model

- Site Administrators
- Therapist of the Day
- Social Work Support
- School Counselors

Student Referrals

- All types of Student Support Requests are funneled through the Referral Form
- Academic Stress
 - Personal Issues
 - Emotional Issues
 - Social Issues
 - Physical Issues
 - Social Services

Support Services Specialists

- Referrals to Additional Outside Agencies:
- ❖ Stanford Child Psychiatry
 - ❖ Community Services Agency
 - ❖ Family Advocacy Services
 - ❖ Healthier Kids Foundation
 - ❖ Stanford Health Van
 - ❖ Santa Clara County Behavioral Health's Continuum of Services

If short-term therapy is needed

CHAC Referral

Support Services Specialists

Uplift Referral

CHAC Supervisors

CHAC Clinicians

MVLA Therapists

Uplift Clinicians

Uplift Supervisors

Wellness Multi Tiers of Support System

SEL Curriculum

Mental Health

Preventative Wellness Services

Special Education Services (AC Class)

Special Education Services (MVLA Therapists 1:1 therapy)

Special Education Services / Resource Class / ERMHS

CHAC / Pacific Clinics (Short-term 1:1 therapy)

Crisis Intervention/Risk Assessments

After School Therapeutic Groups

Care Solace (Case Management for outside services)

Case Management for Social Services (CSA, FAS)

Stanford Child Psychiatry

Starlight (Substance Use Treatment for Medi-cal)

Stanford Teen Health Van

Mental and Emotional Health Curriculum (Health Class)

Mental Health Referrals available for all

SCL/Ambassadors - Mental Health Weeks

Printed and Online Resources

School Counselors (Self-Care Strategies; Time Management)

Mentor Tutor Connection

Substance Use, Relationships, and Sexual Health Curriculum (Health Class)

ASB/SCL/Ambassadors Inclusion Activities/ Clubs/Events/Spartan Pause/ etc.

Printed and Online Resources

Pacific Clinics Psychoeducation Groups

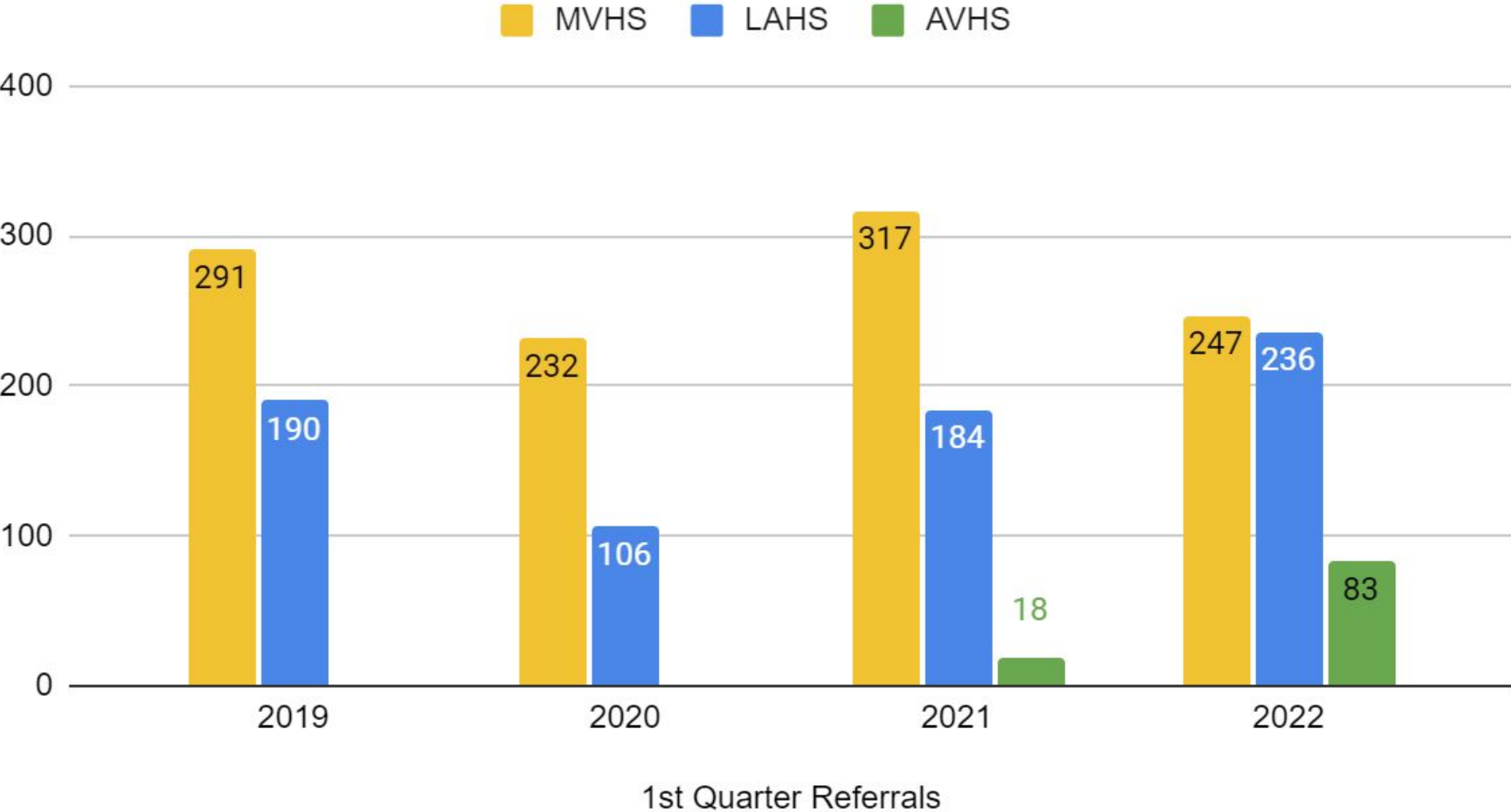
Ripple Effects / imSparked Curriculum

SEL Competencies (Health Class)

SEL in the Inclusive Classroom (IST and Course Teams)

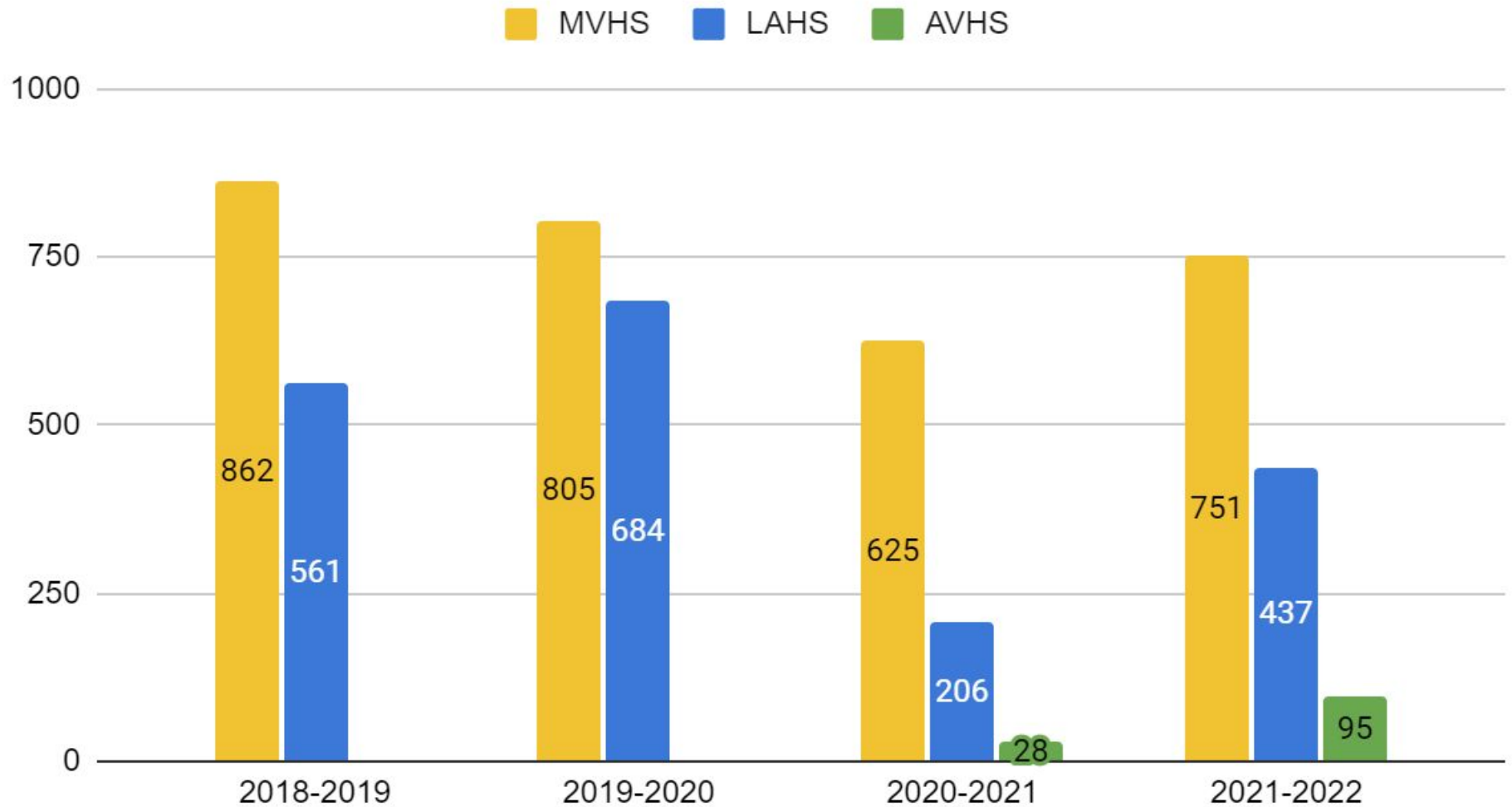
1st Quarter Referrals

1st Quarter Student Referrals (duplicated)



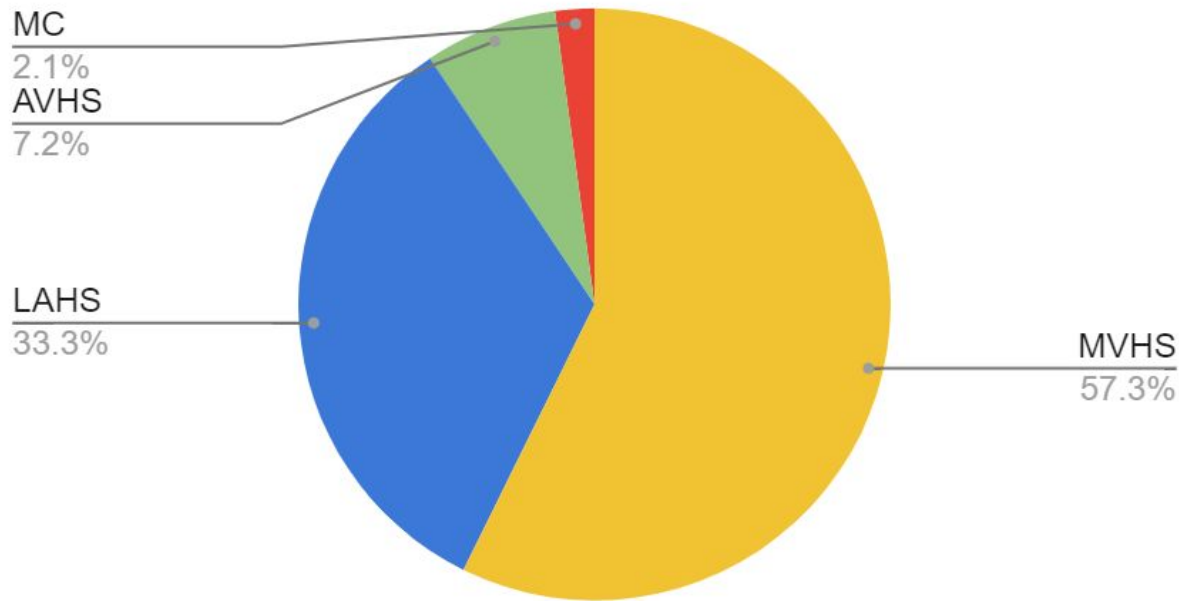
Total Referrals 2021-22

Total Number of Referrals Year-Over-Year (Duplicated)

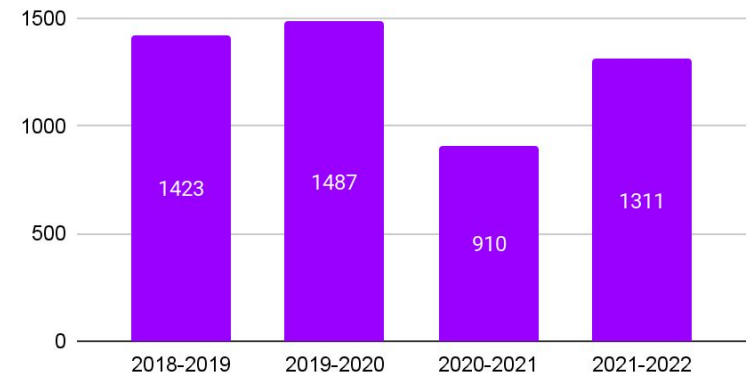


Total Referrals (continued)

MVLA Total Referrals 2021-2022 (duplicated)

