

# Los Altos High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

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

#### 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.

## About This School

### School Contact Information (School Year 2019-20)

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

Entity	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>Website</b>	www.mvla.net

### School Description and Mission Statement (School Year 2019-20)

Los Altos High School is a comprehensive public school situated in the heart of Silicon Valley and currently serves approximately 2200 students. 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 (partnering with PLTW), 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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Grade 9</b>	572
<b>Grade 10</b>	579
<b>Grade 11</b>	551
<b>Grade 12</b>	525
<b>Total Enrollment</b>	2,227

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.1
Asian	25.3
Filipino	1.2
Hispanic or Latino	26.5
Native Hawaiian or Pacific Islander	0.3
White	38.4
Two or More Races	7.5
Socioeconomically Disadvantaged	19.4
English Learners	3.6
Students with Disabilities	11.2
Homeless	1.2

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	110	134	134	271
Without Full Credential	2	3	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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 (Most Recent Year)

The safety, cleanliness and adequacy of the school facility is of the highest priority. Our facilities are maintained by a professional and committed staff that is able to address 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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** April 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	82	85	79	83	50	50
Mathematics (grades 3-8 and 11)	70	71	69	69	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	539	510	94.62	5.38	84.90
Male	268	255	95.15	4.85	78.43
Female	271	255	94.10	5.90	91.37
Black or African American	--	--	--	--	--
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	133	131	98.50	1.50	90.08
Filipino	--	--	--	--	--
Hispanic or Latino	129	121	93.80	6.20	61.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	194	177	91.24	8.76	94.35
Two or More Races	70	68	97.14	2.86	95.59
Socioeconomically Disadvantaged	108	103	95.37	4.63	58.25
English Learners	50	47	94.00	6.00	38.30
Students with Disabilities	59	49	83.05	16.95	46.94
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	14	14	100.00	0.00	42.86

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	539	507	94.06	5.94	70.61
Male	268	254	94.78	5.22	68.50
Female	271	253	93.36	6.64	72.73
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	133	131	98.50	1.50	84.73
Filipino	--	--	--	--	--
Hispanic or Latino	129	119	92.25	7.75	32.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	194	176	90.72	9.28	81.82

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	70	68	97.14	2.86	85.29
Socioeconomically Disadvantaged	108	101	93.52	6.48	32.67
English Learners	50	46	92.00	8.00	15.22
Students with Disabilities	59	47	79.66	20.34	17.02
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	14	14	100.00	0.00	21.43

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

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

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

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. Our advisory consists of representatives from all of our offered CTE industries from regional and local companies such as Google, Adobe, NVIDIA, and The Computer History Museum.

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	399
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	96.3

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	77.8

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.67
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	66.86

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

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
9	9.0	34.5	48.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**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 for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2019-20)**

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 services to the school that are indispensable. They support us with critical volunteer assistance and many other special projects, such as Grad Night, Challenge Day, Writer’s Week, STEAM Week, parent education seminars. 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. 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.



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

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	0.4	1.1	0.6	1.4	2.2	1.1	9.7	9.1	9.6
<b>Graduation Rate</b>	98.9	97.3	97.9	96.3	94.1	92.9	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**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**

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.8	2.0	2.3	2.4	2.5	2.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2019-20)**

Maintaining a climate that is conducive to academic excellence is one of our highest priorities. The district supports this effort through rigorous follow-through on disciplinary matters. Early interventions, including counseling and other school and community based support services, as well as the work done by our Student Conduct Liaisons, support this focus. Working closely with our Student Resource Officer (SRO), we have trained staff to raise their awareness of areas of potential concerns. 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 in 2018-19 based on current data and stakeholder input.

GOAL #1 Improve parking access and transportation safety for students and staff.

GOAL #2 Increase awareness of drug/vape prohibitions on campus and decrease use of vape or other drugs 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.

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	22	56	46	3	23	49	48	7	21	58	49	4
Mathematics	23	42	48		24	40	51	3	23	39	56	2
Science	26	10	45	4	28	8	64	1	27	7	66	4
Social Science	23	28	62	2	25	18	72	3	24	30	65	3

\*Number of classes indicates how many classrooms 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	337.4

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.6
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,290	\$2,496	\$10,793	\$193,376
District	N/A	N/A	\$15,608	\$132,580.00
Percent Difference - School Site and District	N/A	N/A	-36.5	37.3
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	35.9	74.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

Per Pupil Expenditures in this district is approximately \$20,236. 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, 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) and Children Health Council (CHC).

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.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$82,819	\$52,466
Mid-Range Teacher Salary	\$131,787	\$87,373
Highest Teacher Salary	\$156,497	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$142,025
Average Principal Salary (High)	\$216,072	\$153,904
Superintendent Salary	\$290,419	\$241,221
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts	2	N/A
Foreign Language	5	N/A
Mathematics	10	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	27	N/A
Social Science	24	N/A
All courses	75	50.4

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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 2016-17 school year, the focus was on student wellness and course team alignment of assessments using course-team selected student performance data. (The use of course team student performance data to improve teaching and learning is one of our central WASC Action Plan goals.) Department coordinators are further addressing this need by developing long-term plans focusing specifically on vertical and horizontal alignment.

For the 2017-18 school year, the focus was on a review of our progress toward WASC Action Plan goals and the necessary steps in Focus Groups, Home Groups and other configurations to develop our self-study for the WASC review in the spring of 2018. There are four full days and four half days provided for school-wide and district-wide staff development.

For the 2018-19 school year, we continued to focus on our WASC Action Plan and completing our WASC report. Our WASC visit is in March 2019 and we are excited about the action plan goals that we have developed. 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.

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.