

# Los Altos High School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Los Altos High School is a comprehensive public school situated in the heart of Silicon Valley and currently serves approximately 2,138 students (CBEDS Oct 2021). Our attendance boundaries include residential, light industry, high technology and retail districts of the cities of Mountain View, Los Altos, Los Altos Hills and a small section of Palo Alto. We are fortunate to be a Basic Aid District, and our local property tax base still exceeds the State revenue limit.

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

In our last WASC process we revised our Vision to:

We value a healthy, equitable learning environment in which students and staff support one another.

We are committed to the application of 21st Century skills and knowledge in the classroom and beyond.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	539
Grade 10	550
Grade 11	551
Grade 12	569
Total Enrollment	2,209

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	27.5
Black or African American	1
Filipino	1.1
Hispanic or Latino	27.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.3
White	36.1
English Learners	3
Foster Youth	0
Homeless	0.7
Socioeconomically Disadvantaged	17.2
Students with Disabilities	9.8

## A. Conditions of Learning

### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent		0
Mathematics	Excellent		0
Science	Excellent		0
History-Social Science	Excellent		0
Foreign Language	Excellent		0
Health	Excellent		0
Visual and Performing Arts	Excellent		0
Science Laboratory Equipment (grades 9-12)	Excellent		0

## School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

November 2020

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

**Overall Facility Rate**

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	545	391	71.74	28.26	83.33
<b>Female</b>	272	200	73.53	26.47	85.93
<b>Male</b>	272	190	69.85	30.15	80.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	145	123	84.83	15.17	90.24
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	151	97	64.24	35.76	62.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	38	28	73.68	26.32	92.86
<b>White</b>	201	135	67.16	32.84	88.89
<b>English Learners</b>	13	7	53.85	46.15	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	16	13	81.25	18.75	69.23
<b>Socioeconomically Disadvantaged</b>	85	55	64.71	35.29	61.82
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	28	48.28	51.72	42.86

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	545	409	75.05	24.95	74.02
<b>Female</b>	272	209	76.84	23.16	73.68
<b>Male</b>	272	200	73.53	26.47	74.37
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	145	123	84.83	15.17	95.08
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	151	104	68.87	31.13	39.42
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	38	32	84.21	15.79	84.38
<b>White</b>	201	142	70.65	29.35	80.99
<b>English Learners</b>	13	7	53.85	46.15	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	16	14	87.50	12.50	64.29
<b>Socioeconomically Disadvantaged</b>	85	62	72.94	27.06	36.07
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	30	51.72	48.28	23.33

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	552	NT	NT	NT	NT
<b>Female</b>	274	NT	NT	NT	NT
<b>Male</b>	277	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	147	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	137	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	42	NT	NT	NT	NT
<b>White</b>	210	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	12	NT	NT	NT	NT
<b>Military</b>	37	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	78	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

As a district, we offer two Engineering (STEAM) Academies, a Hospitality Program, and an Academy of Communication, Arts, and Technology (Freestyle). We continue to offer a high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards. The following CTE program sequences are offered: Engineering Technology (I & II), Robotics (I & II), Culinary Arts (I & II), Digital Media (I & II), Design (I & II), Film Production (I & II), and Animation (I & II). Members of our CTE advisory committees are actively involved in working with students on career plans and serve as guest speakers in classes on a fairly regular basis, as well as advising our staff on curricular issues as well as what type of machinery and equipment to buy to simulate real industry experiences for our students. Our advisory council consists of representatives from all of our offered CTE industries related to our pathways. Industry Advisory members represent regional and local companies such as Google, Adobe, NVIDIA, and The Computer History Museum among others. The district also partners with Earn & Learn, a Bay Area company that specializes in connecting schools to Work-Based-Learning (WBL) opportunities in the community.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	352
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	67.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	77.8

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	92.08
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	75

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

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

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

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

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

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

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	3.3	97.6	2.1	6.5	52.9	6.4	9.0	8.9	9.4
Graduation Rate	96.2	0.7	97.5	92.1	43.0	92.5	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	562	548	97.5
<b>Female</b>	279	273	97.8
<b>Male</b>	282	274	97.2
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	148	144	97.3
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	138	135	97.8
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	43	42	97.7
<b>White</b>	217	211	97.2
<b>English Learners</b>	15	15	100.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	130	125	96.2
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	55	49	89.1

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2265	2229	59	2.6
Female	1133	1112	24	2.2
Male	1129	1114	34	3.1
American Indian or Alaska Native	4	3	0	0.0
Asian	617	611	2	0.3
Black or African American	22	22	1	4.5
Filipino	24	24	0	0.0
Hispanic or Latino	633	619	33	5.3
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	144	142	4	2.8
White	815	802	18	2.2
English Learners	79	75	7	9.3
Foster Youth	1	1	0	0.0
Homeless	16	16	2	12.5
Socioeconomically Disadvantaged	409	402	30	7.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	238	228	26	11.4

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.28	0.04	2.45	0.06	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.91	1.11	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.04	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.09	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.12	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.42	0.00



## 2021-22 School Safety Plan

Maintaining a climate that is conducive to academic excellence as well as positive engagement and well-being are our highest priorities. The district supports this effort through rigorous follow-through on school safety and disciplinary matters. Well-planned and resourced procedures and materials for physical and emotional safety ensure that students can safely attend their classes and participate in school activities. Early interventions, including counseling and other school and community based support services, as well as the work done by our Student Conduct Liaisons, support effective response to disciplinary issues. Administrators work collaboratively with staff to develop and enforce clear behavioral expectations and act on infractions in a fair and consistent manner. The School Safety plan has been reviewed and updated by the School Site Council in March of 2020-21 based on current data and stakeholder input.