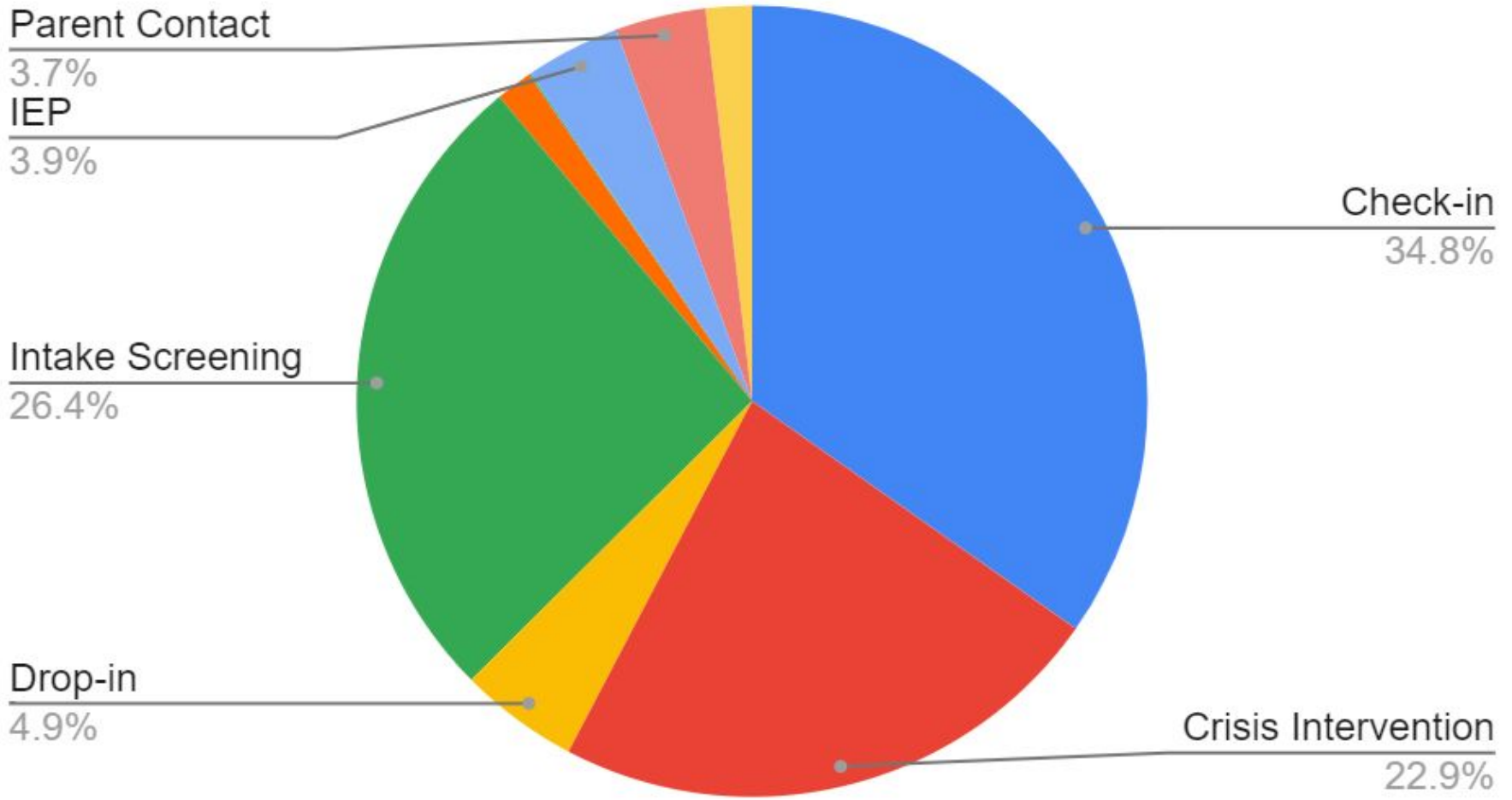


MVLA Total Number of Referrals 2021-22



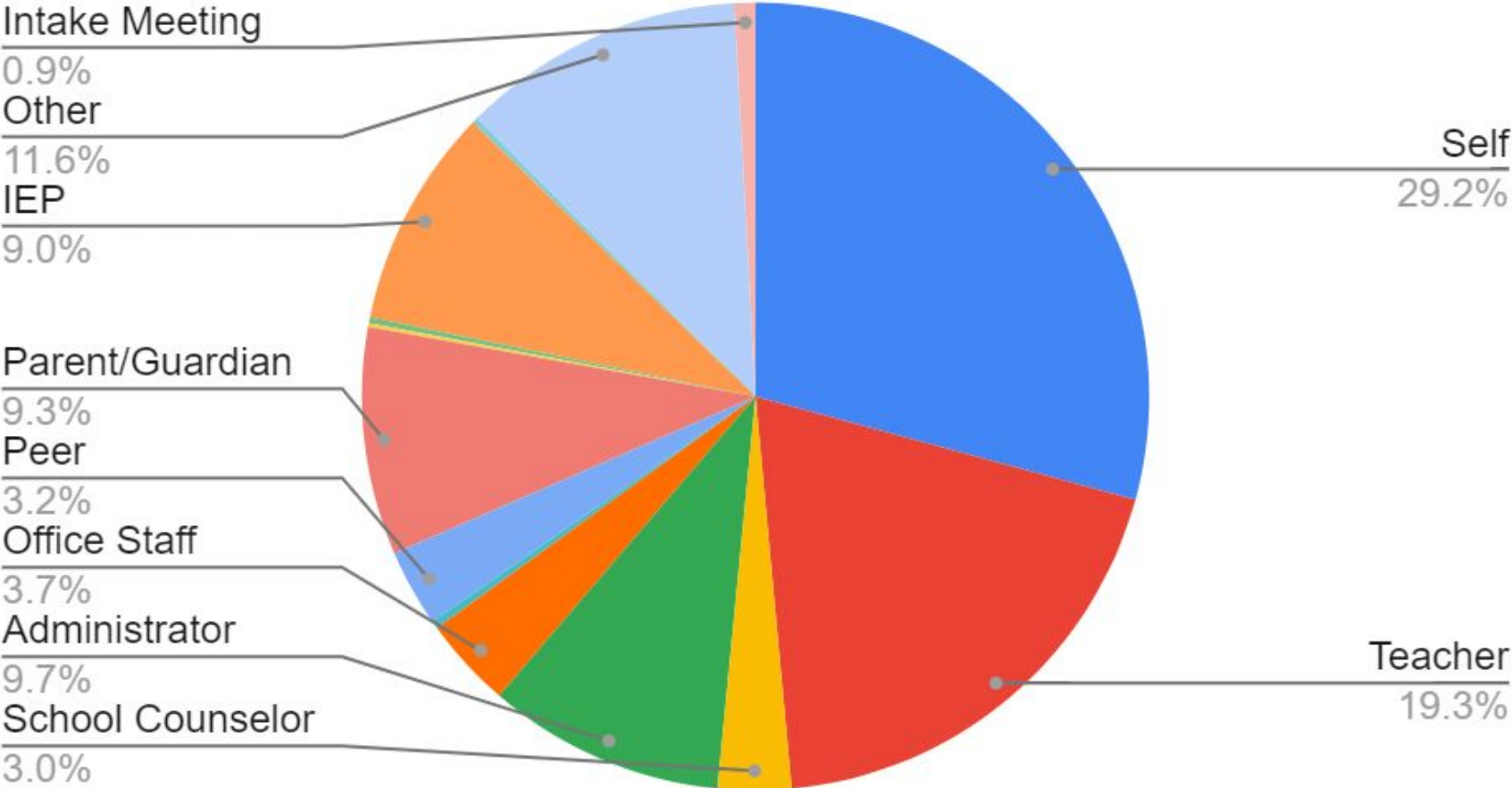
Types of Contact for Referrals

MVLA Types of Contact (21-22)



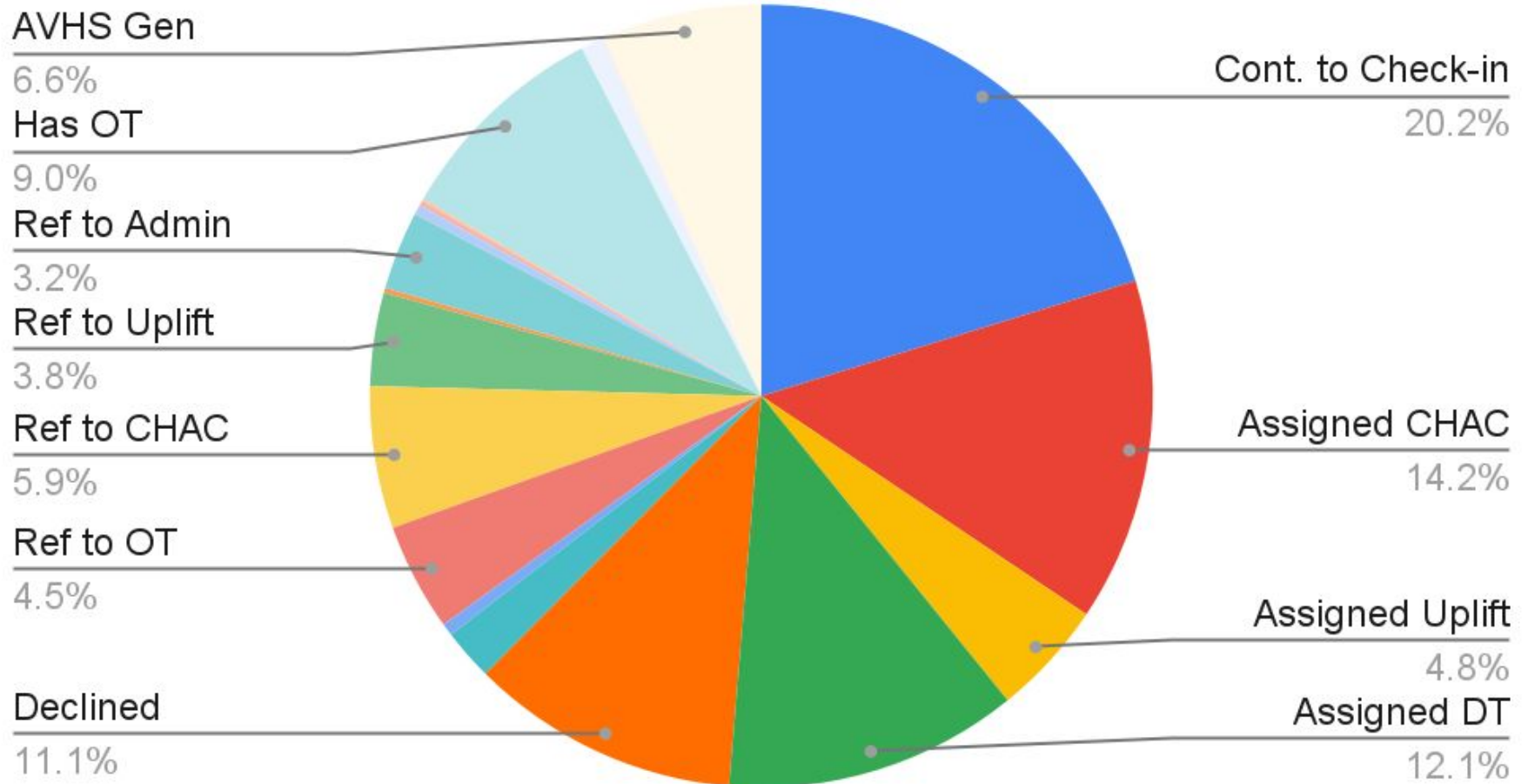
Referral Source 2021-22

MVLA Referral Source (21-22)



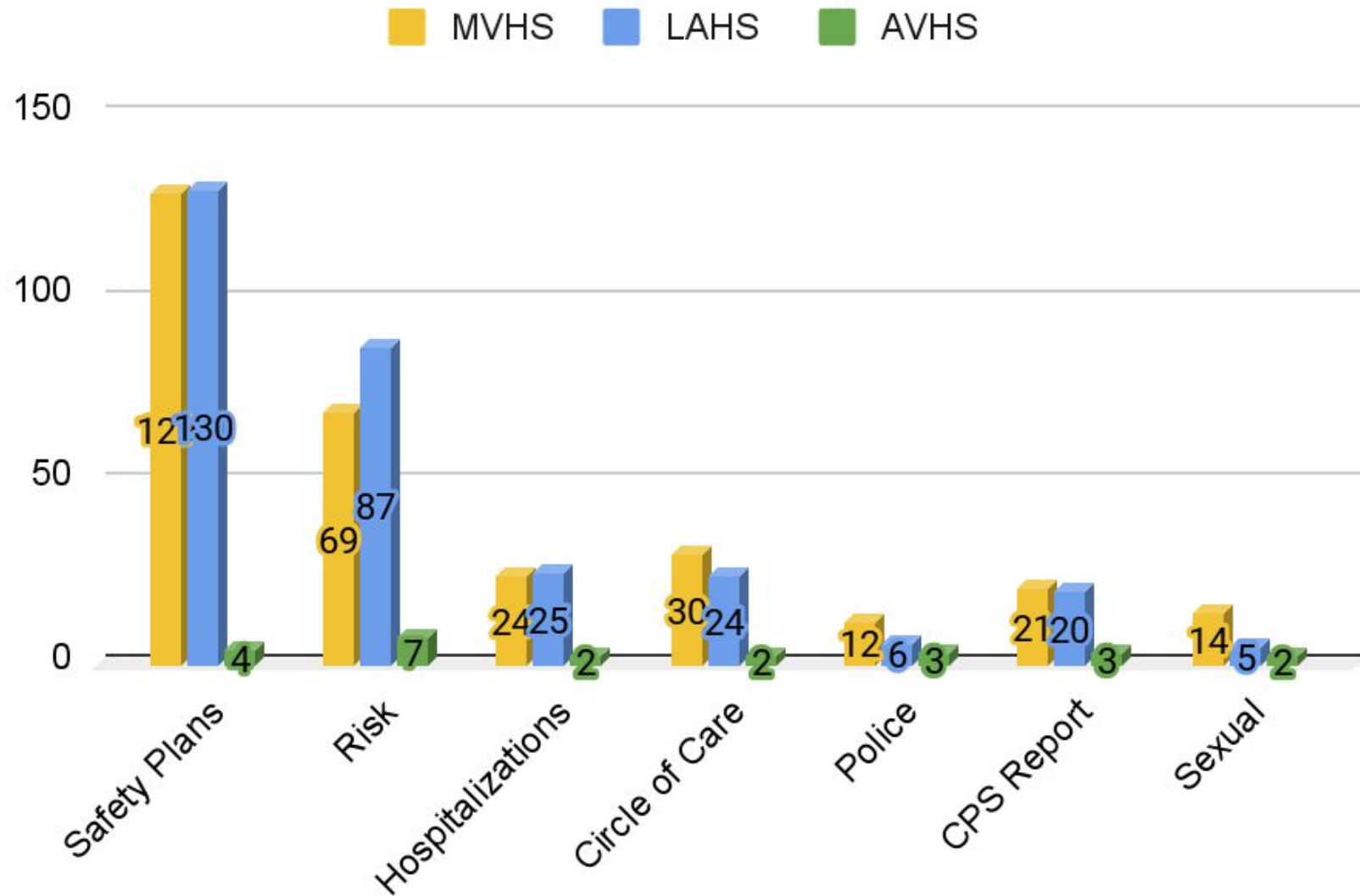
Disposition Post-Referral 2021-22

MVLA Dispositions



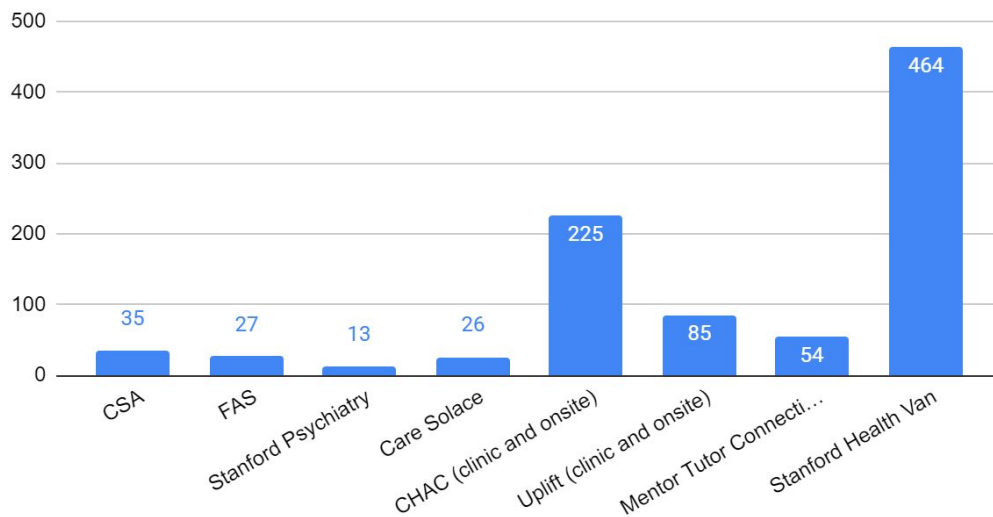
Confidential Records 2021-22

Confidential Records 2021-22

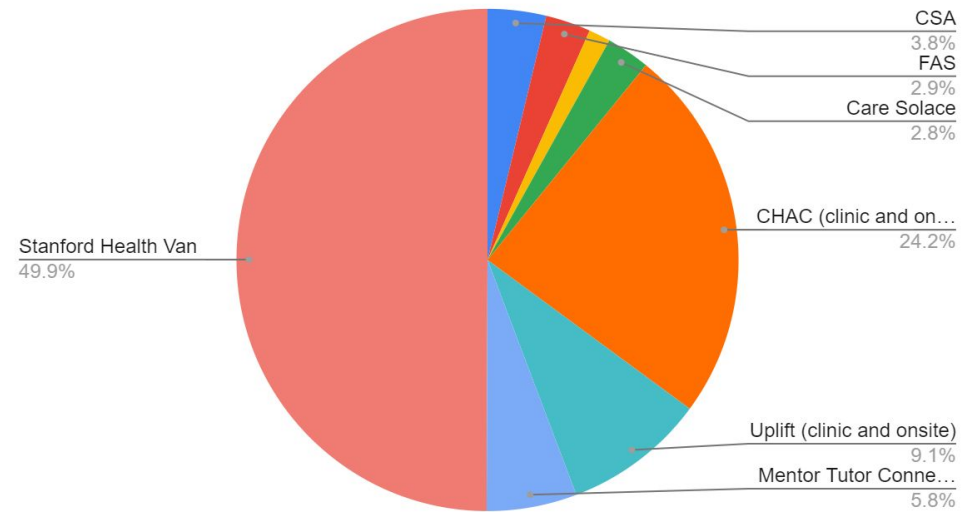


Partnership Agency Referrals 2021-22

Partnership Agency Referrals (n=929 duplicated)



Partnership Agency Referrals (n=929 duplicated)



California Healthy Kids Survey Data



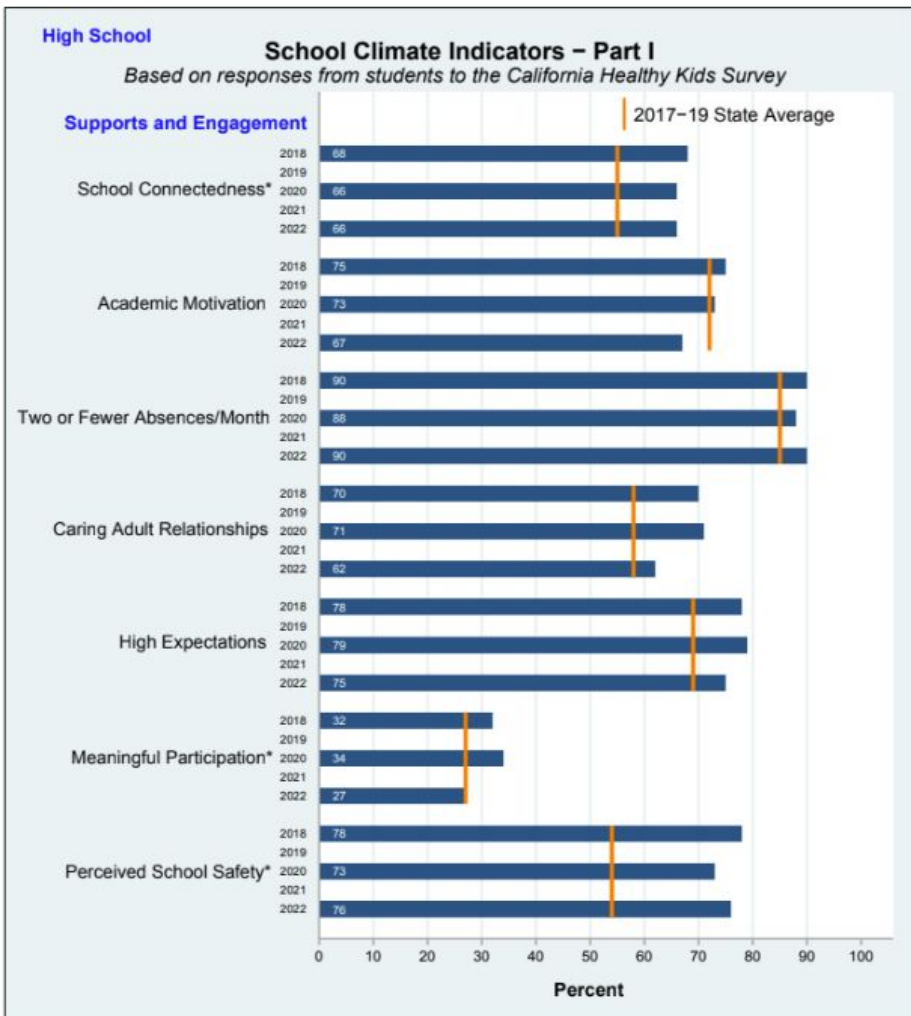
District School Climate Report Card (High School)—2021-2022

District: Mountain View-Los Altos Union High
 Date Prepared: 5 May 2022
 No. of Schools/Eligible: 2/2 (2018), 2/2 (2020), 2/2 (2022)
 Average Response Rate: 84% (2018), 72% (2020), 88% (2022)

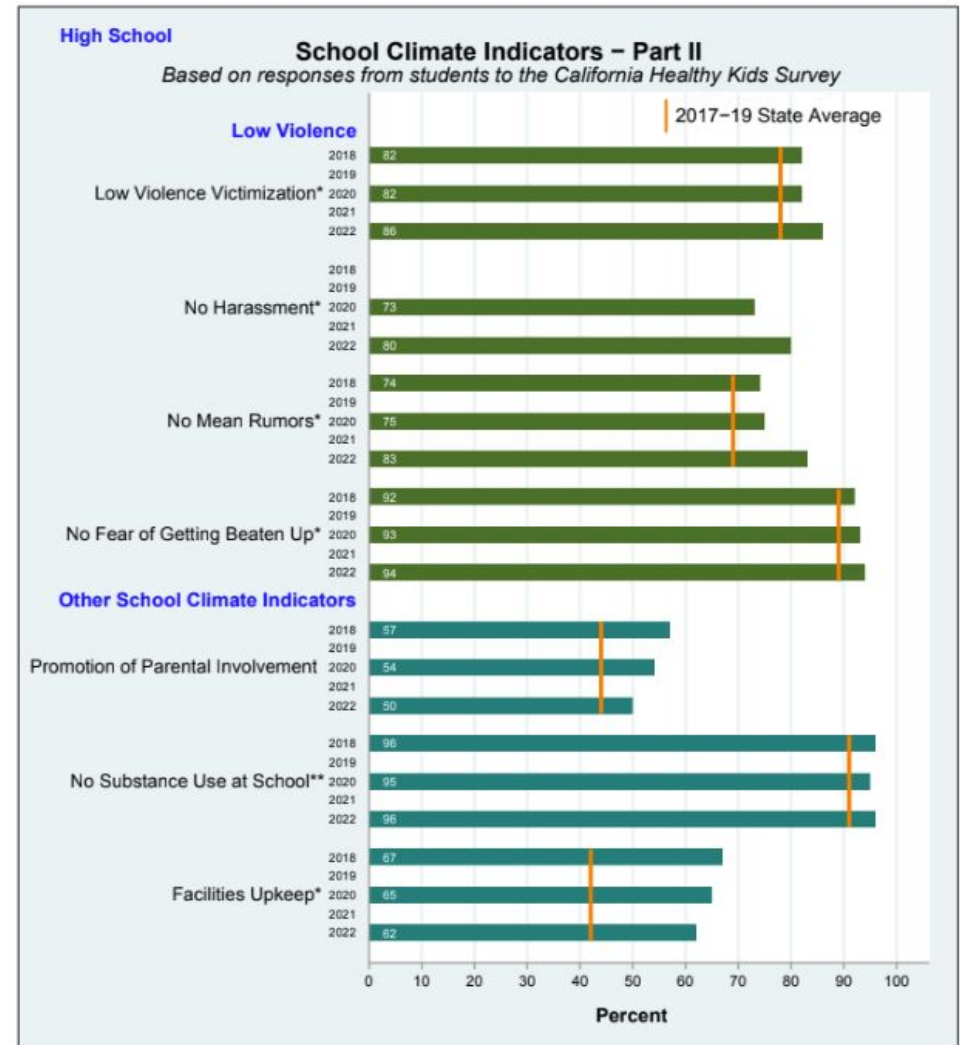


District School Climate Report Card (High School)—2021-2022

District: Mountain View-Los Altos Union High
 Date Prepared: 5 May 2022



Note: *In-school or Hybrid instructional models only (2021).



128 Notes: *In-school or Hybrid instructional models only (2021); **In-school instructional model only (2021).

California Healthy Kids Survey Data



District School Climate Report Card (High School)—2021-2022

District: Mountain View-Los Altos Union High

Date Prepared: 5 May 2022

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2018 (%)	2019 (%)	2020 (%)	2021 (%)	2022 (%)	Change
Try hard on school work	85	–	83	–	84	-1
Three or more absences per month	10	–	11	–	10	0
Feel a part of the school*	60	–	59	–	57	-3
School is really boring	~	~	~	~	51	–
School is worthless and a waste of time	~	~	~	~	15	–
Harassed or bullied at school*	~	~	27	–	20	-7
Parents feel welcome to participate at this school	57	–	54	–	49	-8
School is usually clean and tidy*	67	–	65	–	62	-5
Experienced chronic sadness/hopelessness	29	–	33	–	33	+4

California Healthy Kids Survey Data

District School Climate Report Card (High School)—2019-2020

District: Mountain View-Los Altos Union High

Date Prepared: 23 Jan 2020

District School Climate Index Subscale Results

	District SCI Scores					
	2016	2017	2018	2019	2020	Change
Overall Supports and Engagement	376	–	356	–	347	-29
High expectations and caring relationships	399	–	362	–	369	-30
Opportunities for meaningful participation	362	–	339	–	348	-14
Perceived school safety	377	–	354	–	340	-37
School connectedness	366	–	354	–	341	-25
Overall Low Violence and Substance Use	379	–	380	–	381	+2
Low physical/emotional violence victimization	380	–	386	–	386	+6
Low harassment and bullying	364	–	364	–	370	+6
Low substance use at school	386	–	394	–	388	+2