GOAL #1 Improve traffic flow and signage in “pass through” to one drop off lane to speed flow and minimize bike/pedestrian interaction with cars. Add permanent signage related to traffic flow.

GOAL #2 Communicate and enforce no bike riding/skateboarding on campus.

GOAL #3 Increase student and staff access to and visibility of safety resources and programs.

GOAL #4 Increase cleanliness and appearance of all student restrooms on campus.

GOAL #5 Increase student and staff perception of quality of life issues through improved communication

The Site Council is in the process of developing goals for the 2021-22 School Safety Plan, to submit to the Board in March of 2022.

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

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	58	49	4
Mathematics	23	39	56	2
Science	27	7	66	4
Social Science	24	30	65	3

## 2019-20 Secondary Average Class Size and Class Size Distribution

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

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

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

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

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	334.7

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.4

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$21,324	\$2,895	\$12,028	\$136,511
<b>District</b>	N/A	N/A	\$15,722	\$139,132
<b>Percent Difference - School Site and District</b>	N/A	N/A	-26.6	-1.9
<b>State</b>			\$8,444	\$92,222
<b>Percent Difference - School Site and State</b>	N/A	N/A	35.0	38.7

## 2020-21 Types of Services Funded

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

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

This group also provides parent education around issues of wellness and mental health. This year they brought the Angst video to our campus and provided a panel Q & A afterwards to address concerns and questions.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$84,476	\$54,687
<b>Mid-Range Teacher Salary</b>	\$134,422	\$92,222
<b>Highest Teacher Salary</b>	\$159,627	\$114,208
<b>Average Principal Salary (Elementary)</b>	\$0	\$143,647
<b>Average Principal Salary (Middle)</b>	\$0	\$145,785
<b>Average Principal Salary (High)</b>	\$220,394	\$162,322
<b>Superintendent Salary</b>	\$302,500	\$258,950
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	51.7
--	------

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

Subject	Number of AP Courses Offered
<b>Computer Science</b>	4
<b>English</b>	6
<b>Fine and Performing Arts</b>	3
<b>Foreign Language</b>	8
<b>Mathematics</b>	15
<b>Science</b>	29
<b>Social Science</b>	28
<b>Total AP Courses Offered</b>	93

## Professional Development

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

For the 2018-19 school year, we focused on our WASC Action Plan and completing our WASC report. Our WASC visit was in March 2019. This year we have continued to work on our culture and climate. We did a district-wide Digital Culture activity in November and in January we had Challenge Day for all 9th Graders and a Challenge Day Assembly for 10th, 11th and 12th graders. Our continued focus on student and staff well-being is a major focus of our WASC Action Plan.

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

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

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

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

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

Through the use of school-wide, department, course and individual student performance and survey data, our District, site administration, Leadership Team and staff development innovation team develop strategies to improve and align instruction to the California State Standards and improve student achievement. An additional focus is the use of classroom-based data by Course Teams and Departments to improve instruction and student achievement. Course teams choose an annual focus and use classroom-based data to identify areas for growth and determine best practices to achieve those goals. Recent areas of focus include summative assessments and homework policies.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	7

# Mountain View-Los Altos Union High School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

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

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1156	671	58.04	41.96	85.67
<b>Female</b>	560	330	58.93	41.07	87.84
<b>Male</b>	593	340	57.34	42.66	83.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	272	199	73.16	26.84	91.96
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	16	11	68.75	31.25	90.91
<b>Hispanic or Latino</b>	316	139	43.99	56.01	64.49
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	111	74	66.67	33.33	94.59
<b>White</b>	427	236	55.27	44.73	89.41
<b>English Learners</b>	56	11	19.64	80.36	27.27
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	4	22.22	77.78	--
<b>Military</b>	57	30	52.63	47.37	83.33
<b>Socioeconomically Disadvantaged</b>	172	79	45.93	54.07	63.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	118	39	33.05	66.95	46.15

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1156	716	61.94	38.06	77.48
<b>Female</b>	560	351	62.68	37.32	76.64
<b>Male</b>	593	363	61.21	38.79	78.45
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	272	204	75.00	25.00	93.60
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	16	11	68.75	31.25	72.73
<b>Hispanic or Latino</b>	316	150	47.47	52.53	42.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	111	79	71.17	28.83	84.81
<b>White</b>	427	260	60.89		85.00
<b>English Learners</b>	56	10	17.86	82.14	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	4	22.22	77.78	--
<b>Military</b>	57	33	57.89	42.11	78.79
<b>Socioeconomically Disadvantaged</b>	172	87	50.58	49.42	37.21
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	118	42	35.59	64.41	28.57

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.