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

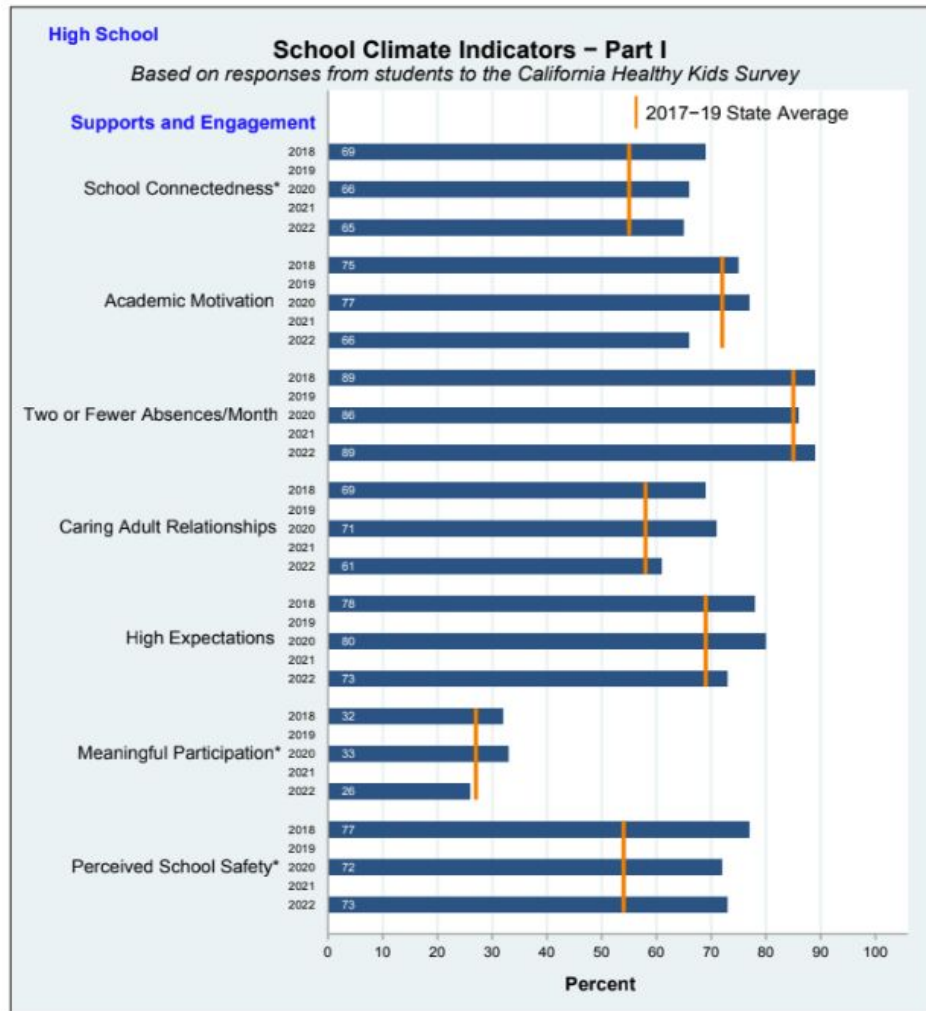
	2016	2017	2018	2019	2020	Change
	(%)	(%)	(%)	(%)	(%)	
Try hard on school work	82	–	85	–	83	+1
Truant more than a few times	5	–	3	–	4	-1
Feel a part of the school	61	–	60	–	59	-2
Safety at school	83	–	78	–	74	-9
Harassed or bullied at school	23	–	22	–	21	-2
Parents feel welcome to participate at this school	56	–	57	–	54	-2
School is usually clean and tidy	77	–	67	–	65	-12
Experienced chronic sadness/hopelessness	27	–	29	–	33	+6

California Healthy Kids Survey Data



School Climate Report Card (High School)—2021-2022

District: Mountain View-Los Altos Union High
 School: Los Altos High
 Response Rate: 82% (2018), 61% (2020), 87% (2022)
 Date Prepared: 3 Mar 2022

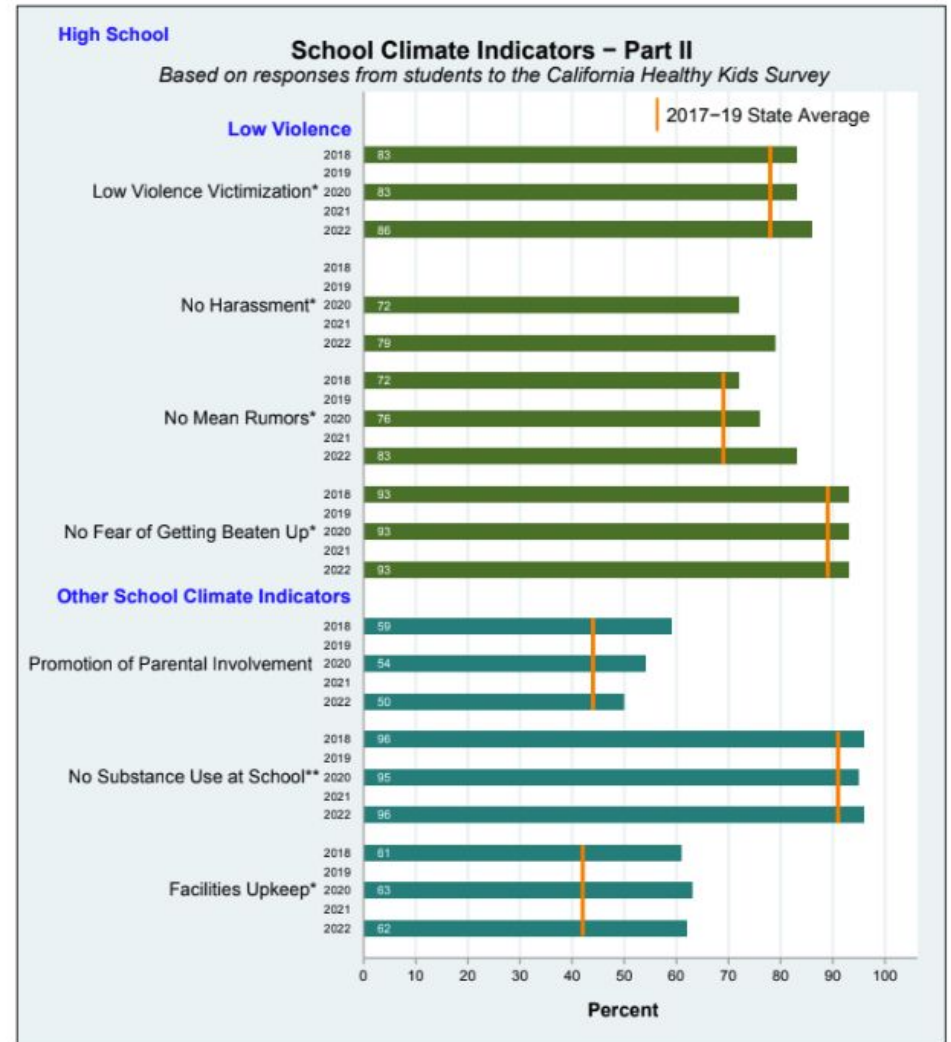


Note: *In-school or Hybrid instructional models only (2021).



School Climate Report Card (High School)—2021-2022

District: Mountain View-Los Altos Union High
 School: Los Altos High
 Date Prepared: 3 Mar 2022



Notes: *In-school or Hybrid instructional models only (2021); **In-school instructional model only (2021).

California Healthy Kids Survey Data



School Climate Report Card (High School)—2021-2022

District: Mountain View-Los Altos Union High
 School: Los Altos High

Date Prepared: 3 Mar 2022

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2018 (%)	2019 (%)	2020 (%)	2021 (%)	2022 (%)	Change
Try hard on school work	84	–	85	–	82	-2
Three or more absences per month	11	–	14	–	11	0
Feel a part of the school*	60	–	58	–	55	-5
School is really boring	~	~	~	~	54	–
School is worthless and a waste of time	~	~	~	~	15	–
Harassed or bullied at school*	~	~	28	–	21	-7
Parents feel welcome to participate at this school	58	–	54	–	47	-11
School is usually clean and tidy*	61	–	63	–	62	+1
Experienced chronic sadness/hopelessness	29	–	32	–	31	+2

California Healthy Kids Survey Data



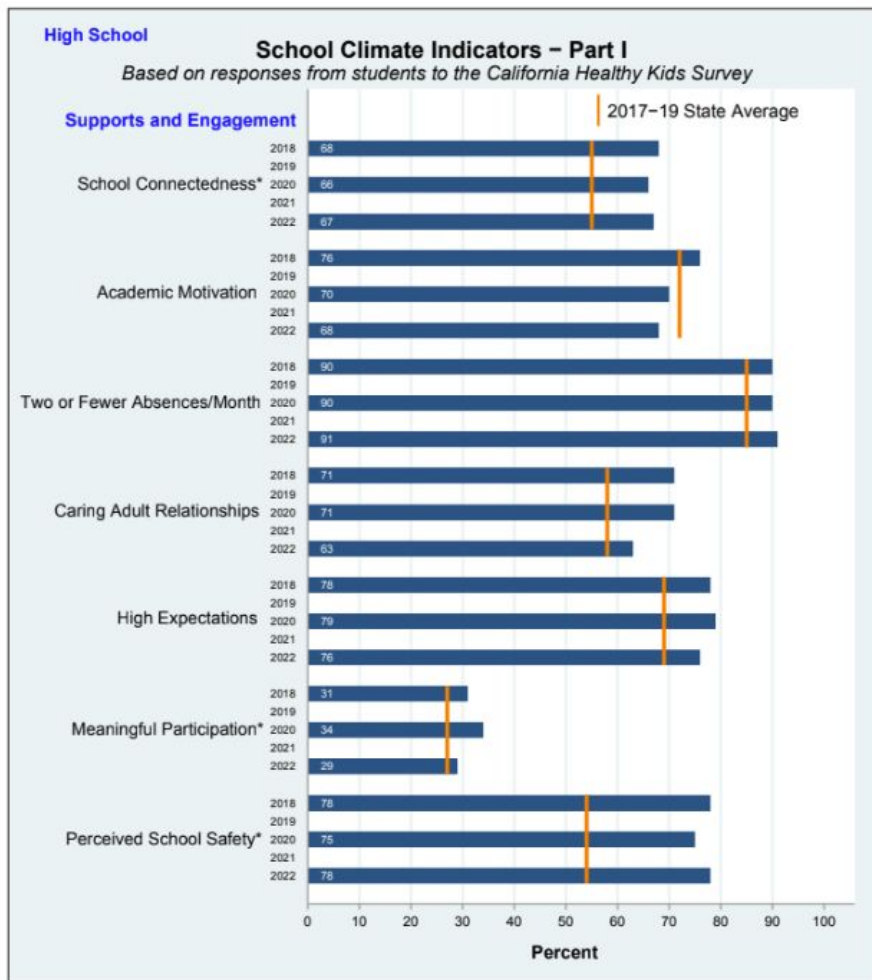
School Climate Report Card (High School)—2021-2022

District: Mountain View-Los Altos Union High

Date Prepared: 3 Mar 2022

School: Mountain View High

Response Rate: 86% (2018), 83% (2020), 89% (2022)



Note: *In-school or Hybrid instructional models only (2021).

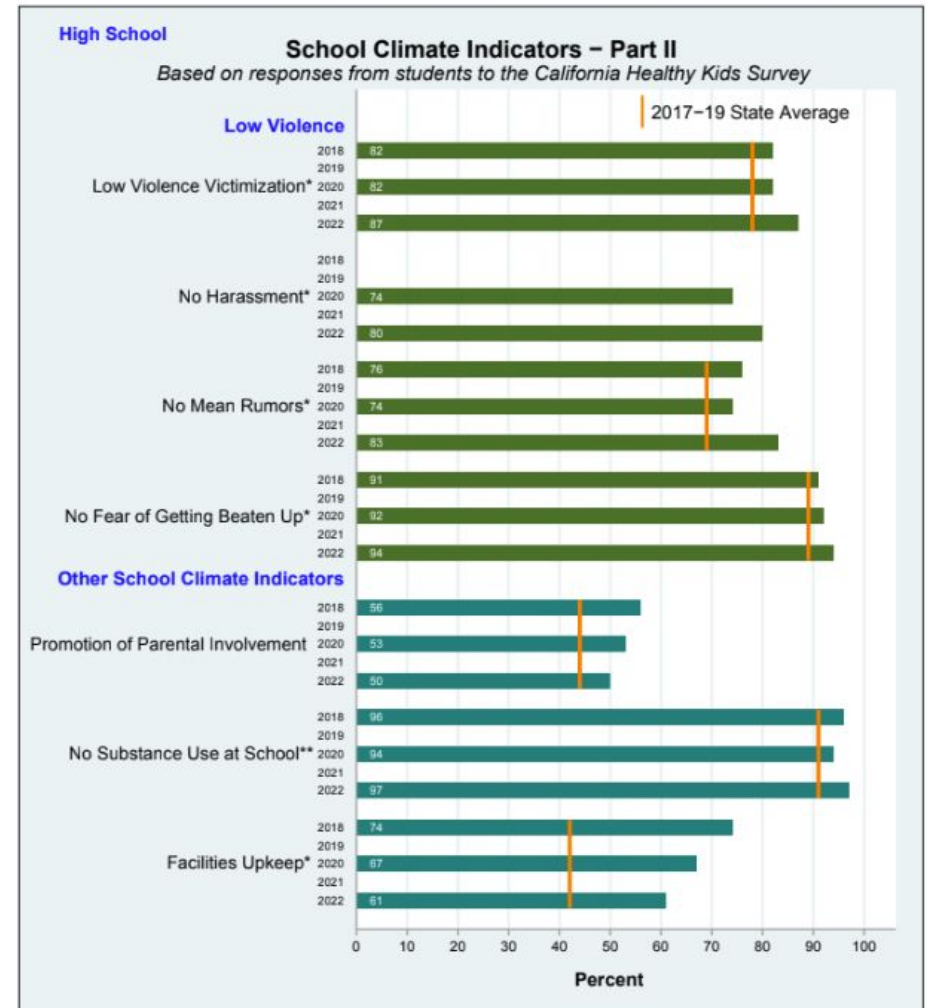


School Climate Report Card (High School)—2021-2022

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Date Prepared: 3 Mar 2022

School: Mountain View High



Notes: *In-school or Hybrid instructional models only (2021); **In-school instructional model only (2021).

California Healthy Kids Survey Data



School Climate Report Card (High School)—2021-2022

District: Mountain View-Los Altos Union High
 School: Mountain View High

Date Prepared: 3 Mar 2022

Other Indicators

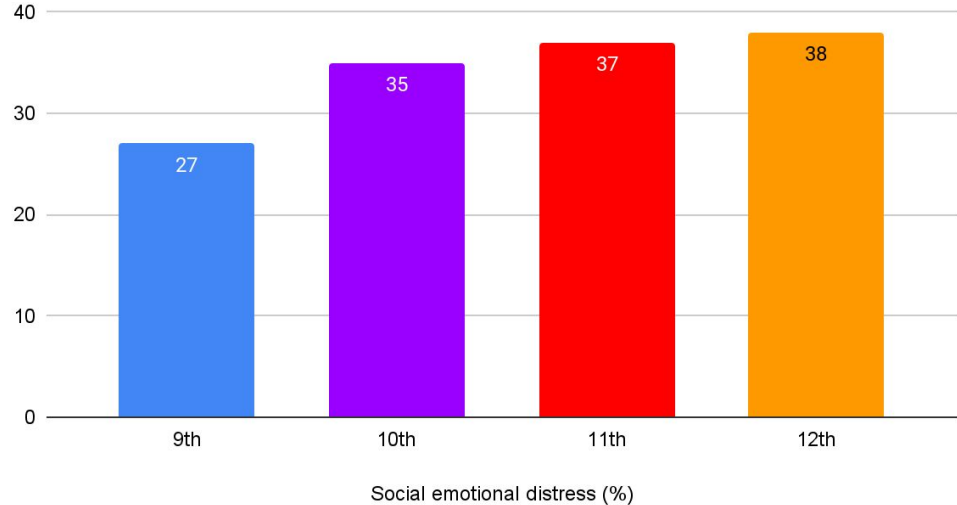
Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2018 (%)	2019 (%)	2020 (%)	2021 (%)	2022 (%)	Change
Try hard on school work	85	–	81	–	86	+1
Three or more absences per month	10	–	10	–	9	-1
Feel a part of the school*	60	–	60	–	59	-1
School is really boring	~	~	~	~	49	–
School is worthless and a waste of time	~	~	~	~	14	–
Harassed or bullied at school*	~	~	26	–	20	-6
Parents feel welcome to participate at this school	56	–	54	–	51	-5
School is usually clean and tidy*	74	–	67	–	61	-13
Experienced chronic sadness/hopelessness	29	–	33	–	34	+5

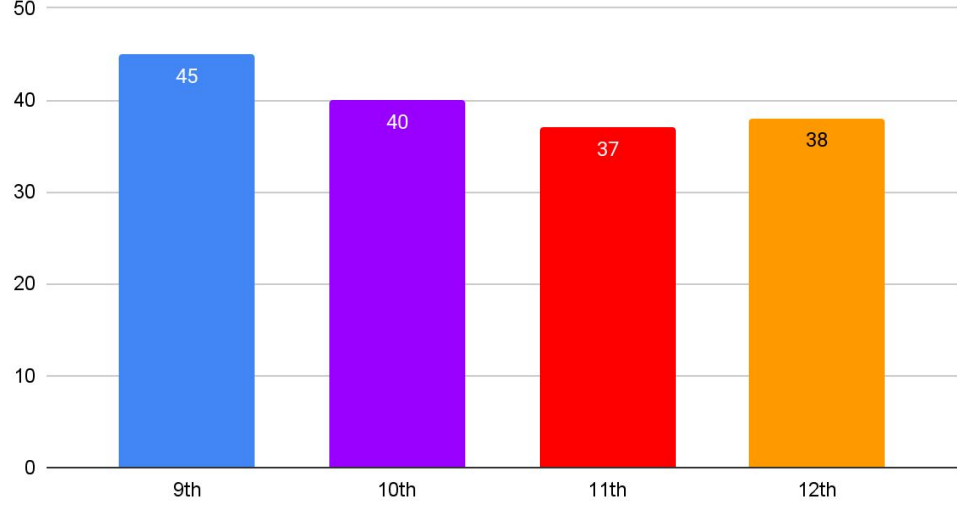
California Healthy Kids Survey Data - MVLA

New Social and Emotional Health Metrics

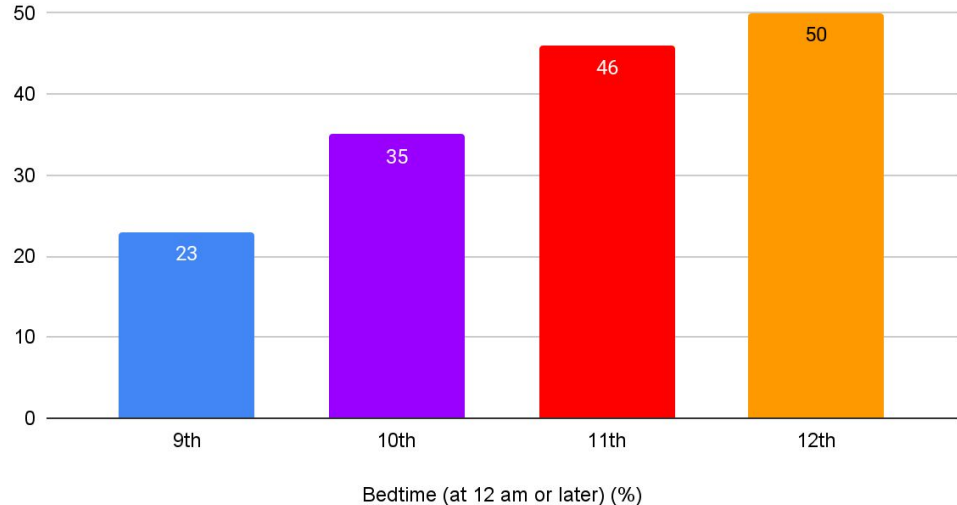
Social emotional distress (%)



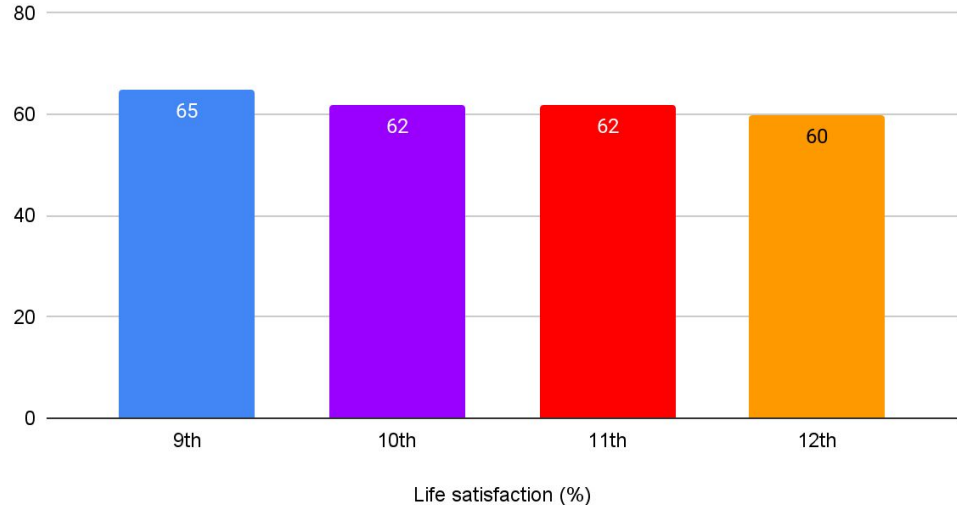
Optimism (%)



Bedtime (at 12 am or later) (%)

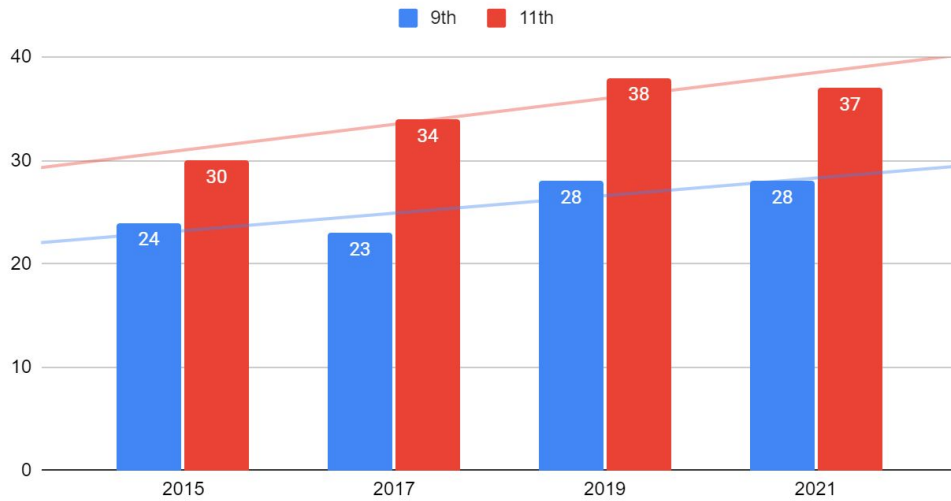


Life satisfaction (%)

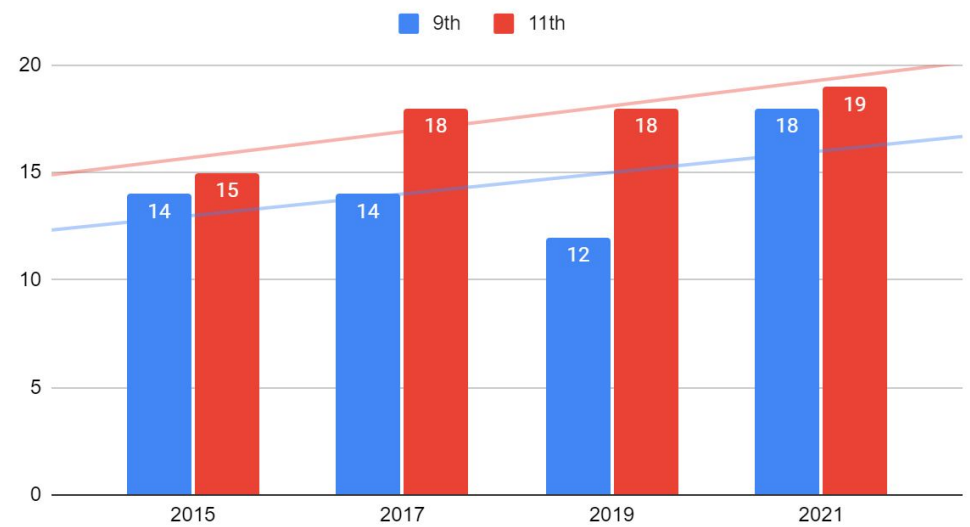


California Healthy Kids Survey Data - MVLA

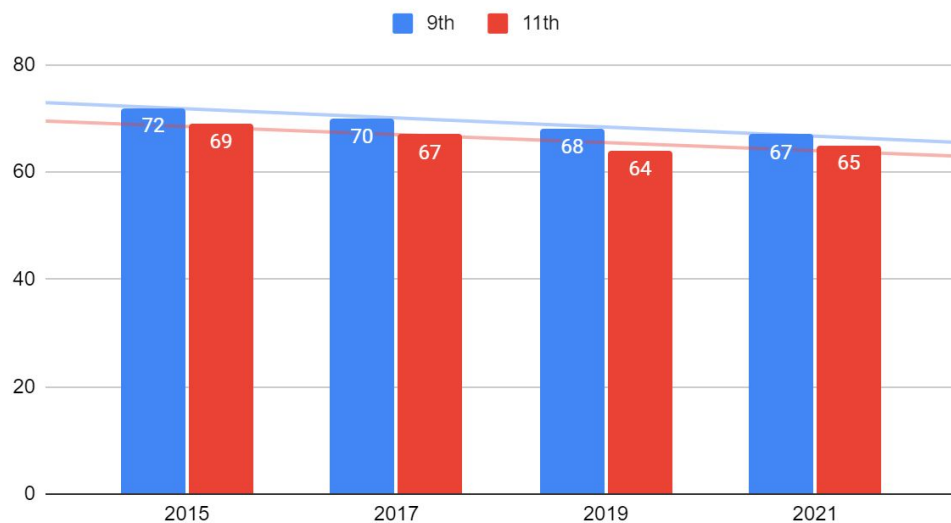
Experienced chronic sadness/hopeless over the last 12 months (%)



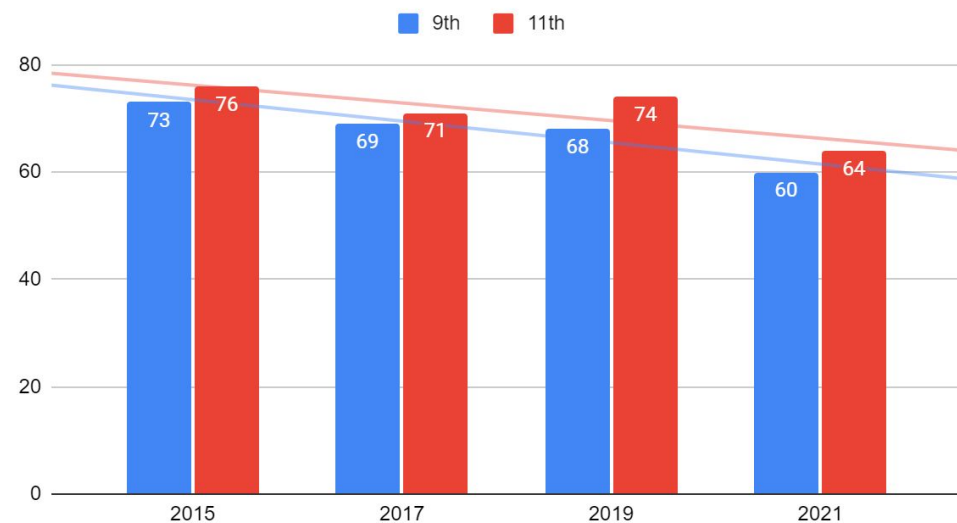
Considered suicide over the last 12 months (%)



School Connectedness (%)

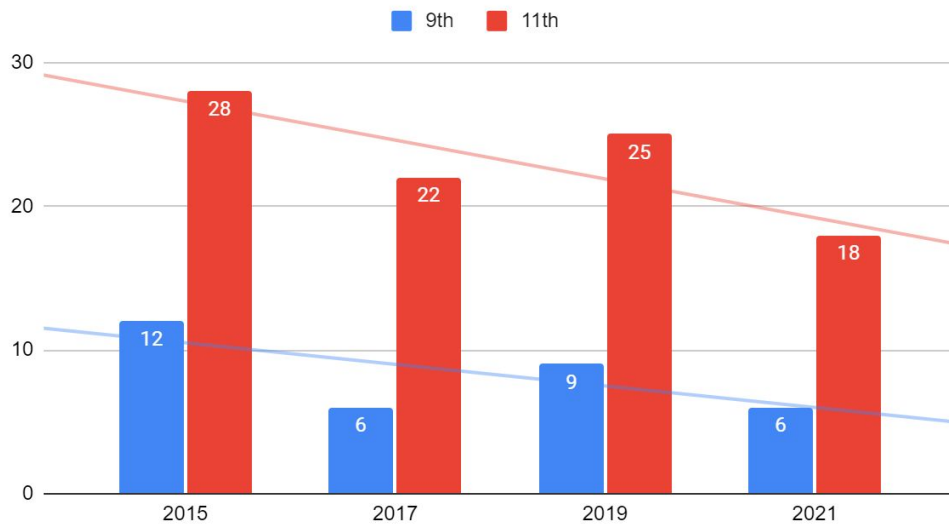


Caring Adult Relationships (%)

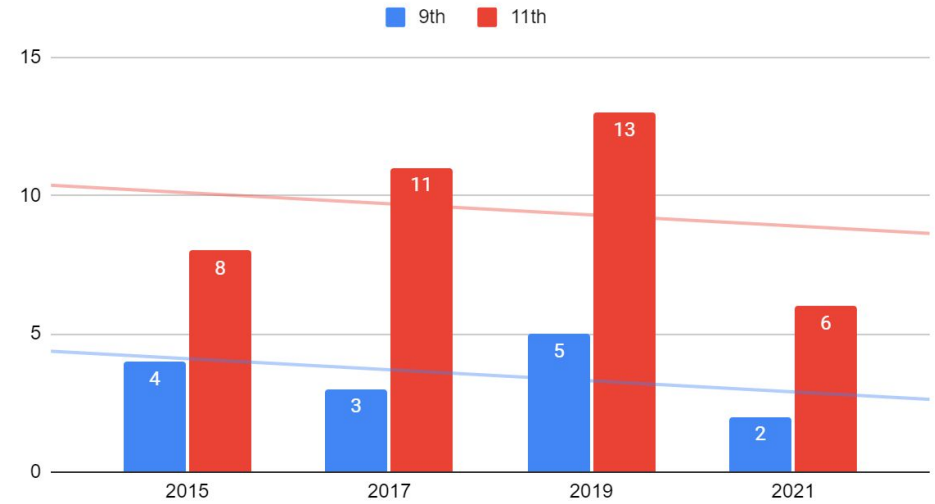


California Healthy Kids Survey Data - MVLA

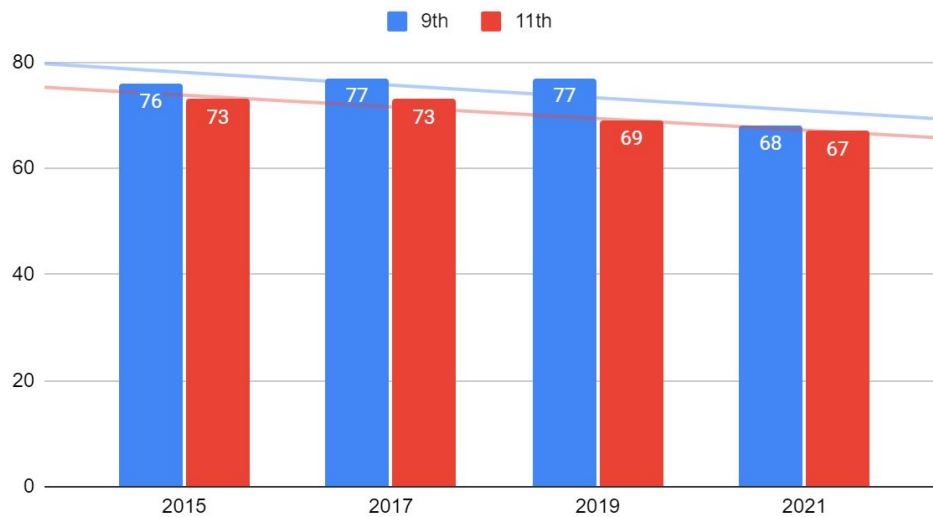
Alcohol or drug use in the last 30 days (%)



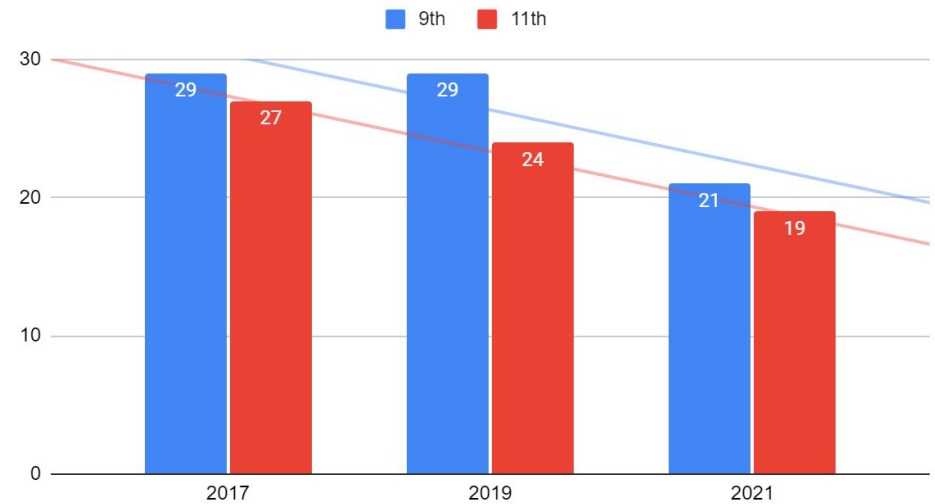
Vaping in the last 30 days (%)



Academic Motivation (%)



Experienced harassment or bullying in the last 12 months (%)



MVLA Wellness

Key Takeaways to consider:

- Mental health data collection systems are still being refined including a new partnership with Behavioral Health Services for School Linked Services
- Overall student referrals have increased at LAHS and declined at MVHS this year.
- Substance Use rates appear to be improving over time.
- New Social and Emotional indicators suggest high levels of stress/dissatisfaction for more than $\frac{1}{3}$ of our students
- In comparison to state averages for the Healthy Kids Survey both MVHS and LAHS are lowest in Academic Motivation and Meaningful Participation which invites more conversation.
- To humanize the data, note that 1 percentage point in the Healthy Kids Survey equals approximately 38 students

8. Committees

MVLA Committees

Our MVLA LCAP and Site WASC process collect and analyze qualitative and quantitative data that determine our strengths and areas of need and growth. The analysis of this data generates our goals and actions.

We identified that our LCAP and site WASC goals align with common needs that support our students, staff and community. These common areas have become our MVLA Focus: Academic Excellence, Equity, Professional Learning, Engagement, and Wellness. In an effort to support the work and monitoring of these focus areas, we set up committees made up of various stakeholders to help with this work.p

This section gives a brief overview of the MVLA committees that support our focus.

- Climate Action Advisory Committee
- Equitable Alliance Steering Committee
- Family Partnership Council
- Professional Learning Planning Committee
- Site Leadership Teams
- Wellness Advisory
- Wellness Collaborative

Without the time and effort devoted to preparing and leading these committees, we would not see that change and action taking place. I would like to thank William Blair, Michelle Bissonnette, Kip Glazer, Joy Hellman, Heather Morelli, Perla Pasallo, Galen Rosenberg, Wynne Satterwhite, and Tamesha Wise.

MVLA Equity Alliance Committee October 2022 Update

Title of your committee:

Mountain View Los Altos Equity Alliance

Committees Description:

A multi structured alliance of groups committed to supporting and institutionalizing anti-racist and equity focused practices for the MVLA community.

Structure:

- Site Based advisory groups (staff, students, and community)
- One Steering Committee (representatives from site advisory groups and roles)

Committee purpose :

Shared Steering Committee and Advisory Teams Purpose and Commitments:

- Commit to ongoing anti-racist and equity focused learning, listening, and training
- Establish and/or support institutionalized equity and anti-racist goals, expectations, systems, and practices
- Build our capacity to be anti-racist educators
- Empower voices of our diverse community
- Participate in and facilitate courageous conversations

Committee accomplishments for the year 2021 - 2022:

- Continued Courageous Conversations anti-racist learning
- Continued commitment to institutionalize MVLA proactive site based anti-racist systems
- 8 Steering Committee Meetings:
 - Selected focus on Engagement as a solution to discipline
 - 20-30 participants at each meeting
 - Two trainings with Courageous Conversations
 - Full and small group planning meetings to support:
 - Restorative justice
 - Community building and engagement in classrooms
- Initial Advisory meetings:
 - LAHS continued equity focused innovation teams
 - MVHS student advisory team meetings and surveys

Committee goals for the year 2022 - 2023:

- Complete learning contract with Courageous Conversations
- Address Steering committee goal of diverse, inclusive, and equitable staff community with a focus on anti racist hiring and retention practices.
- Support Engagement Practices discussed in 21-22:
 - site based restorative justice/engagement systems
 - October 2022: pilot programs integrated into existing systems at LAHS and AVHS
 - site based student input systems
 - Fall 2022 MVHS leadership team agenda item
- Continue to develop Student Advisory team institutionalization and outreach

- Continue to support Staff advisory group development at all sites
 - AVHS staff
 - LAHS implementation team
 - MVHS Advisory team
- Develop Family Partnership as a community advisory group to the Equity Alliance
- Support site based Equity focused professional learning

Any other helpful updates/information (ie what data you use, changes you made for this year and why, etc.)

We have to move people to see that other children making it means their child is making it... And if somebody's child is not making it, it means their child is not making it. That's a hard turn that is required for people to see that equity is in all of (our) interests.

- "This is Equity" October 18, 2021

[See our Shared Drive folders](#)

MVLA Equity Alliance Steering Committee



“Educational equity means that each child receives what they need to develop their full academic and social potential.”

-MVLA Board adopted Equity goal, NEP

Purpose and Goals

Shared Steering Committee and Advisory Teams Purpose and Commitments:

- Commit to ongoing Anti Racist and Equity focused learning, listening, and training
- Establish and Support Equity and Anti-Racist goals, expectations, systems, and practices
- Build our capacity to be anti-racist educators
- Empower voices of our diverse community
- Participate in and facilitate courageous conversations

Mountain View Los Altos High School District believes equity to be a guiding principle of our work.

- Board goals for academic achievement
- Resolution denouncing racism and supporting equity
- LAHS Equity Goal: “Establish and uphold material resources, teaching practices, and institutional systems to ensure an EQUITABLE experience for all students”
- MVHS Equity Goal: “Value an equitable and collaborative learning environment in which students and staff respect the diversity of our society. Continue to narrow the opportunity and expectation gap for critical learners including: EL, Special Ed and Latino students”
- AVHS Equity goals: “Provide a rigorous learning environment that is safe, caring and flexible and Instruct and guide students who have unique needs.” 144

Membership and Expectations

Steering Committee Membership:

- Classified, certificated, and district office staff members who are highly committed equity work and who are able to commit the time necessary to participate
- Represent the diversity of our District

Steering Committee Responsibilities: 3 year commit.

- Attend up to 2 meetings per month, 2 hours each + training
- Complete tasks as needed between meetings
- Develop and honor the mission of the Steering Committee
- Support the work and wisdom of the Advisory Teams
- Attend Advisory Team meetings as needed as a silent participator

Advisory Team Facilitators:

- Facilitate 1 meeting per month + training
- Schedule planning meetings and create agendas
- Delegate tasks, gather Team feedback, and advise the Steering Committee

Advisory Team organization and membership:

- Localized task forces which focus on specific equity work
- Existing groups (Leadership, Innovation Teams, ASB Cabinet, AVID, etc.) and new groups

2021-22

- Continued Courageous Conversations anti-racist learning
- Continued commitment to institutionalize MVLA
- proactive site based anti-racist systems
- 8 Steering Committee Meetings:
 - Selected focus on Engagement as a solution to discipline
 - 20-30 participants at each meeting
 - Two trainings with Courageous Conversations
 - Full and small group planning meetings to support:
 - Restorative justice
 - Community building and engagement in classrooms
- Initial Advisory meetings:
 - LAHS continued equity focused innovation teams
 - MVHS student advisory team meetings and surveys

Roadmap


2022-21: Forming, commitment, and learning

2021-22: Engagement and learning: Focus: student engagement

2022-23: Institutionalizing, Community, and learning focus: staff community.

2022-23:

- Complete learning contract with Courageous Conversations
- Address Steering committee goal of diverse, inclusive, and equitable staff community with a focus on anti racist hiring and retention practices
- Support Engagement Practices discussed in 21-22:
 - site based restorative justice/engagement systems
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- Support site based Equity focused professional learning



We have to move people to see that other children making it means their child is making it... And if somebody's child is not making it, it means their child is not making it. That's a hard turn that is required for people to see that equity is in all of (our) interests.

- "This is Equity" October 18, 2021



Mountain View - Los Altos High School District
1299 Bryant Avenue Mountain View, CA 94040
(650) 960-4650

Description

The Mountain View Los Altos High School (MVLA UHSD) district is proud to establish the Family Partnership Council (FPC). The FPC is being established as part of the district's goal to strengthen and facilitate communication, feedback, and collaboration between our families and MVLAHSD.

The purpose of the FPC is to provide an opportunity for parents/families and district staff to:

- build capacity for staff and family engagement in student learning
- listen and learn from one another in a spirit of open-mindedness and respect,
- examine issues from multiple perspectives and engage in collaborative discussions on issues impacting student learning,
- co-create an ongoing feedback loop within the community of stakeholders,
- work together to promote equity for all students in the district,
- develop stronger connections, continuity, and communication throughout the community
- establish a consistent process for parental engagement in district-wide initiatives with the explicit intent of improving learning outcomes for all students in the district.

The FPC will consist of:

- Presidents (or president's designee) from elected bodies from across the district,
- District administration
- Site administration
- CSEA & DTA presidents
- Members at Large appointed by the Superintendent from the community
- Board of Trustees representatives
- Teachers & Staff Members (IST member, WASC Coordinators, ELD Department Coordinators, CCEIS cohort teachers, Bilingual Community Liaisons) designated by site administration

Groups Invited to Participate include: *(Application not required, appropriate parents will receive an invitation to participate from the Superintendent)*

- Site English Language Advisory Council ((ELAC) presidents or designees
- MVHS & LAHS presidents (or designees) of parent groups for underrepresented/CCEIS focus populations
- MVLA SpEd Advisory
- MVHS & LAHS Parent Teacher Student Association presidents (or designee)
- MVLA Foundation President
- MVLA Foundation Executive Director
- MVHS & LAHS Athletic and Music Boosters
- AVHS Parent Group Rep
- Student Leaders

Process & Timeline

1. The process and timeline established in this document reflect the policy of the Mountain View Los Altos High School District (MVLAHSD) regarding the appointment of Members at Large for the Family Partnership Council (FPC) as of November 1, 2021. The establishment of these procedures ensures that well-qualified, responsible, and willing candidates are given the opportunity to participate.
2. Announcement of vacancy; call for applications: November 9 - November 30, 2021.*

3. Persons wishing to be considered for appointment to the FPC will submit to the superintendent's office via the Informed K-12 online application for review **no later than Tuesday, December 14, 2021, at 11:59 pm**. Application materials are available online **here**. Applications received after the date will be reviewed on an as-needed basis.
4. The MVLAHSD administration will review all applications received by the submission deadline. The district administration will begin reviewing all applications on **December 15, 2021**. Notifications will be sent to all applicants with appointment results on or before **January 7, 2022**.
5. Inasmuch as the qualifications for membership of each individual applicant may differ, it is the policy of MVLAHSD to evaluate each applicant on an objective basis, utilizing the following criteria:

Candidates will be ranked with 1 being the lowest priority and 5 being the highest priority on the following criteria:

- o The degree to which their presence helps create *targeted demographic balance* on the council and represents a diversity of perspectives and experiences within the MVLAHSD community.
- o Demonstrated leadership or commitment to the *MVLAUSD school district*
- o Demonstrated leadership or commitment to the *broader MVLA community*
- o *Skills, attributes, or resources that enhance the effectiveness and collaborative nature* of the council's work.

*In a full school year, vacancies will be announced on an as-needed basis or upon the anticipated expiration of the incumbent term in July. The timeline for filling vacancies shall be:

- a. Member At Large vacancies announced May 1.
- b. Call for applications May 1 - May 31.
- c. Application review through June 30.
- d. Announcement of new appointees/reappointments July 1.

Expectations for Members

Members of the FPC will be expected to remain in *good standing* by adhering to the following:

- Attend all meetings as scheduled, or provide a designee in advance
- Represent the broad interests of their constituents and seek understanding of a variety of perspectives and interests rather than representing positions or singular interests on issues.
- Communicate and gather feedback from their respective stakeholders about the council's work and district initiatives in accordance with committee agreements/talking points in a timely manner.
- Promote constructive, innovative, solution-based improvement strategies and attitudes focused on student learning outcomes.
- Understand that participation in the Family Partnership Council is voluntary, and is also a privilege; members also serve at the discretion of the superintendent.

Terms of members at large appointments shall be for three years, July 1 - June 30, with the exception of the 2021-2022 school year which will be considered a partial year. Members at Large appointed during this school year will be allowed to extend the term limits to two full terms plus this partial term.

MVHS Leadership

Committee Description:

Our Leadership Committee consists of Department Coordinators, Administrators, Classified Staff, and the IST Team.

Committee purpose :

Our purpose is to align our WASC goals with our current practices and shared vision. We are striving to use our strengths to develop our areas of growth.

Committee Goals:

Our goals are to reflect on our practices using the frame and shared values of our WASC goals to inform our systems and practices.

Committee Members:

Assistant Principal-Facilitator, Support Staff-Scribe, Department Coordinators, Administration, and Support Staff-Members to collaborate on achieving goals.

The expectation of members:

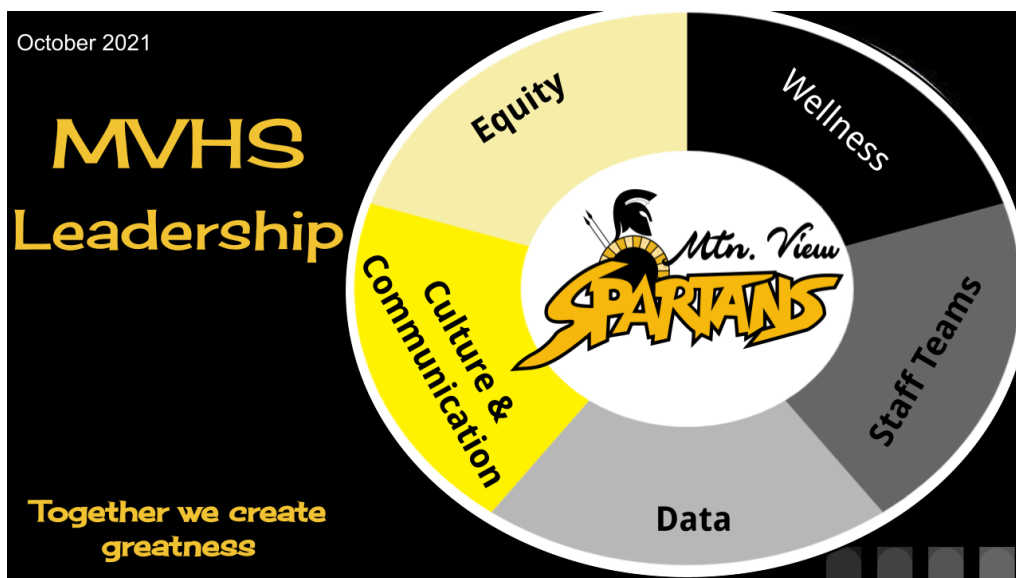
Attend weekly meetings, share accomplishments and challenges, participate in a shared decision making process, and communicate information to Departements and Course Teams.

Committee Meeting Frequency:

Weekly meetings

Committee accomplishments:

Supported Professional Learning opportunities in September and October, worked continuously to support student's physical return to school, adjusting to the new bell schedule, supporting staff teams as we adjust to return to school, and collaborating with Departments and Course Teams to support students wellness and achievement.



Los Altos High School Leadership Team

Organization and Process

Established: 2001

Revised: December 17, 2019

Purpose of the Leadership Team

- The team will provide a forum for the discussion and resolution of any issues important to the staff. The guiding principles for these discussions and decisions will be the published school vision and the goals and objectives of the Los Altos High School staff as expressed in the WASC Self Study and Action Plan. The ultimate goal of the team is to lead and facilitate the implementation of school-wide improvement in every aspect of our program.
- These discussions can include, but need not be limited to, curriculum, instruction, facilities, schedules, staffing, and budget.
- Assessment of current and proposed programs, as well as the review of school-wide assessment data will be part of the annual agenda.
- This group's responsibility is to solicit and consider input from the entire staff. It will also consider input from students, parents and the broader community via their administrative representatives.

Decision-making Authority

The Leadership Team has been empowered by the staff and administration to make final decisions on issues brought before it through the agenda process described below. It is understood that the Principal reserves veto power over decisions that run counter to State Education Code, the Negotiated Agreement, budget constraints and/or impact on the greater community. It is further understood, however, that through the process of discussion, it is unlikely that votes will be taken that lead to a veto. We will clarify the decision-making process prior to discussing any potential decisions.

The Site administration will make daily decisions, as necessary, in order to administer the school site. The Leadership team has no interest in “micromanaging” the Site.

Membership of the Leadership Team

There is a maximum of 28 members of the Leadership Team as follows:

- Representatives from all 12 departments. (Social Studies, Science, Math, English, World Language, P.E., Counseling, AVID, Special Education, Performing Arts, Visual Arts, TED)
- WASC Coordinator
- Leadership Team Co-Chair (If necessary to complete the rest of their 3-year term.)
- Athletic Director
- 6 At-Large Certificated Elected Members
- 1 At-Large Classified Elected Member
- 1 At-Large Non-Certificated Elected Member

- All Administrators

Meeting Process

- Meetings are open to all staff members.
- Roberts’s Rules of Order will be followed when decisions are being made.
- A chairperson elected by the team for a three-year term will chair the meetings. In addition to co-chairing the meetings, the chair will create the agenda, in collaboration with the Principal, for Leadership/Coordinator team meetings.
- A team-member, on a rotating basis, will take minutes for the meetings. Minutes will record all agenda items discussed, all motions made, all amendments to motions and the result of all votes. Minutes will be distributed to all staff via email and uploaded to the Eagle Drive.
- Meetings will be held monthly on Thursday afternoons during 7th period, according to a schedule published before the first day of school. The Principal and the Chair can change meeting dates and times, when necessary, with a four school day notice to the entire staff.
- Any additional meetings will be held during 7th period. There will be an annual retreat in August/September.
- The Chair and the Principal will create an agenda and facilitate meetings in a manner that addresses and resolves issues in a thoughtful, democratic and efficient manner. Ideally, the proportion of meeting time dedicated to “nuts and bolts” issues, which can be efficiently resolved, will be less than 25%. The remaining meeting time will be used to efficiently address the ongoing process of school improvement.

Voting Procedures

- Each At-Large member of the leadership team has one vote, and should vote in accordance with their understanding of the interest of the staff and school as a whole. Each Department Coordinator has one vote, except for two staff members sharing the coordinator duties, who will vote together. Department coordinators should vote according to the views of their department.
- A quorum for decision-making will be reached when 2/3rd of the members of the team are present for a vote. Quorum is 19.
- The agenda will indicate which items will be “decision-making” items and lead to a vote. The agenda will also indicate which items will be decided by a majority vote of the members present, a super-majority vote of the members present, (a super-majority is 2/3 of the members present) or when the final vote on an item should be taken to the staff as a whole.
- The first item addressed at the meeting will be approval of the agenda. Any changes to the agenda, including agenda items or voting requirements, must be approved by a majority vote of the members present.
- Votes of the leadership team will be taken by hand count. Any member may call for a roll-call vote, in which case the notetaker will record the result of the roll call vote.
- Agenda items taken to the whole staff for a vote will proceed as follows:
 - Votes will be recorded by anonymous digital means.
 - Votes will be taken for two consecutive days, 7:30 am-4:00 pm.

Amendment

The Leadership Team Organization and Process may be amended by a vote of a majority of the staff. Proposals to amend this document may be developed and presented to a staff vote either by:

- 1) the Leadership Team itself, after a majority vote of the Leadership Team in support of the amendment
- 2) by any staff member, after completing a petition signed by more than fifteen staff members.

Any amendments to this document will take effect after the next election of new Leadership Team members.

Election of Staff Representatives

- Elected team members serve for two years and then must stand for reelection.
- In the event that an elected Leadership Team position is vacated, a new member will be selected in the following manner: The nominee receiving the next greatest number of votes in the previous Leadership Team election becomes a member of the Leadership Team for the next Leadership Team meeting.

Professional Learning Planning Committee Update

Title of your committee:

Professional Learning Planning Committee.

Committee Description:

The MVLA PL Planning Committee is responsible for supporting professional learning for our district. This committee supports long-term and short-term planning, implementation and monitoring of professional Learning.

Committee purpose :

- Support the development of professional learning that is aligned with our WASC and LCAP goals.
- Implement and monitor our goals/professional development and make adjustments when and where needed.
- Listen and learn from staff and students to gain stronger advocacy of needs.
- Support course teams in their collaboration and needs.
- Create trainings and workshops on professional learning needs.
- Vet organizations when outside vendors may support professional learning needs.
- Work together to promote equity for all students in the district.

Committee accomplishments for the year 2021 - 2022:

- Using data solidified and communicated our professional learning pillars (Culturally Responsive Teaching, Equitable Grading, Discipline Specific literacy)
- Supported planning, communication, and resources for all professional learning.
- Create a district-wide collaborative to support professional learning
- Began differentiating professional learning for all staff (not just teachers)

Committee goals for the year 2022 - 2023:

- Providing professional learning opportunities for all staff
- Continue to provide professional learning to grow and strengthen under our PL pillars (Culturally Responsive Teaching, Equitable Grading, Discipline Specific literacy)
- Create a 3-year goal plan that communicate our objectives and how we will measure and monitor progress

Any other helpful updates/information (ie what data you use, changes you made for this year and why, etc.):

We use data from board indicators, datazone, CCEIS, LCAP metric, WASC metric, PL surveys and classroom data to help guide our work.

Professional Learning Planning Committee

Description

The MVLA PL Planning Committee is responsible for supporting professional learning for our district. This committee supports long-term and short-term planning, implementation and monitoring of professional learning.

Purpose

The purpose of the PL PLanning Committee is to:

- Support the development of professional learning that is aligned with our WASC and LCAP goals.
- Implement and monitor our goals/professional development and make adjustments when and where needed.
- Listen and learn from staff and students to gain stronger advocacy of needs.
- Support course teams in their collaboration and needs.
- Create trainings and workshops on professional learning needs.
- Vet organizations when outside vendors may support professional learning needs.
- Work together to promote equity for all students in the district.

Composition of Committee:

- Associate Superintendent of Ed Services
- Student Services Director
- Wellness Coordinator
- District Director of IT.
- Instructional Support Teachers
- One Site Admin representative from each site (+one from AVHS if desired)
- WASC Coordinators
- Two - Four teachers from each site (+one from AVHS if desired)

Expectations for Members

Members of the PL Planning committee are expected to:

- Attend all meetings as scheduled, or provide a designee in advance
- Represent the broad interests of their constituents and seek understanding of a variety of perspectives and interests rather than representing positions or singular interests on issues.
- Communicate and gather feedback from their respective stakeholders about the committee's work and professional learning plans and/or findings..
- Tend to tasks needed in between committee meetings in order to support the effectiveness and efficacy of the committee's work.
- Understand that equity and support success is the crux of our work and decision-making..

Meeting calendar:

Meetings will be conducted in person and on zoom. Committee meets about once every 5 weeks. Meetings occur approximately two hours in length. The time the meetings varis, pending members availability..

Draft Multi-Year Professional Learning Plan:

- The outcome of this multi-year plan is ongoing learning and development of professional practices centered on four interconnected pillars to promote equity. In no particular order, the pillars are:
 - Grading and assessment
 - Social emotional learning
 - Literacy and numeracy
 - Inclusive classrooms
- Promoting equitable practices increases the likelihood that each MVLA student receives what they need to develop to their full academic and social potential.
- We are to some extent already working on all four pillars, and to some extent we work on them simultaneously.
- The order in which any pillar is addressed is less critical than that the learning is sustained over time, and that the learning results in changes at the classroom and curricular level.
- At times one pillar may be a district area of emphasis, during which all district staff will participate in the same professional learning experiences.
- For the most part however, decision making about which pillar(s) professional learning will focus on will be made at the site, department, and/or course team level, guided by WASC plans and site administrators.
- The district role in this differentiated learning will be to provide needed resources (time, facilitators, trainers/trainings, self-assessment rubrics, etc.) and to work with sites to monitor implementation and outcomes.
- The other district role is to provide district-wide equity training (implicit bias, racial equity, etc).

Superintendent's Climate Action Advisory Committee

In response to the board resolution 20-40, in Spring of 2022 the superintendent established the Climate Action Advisory Committee.

The activities of the Committee shall be to research and to analyze sustainability actions to identify those worth recommending to the Superintendent and the Board for implementation, such activities and actions to include:

1. The activity of reviewing current and future facilities, operations and projects to assess their environmental impacts;
2. The activity of performing cost-benefit analyses that take “soft” costs and benefits into account in establish realistic targets for reducing the District’s greenhouse gas emissions;
3. The action of incorporating environmental education, including climate literacy and environmental justice, into multiple departments’ curricula, to develop further the skills needed to distinguish climate facts from climate fictions, and intellectually honest reasoning about climate change from sophistry;
4. The action of engaging with local, state and federal representatives to advocate non-partisan, scientifically well founded, minimally disruptive climate policies that protect current and future students;
5. The activity of investigating
 - a. less-polluting engines for district vehicles and landscape equipment,
 - b. the risks of depositing district funds in banks invested in the fossil fuel industry,
 - c. public and sustainable transportation,
 - d. reduction of single-use plastics,
 - e. reduction of water usage according to indoor and outdoor water audits from the Santa Clara Valley Water District,
 - f. waste sorting systems on campuses; and
 - g. Other activities or actions that the Superintendent or Board has assigned to the Committee or approved for it.

District Wellness Advisory Committee Committee Update

Title of your committee: District Wellness Advisory Committee

Committee Description: Members include representatives from the Board of Trustees, District Administration, Site Administration, Teaching Staff, Therapeutic Team, and Classified Staff. Expectations include a once every other month meetings to provide feedback.

Committee purpose : The vision of this committee is to create a small collection of representative stakeholders in the district whose purpose is to provide feedback on a myriad of wellness initiatives and issues as they arise.

Committee accomplishments for the year 2021 - 2022

- Input on visioning for Wellness Centers
- Feedback on Wellness Services
- Feedback on SEL Curriculum and the Inclusive Classroom
- Explored the Pros and Cons of Limiting AP courses
- Explored how Homework affects wellness

Committee goals for the year 2022 - 2023

- Wellness Centers (visioning and infrastructure)
- Inclusion Strategies and Emotional Safety for our Newcomer Students
- Continuing to explore how to implement preventative skills
- Exploring a Universal Screener and a district Wellness Survey

Any other helpful updates/information (ie what data you use, changes you made for this year and why, etc.): We added the District wellness Collaborative to increase community, parent, and student voice and participation in our Wellness initiatives.

Wellness Advisory Committee

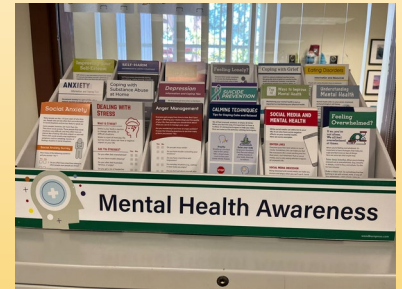
The vision of this committee is to create a small collection of representative stakeholders in the district whose purpose is to provide feedback on a myriad of wellness initiatives and issues as they arise.

Members include representatives from the Board of Trustees, District Administration, Site Administration, Teaching Staff, Therapeutic Team, and Classified Staff.

Expectations: Once every other month meetings to provide feedback

Current Initiatives:

- Wellness Centers (visioning and infrastructure)
- Inclusion Strategies and Emotional Safety for our Newcomer Students
- Continuing to explore how to implement preventative skills
- Exploring a Universal Screener and a district Wellness Survey



Wellness Advisory Committee

Previous Accomplishments:

- Input on visioning for [Wellness Centers](#)
- Feedback on [Wellness Services](#)
- Feedback on SEL Curriculum and the [Inclusive Classroom](#)
- Explored the [Pros and Cons of Limiting AP courses](#)
- Explored how [Homework](#) affects wellness



Wellness and Course Selection Video



Los Altos High School
This form is to help students select their courses and calculate how they utilize their time each week. There is a total of 168 hours per week.

Students typically spend 36 hours in classes per week
LAHS College Prep courses have an average of 2-3 hours of homework per week.
AP and Honors Courses have an average of 4-5 hours of homework per week.

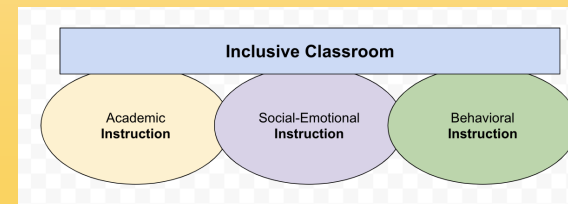
	Current course	Fall 2021 Grade	Proposed Course (22-23)	Anticipated Hours of Homework per week
English				
Social Studies				
Math				
Science				
World Language				
Elective				
Elective				
Total Anticipated Homework				

Extra-Curricular Activities	Average Hours per Week
Paid Job	
Hobbies	
Community Service/Volunteer	
Sports	
Music/Performances	
Other	
Total Extra-Curricular Hours	

Daily Living Activities	Average Hours per Week
Sleep (7 days x 9 hours)	
Necessities	
Family Time	
Free Time (Friends, TV, video games)	
Other	
Total Daily Living Hours	

Total Hours	
School Hours =	
Extra-Curricular Hours =	
Daily Living Hours =	
Total Hours =	

168
Your total cannot exceed 168 hours.



District Wellness Collaborative Committee Committee Update

Title of your committee: District Wellness Collaborative

Committee Description: Members are everyone who wishes to attend (staff, student leaders, parents, community members, etc.). Sample of some of the organizations that attended and presented at the collaborative in the past: MVLA Foundation; The Parent Education Series; PTSA MVHS & LAHS; LAHS Wellness Innovation Team; Clinical Services; Positive Psychology; MVHS Ambassadors; MVHS ASB; LAHS ASB; SCL Leadership Class; AVHS; and various staff members from all sites. Expectations include once every other month meetings to share best practices.

Committee purpose : The vision of this group is to create a network of educational partners to strengthen district-wide collaboration by creating space to network and share best practices across the district and to provide feedback on various wellness initiatives.

Committee accomplishments for the year 2021 - 2022: This committee did not meet last year.

- Previous Accomplishments include successful collaboration in 2020-21 (MVLA Wellness Collaborative - March 31st, 2021) and earlier this year (MVLA Wellness Collaborative - September 28th, 2022)

Committee goals for the year 2022 - 2023

- Continuing to engage more of our educational partners in our Wellness initiatives
- Foster greater collaboration across the district

Any other helpful updates/information (ie what data you use, changes you made for this year and why, etc.): Last year, we focused more on the Wellness Advisory Committee which met once a month in a n effort to move initiatives forward; however, this year our focus has shifted to prioritizing increasing community, parent, and student voice and participation in our Wellness initiatives.

District Wellness Collaborative

The vision of this group is to create a network of educational partners to strengthen district-wide collaboration by creating space to network and share best practices across the district and to provide feedback on various wellness initiatives.

Members are everyone who wishes to attend (staff, student leaders, parents, community members, etc.)

Sample of some of the organizations that attended and presented at the collaborative in the past: MVLA Foundation; The Parent Education Series; PTSA MVHS & LAHS; LAHS Wellness Innovation Team; Clinical Services; Positive Psychology; MVHS Ambassadors; MVHS ASB; LAHS ASB; SCL Leadership Class; AVHS; and various staff members from all sites.

Expectations: Once every other month meetings to share best practices



District Wellness Collaborative

Previous Accomplishments:

Successful Collaboration

- [MVLA Wellness Collaborative - September 28th, 2022](#)
- [MVLA Wellness Collaborative - March 31st, 2021](#)

MVHS ASB

Campus Activities, Spirit Days, and Community Building Events



MONDAY CLASS COLOBS
TUESDAY JERSEYS
WEDNESDAY ATHLETES NEED THEIR SLEEP
THURSDAY VIKING'S MALLO
FRIDAY SPARTAN SPIRIT

OLYMPICS AUGUST 15-19 SPIRIT WEEK



Thank you to the MVLA High School Foundation!

3,500 CHROMEBOOKS
230 WiFi HOTSPOTS
10.2% INCREASE MVLA GRANT

4,296 STUDENTS SUPPORTED
2,950+ SPEAKER SERIES VIEWS

5 DAYS A WEEK TUTORING
200+ COLLEGE VISITS

38 STATES 11 COUNTRIES

YOUR DONATIONS AT WORK

Innovative Learning Grants

- ❖ Focused on Learning Loss and Social-Emotional Learning
- ❖ Staff and Sponsored Student Groups can apply!

MVLA Foundation Innovative Learning Grants

Apply Now!
 Phase 1 & 2: April 30th
 Phase 2: Sept 30th

LAHS Staff Wellness Innovation Team

STOP AWAY FROM THE SCREEN CHALLENGE AWARDS

1276 MILES FOR A COLLEGE TOTAL OF 715 DAYS

LOS ALTOS STAFF HIKE TUESDAY, APRIL 12 10:00AM RANCHO SAN ANTONIO PRESERVE

Come hike with your colleagues in beautiful Rancho San Antonio. "Easy" 4.5 mile loop will allow for conversation with new and old friends.

WINNERS: MICHAEL ZARBA, ELLEN GARDNER

Other Information:
 Transcripts Questions? Contact the Registrar, Tanya Buegers
 Need a work permit? Contact the principal, David Garcia
 College or Career questions? Contact the College/Career Center Staff, Laura Duran or Angela Lopez
 Need health services? Contact the Health Services Center for more information.

LOS ALTOS HIGH SCHOOL CONNECT

2022-2023

stay informed & in contact

2022-2023 LAHS Bell Schedules			
Monday Schedule A All Periods Period 1: 8:40-9:25am Period 2: 9:32-10:22am Brunch: 10:22-10:32am Period 3: 10:39-11:24am Period 4: 11:31-12:16pm Lunch: 12:16-1:01pm Period 5: 1:08-1:53pm Period 6: 2:00-2:45pm Period 7: 2:52-3:37pm	Tue & Thurs Schedule B 1-3-7 Period 1: 8:40-10:10am ACT: 10:10-11:00 Brunch: 10:10-10:20am Period 3: 10:27-11:52am Lunch: 11:52-12:37pm Period 5: 12:44-2:09pm Period 7: 2:16-3:41pm	Wed & Fri Schedule C 2-4-6 Period 2: 8:40-10:10am ACT: 10:10-11:00 Period 4: 11:17-12:42pm Lunch: 12:42-1:27pm Period 6: 1:34-2:59pm	Rally Schedule Schedule G All Periods Period 1: 8:40-9:20am RALLY: 9:27-10:07am Period 3: 10:07-10:47am Period 5: 10:47-10:57am Period 7: 11:04-11:44am Period 9: 11:44-12:31pm Period 1: 1:23-2:03pm Period 3: 2:10-2:50pm

Make ACT Appointment

ACT Calendar

Web Store

Sports Calendar

Clubs on Campus

School Calendar

Need Help? Necesitas ayuda?

Follow LAHS on Instagram

[@losaltos2023](#) [@losaltos2023](#)
[@lhasclassof2024](#) [@lhasclassof2024](#)
[@lhasclassof2025](#) [@lhasclassof2025](#)
[@lhasclassof2026](#) [@lhasclassof2026](#)

Hours

MAIN OFFICE & COUNSELING: 7:55AM-4PM

FINANCE OFFICE: BEFORE/AFTER SCHOOL, BRUNCH, LUNCH

TUTORIAL CENTER:
 M-TH 8:30-12:30PM | FRI 7:30-4PM
 CLOSED W/TH 1:30-2:00PM, W/TH 12:15-12:45PM
LIBRARY:
 M-TH 7AM-5PM | FRI 7AM-3:00PM

Counselor & Administrator Assignments

CLASS OF 2023 - 10 th GRADE	CLASS OF 2023 - 11 th GRADE	CLASS OF 2023 - 12 th GRADE
A. Coia: Adviser	A. Coia: Adviser	A. Coia: Adviser
Carla: Partner	Carla: Partner	Carla: Partner
Chen: Ga	Chen: Ga	Chen: Ga
Clay: La	Clay: La	Clay: La
Lee: Ma	Lee: Ma	Lee: Ma
Wise: Mo-Sr	Wise: Mo-Sr	Wise: Mo-Sr
Wu: Jr	Wu: Jr	Wu: Jr
Academy (as assigned): Latin	Academy (as assigned): Latin	Academy (as assigned): Latin

Other Information

Last Name A-E	Last Name L-R
Fabian Morales Medina	Kristin Castillo
Clayton Lee, Administrative Assistant	Isabelle Segura, Administrative Assistant
Last Name F-I	Last Name S-Z
Galen Rosenberg	Nicolle Beharour
Georgia Davis, Administrative Assistant	Isabelle Segura, Administrative Assistant